

PA 11-054

SB0927

Education	438, 440	2
Higher Ed. & Emp.	251-254, 279, 281, 310-326, 345-353, 360-369, 387-396, 401-412, 439-447, 453-469, 471-475, 487-489	98
House	7829-7834	6
<u>Senate</u>	<u>4714-4725, 4945-4949</u>	<u>17</u>
		123

**JOINT
STANDING
COMMITTEE
HEARINGS**

**EDUCATION
PART 2
343 – 672**

2011

5-20

Testimony of
 Karissa Niehoff, PhD
 Executive Director
 CT. Association of Schools
Re HB 5671



The Connecticut Association of Schools

The Connecticut Association of Schools provides exemplary programs and services that promote excellence in the education of all children.

Testimony

Proposed Bill No. 5671 An Act Concerning The Date When Children May Register For Kindergarten

9B927

9B928

The Connecticut Association of Schools (CAS) represents over 1100 elementary and secondary schools in Connecticut in advocating for the best interests of schools, their students, faculty and administrators. CAS supports a wide range of activities from academics to athletics, as well as providing professional development for school leaders.

The Connecticut Association of Schools supports legislative efforts to increase the age at which children are enrolled in Kindergarten. The educational community works within state guidelines to offer children developmentally appropriate instruction and improve academic achievement for all children. Further, it is the intent of CAS to secure the best possible educational opportunities for all Connecticut's children and as a result, narrow the achievement gap. Therefore, we concurrently support universal access to high quality pre-kindergarten programs.

Although Connecticut is the richest state, per capita, in the nation, it conversely has the nation's largest achievement gap as evidenced by performance on standardized national tests. The current legislation guiding the Kindergarten age of entrance presents a possible three-year age span among children and a discrepancy of the average age of students in urban and suburban populations. Requiring children to be five years of age on or before October will make certain that all students will be better able to succeed in increasingly rigorous kindergarten programs.

Position Statement

It is the position of the Connecticut Association of Schools that the entrance age of students enrolling in kindergarten be gradually moved to a unified state cutoff date of 10/1 while simultaneously seeking to design policies to ease the burden of childcare for affected families and provide access to high quality pre-kindergarten programs.

- Limited resources for poorer families to attend quality preschool.
- Lack of quality licensed preschool education for all children with common standards.
- Limited information available for all families on early child developmental milestones and early childhood education with systemic outreach to at-risk populations.
- Vast age range in kindergarten classrooms as a result of the option for delayed entry.

Response to Change – Recommendations

- Provide training for preschools in common standards and delivery of developmentally appropriate programs.
- Provide bilingual/multicultural trainings for preschool educators focused on specific strategies for language acquisition with emphasis on oral language development.
- Provide a population study projecting impact on kindergarten enrollment numbers for districts across the state.
- Provide a population study projecting the impact on qualified preschool and infant/toddler programs for the students who are no longer eligible for Kindergarten.

Recent Legislation

In the 2011 January session of the General Assembly, Raised Bill No. SB00928 required a study of issues concerning teacher preparation and training requirements and alternate routes to certification in early childhood education. In the same session, Raised Bill No. SB00927 revised the requirements for early childhood educators and directed the Commissioner of Education to use unexpended funds for providing professional development to school readiness staff. Both Bills are referred to the Committee on Higher Education and Employment Advancement. Connecticut is preparing a stronger foundation of qualified early childhood educators.

Conclusion

All children who enter kindergarten deserve the best possible start in school. In order to provide all children the opportunity to reach important developmental milestones, acquire key readiness skills, and engage in an increasingly rigorous kindergarten,

**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 1
1 - 331**

**2011
INDEX**

1
February 17, 2011
djp/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

- CHAIRMAN: Senator Bye
- VICE CHAIRMEN: Representative Willis
- MEMBERS PRESENT:
- SENATORS: LeBeau, Boucher
- REPRESENTATIVES: Candelaria, LeGeyt,
Alberts, Dillon,
Giegler, Haddad,
Hurlburt, Janowski,
Rovero, Sawyer, Sayers,
Walker, Yaccarino

SENATOR BYE: Good morning. I hope everyone is doing well today. I will be here for the majority of the morning but I do have to step out for a period and Representative Willis will be here. Ironically, I have my daughter's college planning meeting and I don't have a lot of control over that; you can see that the public school schedule is in charge of my schedule. But, everyone else will be here and listening and I will return in not too long a time.

So, I want to get started by calling Commissioner George Coleman, representing the State Department of Education. Good morning Commissioner.

GEORGE COLEMAN: Good morning and thank you for allowing me the opportunity to share our thinking and our support or sentiment regarding the several bills that are before you that are affecting our work and our obligation.

First of all, relative to Raised Bill 927, AN ACT CONCERNING REQUIREMENTS FOR EARLY

SB 928
HB 6054
HB 6321

CHILDHOOD EDUCATORS.

I think that the Committee understands and appreciates that Connecticut has long had an appreciation regarding the need for very, very high quality professionals in our early childhood classrooms and particularly those that provide education to our most vulnerable students.

We've long regarded preschool education as being one of the sentinel interventions that's necessary to close our achievement gaps. We had proposed and with the support of the legislature adopted a very ambitious schedule whereby we would try to have baccalaureate level people in those classrooms by the date indicated.

I think a part of the condition that's associated with largely the budgetary situation that's happened in the ensuing years, that much of the investment that was necessary particularly in higher education in order to prepare the workforce that would meet that baccalaureate standard has not been able to be realized, and I think that in order for us to be conforming with the law what our recommendation and our support of the legislation is that we push back those requirements in a way that allows us to continue to have people who have direct training in those programs but that we might not be able to or that it won't be able to realistically expect that 100 percent of those individuals will have a baccalaureate by the time that we had indicated in this legislation.

So, we are in support of the continuing to maintain staff who've had specific training acknowledging that many of them would not have

had the opportunity to access to the higher education institutions sufficiently to have the baccalaureate presence that we had hoped for.

Shall I just have questions as we go or just go through and then we'll have questions at the end?

SENATOR BYE: Well, I'm going to ask you a question on that one now, if you don't mind and then you can go forward just because of that particular bill. So, are programs now from the understanding, having a difficult time recruiting enough bachelor level teachers?

GEORGE COLEMAN: I think that programs are having difficulty recruiting baccalaureate level teachers and in particular baccalaureate level people who have the interest and any of the background that makes them an asset to the youngsters that they would before them.

I want to say though, in our school readiness programs, that's the program where we have had disproportionate amounts of support for the development of staff. We have over 50 percent of those persons with a baccalaureate at this time.

So, in that sense we are making progress. But, to the extent that we know that this is a need in many of those other programs outside of the school readiness program which was the intent of the legislation, we are not seeing that level of progress.

And, even with that, we still have a long ways to go in the school readiness programs as well. So, yes, there is quite a difficult challenge that they have and that challenge is exacerbated by the perceptive lack of rewards

for individuals after having in this case, invested their own low wage investments in higher education that they cannot anticipate that the potential for employment is going to reward them for that investment if they have to make it by themselves.

SENATOR BYE: Okay. Thank you, Commissioner Coleman for that answer and I just want to make sure I thank you for stepping up and filling in as Commissioner and you're doing a great job and we look forward to working with you.

GEORGE COLEMAN: Thank you very much. I appreciate that. I -- complementary the use of the section on the use of unexpended school readiness funds. The one thing that we should know this year and subsequent years as we expect in the years that follow, there will be radically fewer of those dollars.

The issues that had been associated with those dollars being available in the past largely as youngsters transition out of the program and others are identified to come in, we're seeing that the programs are almost consistently 100 percent utilized so that that ability to accumulate funds in that particular account are going to be radically reduced.

We expect that this year there will probably be less than \$600,000 in that account and we do support those resources among the things that they can be used for, that training and particularly giving preschool, low age preschool workers access to a baccalaureate track is a high priority for the use of those resources. So, I think that to the extent that we can continue to make progress within the appropriation that we have, is an appropriate use of those resources.

REP. WILLIS: Well, we'll talk about that some other time.

JUDITH GREIMAN: Thank you. And we will have to be talking to the entire Committee and many students and you'll hear from students, staff faculty, presidents, trustees, et cetera on the budget. But today I'm here to talk about two bills we're generally supportive but just want to raise a couple of concerns.

And I'm Judy Greiman from the Connecticut Conference of Independent Colleges. The first bill that I just want to raise a bit of a concern is House Bill 6054, AN ACT CONCERNING THE TRACKING OF UNIQUE IDENTIFIERS BY INSTITUTIONS OF HIGHER EDUCATION.

SB927

We do not oppose the bill but do have a few concerns about both how it's implemented and what happens next. The first concern is that we know that the State Department of Ed has asked school districts to include unique identifiers on student transcripts but that not all school districts have done so and so we would recommend that as the bill moves forward that the provision be added that requires those school districts to do so. We would also ask that there be some way to delay implementation because it will require out institutions to do some changes around their systems, their technology systems to include those identifiers for Connecticut students, and, we being to get transcripts as of the fall.

We also have some concerns about sort of what comes next so what the bill says is collect those unique identifiers and we have had a sort of consistent concern about -- we appreciate the ability to look at students from pre-K to 20 and we appreciate the use of that data to

some indemnity language for private colleges and I'm happy to get you that language from the other states. The other bill I just want to briefly mention is AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS, and it -- there's a component in that that talks about using some of the money for the unexpended school readiness funds to support local school readiness programs that it goes to on a need based way to tuition assistance and we would just encourage you to include private colleges in that. I guess there are currently six, if I can just finish, six educator preparation programs in the state that provide certificates in early education and three of them are at my institutions.

BB921

So I don't think there's any reason to keep students from going to the program that makes the most sense for them and given that they're needy students anyway, they would end up getting financial aid at my institution. So, we would just ask that you add that to it. Thank you. Are there questions? Okay. Thank you.

JAMES SCHMOTTER: Representative Willis, members, thank you and good afternoon now, I guess. I'm Jim Schmotter, President of Western Connecticut State University and I'm here with my colleague Dr. Abbey Zink who's our Dean of Arts and Sciences to speak in support of proposed Bill 916 which concerns post secondary remediation.

What we want to tell you is that -- we want to tell you about a program that's been going on for seven years now at our institution in partnership with Bethel and Danbury High Schools that has literally provided access to college for thousands of students with more efficiency and care and that's a program we

ANDREW TYSKIEWICZ: Yeah, because it was about \$1,500 per student.

SENATOR BYE: Okay. I think this is a really promising model that this Committee should think about as we're looking for pilots because there's no doubt that this remediation is costing the state money and it's costing our community colleges really valuable resources and they're up against it with their budgets, so I appreciate you bringing your model in and I hope we can talk further offline about how this might work. Thank you very much.

MARYANNE PASCONE: I would love to invite you all to come and visit our program, too. That would be -- we'd love to have you.

SENATOR BYE: Okay. Thank you.

Okay, so our next speaker will be Dr. Rhona Free followed by Maggie Adair.

RHONA FREE: Good afternoon, Senator Bye and Committee members. I'm Rhona Free, Vice President of Academic Affairs at Eastern Connecticut State University speaking on behalf of Elsa Nunez, President of Eastern. Thank you very much for the opportunity to testify today.

I'd like to comment briefly regarding Senate Bill 927, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS. The bill amends current law which requires school readiness teachers to have a bachelor's degree in early childhood education or child development by 2015. Instead, this bill would require that 50 percent of school readiness teachers have a bachelor's degree or early childhood certification by 2015 and that 100 percent of

individuals with primary responsibility for a group of children hold a bachelors degree by 2020.

Eastern supports this law that is consistent with research that indicates that having a bachelor's degree affects the effectiveness of early childhood educators, and also acknowledges the barriers faced by school readiness and other community based programs, teachers in these programs, who wish to obtain a baccalaureate degree.

Research confirms that having a bachelor's degree matters for these teachers. We know the quality of the support and instruction that children receive in their first five years of life has a direct link to their later academic performance and that the education levels of teachers is directly related to program quality.

Given that school readiness programs serve the neediest children who are most at risk of having difficulties in elementary school and beyond, it's critical that these programs have the most qualified teachers. Ensuring that all early childhood teachers have a bachelor's degree in early childhood education or a closely related area is an important goal.

However, teachers who are currently working in school readiness or community based programs must overcome financial and logistical challenges to completing bachelor's degree requirements. Extending the date by which all individuals with primary responsibility for a group of children must have a bachelor's degree to 2020 will allow many more teachers to overcome these challenges.

Senate Bill 927 also permits the Commissioner of Education to use unexpended funds for school readiness programs to pay for higher education courses to help staff meet degree requirements. Given the earnings of most school readiness teachers, we believe that providing financial support to obtain degrees is critical, most teachers are simply not in a position to pay for courses, especially since obtaining a degree may not translate into a significant salary increase. We strongly support this portion of the amendment.

Eastern also urges the Committee to consider the need to support program development in higher education institutions to ensure the availability of degree programs that meet the needs of school readiness teachers who work full time year round. These programs could integrate DVD course packages and distance learning modules with traditional on-ground classes to meet the needs of teachers for whom work and transportation issues would make it difficult, if not impossible, to complete degree requirements by attending on-ground classes during normal academic schedules.

We urge you to consider including in this bill support for higher education institutions to develop and implement new programs that would best meet the needs to those currently working in school readiness and other community based programs.

We at Eastern stand ready to partner to deliver high quality baccalaureate level course work to this very significant workforce. State of the art facilities in the center for early childhood education and the child and family development resource center enable us to bring unique physical and technological resources to

this initiative. Video recording, editing, and production facilities, videoconferencing systems, and connections with Eastern's commercial cable television system and web media server support online program delivery.

Early childhood education faculty members and teachers in the child and family development resource center have experience that has resulted in development of award winning training and educational videos and funding for cutting edge research. The physical resources and faculty and staff expertise at Eastern can support development of online, high quality, flexible programming for early childhood teachers pursuing bachelor's degrees.

Thank you for giving me the opportunity to speak today and I would be happy to answer any questions you may have.

SENATOR BYE: Thank you very much Dr. Free for being here. Senator Boucher has a question.

SENATOR BOUCHER: Thank you, Madam Chair. Thank you so much for your testimony and I was interested in your support of the extension of the requirement for a bachelor's degree. Is this just a temporary extension are you advocating or do you feel we should permanently or otherwise just have the ceiling be or the floor be just an associate's degree?

RHONA FREE: We're in favor the extension for 100 percent to 2020 so that by 2020 100 percent of individuals of primary responsibility for a group of children would have to have a bachelor's degree.

SENATOR BOUCHER: So, that would be nine years out. And, the reason for my asking that is that on a

previous issue that we had worked very hard on and that was trying to get -- teachers to be fully certified in the classroom. We had found that there were serious issues with content knowledge, English knowledge, knowledge of the language and that there was a requirement to try to get everyone up to speed and fully certified and that was extended continuously and still, I think is in extension mode.

That is my concern particularly when it involves preschool education. Not everyone is aware that research shows that 80 percent of what an adult might actually be exposed to and learn would be in those very early, zero to five year span, so we have a huge responsibility there.

RHONA FREE: We acknowledge that there are challenges to making it possible for all of the incoming and also existing early childhood teachers to get the degree. That's why we support the extension from 2015 for 100 percent to 2020 for 100 percent. I suppose if it appeared as we got closer to 2020 that it was unobtainable, it could be modified. But, I think we'd be supportive of having a deadline in place at this point partly to create the momentum for development of programs and I think that there is a significant need for the development of programs that are consistent with the financial resources and the work schedules of in-service early childhood teachers.

SENATOR BOUCHER: Would you say that the pay scale for those teachers are lower than your certified teachers in K12?

RHONA FREE: I would say significantly so.

SENATOR BOUCHER: It's possible then as time progresses and we get to more of a professionalizing the industry that maybe those salaries would increase to be commensurate with their peers given their responsibilities. Thank you.

RHONA FREE: I hope so.

SENATOR BYE: My ranking member, Representative LeGeyt.

REP. LeGEYT: Thank you, Madam Chair.

Welcome. The idea of having a bachelor's degree to have primary responsibility for a school readiness program makes me wonder if that's a particular bachelor's or is it a generalized education degree with a focus?

RHONA FREE: The bill would specify that the degree could be in early childhood education, child study, childhood development or human growth and development.

REP. LeGEYT: And, are all those subcategories of a K6 bachelor's degree, you know, not K6 obviously for school readiness, but pre-K through some grade level or is it specifically for pre-K school readiness?

RHONA FREE: This would be specifically for early childhood. Given that there really are significant differences in the approaches to teaching literacy for early childhood and elementary education students.

REP. LeGEYT: And, so presently, how many -- how much demand is there for these particular bachelor degrees?

RHONA FREE: I don't think there is that much of a demand right now because the financial rewards partially are not there --

REP. LeGEYT: And it's not required right now.

RHONA FREE: And it's not required and in many cases now it's difficult to get a degree that's not related to a certification program and those programs require some types of clinical experiences that are challenging for people who are already working full time.

So what we're hoping for is the creation of programs that are consistent with the needs of people who are teaching full time already but don't have a bachelor's degree but would benefit from specific content knowledge related to early childhood.

REP. LeGEYT: There is no certification requirement for school readiness programs?

RHONA FREE: There is no certification plan.

REP. LeGEYT: So is this the cart before the horse kind of situation where if there were a certification requirement that would fuel the interest for establishing the particular bachelor's degree that would benefit that category or is it something that happens the other way around?

RHONA FREE: I'm not really sure if it's an either or. I think one of the issues is that many of these teachers are already in place and so what would be most desirable is to create a situation that would require them to obtain additional content knowledge and expertise within their current constraints of finances

and logistics. I'm not sure if I answered your question.

REP. LeGEYT: Well, that's all right. And, if someone were to avail themselves of this particular bachelor's degree -- I'm a former elementary school teacher so my certification is K8, it's an old degree -- I don't know if they give K8 anymore, but for school readiness, the bachelor's degree would have some particularities that would focus on that age. Tell me how much experience is required though practicum or visitations or actual coordination of classes with classes in college with the classes of students to get that bachelor's degree?

RHONA FREE: The way the bill is written it could vary depending on the particular degree program that a teacher participated in. Many of them already have significant experience but the bill itself would allow, for example, for someone to get a degree in human growth and development that may not require that they have clinical experience in the classroom.

REP. LeGEYT: And, that degree in human growth and development would satisfy the requirements for a bachelor's degree for school readiness program?

RHONA FREE: Yes.

REP. LeGEYT: Absent any experience during those four years in a classroom like that?

RHONA FREE: Yes. I think that someone who had experience and the degree would be a much more attractive candidate for a job and I would anticipate that students who anticipate going into those careers would look for a degree that

would give them that experience as well. But, the way the bill is now it would allow for someone who had many years of experience in a school readiness program but didn't have a strong academic background -- it would allow them to get the academic background without requiring that they do additional clinical experience as part of the program.

REP. LeGEYT: Would the prior group of people who were here talking about the bridges program which is on the other end of the learning sequence so to speak, high school into college, we were talking about the importance of awareness and motivation and students who understood where they were headed were more motivated to follow that path and so I would propose that a program that serves to teach people how to teach in a school readiness situation without any contact has some aspects of being short-sided and that would be a concern of mine going forward. Thank you.

RHONA FREE: Thank you.

SENATOR BYE: Thank you, Representative LeGeYT.
Representative Rovero.

REP. ROVERO: I have a couple of questions. One being a dollar man, it's going to be substantially more expensive when you require someone to have a bachelor's degree than most of your teachers now. If I had a choice if I have X number of dollars and I could have 50 students go into a setting with everyone having a bachelor's degree or because of the cost 100 students going into a setting where people have associate's degree, which setting do you think I'd be better off with? The 100 students with people with just an associate's degree or 50 students with people with a full bachelor's

degree?

RHONA FREE: I would avoid having to choose between the two and I would try to create programs and flexibility that would allow all of the teachers. So 100 students to have teachers who have a bachelor's degree.

REP. ROVERO: I agree with you 100 percent but we only have X number of dollars. I think we're all working within those dollars and I've always been of the opinion that in my particular town which is not a very affluent area, that I would probably be better off to put 100 students in the early childhood program with people who are really, really dedicated in what they're doing because we know they're not doing it for the money, than half the amount in the other setting because as you can tell I'm not -- I don't have a bachelor's degree or too many degrees but you've read all the articles like I have about teachers with master's degrees and how they've proven that teachers with a master's degree are not helping the outcome of our students at all.

In fact, they say it's one of the biggest wastes of money in education. I think you've read that same article and probably disagree with it, but I'm sure it's a study that you've read. Is this the same idea? I get a feeling that if a master's degree in our school system has been proven that it's not worth the money that the teacher spends on it or that the taxpayer is paying for in the results, would this give us the same idea? Are we just doing this because we want to have a four-year program or are we doing because we really think it's going to make a difference?

RHONA FREE: I think we're doing it because our

approach to the care of young children has changed over the years. I think that in the past there was a sense that children who are in early childhood programs were there to play, which is wonderful on its own but, that they were just there to play and that early childhood teachers were more like babysitters than teachers and I think our perception has changed and we understand now that early childhood education is really critical to the long-term success of students and so we're expecting more from the teachers who are in those settings.

So, I think it's a reflection of our changed expectation for what the result will be in early childhood education settings.

REP. ROVERO: My wife works in that field. She spent a lot in the classroom and she's still friends with a lot of teachers and when they tell me that the kindergarten teachers are potty training students I wonder if we really need a bachelor's degree in early childhood education to teach, and I'm not blaming this on the teachers, I blame all us parents it's probably our fault, but do we need a bachelor's degree to potty train some students?

I know we got to get to the top but we only have X number of dollars and I just personally and I'm very fortunate, I have four children, three engineers and one accountant, but -- and when they went school they were potty trained by the way, but I see all these degrees where the students come to these people with some handicaps that master's and doctorate's are not going to help anyway. And that's why I'd rather take, in my personal view, take the dollars that I've got to spend and spread it out with more children. And I come from a less

affluent area and that's the way I feel.

But thank you very much and you've been very enlightening.

RHONA FREE: Thank you.

SENATOR BYE: Good afternoon, Dr. Free and thank you for your patience without questions. I have a bunch, sorry. I'm following my Co-Chair's lead and going last and actually a lot of the questions have been asked by Committee members so I can skip some of them.

Did you say in your testimony that there's evidence that having a bachelor's degree leads to better outcomes for children?

RHONA FREE: Yes.

SENATOR BYE: Okay. The second question is how many early childhood degrees per year is Eastern confirming at this point, do you know?

RHONA FREE: Right now we don't confer that many degrees, probably fewer than 15 a year.

SENATOR BYE: And, how many programs are there in the state that give this degree?

RHONA FREE: To be honest, I can't give you an accurate answer.

SENATOR BYE: Do any of the CSU's provide the bachelor's in early childhood?

RHONA FREE: I believe so, but I'm not sure exactly how many or who. I can certainly find out.

SENATOR BYE: Okay. Well, we can look into that. But there aren't a lot as I understand it.

There aren't a lot of options for student to go to get their bachelor's in, particularly to get certified, in early childhood education. And, I'm not sure how familiar you are with how this progresses, but there are changes proposed for certification. Back in somewhere around 2005, it used to be P-K to three and then one to six and at that point we actually had plenty of people entering early childhood programs at our four year institutions public and private and then the certification changed to K to six at which point we lost a good number, the demand went down. Did you find that at Eastern as well?

RHONA FREE: Yes.

SENATOR BYE: So, there are a lot of things working against the development of this workforce and we're talking about certified right now. I think it impacts the bachelor's in child study or child development as well and I think that's because of the workforce issues that -- what's at the end of the road of all that hard work and spending what little money you have on the classes that you don't get a whole lot more money and I really was taken, especially by Representative LeGeyt's questions as someone who's not in the field trying to understand what degree do you actually need to teach young children and why and are we moving toward certification and you indeed agreed we're moving toward a B.A. for everyone, but with a non system and we're just talking school readiness which is about a quarter of all preschool slots in the state, so most of the public school preschools do, in fact, have certified teachers.

That's still less than 10,000 so we're still looking at another half that we're not touching

as we talk about these issues. But, I'm surprised less than 15 degrees -- that's small.

Do you know how many bachelor's, child development or developmental bachelor's you're giving our or do you have that program at Eastern?

RHONA FREE: We have a program in Psychology that allows students to focus on early childhood and child development and there are probably about 30 students a year in that program.

SENATOR BYE: Okay. So, they'd be qualified to come teach in a school readiness setting?

RHONA FREE: Yes.

SENATOR BYE: Okay.

RHONA FREE: And, I think partly their expertise reflects the issue that was raised before about the fact that some of these children are going into kindergarten and are not potty trained and kindergarten teachers are having to take care of that. I think what someone in the school readiness program with a bachelor's degree in human growth and development for example could help out with, is an understanding of why that child is in that situation and what could be done to ensure that children don't go to kindergarten with those types of needs. So, although -- again, it may not be a certification program, I think that the options for students here allow them to develop expertise that can be really valuable in the school readiness setting.

SENATOR BYE: Okay. Thank you for that. You said you have a -- you said you think we should move toward better ways to reach out to the

incumbent workforce with more online learning and DVD's. Does Eastern offer anything like that at this time?

RHONA FREE: We have a lot of modules ready to go. We developed them a few years ago when we got - - partially as a result of funding that we got to develop and alternate route to certification program. That program didn't have much of an audience possibly because it was to support teachers who were endorsed in elementary and wanted to get cross endorsed. The economic incentives for them to get cross endorsed were just apparently not there. So, there wasn't much of an interest but we do have a lot of those modules developed already. But, there's a lot more to do in terms of developing really high-quality content.

SENATOR BYE: Okay. So, that program was actually developed to help someone who has a bachelor's in something else or certified in elementary get what they need to count as a child development, child study, human growth development, those requirements for the B.A., is that accurate?

RHONA FREE: It was actually to get -- there were no credits associated with it. It was just to complete modules that prepared teachers to get cross endorsed in early childhood.

SENATOR BYE: Okay. So, it was cross endorsed. And how many students entered that program?

RHONA FREE: None. We advertised it extensively and we only had one student who ultimately was willing to enroll.

SENATOR BYE: And, how much -- do you know what the appropriation was for that program?

RHONA FREE: I don't have the figures on the total of appropriation, no.

SENATOR BYE: Okay. But, you can get that to me?

RHONA FREE: Yes.

SENATORY BYE: And, then when you do that, also it would be good see the marketing expenses because we're really concerned about the workforce issues on this Committee with early childhood. We're moving the date but we're not moving our expectation of a bachelor's for teaching young children. And, with you graduating 15 a year, probably every one of them ends up in a public school versus a school readiness because they're mostly early childhood special ed or however they come out, they go into public school often special ed settings as certified teachers. And, the 40 per year bachelor's, you know, at that rate we're not even by 2020 we're not going to get to the bachelor's as I look at the numbers.

So, I'd like to maybe have a chance, not here, but to sit down and look at this ARC program and think about how maybe it can help others who have maybe not certified but have a bachelor's and want to teach young children to get the special training in child development so they can cross over into a school readiness. Would you guys be open to that?

RHONA FREE: Absolutely, yeah. I think that with a change in the requirements for teaching in a school readiness program we certainly would anticipate increased interest in the ARC program that we developed.

SENATOR BYE: Okay. Well, I thank you for your

testimony and I look forward to having a conversation with you and maybe Jill can set that up so we can see -- you know, we're going to need some other ways to get there. And, I think not having credits probably makes it difficult too so students aren't moving toward something else.

So I hope we can have a conversation about how to turn that into something that's more appealing to students and that helps us meet our workforce needs.

RHONA FREE: I look forward to that, Senator Bye, thank you.

SENATOR BYE: Thank you so much for coming. Next is Maggie Adair to be followed by Michael Sampson.

MAGGIE ADAIR: -- families to have an economic future. Sherri Lent and Messiah are early care and education policy analysts submitted testimony in writing concerning Senate Bill 927, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS. I'm here today to testify in support of Senate Bill 916, AN ACT CONCERNING REMEDIATION, and HOUSE BILL 6321, AN ACT CONCERNING A COLLEGE TRANSITION PILOT PROGRAM.

I've submitted testimony in writing but I'm not going to read. I just wanted to make a few points. We do support an act concerning remediation. We support efforts to study and improve Connecticut's remedial education programs in all of the state's higher public education institutions. As you may not know, but CAHS is one of 22 states which is funded through the working for family's project. It's a national project looking at post secondary education in the community colleges,

**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 2
332 - 628**

2011

using the experts in the college of arts and sciences to actually deliver the content.

SENATOR BOUCHER: Chairman, I appreciate it and also you may be looking towards one school that seems to have a waiting list for their graduates which is the NEAC school at UConn to assess maybe some of their best practices. It might be helpful to our state in general. That was a comment that was also -- and I wanted just to relay it to you since you were here. Thank you so much.

MICHAEL SAMPSON: UConn is part of our group and so they're working with us too.

SENATOR BYE: Thank you, Senator.

Any other questions?

Thank you so much for coming today.

MICHAEL SAMPSON: I appreciate the time and opportunity to meet you guys and I believe Senator Bye, you're going to be on my campus next week.

SENATOR BYE: I am going to be there.

MICHAEL SAMPSON: But, I'm going to be in the Dean's conference in San Diego.

SENATOR BYE: I'm very jealous. Dr. Paul Copes followed by Amy Watson. Good morning, Paul. How are you today?

PAUL COPES: Good morning. How are you? Good to see you. Chairman Bye and members of the Higher Education and Employment Advancement Committee, my name is Paul Copes and I'm here today to talk about revising Senate Bill 927,

ADVANCEMENT COMMITTEE

which would require one teacher in every early care and education classroom to hold a bachelor's degree or equivalent certification in early childhood or special education by 2015.

For the past 10 years I have been executive director of education at the Community Renewal Team which is the designated community action agency for Hartford and Middlesex Counties, the largest non-profit provider of human services in Connecticut which runs programs at 19 sites in six cities and towns throughout the state. During that time I have had the pleasure of working to help educators in our program obtain education and credentials to best serve our more than 1,400 children in our care.

While CRT full supports the professional and educational development of all of our ECE staff, we feel that this benchmark for educational attainment by the year 2015 is unrealistic under current circumstances. We urge that the requirement for teacher to hold a bachelor's degree be delayed until 2019, a timetable which given a funding increase for teacher tuition and assistance would allow a substantial portion of ECE staff currently holding associate degrees enrolled in educational programs to complete their bachelor's degree. We urge that the state increase funding for tuition assistance for early educators college courses and that is bill include positive incentives for meeting goals rather than punitive sanctions against programs or teachers not in compliance with educational attainment standards.

The state's current chart-a-course program has helped many ECE professionals in Connecticut attain additional education to become better

teachers for our children and we applaud the program. However, by our estimates the program is grossly underfunded and to sufficiently reach all professionals who need to access the program would require an increase as much as three times the current amount of funding.

I'm not going to ask you for that today. I recognize the budget situation, but, as the main conduit through which ECE professionals may fund the requirements currently spelled out in Senate Bill 927, it is inaccessible and inadequate. And, to ask teachers themselves to foot the bill for additional education is also unfair and in my opinion, unrealistic with current ECE teacher salaries averaging \$26,000 a year, they simply cannot afford to pay up to \$20,000 for an accredited degree program while balancing family, home and transportation concerns.

CRT has been fortunate to discover efficiencies in its large size and diversified funding streams that has allowed us to offer some tuition assistance for our ECE staff to continue their education over the past seven years. Since 2006, CRT has provided \$215,000 in tuition assistance for our ECE staff to pursue college degrees. While our staff has diligently worked under that opportunity to earn degrees, still less than 20 percent of our teachers currently hold bachelor's degrees.

The problem is exacerbated by the turnover that occurs with staff who have completed bachelor's degrees with assistance from CRT and then have moved on to better paying positions with other schools and providers. Many of our staff have earned associate's degrees but the time and financial commitments required to attain even the 60 credit credential are extremely

burdensome and with the current levels of support available from the state, it's rather difficult.

As a federal head start provider, CRT falls under a requirement that 50 percent of head start teachers nationwide hold a bachelor's degree by 2013. This also is most likely an unrealistic benchmark, but it is one which holds no sanctions for those teachers and programs unable to meet it. Other regulators such as the National Association for the Education of Young People, require that a designated percentage of staff be in progress toward their degrees by certain dates. We would encourage the General assembly to adopt similar policies for any requirements it seeks to put in place through this bill.

Let me once again reiterate our support for measures to help those responsible for educating our children become the most qualified and able they can be. But let me also reiterate our opinion that the current support structure in place to aid them in that journey is unrealistic and insufficient and that the state would be better served by adopting more realistic standards for such education advancement.

We strongly you to revise this bill and I thank you for your time and consideration.

SENATOR BYE: Thank you, Paul. Thank you for all your work on behalf of young children.

Questions from the Committee?

I have just one clarification. The requirement in the bill that exists now requires a bachelor's by 2015. This bill is, I think,

addressing one of your main concerns. It's taking into account a lot of the issues that you raised which are right on point. We're asking that 50 percent of teachers have their B.A. by 2015 and 50 percent have an associate's, and I know you guys have done yeoman's work getting your teachers associate's but even with that improved situation from your testimony, it sounds like you have less than 20 percent of your teachers have a bachelor's at this point.

PAUL COPES: Twenty percent and that's after seven years of investing \$215,000 and we are the largest provider in the state. So, we are representative of the feel. I think the entire state will have a problem with that.

SENATOR BYE: Right. Those numbers are a little lower and it might be a function of where you exist. There are some cities that reach the 50 percent now, but there are many that don't. More don't than do.

So I just wanted say we agree and we put the B.A. to 2020. You asked for 2019 and we actually went another year further but, again, I think the testimony we're hearing today just points to the challenges facing the field as we invest more public money and work to professionalize the field.

The folks on the ground doing this are finding out it's really challenging if you're making \$25,000 a year to make your way back to school and we've also directed funds in this bill that are left over from readiness to provide scholarship support up to \$5,000 for applicants who are moving toward a bachelor's. The other point you raised that interesting is there a way as this rolls out, as we see the numbers

come in, that the progress, we could think about using progress. So, thank you so much for your testimony.

PAUL COPEL: Thank you very much.

SENATOR BYE: Amy Watson followed by Don Friedman.

AMY WATSON: Thank you.

SENATOR BYE: Good morning, Amy.

AMY WATSON: My name is Amy Watson and I'm the coordinator of the early childhood alternate route to certification at Charter Oak State College. With me today is President Klonoski, he's the president of Charter Oak State College. I am here today to speak to two bills, to Raised Bill 927 and 928.

First, I'd like to address 927. We're in support of the proposed legislation that phases in the bachelor's degree until 2020 to ensure that the workforce will be able to meet training and professional development guidelines for those working in school readiness programs. To support the school readiness of all children in Connecticut it is important to have an educated workforce and multiple paths for professional to complete or advance their education. Charter Oak currently had a variety of programs that were designed in response to the needs of early childhood professionals. We serve students that may only take a few courses with us, they may gain credit through testing or portfolio review, we have the online bachelor's degree in child study and we also have the alternate route to certification.

Because of our experience with these students

we are very familiar with the needs of this population. The majority of early childhood teachers, as you've already heard today, are full time professionals; they're nontraditional adult learners; they're working full time jobs and they're not paid well. So, it is a challenge for them to complete their education.

Increasing the bachelor's degree by 2012 does represent an unrealistic increase in too short a time period. If we do that we will lose experienced and committed teachers. Rather than have unnecessary turnover, we do support the proposed language. Charter Oak has had 100 students graduate with the bachelor's degree in child study in the last five years. We also have 60 students currently enrolled in child studies. Any questions?

SENATOR BYE: Well, thank you for testimony, Amy.
How are you recruiting students to your online
--

AMY WATSON: For the online bachelor's degree program? We do -- we have recruitment, people that go around the state doing recruitment, it's on the web, we do advertising through NAEYC and other organizations as well.

SENATOR BYE: And, how is your demand for the program?

AMY WATSON: It's high.

SENATOR BYE: So, how many students might apply in a year?

AMY WATSON: We have for the bachelor's degree in child studies we currently have 60 enrolled and we've graduated 100 in the last five years.

SENATOR BYE: Wow, so this seems like a path to our workforce issues. It sounds like Eastern is trying to develop something that would be more portable and there may be a way for you all to work together to do that. What's happening to the folks who graduate from your program? Are they working in school readiness settings?

AMY WATSON: Yes, they are. They're working in school readiness settings, they may go on to get a master's degree in another field, or they may work in a related field such as nursing or social work.

SENATOR BYE: Well, this is a very positive testimony as we've been hearing all day about all the challenges so making it online and work with folks who are working full time seems to be a path to getting more graduates.

AMY WATSON: And, additionally, in addition to being online, we have a lot of flexibility in how individuals are able to gain their credit as they go through the program. We're able to transfer in a lot of credits from multiple institutions. Early childhood professionals in particular kind of have a patchy history. They may attend for a few years at one institution then move to another institution. Our college allows them to transfer in that credit to complete the degree. We also have the pathways exams. We offer 12 credits through online testing and that is a tremendously popular option for a lot of professionals as well.

SENATOR BYE: Now, when they test in, do they pay for those 12 credits or they just start with them?

AMY WATSON: Each test is \$75.

SENATOR BYE: But, if they pass they get the credits without paying for the credits?

AMY WATSON: Right.

SENATOR BYE: Any other questions from the Committee?

AMY WATSON: May I proceed to --

SENATOR BYE: Yes.

AMY WATSON: In response to Raised Bill 928, I'd like to specifically talk about section two, in reference to alternate routes to certification in early childhood.

I currently coordinate the only alternate route to early childhood in Connecticut. We certify practitioners for the 112 certificate, which is the birth through Kindergarten teaching certificate. Our graduates go on to preschool special education positions, birth to three early intervention and work in the magnet schools which do require teacher certification.

While as part of this conversation, my certificate is very specific and doesn't necessarily provide the bachelor's level professionals for school readiness, it does serve as a model for how to help this population get through programs because it's innovative and flexible program.

The program was fully accredited in 2010 by the joint boards of the State Department of Education and Department of Higher Education. During its review it was commended for its effective use and participation of its advisory board, its rigorous content and evaluation and the commitment and expertise of the faculty.

that's what we have to look at and we'll sort of look to your expertise about the various formulas and help us.

Because, ultimately this could save the state a whole lot of money if we figure out -- with 70 percent of students needing remediation, there is a high cost to that after we spent \$10,000 a student at least, for 13 years between state and town to have to spend another year in remediation seems counterproductive for everyone. So, I'm hoping we can work together to try to solve this. Thank you for coming.

DON FRIEDMAN: Thank you.

SENATOR BYE: Darlene Ragozzine followed by Thomas Vecchitto.

DARLENE RAGOZZINE: Good afternoon. My name is Darlene Ragozzine and I am the executive director of Connecticut Charts-A-Course for the community colleges and Senator Bye and Senator Boucher, I'm just glad to be here. And, I did submit some testimony, a written testimony and also some attached documentation to help further the testimony. But, after being -- I think I'm sort of the last one of all the agencies, is that correct, Senator Bye?

SENATOR BYE: There is one representative waiting, but second to last.

DARLENE RAGOZZINE: And, I think part of my job right now is to maybe connect some of the dots having listened to what everybody's been saying I think I can even shed a little bit more light on what people are saying and how we're moving this workforce. We, the community colleges, do support both bill 927 and 928 and I think in terms of 927, AN ACT CONCERNING REQUIREMENTS

FOR EARLY CHILDHOOD EDUCATORS, I'm going to give just a little bit of a reality check in terms of sort of where we are moving towards the 50/50 and where we are moving towards the 100 percent.

As you know the Connecticut Charts-A-Course operates the state's early childhood professional registry so we're able to give you some sort of real time data on what we know in terms of the workforce right now and where they are academically. Sixty six percent of the teachers that are working in publicly funded programs have an associate's degree or higher which is up from 60 percent in 2009 and that breaks down to about 41 percent bachelor's and 23 percent associates and the remaining below an associate's degree.

The scholarship assistance program this year, which you heard Dr. Copes speak about, which by the way is currently closed and not able to give any other scholarships -- we closed it in January at the end of December, this past year awarded 1,626 scholarships. And, the average amount of scholarships we gave out was about \$750. We doubled the amount of scholarships this year than we gave last year. Of course we had more money this year than we had the previous year by about \$250,000. But, then again, it is still closed.

The 87 percent of the scholarships went toward required coursework in a plan of study for degrees in early childhood education which was up 41 percent prior to the year before and the amount of scholarships that went to bachelor's degree doubled this past year from last year. I think last year we were in about 220 something and this year we went to double that amount, over 400. The number of scholarships -

- and that was up 46 percent from the year before.

And, just sort of to connect the dots to Amy Watson's testimony and the largest percentage of money that went to bachelor's degree scholarships went to Charter Oaks State College. So, you can see that that program that exists there, the flexibility of that program, the access to that program, the way that program is operated, the amount of credits that people are able to transfer into that program, combining all that allows for greater flexibility and therefore a lot of requests come in for scholarships to go to Charter Oak.

A little bit about the community colleges students. We had 2,500 students this past fall enrolled in our classes. This was again a record enrollment. We graduated 281 this past year which was up nine percent from 2008. So, we are moving the workforce and I think we're moving the workforce in the right direction we just -- like right now what I can say is, everybody's on hold and everybody is waiting to see what's going to happen as a result of our scholarship assistance program being closed.

I might also point out that we did get additional funding of \$330,000 from DSS this year in ERA funding. Of that -- and we did this through a lottery, this was the first time we ran a lottery and we had a number of findings as a result of running this lottery and what we found was that when given an opportunity to access scholarships when and individual who worked in an early care and education setting has never had that opportunity, the majority of the people actually wanted to take coursework toward either an associate or bachelor's degree

program.

So, that we found to be really telling in terms of not only people who work in publicly funded programs but people who also work in privately funded programs. Thirty four percent of the ERA money went toward baccalaureate degrees and 66 percent went toward associate degree. Of the scholarship recipients 178 were from centers in general, 97 were from school readiness programs and 71 were from childcare programs.

So, again, you can see that the need is really out there and that additional scholarship money which was a one-time lottery we felt went a really long way. The other challenges and you know I know Senator Bye you know about this, is that if you look at some of our registry data and this is going to all be coming out in our workforce report which will be given to your committee next week. The combined turnover rate for teachers is about 30 percent. So, one of the challenges that I think that we all know about is the fact that these individuals make between \$26,000 and \$31,000 depending upon what program they work in. On average it's about \$26,000.

And, we find that the turnover tends to be about 30 percent combined and so I can't say to you, if I come before you next year, whether or not we're going to keep that 41 percent in bachelor's degree. We may find that that 41 percent may churn down to you know, 39 percent or it may turn over where people completely leave the field to 35 percent. But, I think what the registry is doing is helping us really do a better job of helping you understand the issues and project these figures.

ADVANCEMENT COMMITTEE

One of the things that we would like to offer, are some revisions to this part of the bill which speaks to using unexpended funds and George Coleman spoke about that there might not be a lot of money there -- I think he said something around \$600,000 earlier. We would offer a few changes or rethinking of that section. One, being that we wouldn't have reference to low income families.

We think this criteria for scholarship eligibility -- we actually recently took that off of the Charts-A-Course scholarship and I think it would provide inconsistency for staff is some funding had low income and other funding did not have low income. And, also, a low income student is typically eligible for federal or state financial aid. So, you might want to consider the low income language.

Also, the cap on scholarship as you can see our average scholarship is about \$750. If two people -- if a person takes two courses it ends up being about \$1,500 and people tend to self regulate themselves in terms of how much time they spend with taking courses depending on their professional and personal situation. So, having just from our experience having a cap is not necessarily something that affects the play out of the money.

We would remove the reference to the type of degree, especially because you're looking at 50 percent in 2015 having an associate's and 50 percent having a bachelor's. So, right now if a person wanted -- if this money was available and a person wanted to finish getting an associate's degree and Chart-A-Course is closed, then they wouldn't be able to access that money. So, that might be another one.

And, also I think someone earlier said also include both public and private institutions and I had that down. In addition, and I know the language had state institutions, a lot of what we're finding is a lot of our scholarship money -- or not a lot, but a certain percentage of our scholarship money goes to online courses in institutions out of state who offer baccalaureate degrees in early childhood education that they might not be able to access here because we don't have that available.

So, structuring -- so putting all these structures on that money may prohibit people from being able to use it in a way that might best fit their needs. And, I did offer some language in that part, so that's in the testimony.

And, lastly, we did also offer some recommendations regarding 928, AN ACT CONCERNING TEACHER PREPARATION. It's really more of a clarification. We were wondering in terms of would it be inclusive all constituents units of early -- of teacher preparation. We agree that there should be representations of private institutions. I think that came up earlier.

Faculty representation of local school districts, LEA's, graduates, users of the system. Also, obviously we agree that the department of ed should be a part of it and that maybe some kind of outside consulting could come in to take a look at do an outside review of the current standards for teacher preparation for faculty. So, those are just some thoughts and I'm happy to answer additional questions.

SENATOR BYE: Do Committee members have any

questions, because I have a number.

DARLENE RAGOZZINE: I do have the preliminary.

SENATOR BYE: Great. And, I know next week we're going to be on Tuesday having a press conference with some of these workforce issues as we look at our whole system of early childhood. It's hard to believe like probably 17 years ago we were sitting in a room dreaming up Connecticut's Charts-A-Course now as a director in Stamford and you just had this idea at Norwalk. And, here we are.

DARLENE RAGOZZINE: And, here we are.

SENATOR BYE: Still trying to fix the system but I appreciate all --

DARLENE RAGOZZINE: Let's not think about that. Let's think that we've made lots of progress.

SENATOR BYE: Tons of progress and I appreciate all your good work and your data. I do have a couple questions for you. How does a student that enters in Connecticut Charts-A-Course access financial aid at a higher ed institution or do you help them with that?

SB927

DARLENE RAGOZZINE: We have four career counselors at Charts-A-Course. Each one of them is assigned regionally and when they come into the Charts-A-Course registry and request scholarship, they immediately go to the appropriate career counselor. That career counselor works with them to find out what kind of -- what their availability is in terms of taking coursework.

If they decide that they only want to take one course and they work in a publicly funded

program and they have a plan of study and they've been updated and we know that the courses their taking are leading to a degree but they want to take that one course, then they'll probably receive a Charts-A-Course voucher. If the career counselor ascertains through dialogue with the individual that they want more, they can take more than one course, then that career counselor will lead them to a resource to access financial aid.

SENATOR BYE: So, that's definitely a part of your program so that \$750 can really --

DARLENE RAGOZZINE: Absolutely. It's all on our website. And, also the career counselors are very good about communicating with financial aid counselors in all the colleges.

SENATOR BYE: I want to make sure that our attorney, Eileen, on the two -- I just want to make sure we have notes about this idea we need to consider about low income and also the idea that it could be public or private. But, with that said, I mean, are all schools where students attend with Charts-A-Course dollars, accredited?

DARLENE RAGOZZINE: Absolutely. They're all regional, absolutely.

SENATOR BYE: I know there's been some concern around those issues.

DARLENE RAGOZZINE: Yes, absolutely. They're all regionally accredited.

SENATOR BYE: So, I think that's good. I would also question, I think the \$600,000 on unexpended funds may be low based on past years but I think as State Department of Ed is getting

better at having the slot utilization more expansive. The one thing I want to push you about and like have a discussion about just for a minute is this idea of the dollars going to the associates when you reported that 66 percent of teachers right now have their associate's or higher.

The reason we put it toward the B.A. is because we're trying to build a workforce of 50/50 and we feel like we're there with the associate's so how do we -- so we should put the dollars toward getting people the bachelor's and you're saying well you really should make it available for both.

DARLENE RAGOZZINE: Well, 41 percent right now, 41 percent and this will be in the RBA submission this year that we do -- 41 percent of the teachers right now have a bachelor's degree; 25 percent have an associate's and the remaining are below an associate's.

SENATOR BYE: So, when you said 66 percent of teachers have an AA or higher.

DARLENE RAGOZZINE: Yeah, 66 percent have an associate's degree or higher. Keep in mind, that's the 41 and the 25.

SENATOR BYE: That helps. That helps me. And, you're saying right now in school readiness classrooms there are how many teachers with their associate's whether they're the lead or the assistant?

DARLENE RAGOZZINE: 702.

SENATOR BYE: So, what proportion of classrooms now have an associate's? Do you know that?

ADVANCEMENT COMMITTEE

DARLENE RAGOZZINE: Well, there's 432 that have an associate's; 702 have a bachelor's. Now that's publicly funded. I do have that data and I can extrapolate that for you, Senator Bye, but I don't have that with me right now. But, I can tell you exactly in school readiness versus DSS what that looks like.

SENATOR BYE: And, just I think, even for next Tuesday this can be one of your talking points about what you're pushing for. I'd lean toward the B.A. because it's my perception that we're almost there on having have AA, but we're your telling me is that's not accurate and I'm not - - I'm just basing it on different reports I've read. So, we will return to that and I appreciate you coming and all your work and particularly the data because that's how we have to make decisions here.

DARLENE RAGOZZINE: You know I appreciate that and you know I think if we could get to a point where the registry was really as it is right now, it's mandated for all publicly funded teachers. If we and DSS contractually has their centers mandate their staff twice a year and so we don't issue a voucher to someone in a DSS program unless their file has been updated and we know what the courses are that they've been taking and if they've been successful. So, that's a way for us to really help these people.

SENATOR BYE: Thank you. Thomas Vecchitto, correct my pronunciation if you need to followed by Representative Abercrombie.

THOMAS VECCHITO: Good afternoon, Senator Bye, Committee. I'm Tom Vecchitto and I represent ERACE, it's a five district regional Adult Education program from the towns of Branford,

HB 6321

We run classes there and we even bring in their professors to work with some of our STEM students in our STEM academy so it's there, the partnership is there. We don't have to go look for them, we are together and there's something to be said about holding hands and working as a team. The success does take a village to educate somebody.

SENATOR BYE: Well, thank you very much for your testimony.

RICARDO TARIFF: Well, thank you for your effort.

SENATOR BYE: Next is Ray Rossomando followed by Harriet Clark and then Susan Santora.

RAY ROSSOMONDO: Good afternoon, Senator Bye.

SENATOR BYE: And, thank you too, for your patience today.

RAY ROSSOMONDO: Good afternoon. My name is Ray Rossomando, legislative coordinator for the Connecticut Education Association. I sit before you today in opposition of Senate Bill 927, as it is written. CEA has longed to push to enhance the training of early childhood educators on the significant body of research, linking quality of preschool with the quality of teachers. Our goal is to enhance credentials ultimately toward State Department of Education certification.

The legislators have generally agreed with this goal and it's been some 10 years since they began to put in credentials and we continually push them out year by year. And, Senate Bill 927 appears to do that once again. This at minimum is an achievement gap issue. Better preparation provides the foundation for early

learners and the faster we improve early childhood education, the stronger our ability is to close the achievement gap.

I think we all recognize that. Our concerns specifically with the bill is three fold. One, it permits the Commissioner of Higher Education to determine which equivalent credentials would qualify as meeting certain professional requirements of staff. We believe such language is vague and risks expanding the pool of workers to those potentially inadequately trained in early childhood education. Two, it changes the proportion of staff required to have a bachelor's degree or sets State Department of Education certification by replacing a specific condition with a vaguer one. Current law requires at least one person in each classroom to possess a degree or certification.

The proposed legislation replaces this condition with what I believe to be an unclear requirement that 50 percent of those with primary responsibility for a group of children have a bachelor's degree. It is unclear who has primary responsibility and that appears to dilute the goal of increasing the number of highly qualified educators.

And, just a comment on that, as we're thinking through the bill the thought was you know, there could be a child care director who could be considered the primary person responsible for the group of children, therefore not necessarily the people in the classroom. So, it may be a wording issue, but it is a concern. The bill also completely eliminates the strongest credential that would be required of educators, State Department of Education certification. According to the bill, as of

2020 a certificate would not qualify as an early educator credential leading to less rigorous bachelor's degree as a weaker standard. Now, I understand if you have a certification you absolutely have a bachelor's degree.

We would much prefer that the reverse be true. That the ultimate goal is to have a State Department of Education certification which would in and of itself, include a bachelor's degree hopefully in a field that is consistent with early childhood -- rigorous early childhood training. And, I would add with a clinical piece of it. By continually delaying higher standards for early childhood educators we perpetuate low wages, exacerbate high turnover and fuel a revolving door system of employment that cannot be expected to meet our expectations.

Advocates of early childhood education have long urged the state to implement higher standards by requiring early childhood certification. Past legislatures have agreed. We are just committed to reject any legislation that further delays or compromises this goal.

SENATOR BYE: Thank you, Ray.

I really appreciate your testimony because we've heard a lot about reality today and how hard it is to reach the standard and how hard it is with the pay the teachers receive to encourage folks to go back to school and you're really calling on us to hold a higher standard.

And, there are a couple of things that I want to make sure we make note of as we're considering this, so Attorney Lawler, if we could just make sure that definition of primary

person is specific to mean the person in charge of a classroom of children. Make sure as we discuss it that that's accurate and I do think we don't have early childhood certified as one of the B.A. accepted, is that accurate? Is that what you're saying?

RAY ROSSOMONDO: It is. I don't know if you have my testimony in front of you, but just so you know a preliminary draft got out to the Committee and the actual final one is but it will --

SENATOR BYE: Okay, we'll look at that.

RAY ROSSOMONDO: -- show that by 2015 you're required -- a certification is an option as is a bachelor's degree. In 2020 only a bachelor's degree. So, that was a bit alarming to us. And, I would just like to add --

SENATOR BYE: Oh, I see what you're saying.

RAY ROSSOMONDO: -- with respect to the pipeline issue, you know, this Committee did a lot of work at a time when no child left behind was coming down the pike, actually it wasn't coming down the pike we were confronting it, talking about higher quality standards, at the same time I think about the birth time of this Committee, you addressed teacher shortage. You didn't address teacher shortage by diminishing the credentials.

The two aren't mutually exclusive and I think someday in the future we're going to look back at our preschool staff and that we're asking that really do hold the future of addressing the achievement gap and we're going to look back and wonder how it was that we ever let it go for so long that they were not certified teachers like other teachers. It's a rigorous

training -- it's not the easiest population to educate. It may be easier to babysit but you know, they're doing more than just potty training, obviously.

SENATOR BYE: Actually, they rarely get to go to the bathroom themselves all day because they're job --

RAY ROSSOMANDO: That's true, that is very true.

SENATOR BYE: -- is so busy and I did it for many years. I want to thank you for your advocacy. I just have one other question and it may turn into two but, it was my impression there was a three-year process by which everyone got in the room because believe me, there's a lot of pushback, probably more pushback the other way as a policy maker, to say an associate's is okay and you heard some of those comments today perhaps in the Committee. So the task force came to this compromise that 50/50 in the short term and then a bachelor's further out.

Was CEA a part of that process because I wasn't involved in it. I thought they were but maybe not.

RAY ROSSOMANDO: First, a couple of comments. First of all, what I think is unclear is exactly whether 50 percent is a higher standard or lower standard than what's actually in the current language. With respect to CEA's representation, I know we have a person who has been involved in the process full on but I don't know offhand. I'll get than answer for you.

SENATOR BYE: No, that's fine because we want to make sure that you're at the table. I think the challenge that we face so you understand it

and I don't think anything's a done deal, so we're still taking input and we'll continue to take input. I know I'm going out to four communities and talking to early childhood professionals so, we're still moving on.

But, the challenge is the compensation and the average of \$26,000 and that compensation is really based on you know, the state pays a little over \$8,000 a year per child in a school readiness site and another complication is some public schools are operating school readiness sites in their schools with teachers certified public school teachers making an average of \$40,000 say when they come out and in the next classroom they're running a school readiness classroom with a bachelor level teacher that's making \$27,000. So, what's starting to happen is more and more preschools enter the public schools and we have these different credentials as you heard -- I don't know if you heard Representative LeGeyt try to figure it out.

You have really non-uniform working conditions for teachers who are working toward the same goal and I would argue you need the same skill levels to teach preschool. I'm a little biased having been in preschool for 30 years, but it's a skill set that does require a lot of mentoring and professional development and all that and we haven't raised the standard and I wish we had but, sitting here worrying about having enough classrooms, worrying about having enough teachers to teach the children in those classrooms and knowing that at this point we don't have a lot more money to put in the pot for per pupil expense, it's a complicated equation. So, you know, we'll take it into consideration and maybe we need to think about pushing the B.A. earlier. Maybe 2020 is not aggressive enough.

RAY ROSSOMANDO: Let me just make a -- about the compensation --

SENATOR BYE: Sure, sure, please.

RAY ROSSOMANDO: -- and I alluded to it --

SENATOR BYE: I'm being conversational and I should probably be asking the questions.

RAY ROSSOMANDO: I alluded to in my testimony about the potential for turnover because of low compensation and not necessarily having high credentials that make this more of a profession than it is a job. School readiness is in areas where they face greater challenges, greater fiscal challenges and if you look at early childhood and you think back to maybe what the system of funding education was prior to Horton Mescal, it's probably fairly similar in that the districts or the towns that have greater difficulty in meeting the financial needs of the staff they want hired that it would have to pay lower wages and therefore attract a different pool whereas other communities pay higher wages and I bet you the skill set may be different in the people they're attracting to the pool.

So, you have the same sort of discrepancy of resources and access to high quality teachers that probably exist in the "regular education" system prior to Horton Mescal.

SENATOR BYE: And, I would say to your point head start had this issue and in very short order over the past five years they have ratcheted up their teaching standards and so far are meeting those requirements and they get to a bachelor's faster than this particular bill does and

that's again, the non-system of early childhood is making it very difficult for us to plan because some of these dollars come from DSS, some of the dollars are coming from DDS, some of the dollars are coming from State Department of Ed, some of the dollars are coming from local communities and local community special ed budgets and so it's a real morass so I hope as we have the systems discussion that CEA will be a part of that and I'm happy to let you know about the working group that's working on those issues.

Because ultimately having a system and looking at this issue systemically and systematically I think there are savings that can be realized that can then be turned into perhaps increased tuition. So, thank you for your time today. Senator Boucher.

SENATOR BOUCHER: Thank you so much, Ray and thank you so much for coming by today and waiting so long to testify. I did have a couple of questions for you. I wasn't here to hear -- I was up in Appropriations actually, and actually listening to some of the educational proposals that were on the table and it was timely because they were actually discussing universal Pre-K and how they would like to move in that direction which I actually support.

But, again, it's funding and cost issue and how it would have to talk time to get to that point. And, I also hold some fairly strong views about the certification and accreditation of those teachers as well if they're going to be part of a pre-K-12 system of public education for our state that we want to elevate that and I did not know where you stood on extending the requirements for certification into the year 2020 and your feelings about the

entire certification process for that group.

RAY ROSSOMANDO: With respect to extending the deadline, I may have addressed this in my testimony. We think it's not wise to continue to extend the deadline for certification and the bill if you look at it closely, it actually takes away certification as an option. So, by 2015 certification is in there; 2020 it's not.

And, I understand if you have certification you have a bachelor's but that should be the more rigorous standard is having certification and it should be done sooner than later. Delaying it -- we've delayed it quite a bit. This was initially brought up in a public -- I forget the actual number, it was 00, it's in my testimony, but basically from year 2000 it was postponed in 2003, postponed in 2004, postponed in 2005 -- it's just it's time to get it done because each time you postpone it, the child that moves onto the regular education system doesn't get that time back.

And, obviously, that's where we're going to make the greatest gain in the achievement gap is addressing children who are eligible for school readiness where the achievement gap might be the most challenging thing to overcome and the research suggests that the linkage between high quality teachers and children of that age is strong. It's got to be done and it's got to be done as soon as possible.

SENATOR BOUCHER: Well, I appreciate that comment. That was my concern exactly. I think we've done that also with bilingual education teachers where we've allowed the non-certification to continue for too long a period of time and commensurate with that of course, is a good salary. It goes along with that and

I think that should go hand in hand along with it. The more we know and learn about early childhood education, the more we realize what incredible potential gain is achieved at that early age and that I'm glad that you came and were able to point out some of the loop holes here that we needed to fix. I much appreciate it.

RAY ROSSOMANDO: Thank you.

SENATOR BYE: Thanks very much, Ray. You make me not want to be pragmatic.

RAY ROSSOMANDO: I'm sorry?

SENATOR BYE: You make me not want to be pragmatic. Next, Harriet Clark followed by Susan Santora and Cindy Bankoski. Do you have some testimony? You've got it. Thank you for your patience, Susan and we apologize for the long wait. This is a Committee that likes to ask questions which I think helps us do better policy but it makes it harder on a day like this, so thank you.

SUSAN SANTORA: That's fine and I don't have long testimony. But, I'm Susan Santora and I'm the director of Learning House which is a private clinic in Guilford, Connecticut and I have a strong interest in passing the Senate Bill 928, primarily to support the improvement of teacher training and research based reading instruction in our Connecticut institutions of higher education.

I heard today staggering numbers of remedial needs that are going into our community colleges as well as colleges and my issue -- what we do at Learning House is teach reading to the most disabled, reading disabled and

do children who attend private special education schools learn to read after they have failed in the public schools?

It is because the teachers in those schools have received the appropriate training required to reach and teach these challenging students. They are the kind of "highly qualified" teachers we say we want in our Connecticut schools. The problem is with higher education and until that is addressed we will continue to have an achievement gap. We know what to do and we know how to do it. Let's not delay any longer. We urge you to pass this bill and send a clear message that we are serious about closing the achievement gap. Thank you for the opportunity to present our position. Respectfully yours, Beryl Kaufman, executive director of CACLD. Thank you.

SENATOR BYE: Thank you for your time. Meryl Harris. Thank you for coming, Meryl. And, thank you for your patience.

MERYL HARRIS: Thank you. Thank you for staying. Good afternoon and Senator Boucher and Senator Bye, I appreciate the opportunity to be here. I did submit some testimony and I will not go over that but I would like to respond to some of the issues that have been raised.

I guess though the first thing I should do is kind of for the record indicate why I'm here. As I have retired in 2008 as president of Charter Oaks State College. And, as a retiree I am still interested in the issue discussed in Raised Bill 927, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS.

Before my retirement between 2006 and 2008, I was on a early childhood education workforce

committee and that committee came up with a recommendation that you now have incorporated into this piece of legislation which we called the 50/50 concept that 50 percent of our teachers in our early childhood, state funded, early childhood programs should have the bachelor's degree and 50 percent should have at least an associate's degree.

What you are doing now is implementing that and I like the idea that you are staging it in. You recognize that we can't reach the current target that is in legislation, that this new target will improve our classrooms, our early childhood classrooms by having teachers who do have specialized competencies and yet we do have a goal ultimately of having all teachers have a bachelor's degree by 2020.

So I think it's really a very measured response that recognizes the workforce right now, the time it takes to earn a bachelor's degree if you're working and you have other family responsibilities, it can take more than 10 years to actually go from the first course to that degree and we have many students that have taken at least that amount of time to earn their degree. So, I think it's the right approach.

I'd like to point out a few things. One is I do agree if a teacher is certified in the appropriate areas they certainly should meet all the qualifications of legislation. However, there is a difference in what we're talking about here and certification and I think that was done for a number of reasons.

One is our certification programs as we know them today, really are not very flexible and they really do not allow someone who is working

ADVANCEMENT COMMITTEE

in the direction of a degree completion. So, we're talking really about another set of degrees, another set of degrees that will built on competencies that are really important to work in early childhood classrooms. So, that is really very, very, very important.

Secondly, we want to be sure that those degrees are not just degrees in name only and there's been a lot of work looking at standards and they're really the standards that the National Association for the Education of Young Children has established. And, we're looking at our associate's degree programs now and I am serving with Regina Miller as a consultant to those programs as they seek NAYEC accreditation and we are supported by Connecticut Charts-A-Coarse.

We're looking at those standards so it's not just a degree in name in early childhood education, but we want to assure that students have the appropriate competencies when they finish and they're competencies in child development, in working with families in communities, in assessing young children and especially with so children needing special education today, that they can recognize that early and understanding Pedagogy and content for early childhood education and professionalism.

And, that field experiences are built in throughout the program. So, we have students that even if they're currently working in the field, they may not be working in a quality program and we want to give these students the opportunity to see many different programs and to really understand the best way to go. We hope and we've been piloting a program to build a credential based on these particular degree

programs that students would actually hold and be able to demonstrate that they have the competencies we're talking about.

I think it's really important that you add something to the legislation to assure that we are not just talking about programs, but programs that address specific competencies and therefore I would recommend that you add not only that these programs are offered in an accredited institutions but they are approved by the State Department of Education and the Department of Higher Education.

And, that will assure that we are looking at very specific programs that meet some of the standards I have just been discussing. If we don't do that I think anything would qualify programs that someone mentioned today that people never saw a young child that could graduate and work in our classrooms, that they never were exposed to early literacy concepts and could work in those classrooms.

So, I urge you to add some language that will assure that we have flexible programs but programs that meet competencies. Finally, I do want to address the financial aid issue. I agree with some of the things that Darlene Raggozine said, but I do disagree in one respect. One thing I believe is, that we should assure that students that are applying for these very limited dollars that we'll have, do apply for financial aid first through their financial aid office.

So, if they are Pell eligible and they can get federal money, we should use this first as the first layer of their education when we have so few state dollars to hand out. So, I really would urge that that get built in and that you

then develop a way of distributing those funds. I think it's very complicated as described right now in the legislation and we need a much simpler process. I also do agree that at least at this time, we'd like to have students who are attending private institutions in the state in approved programs, as I've just said, to be eligible for those particular dollars because we don't have many programs in our public institutions.

We need to really work on that in the next couple of years and then if you want you can change the legislation but right now, we really need to make sure that we utilize the programs that we already have that would be approved programs I believe. So, I think that those are my comments and I'd be happy to respond to any questions.

SENATOR BYE: Sure. Thank you, Dr. Harris. I consider you like the ultimate expert on these issues just because of the hats you've worn and what you developed at, I know, the Charter Oaks State College was developed sort of through your work on the workforce and an understanding how to move people toward degrees and they're certainly graduating more folks in this program than anywhere else in the state right now.

Question, in order to qualify for Pell grant, you know this is my first year on this Committee so I'm still learning, and financial aid, are there a certain number of classes that you need to be taking at a time or can you qualify for one or two classes?

MERLE HARRIS: It varies. When you qualify for federal funds, there are two things you need to know. One is what the family income is and unfortunately a lot of these people have very

low family incomes, so that's one thing and the other is the cost of education. So, if you're taking a course, even one course at a state university and we're talking about bachelor degree programs to some extent, then your costs are going to be higher and you probably will qualify with one course.

It may not be true at a community college where your costs are much lower so it depends on income and costs and so it's a formula that's used and it varies for every single student because of those two things that go into it.

SENATOR BYE: So, you think we should write something about that into the bill or --

MERLE HARRIS: That students to qualify for these funds, I don't care if you want to call them needy or not needy that they first would apply for student financial aid.

SENATOR BYE: It might take care of both problems, the problems that Darlene said where you really don't need to write in low income.

MERYL HARRIS: Right.

SENATOR BYE: And, in fact, if they were low income and they had to apply for aid then that would work for them.

MERYL HARRIS: Right.

SENATOR BYE: But if they weren't, then they'd be paying the difference between the scholarship and the vested interest --

MERYL HARRIS: And, even with low income students that qualify for some aid, sometimes they're taking a number of courses, this could replace

loans. Right now they have to take loans for part of their education, so this would replace that and these people do not earn very much money when they're in those classrooms and to have to pay back those loans later is difficult.

So, I say use federal grants first and then this could be the second layer and I think -- I know we did this for our women in transition program at Charter Oak. We required that they first apply for federal grants and then we used state and private money afterwards.

SENATOR BYE: That's helpful. Can I ask you one other question sort of just to help with my general understanding? When you said that make sure that they're accredited and approved by DHE and STE, how is that different than -- I think I asked the question are all the schools accredited --

MERYL HARRIS: They are accredited -- well, not all schools are accredited and that you have to be careful about so you want to make sure that your school is regionally accredited. If it's in state accredited or approved accredited by DHE. However, what we're talking about here is you can be attending an accredited institution, say you were going through a certification program.

That certification program also has to be approved in addition to having your institution accredited and that's what we're suggesting here is that we can have many different programs but we want to make sure that there are standards that are being met, that students are being assessed on those standards before they graduate and that they have this field experience built into the program as they move

along. Some of its just observation and as they move from course to course they actually do the teaching.

SENATOR BYE: Okay. Okay. That's helpful. Senator Boucher.

SENATOR BOUCHER: Thank you. Dr. Harris, again, it's always a pleasure to see you here and I'm glad you're continuing to provide your expertise. It's so helpful. Let's continue on the certification issue because I think we need to be very cognizant of that and make sure that we include that for sure. Are we talking about a -- in other words there's the accreditation through the Department of Higher Ed and then there's certification of the individual teacher.

MERYL HARRIS: What we're saying is, what we're suggesting is that we have our institutions are accredited so that's the first step; programs are approved for example, before you could offer a child psych major, that is approved by the Department of Higher Education, but we're asking for one more step just like you do with certification, that the DHE and STE together look at the program to make sure that the competencies suggested by NAYEC are built into that program and that they have a way of measuring the student meets those competencies.

For example, if an associate degree program is accredited by NAEYC today, they have to build into their -- they have show that the meet those competencies that are out there -- excuse me, standards that are out there right now and then they have to develop five key assessments for their students and their students should be meeting those expectations as well. So it's built right into the program.

SENATOR BOUCHER: What gets into whether you have a program that is only in name only or that's it's substantive and I think that's the concern

--

MERYL HARRIS: Right, exactly.

SENATOR BOUCHER: -- and over the years you and I have had that discussion about the poor preparation and the fact that's endemic in some of these of these programs that we were trying to move away from just caretaking only and actually doing something of value while that child is within their care.

And, I think we should be very careful in this community to make sure that we continue to move towards a quality standard that you've just explained. And, hopefully our attorney's are making note of some of those suggestions so that we can in screening help to incorporate to make this really be valid and critical, because, I'm with you. I think the quality issue continues to follow us and we need to be very cautious of that. As far as the programs out there now that exist, you're saying that's the piece that is really actually lacking at the moment, correct?

MERYL HARRIS: At the bachelor's level, programs that build in those competencies are definitely lacking at this time. At the associate's level, we have 12 colleges offering programs, we have some private institutions offering an associate's degree and by 2013 I think our 12 community colleges will be accredited by NAEYC. We're moving that way. We have one that has already passed the test, one has almost passed the test and the others are marching along.

SENATOR BOUCHER: Very good. Excellent, thank you very much.

MERYL HARRIS: But, we need bachelor's degree programs and I think if we could have collaborative programs in this time of limited resources, we really need to develop some collaborative programs so that an institution doesn't have to build the entire program.

SENATOR BOUCHER: Now, I understand that the budget that's being presented right now has \$2 million over each year in the next year to grow and build towards a full educational program universal preschool and so maybe some of those dollars could be dedicated toward this end if it's not toward more slots. Thank you.

MERYL HARRIS: Right. That would be great.

SENATOR BYE: And, thank you, Meryl. I think you know as Senator Boucher said, you know, we're going to have more focus on this believe it or not and you've been making sense of it for years but this credential issue and degree issue as the Governor's expressed an interest in moving out toward universal preschool, we have a long way to go and we don't have the higher ed programs to meet the needs given the current plain old premarket economic incentives for people to go back to school and even if we had the people we don't have the programs right now because of some of the changes in our certification programs.

MERYL HARRIS: But, I really do think this bill will kind of say we're really serious about this higher ed, please develop those programs.

SENATOR BYE: Yes, and I did hear and as our friend Dr. Schecter worked on this for years, you

know, the higher ed programs were waiting until they knew what we were going to do --

MERYL HARRIS: Right.

SENATOR BYE: -- to make their next move and hopefully this will incentivize them to get the programs going and hopefully there will be more demand over time. So, thank you for your time today. Thanks for waiting.

MERYL HARRIS: Your welcome.

SENATOR BYE: This concludes our public hearing. I want to thank Senator Boucher for hanging in there with me for the vast majority of today and all of my other Committee members. It's always nice to see you. I move to adjourn.



State of Connecticut
Department of Higher Education

**Testimony by the Connecticut Department of Higher Education
Before the Higher Education and Employment Advancement Committee
11:00 a.m. – LOB 1E
February 17, 2011**

Senate Bill 916 (Raised) An Act Concerning Remediation

The Department of Higher Education would like to express its support for this Committee's interest to address the challenge of developmental education for new college students in our state and provide an overview of work that is already underway by the state's P-20 Council, which relates to this issue specifically.

Briefly, the P-20 Council ("P" standing for preschool, and "20" representing through postsecondary and into the workforce) seeks to improve the coordination and collaboration of early childhood education, K-12 education, and postsecondary education, as well as workforce integration to increase educational attainment and workforce productivity in Connecticut. In fact, the Council asserts that Connecticut's future economic and societal success depends on this increased attainment. The Council is co-chaired by the Commissioner of Higher Education and the Commissioner of Education and includes a wide range of leaders from business, education, and philanthropy and community-based organizations. The Council is currently focused on issues related to educator effectiveness, building relationships between districts and local postsecondary institutions, and linking data systems from preschool through postsecondary and labor to provide information that informs policy and programming.

SB927
SB928
HB0054

Over the past year, the data sub-committee of the Council has been working to gather information about the remedial needs of Connecticut public high school graduates, in addition to information on the postsecondary and workforce outcomes of our high school graduates back to the class of 2003. At the current time, Connecticut's public colleges and universities are unable to report to high schools how many students each high school is sending to college that need remediation, how many persist in their postsecondary studies, and how many graduate. We have heard from focus groups of school leaders, teachers and counselors that this information would be invaluable in helping them to understand the successes and shortfalls of our educational pathways in order to develop strategies for improvement. While the analysis of the student success data is still in progress, the Council plans to release high school level data back to districts when the work is completed later this year. The same focus groups urged that we take great care in releasing the data in order to promote a positive and collective approach to understanding the data in order to promote conversations that lead to plans for jointly addressing the challenges to student success between K-12 and postsecondary education.

61 Woodland Street, Hartford, Connecticut 06105-2326
www.ctdhe.org

An Affirmative Action/Equal Opportunity Employer

Raised Bill 927

The following are questions raised and suggestions for LCO 2980 – An Act Concerning Requirements for Early Childhood Educators:

In Subsections (B) and (C) of Section 1 - Head Start should also be mentioned.

In Subsections (B) and (C) of Section 1 - Not childhood development but child development

In Subsections (B) and (C) of Section 1 - The programs mentioned only need to be offered in institutions accredited by the Department of Higher Education. There should be a requirement that the programs be approved by the State Department of Higher Education and the Department of Education. This will allow for specific requirements that assure quality in coursework and field experiences. Language such as "with program approval by the State Department of Higher Education and the State Department of Education" could be inserted following regional accredited for both associate and bachelor's degrees.

Section (2)(B) The funds need to not be expended in the previous year and carried over for the purpose of this section in the beginning of the fiscal year, starting with FY 2012.

The section limits the money to attendance at a public institution. Hopefully, we will have additional programs by then. If we do not, there will be just a few places to use the grant funds. Also, students should be required to apply for federal Pell Grant Funds to assure those funds are used first.

There are questions of how funds get distributed. The Departments of Higher Education and Education should develop a system for distributing and/or awarding funds.

Testimony

Higher Education and Employment Advancement Committee

February 17, 2011

Dr. Merle W. Harris

Senator Bye, Representative Willis, Members of the Higher Education and Employment Advancement Committee,

I appreciate this opportunity to speak with you today about Raised Bill 927, An Act Concerning Requirements for Early Childhood Educators. Before discussing the bill, I want to establish my interest in this legislation. Many of you know me from my role as President of Charter Oak State College. In 2006 through 2008, while President, I served on the Early Childhood Workforce Committee. The major component of the legislation you are considering, calling for at least 50% of the teachers in state-funded early childhood programs to have a bachelor's degree in a field preparing them to work with young children and the remaining teachers to have at least an associate's degree in early childhood education, was a recommendation of that Committee. This is known as the 50/50 plan. Since retiring I have been working as a consultant along with Dr. Regina Miller, with the support of Connecticut Charts- A- Course, to assist Connecticut's 12 community colleges, as they have prepared to have their Early Childhood Education programs accredited by the National Association for the Education of Young Children (NAEYC). Dr. Miller and I also continue to work on a pilot project to develop and test implementation steps for an Early Childhood Education Credential.

Why is Raised Bill 927 important? We know that early childhood experiences do make a difference in children's readiness for school. Connecticut has expanded opportunities for young

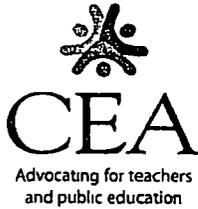
children to participate in early childhood education programs and the goal of many, including Governor Malloy, is universal pre-K. We also know from research, "that when early childhood professionals have specialized training and education, children benefit." (NAEYC Professional Preparation Standards, January 2010, p.9) And we want our children to reap these benefits.

You have heard data today showing we are moving in the right direction - more of our teachers have degrees. However, the current requirement of all teachers having a bachelor's degree by 2015 may not be achievable. By requiring 50/50 by 2015, we are setting a realistic and attainable goal for all state funded programs. By adding the requirement that all teachers have the appropriate bachelor's degree by 2020, again we are setting a goal which should be attainable. The dates recognize the progress we have made but also recognize that it takes adults who are working while going to school part time eight to ten years to earn a bachelor's degree.

I would recommend a few changes in the proposed bill, as noted on the attached. Most important of these changes is the requirement that programs be approved by the Departments of Higher Education and Education. This will assure that programs have flexibility in how their students meet early childhood education standards but that all graduates are knowledgeable about developmentally appropriate practice and can enhance child development and learning, plan curriculum aligned with important learning outcomes and build positive relationships with students, families and other stakeholders.

Finally, I must tell you that we still do not have many programs in the designated fields at the bachelor's level, particularly at our public institutions. Acting on this legislation, including the provision of financial aid from existing funds, will signal to our state universities the importance

of new, and perhaps collaborative, programs, and will signal to needy students in this low-paying field that there is some support to complete their education. Thank you!



**Connecticut Education
Association**

Governance

Philip Apruzzese, President
Sheila Cohen, Vice President
Cheryl Prevost, Secretary
Jeff Leake, Treasurer
Maureen Honan, NEA Director
Tom Nicholas, NEA Director

Executive Office

Dr. John Yrchik,
Executive Director

Government Relations

Vincent J. Loffredo, Director
Capitol Place, Suite 500
21 Oak Street
Hartford, CT 06106-8001
860-525-5641, 800-842-4316
Fax: 860-725-6362
vinniel@cea.org

Affiliated with the
National Education
Association

Testimony of

**Ray Rossomando, Legislative Coordinator
Connecticut Education Association**

Before the

Higher Education and Employment Advancement Committee

**Re: Senate Bill 927 An Act Concerning Requirements for Early
Childhood Educators**

February 17, 2011

Good morning Senator Bye, Representative Willis, and members of the Insurance and Real Estate, Public Health, and Human Services Committees. My name is Ray Rossomando, Legislative Coordinator for the Connecticut Education Association, representing 40,000 teachers across the state.

I am here to speak about SB927 An Act Concerning Requirements for Early Childhood Educators. CEA does not support this bill in its current form.

Connecticut teachers believe that the greatest potential for Connecticut to close the achievement gap is in its ability to provide high quality educational opportunities to young learners facing the greatest obstacles. The CEA has long been a proponent of improving early childhood education by, among other goals, requiring bachelor's degrees and certification for pre-kindergarten educators.

The legislature endorsed this goal when it passed legislation phasing in a requirement for an Associate and 4-year degree in 2000 (00-187). It further moved toward the more rigorous credential of a State Department of Education certification (PA 05-245). Unfortunately, Connecticut has continually postponed reaching these goals.

SB927 changes the phase-in of higher quality credentials for early childhood educators. This potentially delays long-awaited assurances that more trained educators will be in place to help close the achievement gap affecting our youngest learners. To illustrate the proposed change, attached is a table comparing the current law phase-in of credentials with that which is proposed in SB927.

Specifically, we are concerned about three aspects of the legislation:

- 1) It permits the commissioners of Higher Education to determine which "equivalent credentials" would qualify as meeting certain professional requirements of staff. Such language is vague and risks expanding the pool of workers to those inadequately trained in early childhood education.
- 2) It changes the proportion of staff required to have a Bachelor's Degree or SDE Certification by replacing a specific condition with a vaguer one. Current law requires "at least one person in each classroom" to possess a degree or certification. The proposed legislation replaces this condition with an unclear requirement that 50% of those with "primary responsibility for a group of children" have a Bachelor's Degree. It is unclear who has "primary responsibility" and appears to dilute the goal of increasing the number of highly qualified educators.
- 3) It completely eliminates the strongest credential that would be required of educators, SDE certification. According to the bill, as of 2020, a certificate would not qualify as an early educator credential, leaving the less rigorous Bachelor's Degree as a weaker standard.

Early education is critically important for all students to reach their potential; it is doubly critical toward closing the achievement gap. At a time that we are improving standards for certification, this bill lowers the standards for pre-school. This takes us in the wrong direction.

By continually delaying higher standards for early childhood educators, we perpetuate low wages, exacerbate high turnover, and fuel a revolving door system of employment that cannot be expected to meet our expectations. At a time when we are working to Race To The Top, our preparation of early learners should not race to the bottom.

Advocates of early education have long urged the state to implement higher standards by requiring early childhood certification. Past legislatures have agreed. We urge this committee to reject any legislation that delays or compromises this goal.

Thank you.

**Phase-in of Early Educators Credentials
Current Law vs. SB927 (LCO 3110)**

Current Law prior to 2015	Current Law on or after 2015
<p>Condition: There is at least one person in each classroom who has:</p> <ol style="list-style-type: none"> 1. SDE Certificate in Early Childhood; 2. 4-Year Degrees w/ 12 credits in Early Childhood; 3. Associates w/ 12 credits in Early Childhood; or 4. Approved Credential + 12 credits in EC or Child Dvpt. 	<p>Condition: There is at least one person in each classroom who has:</p> <ol style="list-style-type: none"> 1. SDE Certificate in Early Childhood; or 2. Bachelors in Early Childhood or Child Development.

SB927 Proposed prior to 2015	SB927 Proposed on or after 2015	SB927 Proposed on or after 2020
<p>Condition: There is at least one person in each classroom who has:</p> <ol style="list-style-type: none"> 1. SDE Certificate in Early Childhood; 2. 4-Year Degrees w/ 12 credits in Early Childhood; 3. Associates w/ 12 credits in Early Childhood; or 4. Childhood Dvpt Associate Degree or Equivalent Credential. <p>(adds that credits qualify "as determined by DHE, SDE, and DSS")</p>	<p>Condition: 50% of those with "primary responsibility for a group of children" have:</p> <ol style="list-style-type: none"> 1. SDE Certificate in Early Childhood; 2. Bachelors in Early Childhood, Child Development, Child Study, or Human Growth; or 3. Remaining % have: Associate Deg. in Early Childhood, Child Development, Child Study, or Human Growth. 	<p>100% of those with "primary responsibility for a group of children" have:</p> <ol style="list-style-type: none"> 1. <u>Eliminates requirement for SDE Certificate</u> 2. Bachelors in Early Childhood, Child Development, Child Study, or Human Growth.

Prepared by CEA

Connecticut
Community
Colleges

Education That Works For a Lifetime

**To: The Honorable Beth Bye, Senate Chair
The Honorable Roberta Willis, House Chair
The Honorable Toni Boucher, Senate Ranking
The Honorable Timothy LeGeyt, House Ranking
Members of the Higher Education and Employment Advancement Committee**

From: Darlene Raggozine, Connecticut Charts-A-Course, Executive Director

Re: Higher Education and Employment Advancement Public Hearing

S.B. 927, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS.

S.B. 928, AN ACT CONCERNING TEACHER PREPARATION.

Date: February 17, 2011

The Connecticut Community Colleges support, with recommendations, SB 927, An Act Concerning Requirements for Early Childhood Educators.

The Connecticut Community Colleges support the SB 927, An Act Concerning Requirements for Early Childhood Educators as it will continue to promote access to quality programs for preschool children in our state by assuring a qualified and competent early childhood workforce.

The 12 Connecticut Community Colleges offer an Associate's Degree in Early Childhood Education and this past fall there was a record enrollment of over 2,500 students enrolled in these classes. The number of graduates also increased in these programs by 9% between 2008 and 2010. Clearly, the Connecticut Community Colleges together with CT Charts-A- Course, are assisting publicly funded preschool programs to help meet the 2015 goal of 50/50 and the 2020 goal as cited in the bill.

CT Charts-A-Course is reporting the following data in this year's Results Based Accountability submission to the Appropriations Committee:

- 66% percent of the teachers that are working in publically funded programs have an associate's degree or higher, which is up from 60% in 2009;
- the Scholarship Assistance Program awarded 1,626 scholarships to individuals this year and this is nearly double from the previous year;
- the average scholarship amount per person for 2010 was approximately \$750;
- 87% of the scholarships went toward required coursework in a plan of study for degrees in early childhood education, which is up 41% over 2009; and
- the number of scholarships going to students enrolled in baccalaureate degrees has increased 46% over 2009.

The Connecticut Community Colleges support the following language in SB 927, An Act Concerning Requirements for Early Childhood Educators:

Section 1. Section 10-16p: (B) On and after July 1, 2015, "staff qualifications" means that for each) at least fifty per cent of those individuals with the primary responsibility for a group of children (I) hold certification pursuant to section 10-145b with an endorsement in early childhood education, ... and remaining individuals hold an associate degree

And subsequently, (C) after July 1, 2020, one hundred per cent of those individuals with the primary responsibility for a group of children hold a bachelor's degree in early childhood education, child study, childhood development or human growth and development from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited.

The Connecticut Community Colleges also support the language that supports *local school readiness programs in satisfying the staff qualifications requirements by redirecting unexpended funds for scholarships ...*

We respectively offer revisions to this language.

- Remove the reference to "low income family." This criterion for scholarship eligibility has been removed by the CT Charts-A-Course scholarship program; it provides consistency for staff in all programs regardless of the source of the scholarship funding. Also, a "low income" student is typically eligible for federal or state financial aid.
- Remove any reference to a cap on the scholarship amount. Individuals will self regulate their course work based upon their personal and professional situation.
- Remove the reference to type of degree that the student is pursuing. At present, the CT Charts-A-Course scholarship program is closed. The current language will exclude a student from receiving scholarship funds to complete an associate's degree.
- Change the language to include both public and private institutions of higher education.

Suggested language for this section is as follows:

The local school readiness programs shall use any such funds to provide assistance to staff members for the cost of higher education courses leading to degrees that would meet the staff qualifications in Section 1(2) (B) and (C) at institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited institution of higher education.

Enclosed is the following data from the CCAC Registry to support this testimony regarding RB 927:

1. Publically Funded Teachers Data 2011 RBA Submission
2. Scholarship Distribution Data 2011 RBA Submission
3. ECE Program Enrollment and Graduation Data

COMMISSION OFFICERS
 Adrienne Farrar Houel, *Chair*
 Cecilia J. Woods, *Vice Chair*
 Denise Rodosevich, *Secretary*
 Elizabeth Donohue, *Treasurer*

EXECUTIVE DIRECTOR
 Teresa C. Younger



COMMISSIONERS
 Lucia A. Aschertano
 Maria April Capone Almon
 Yvonne R. Davis
 Barbara DeBaptiste
 Carrie Gallagher
 Mary Lee A. Kierman
 Kristin LaFleur
 Tanva Meek
 Toru Moran
 Melanne O'Brien
 Jean L. Rexford
 Helene Shay
 Susan O. Storey
 Patricia E.M. Whitcombe

HONORARY MEMBERS
 Connie Dice
 Patricia T. Hendel
 Patricia Russo

Testimony of
 The Permanent Commission on the Status of Women
 Before the
 Higher Education and Employment Advancement Committee
 February 16, 2011

RE: S.B. 927, AAC Requirements for Early Childhood Educators

Senators Bye and Boucher, Representatives Willis and LeGeyt, and members of the committee, thank you for this opportunity to provide testimony on behalf of the Permanent Commission on the Status of Women (PCSW) in response to the introduction of S.B. 927, AAC Requirements for Early Childhood Educators, which would revise staff qualifications for state-funded preschool programs and direct the Commissioner of Education to use unexpended funds to provide professional development.

Passage of this bill would affect 7,710 early childhood educators in Connecticut.¹ This bill requires that early childhood educators obtain:

1. A CDA with 12 early childhood education (ECE), an associates degree with 12 ECE credits, or a bachelor's degree in ECE by 2015;
2. An associates or a bachelors degree in ECE after 2015; and
3. A bachelor's degree in ECE by 2020.

According to CT Charts-A-Course, in 2009 the majority of existing early childhood educators held the following credentials (there was no substantial change from 2008):²

Credentials Held	Teachers	Gap to Fill	Assistant Teachers	Gap to Fill
CDA and 12 ECE credits	82%	18%	33%	67%
Associates degree or higher	60%	40%	16%	84%

¹ Connecticut Department of Labor, Labor Market Research Information, Child Care Workers, 2nd Quarter 2010

² Connecticut Charts-A-Course *Program Report Card*, February 2010

PCSW Testimony
Before the Higher Education and Employment Advancement Committee
February 16, 2011
Page 2 of 2

If the state expects to retain or obtain a credentialed workforce, it must provide dedicated funding for professional development, rather than rely on the possibility of the use of unexpended funds. The childcare field is a low-paying female dominated occupation. The average wage for a childcare worker in Connecticut is \$11.43 an hour,³ which is \$23,500 a year for a 40 hour work week. It is unlikely that existing childcare workers will be able to afford to obtain a CDA, associates degree or bachelor's degree on these wages.

We appreciate your attention to this matter, and looking forward to working with you on this important issue.

³ See footnote 1



Testimony of Sharon Palmer, President
AFT Connecticut

**SB 927 An Act Concerning Requirements for Early Childhood Educators
SB 928 An Act Concerning Teacher Preparation**

Higher Education and Employment Advancement Committee
February 17, 2011

Good morning Senator Bye, Representative Willis and members of the Committee. I am Sharon Palmer, President AFT Connecticut a diverse 28,000 member union which represents teachers, paraprofessionals, state employees, health care professionals, and higher education faculty and staff.

AFT Connecticut wishes to comment briefly on SB 927 and SB 928. Both bills involve teacher preparation for early childhood educators. We unequivocally support high standards. We would like to see educators in every class room who are certified and hold a 4 year degree. Others should have an associate's degree. While we would prefer this happen immediately we recognize the need for a phase in. As you might suspect we would like a shorter phase in period.

We have been on record for many years as opposing alternate routes to certification. That opposition continues. We do not believe the programs hold prospective teachers to a high enough standard and those who complete alternative routes to certification are not well prepared for the rigors of the classroom.

We hope you consider our positions in your deliberations and we would be happy to work with you on these bills.

Thank you.

CAHS

The Connecticut Association for Human Services
110 Bartholomew Avenue · Suite 4030
Hartford, Connecticut 06106
www.cahs.org

Michael Rohde, President
James P. Horan, Executive Director
860.951.2212 x 235
860.951.6511 (fax)

Testimony before Higher Education and Employment Advancement Committee

Submitted by Sherry Linton-Massiah

SB927: AN ACT CONCERNING TEACHER PREPARATION

SB928: AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS

The Connecticut Association for Human Services (CAHS) would like to thank you, Senator Bye, Representative Willis, and members of the Higher Education and Employment Advancement Committee to submit testimony in support of SB927 and SB928. It is our believe that these proposed bills directly address the steps necessary to ensure that Connecticut's children are provided with high-quality early learning environments to put them on a trajectory for success.

Connecticut's commitment to quality early care and education was evidenced in the establishment of the School Readiness Program in 1997. Likewise, the accompanying mandate to have all teachers in that program acquiring a Bachelor's Degree also speaks to the importance of delivering high-quality early learning experiences. Nonetheless, while that mandate is well intentioned, Connecticut's higher education infrastructure and the resources of child care providers do not facilitate adherence to that mandate. Connecticut's higher education institutions are unable to adequately offer the necessary courses and degrees of study in Early Care and Education to ensure that existing teachers and those coming into the field meet the outlined mandate within the designated timeline. In addition, existing teachers speak to the financial and time constraints that further obstruct the ability to meet the mandate.

In addition to addressing the inability of all teachers in the School Readiness Program to acquire a Bachelor's Degree by 2015, S.B. 927 expands the expectation of heightened qualifications to include all early care preschool programs accepting state funds. The amendment to previous legislation to have 50% of teachers attaining a Bachelor's and the other 50% acquiring an Associate's Degree creates a vehicles for realistic quality outcomes, with the extended deadline for all teachers in programs receiving state funds to attain a Bachelor's Degree by 2020.

The request in S.B.928 for the Department of Higher Education to conduct a study on issues concerning alternate routes to certification in early childhood education and teacher preparation to effectively meet the rigorous demands to produce well-trained teachers should also include a study of the level of preparation being provided to prospective early care and education teachers to administer curricula on such subject matters as emergent literacy in preschool. The inquiry of how well prospective teachers are being prepared to teach should include a look at the entire spectrum from preschool on up.

CAHS supports the concepts of both SB 927 and 928 to create vehicles for improvements in the delivery system of high-quality early care and education to Connecticut's children, families and providers, and commends the indication in both bills that such changes are not the responsibility of one department but will require the collaboration of the Departments of Higher Education, Education, and the Department of Social Services.

For more information, I can be reached at slinton@cahs.org, (860) 951-2212 ext.233.

Testimony to Higher Education Committee

Senate Bill 927

Senator Bye, Representative Willis and Committee Members, I appreciate the opportunity to present written testimony. I am Elizabeth Aschenbrenner, Director of Early Childhood Initiatives at the EASTCONN Regional Educational Service Center. EASTCONN is the grantee for Head Start and Early Head Start for Windham and Tolland Counties. I also serve as staff to the Northeast School Readiness Council representing Killingly, Plainfield and Putnam.

I am opposed to the proposed changes in legislation that would lower the requirements for teachers in school readiness funded programs. Data provided by the CT Department of Education indicate that the teacher qualifications have consistently increased since 2008, which may in part be due to the statutory change requiring BA level degrees.

Fiscal Year	AA	BA	Masters	Combined BA and Higher
2008 Priority and Competitive		25%	10%	35%
2010 Priority and Competitive	27%	31%	15%	46%
2011 Priority and Competitive	44%	38%	16%	54%
2011 Priority Only		36%	14%	50%
2011 Competitive Only		48%	25%	73%

These statistics indicate that teacher qualifications are already over the 50% level for bachelor's degrees and close to the 50% of attainment of an associate degree. **Of potential concern is the discrepancy of qualifications between priority school districts (50% BA or higher) and competitive grant communities (73% BA or higher).** We should continue to encourage the attainment of BA degrees to work to ensure that highly qualified teachers are teaching our children who are most potentially at risk, closing the preparation gap and prevent the conditions that led to Sheff v O'Neill.

As a Head Start grantee and consistent with program policies of over 12 school readiness councils in northeastern CT a bachelor's degree in early childhood education has been the

minimum qualification for ten years. This criterion was established due to the review of research on child outcome and achievement data, despite lower requirements for both Head Start on the federal level and the school readiness grant program.

In research conducted by the National Institute for Early Education Research, *The Impact of Teacher Education on Outcomes in Center-Based Early Childhood Education Programs: A Meta-analysis* (Kelley and Camilli, 2007) the findings indicated that effects on quality outcomes from teachers with a bachelor's degree were significantly different from those teachers with less education. <http://nieer.org/docs/index.php?DocID=185>

Additionally the findings are supported in *A Matter of Degrees: Preparing Teachers for the Preschool Classrooms* (Bueno, Darling-Hammond and Gonzalez, Pew Center on the States, March 2010)

"Research suggests that a critical element of pre-k quality is well prepared and educated teachers. Specifically, when teachers have both bachelor's degrees and specialized training in early childhood, students demonstrate the best gains in all developmental areas: social, emotional, early literacy and math and language skills."

http://www.preknow.org/documents/teacherquality_march2010.pdf

Connecticut should continue to promote high quality preschool programs for all children, most especially for those that may be at risk for future school success and for those programs that receive state funds.

I am not able to attend the hearing. If you have additional questions, please contact me. easchenbrenner@eastconn.org or 860-455-0707. Thank you for the consideration.

To Whom it May Concern:

The Charter Oak ARC Program provided me with an opportunity to advance my knowledge and skill in the area of early childhood education and special education and enabled me to grow in my career as a teacher. Once I completed the ARC program, the door to teaching in the field of special education was opened. I am currently a special education teacher in Birth to Three providing services to children in their natural environment and teaching strategies to families and childcare providers that help children build and learn skills. I am now able to conduct evaluations of children for eligibility and progress, develop and review child outcomes, implement various learning strategies, and provide service coordination that includes sharing information with families, medical professionals, and preschool programs including board of education referrals. The ARC program allows for teaching professionals to not only learn from the highly trained and educated ARC professors but also from one another and the experiences that the students have encountered in their teaching. The on-line message boards provide an opportunity for students to engage in daily, ongoing discussions which are continued with weekend campus classes that encourage relationship building, sharing, and hands on experiences. The ARC Program at Charter Oak has been one of the best educational experiences of my life.

Tammy Satterlee
ARC Graduate 2009
Milford, CT
(203) 506-4254

Augustina Chima

175 West Spring street #6

West Haven, CT 06516

2/14/11

To whom it may concern

I am writing to share my experience from the Charter Oak ARC Program. I graduated from Charter College in 2007, with a personalized degree that focuses on Education. As a single mother of 3, my income as a daycare preschool teacher was insufficient for my family. But then, how can I get into my dream job of working in a public school system and possibly earn more income for my family needs. When I read from the Alumni newsletter about the Charter Oak ARC program, I knew immediately that my dream of becoming a teacher could be fulfilled.

The admission process was simplified by the program Coordinator Amy Watson. Though the program was highly intense and very fast pace, it's all worth it because 7 months later you could become a licensed teacher. The teachers and the coordinator were very encouraging and always available for questions and feedbacks.

I graduated from the program in 2009 and with Amy's written and verbal communication, I was hired as a preschool teacher with the west Haven Board of Education. The ARC program is a second chance opportunity for adults to become certified teachers without breaking the bank. Without this program, my goal of becoming a certified teacher in the State of Connecticut would have been a looming dream that never came through. My daughter had told me that she would like to be a teacher when she grows up because she will have more time to spend with her children. Thanks ARC!

As an Alumnus, I would like to support this program and hope that the state will continue to fund and promote the Charter Oak ARC program.

Sincerely

A Chima

Augustina Chima

February 16, 2011

To Whom It May Concern:

I was so excited when I found out about the ECE ARC program being offered at Charter Oak State College. As a Head Start teacher I developed a passion for teaching and working with young children and had a strong desire to participate in a program that would build on and strengthen my skills and qualifications as an early childhood teacher. I believe The ARC program at Charter Oak was designed to support the great vision in early education that recognizes the necessity and absolute importance of a positive early learning experience for every young child by preparing teachers to use the most effective strategies that meet the needs of all children. Participating in the ARC program was life changing for me. I came into the program with enthusiasm but lacking confidence in myself. The faculty and the members of my cohort were amazingly supportive and it was great to be amongst other professionals who shared the same desires to further the early education movement. I began to grow not only as an educator but as a person. The ARC program allowed me to reflect on myself and my experiences as an educator and build on my strengths and uniqueness to become stronger and more knowledgeable in the field of early childhood. I was continuously challenged to strive for greater success which led to positive change and growth within me and my teaching ability. I left the ARC program with greater confidence that I could and would make a positive difference in the life of young children and their families and prepared to be an advocate for high quality early childhood education for all. Shortly after graduation I was hired as a preschool teacher in a brand new early childhood magnet school where I continue to daily use the skills and experiences I gained from Charter Oak's ECE ARC program in the classroom.

Jenny Levinson

ECE ARC Graduate

Early Childhood Teacher Wintonbury Early Childhood Magnet School

jlevinson@blmfd.org

To whom it may concern,

I am writing to relay some information about my experience in the Charter Oak State College Alternate Route to Certification program in Early Childhood Education (Connecticut Certification 112). I was in the 2009 cohort and have held a Connecticut teaching license since September of 2009.

At the onset of this program I had been working as a paraprofessional in the Connecticut Birth to Three system for three years. I had acquired a lot of valid skills and knowledge and I was really enjoying my work, but without a certification I was very limited in what I could do professionally.

The program was, for me, a full immersion in all things related to early childhood education. I was surrounded by a group of classmates who, collectively, had already amassed an immense knowledge of numerous facets of early childhood education. The diversity of our backgrounds created an environment where we were all learning from each other.

The group of teachers also brought their own unique backgrounds to the program, each was an amazing wealth of knowledge about educating young children.

The workload was immense. We met together as a group 4 times a month, had weekly assignments, and weekly discussion questions online. We also had a midterm and a variety of large written projects throughout the program. A month-long field placement was also required. A typical day for me involved 3-4 hours of work at home in addition to my job and family responsibilities. This was a continuous early childhood education boot camp for 7 months.

Earning my certification would have been impossible if I could not keep my job. An added benefit of learning about the age group I was simultaneously working with was that I could apply the things I was learning in class immediately in real world situations. I am certain that this helped me to retain more information, and gain a deeper understanding of the materials I was studying than I would have if I had done this work in a more traditional educational setting.

One other detail that stands out is the immense respect that my classmates and teachers had for the importance of providing quality education for young children. While it is difficult to objectively assess this aspect, the passion and dedication I observed was completely devoid of any motivation related to personal gain and continues to be tremendously inspiring.

Thank you for your time.
Feel free to contact me further at (203) 499-8571 or ToddDaniel79@hotmail.com
-Todd Busa

CONNECTICUT
VOICES
FOR CHILDREN

Testimony Supporting

S.B. 927: An Act Concerning Requirements for Early Childhood Educators

Annemarie Hillman and Cyd Oppenheimer, J.D.

Higher Education and Employment Advancement Committee

February 17, 2011

Senator Bye, Representative Willis, and distinguished Members of the Higher Education and Employment Advancement Committee:

We are submitting testimony today on behalf of Connecticut Voices for Children, a research-based public education and advocacy organization that works statewide to promote the well-being of Connecticut's children, youth, and families.

Connecticut Voices for Children strongly supports the implementation of S.B. 927, which would amend the preschool teacher standards established by PA 05-245 for school readiness programs.

In 2005, legislation was passed that created a new requirement for teachers in preschool classrooms that were recipients of school readiness funding. Currently, a school readiness classroom is only required to have one adult who has a child development associate degree and 12 college credits (usually equal to four courses). The requirements set out in PA 05-245 require that each classroom have an adult with a minimum of either a bachelor's degree in early childhood education, childhood development, or a related field, or a certification with an endorsement in early childhood education or special education by July 1, 2015.¹

Currently, only 41% of the teachers in state-funded programs hold bachelor's degrees and only 25% of the teachers in these programs hold associate degrees.² Furthermore, the Connecticut Charts-a-Course scholarship program closed in December 2010 after expending all its funding, and can no longer provide scholarships for early care and education staff who want to take courses to earn a bachelor's or associate's degree.³ Given the current qualifications of publicly-funded early care and education staff and the limited funding available for professional development, Public Act 05-245 sets a goal that cannot be met within four years.⁴

Senate Bill 927 would maintain the intent of PA 05-245, which was to raise the standards and qualifications for teachers working with the state's youngest children, while creating a goal that is attainable. This new proposal requires that by 2015, at least 50% of early childhood teachers in state-funded programs hold a bachelor's degree from an approved, competency-based program or hold a teaching certification with endorsement in early childhood education. The remaining teachers must hold an associate degree from an approved, competency-based program.⁵ It also requires that by 2020, all teachers in state-funded programs hold a bachelor's degree from an approved, competency-based program.

This proposal remains consistent with research demonstrating that effective early childhood teachers have specific knowledge and competencies to teach young children;⁶ falls in line with national NAEYC⁷ and Head Start⁸ standards; and establishes a high standard of competence for CT early childhood teachers.

We also support the addition of language authorizing the use of unexpended school readiness funds to assist local school readiness programs' efforts to satisfy staff qualifications. However, we recognize that in past years, school readiness funds have been fully expended,⁹ and as such, it would be helpful to add additional sources of professional development assistance for programs in the future.

We believe, given the current makeup of the early childhood field, that modifying teacher requirements as proposed in Senate Bill 927 would create a target that could actually be reached. **Accordingly, we strongly support Senate Bill 927.**

Thank you for the opportunity to submit testimony.

¹ For more information about Public Act 05-245, see "Public Act 05-245: An Act Concerning Education Implementer Provisions," *Connecticut General Assembly* (2005), available at <http://cga.ct.gov/2005/ACT/PA/2005PA-00245-R00HB-06989-PA.htm>.

² "Publicly funded" refers to all SDE School Readiness, DSS state funded centers, and state-funded Head Start. Information from Darlene Ragozzine, Connecticut Charts-a-Course, taken from the Connecticut Charts-a-Course Professional Registry and provided via e-mail on February 14, 2011.

³ Information provided by Darlene Ragozzine, Connecticut Charts-a-Course, via e-mail, on February 15, 2011.

⁴ Early Childhood Workforce Subcommittee, "Alternative Proposal for Teacher Qualifications: PowerPoint Presentation." Presented at the Early Childhood Cabinet Meeting on November 10, 2008 by Michael Meotti, Commissioner, Connecticut Department of Higher Education, and Carlota Schechter, Senior Associate, Connecticut Department of Higher Education.

⁵ Appropriate institutions of higher education must be accredited by the Board of Governors of Higher Education, or must be regionally accredited.

⁶ Robert Pianta and Carolee Howes, "The Promise of Pre-K" (2009).

⁷ "Criteria Related to Staff Qualifications," *NAEYC* (accessed on February 15, 2011), available at <http://www.naeyc.org/academy/pursuing/edquals/criteria>.

⁸ "Statutory Degree and Credentialing Requirements for Head Start Teaching Staff," *U.S. Department of Health and Human Services* (August 2008), available at http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/TMs_and_PIs_in_PDF/PDF_IMs/IM2008/ACF-IM-HS-08-12.pdf.

⁹ Annemarie Hillman, "Impact of the Appropriations Committee's Proposed FY 11 Budget on Early Care and Education" (March 2010), available at <http://ctkidslink.org/publications/ece10approprsfy11budgetimpact.pdf>.



Testimony submitted February 17, 2011

REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS

CGA SB-927

Paul Copes

Executive Director of Early Care and Education
Community Renewal Team, Inc., Hartford, CT

Good morning Chairman Bye, Chairman Willis, and members of the Higher Education and Employment Advancement Committee. My name is Paul Copes, and I am here today to speak about revising Senate Bill 927, which would require one teacher in every Early Care and Education classroom to hold a bachelor's degree or equivalent certification in early childhood or special education by 2015. For the past 10 years, I have been Executive Director of Early Care and Education at Community Renewal Team, Inc., which is the designated Community Action Agency for Hartford and Middlesex Counties, the largest non-profit provider of human services in Connecticut, and which runs ECE programs at 19 sites in six cities and towns throughout the state. During that time, I have worked to help the educators in our program attain education and credentials to best serve the more than 1,400 children in our care. While CRT fully supports the professional and educational development of all of our ECE staff, we feel that this benchmark for educational attainment by the year 2015 is unrealistic under current circumstances. We urge:

1. That the requirement for teachers to hold a bachelor's degree be delayed until 2019, a timetable which, given a funding increase for teacher tuition assistance, would allow a substantial portion of ECE staff currently holding associate's degrees or enrolled in education programs to complete bachelor's degrees.
2. That the state increase funding for tuition assistance for early educators' college courses.
3. That this bill include positive incentives for meeting goals rather than punitive sanctions against programs or teachers not in compliance with education attainment standards.

The State's current Charters-A-Course program has helped many ECE professionals in Connecticut attain additional education to become better teachers for our children, and we applaud the program. However, by our estimates, the program is grossly underfunded, and to sufficiently reach all professionals who need to access the program would require an increase of as much as three times the current amount of funding. As the main conduit through which ECE professionals may fund the requirements currently spelled out in Senate Bill 927, it is inaccessible and inadequate. And to ask teachers themselves to foot the bill for additional education is also unfair and unrealistic—with current ECE teacher salaries averaging \$26,000 a year, they simply cannot afford to pay up to \$20,000 for an accredited degree program while balancing family, home and transportation concerns.

CRT has been fortunate to discover efficiencies in its large size and diversified funding streams that have allowed us to offer some tuition reimbursement for our ECE staff to continue their education over the past seven years. Since 2006, CRT has provided \$215,000 in tuition assistance for our ECE staff to pursue college degrees. While our staff has diligently worked under that opportunity to earn degrees, still, less than 20 percent of our teachers currently hold bachelor's degrees. The problem is exacerbated by the turnover that occurs with staff who have completed bachelor's degrees with assistance from CRT and then have moved on to better-paying positions with other schools and providers. Many of our staff have earned associate's degrees, but the time and financial commitments required to attain even that 60-credit credential are extremely burdensome with the current levels of support available from the state.

As a federal Head Start provider, CRT falls under a requirement that 50 percent of Head Start teachers nationwide hold a bachelor's degree by 2013. This also is most likely an unrealistic benchmark, but it is one which holds no sanction for those teachers and programs unable to meet it. Other regulators, such as the National Association for the Education of Young People, require that a designated percentage of staff be *in progress* toward their degrees by certain dates. We would encourage the General Assembly to adopt similar policies for any requirements it seeks to put in place through this bill.

Let me once again reiterate our support for measures to help those responsible for educating our children become the most qualified and able they can be. But let me also reiterate our opinion that the current support structure in place to aid them in that journey is insufficient, and that the state would be better served by adopting more realistic standards for such education advancement.

We strongly encourage you to revise this bill. Thank you for your time and consideration.

Community Renewal Team, Inc.

555 Windsor Street, Hartford, CT 06120

Contact information:

Nancy Pappas, Communication Officer
860-560-5689 or pappasn@crtct.org

Speaker information:

Dr. Paul Copes, Executive Director of Early Care
and Education at Community Renewal Team, Inc.
(860) 560-5617 or copesp@crtct.org

 **CharterOak**
STATE COLLEGE

Degrees Without Boundaries

Higher Education and Employment Advancement Committee
February 17, 2011
Testimony by
Amy Watson

Good afternoon Senator Bye, Representative Willis and members of the Higher Education and Employment Advancement Committee. My name is Amy Watson. I am the coordinator of the Early Childhood Alternate Route to Certification at Charter Oak State College. I am here today to speak to the importance of **Raised Bill 927, An Act Concerning Requirements for Early Childhood Educators and Raised Bill 928, An Act Concerning Teacher Preparation.**

Charter Oak State College wants to thank you for bringing attention to the important issue of quality Early Childhood Education for Connecticut's young children. We applaud Governor Dannel Malloy's focus on early childhood and his plans to expand preschool opportunities to all children. Under the Governor's leadership, Stamford became the first city in Connecticut to offer universal access to pre-school. Therefore, we know that he understands the importance of high quality early childhood experiences for all children.

To Raised Bill 927, Charter Oak State College is in support of the proposed 50/50 legislation which is necessary to ensure that the workforce will be able to meet training and professional development guidelines for those working in School Readiness programs. We believe that to advance the educational level of all children in Connecticut, it is important to have an educated workforce and multiple paths for teachers to complete or advance their education - such as credentials in early childhood education, degrees in early childhood education and alternate routes to early childhood certification. Charter Oak does not have a traditional teacher certification program; however, we offer a concentration in child studies that allows ease of transfer for students at Connecticut Community Colleges that are earning an associate's degree in early childhood. Most of these students are already working in the early childhood education field and the bachelor's degree allows them to hold positions as lead teachers in early childhood programs, complete master's level teacher certification programs, or master's degrees in other related fields.

SB928

The current Statute is unachievable. As of 2015, one teacher in state-funded classroom will be required to have a minimum of a bachelor's degree in early childhood, child development, or related field. Rather than let experienced and committed teachers lose their jobs or choose to leave the field because they cannot meet this deadline, we support the new proposed language which will phase in the requirement until 2020. Currently, only 41% of the teachers in state-funded programs hold bachelor's degrees and 25% of the teachers in these programs hold associate degrees. The increase to the bachelor's degree level represents an unrealistic increase in too short a time period. Currently, early childhood teachers in state-funded programs are required to have a minimum of a CDA (not a college degree) and 12 college credits (four courses).

We are closely monitoring the Raised Bill 927 (50/50 legislation) to determine how Charter Oak can best meet the needs of the adults who need to earn bachelor's degrees to stay in early childhood. Charter Oak has had 100 students graduate with concentrations in Child Studies in the last five years. This does not include students who complete an individualized studies concentration who combine early childhood coursework with other academic areas. Currently we have 60 students enrolled in our Child Studies concentration. 58% of Child Studies students receive financial aid; this is almost twice as many as other Charter Oak students receiving financial aid in other academic areas (33%). In addition to Child Studies graduates, the college has served the needs of early childhood professionals in Connecticut through a range of supportive programs. In 2010, 121 professionals were able to gain credit through our Pathways exams, a total of 143 received scholarships (some of these students are only taking individual courses), 46 directors were awarded the Connecticut Directors Credential, and 94 professionals took courses at Charter Oak to get their credentials.

The majority of early childhood teachers are full-time professionals and adult learners making very low wages and are a population with many challenges to gaining college credit and degree completion. Even with this modification to the statute, many teachers will find it difficult to fund college coursework and complete full-time coursework. Connecticut must commit to providing financial support to our early childhood workforce to enable them to complete these requirements. Connecticut must provide innovative strategies for earning credit and degree completion to prevent the impact of losing experienced professionals from the field of early childhood. With Charter Oak's ability to move quickly and effectively and its long history of collaboration, we know that we can be part of the solution to meeting the educational needs of the early childhood workforce.

To Raised Bill 928, Charter Oak State College supports programs around the Alternate Route to Early Childhood Certification.

The Early Childhood Alternate Route to Certification 112 endorsement at Charter Oak State College was created in collaboration with six other colleges to address the needs of teacher preparation in birth through kindergarten in Connecticut in response to an RFP in 2007 from DHE and SDE to develop alternate pathways in early childhood



Testimony by Rhona Free
Vice President of Academic Affairs
On behalf of Elsa M. Nuñez, President
Eastern Connecticut State University
Before the Committee on Higher Education
and Employment Advancement
February 17, 2011

Good morning, Senator Bye, Representative Willis and members of the Higher Education and Employment Advancement Committee. For the record, I am Rhona Free, Vice President of Academic Affairs at Eastern Connecticut State University, speaking on behalf of Elsa Nuñez, President of Eastern. Thank you very much for the opportunity to testify today. We are grateful for your advocacy for education and the difference it can make, not only for our students but for our state.

I would like to comment briefly regarding Senate Bill 927, "An Act Concerning Requirements for Early Childhood Educators." The bill amends current law, which requires School Readiness teachers to have a bachelor's degree in early childhood education or child development by 2015. Instead, the bill would require that 50% of School Readiness teachers have a bachelor's degree or early childhood certification by 2015 and that one hundred percent of individuals with the primary responsibility for a group of children hold a bachelor's degree in early childhood education, child study, childhood development or human growth and development by July 1, 2020. Eastern supports this law that is consistent with research that indicates that having a bachelor's degree affects the effectiveness of early childhood educators, and also acknowledges the barriers faced by teachers in School Readiness and other community-based programs who wish to obtain a baccalaureate degree.

Research confirms that having a bachelor's degree matters. We know the quality of the support and instruction that children receive in their first five years of life has a direct link to their later academic performance, and that the education levels of teachers is directly related to program quality. Given that School Readiness programs serve the neediest children who are most at risk of having difficulties in elementary school and beyond, it is critical that these programs have the most qualified teachers. Ensuring that all early childhood teachers have a bachelor's degree in early childhood education or a closely related area is an important goal.

However, teachers who are currently working in School Readiness or community-based programs must overcome financial and logistical challenges to completing bachelor's degree requirements. Extending the date by which all individuals with primary responsibility for a group of children must have a bachelor's degree to 2020 will allow many more teachers to overcome these challenges. Senate Bill 927 also permits the Commissioner of Education to use unexpended funds for School Readiness programs to pay for higher education courses to help staff meet degree requirements. Given the earnings of most School Readiness teachers, we believe that providing financial support

to obtain degrees is critical—most teachers simply are not in a position to pay for courses, especially since obtaining a degree may not translate into a significant salary increase. We strongly support this portion of the amendment.

Eastern Connecticut State University urges the Committee to also consider the need to support program development in higher education institutions to ensure the availability of degree programs that meet the needs of School Readiness teachers who work full-time year-round. These programs could integrate DVD course packages and distance learning modules with traditional on-ground classes to meet the needs of teachers for whom work and transportation issues would make it difficult, if not impossible, to complete degree requirements by attending on-ground classes during normal academic schedules. We urge you to consider including in this bill support for higher education institutions to develop and implement new programs that would best meet the needs of those currently working in School Readiness and other community-based programs. The possibilities are exciting and the need for enhanced teacher training for this workforce is evident.

We, at Eastern stand ready to partner to develop and deliver high quality baccalaureate level course work to this very significant workforce. State-of-the-art facilities in the Center for Early Childhood Education and the Child and Family Development Resource Center enable Eastern to bring unique physical and technological resources to this initiative. Video recording, editing, and production facilities, videoconferencing systems, and connections with Eastern's commercial cable television system and web media server support online program delivery. Early Childhood Education faculty members and teachers in the Child and Family Development Resource Center have expertise that has resulted in development of award-winning training and educational videos and funding for cutting edge research. The physical resources and faculty and staff expertise at Eastern can support development of online, high quality, flexible programming for early childhood teachers pursuing bachelor's degrees.

Thank you for giving me the opportunity to speak today and I would be happy to answer any questions you may have.

Higher Education and Employment Advancement
February 17, 2011

TESTIMONY OF

GEORGE A. COLEMAN, ACTING COMMISSIONER OF EDUCATION

ON

RAISED BILLS 927, 928, 6054, 6321

RAISED BILL 927: AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS

The State Department of Education (CSDE) supports S.B. No. 927, *AAC Requirements for Early Childhood Educators*, to revise the requirements for early childhood educators in state funded preschool programs and redirect School Readiness Grant unexpended funds for providing professional development toward a bachelor's degree to early childhood preschool staff in programs receiving state funds, with some suggested minor revisions.

Section on Requirements for Early Childhood Educators

Current law requires that by 2015 School Readiness classrooms are staffed with teachers who hold: (1) a bachelor's degree from an accredited higher education institution in early childhood education, child development, or a related commissioner-approved field; or (2) a teaching certificate with a special education or early childhood endorsement.

This current target standard cannot be reached given: (1) the insufficient numbers of four-year Early Childhood Education (ECE) degree programs; and (2) the time it takes for those pursuing these degrees to complete their program. Also, the current law is not broad enough to include all state funded preschool programs, such as Head Start or Department of Social Services Child Care Programs.

This standard targeted for a single state funded grant program (School Readiness) does not address the entire state funded preschool system workforce and the children and families in all such programs who equally deserve highly qualified staff. We have seen progress in the numbers of teachers in the School Readiness Grant funded programs holding a bachelor's degree or master's degree increase from 46% of teachers in 2010 to 54% of teachers in 2011 grant year. Even with an 8% increase over last year, this single state funded grant program has much further to go in meeting the current legislative requirement.

This section of the bill seeks to remedy these problems by revising the staff requirements in 3 phases:

1. Prior to July 15, 2015, require that there is an individual in each classroom who has at least:
 - a. a childhood development associate credential or equivalent credential and at least 12 credits in early childhood education or childhood development from an accredited Institution of Higher Education; or,
 - b. an associate's degree with at least 12 credits in early childhood education or childhood development; or,

HB6321

Higher Education and Employment Advancement
February 17, 2011

- c. a four-year degree with at least 12 credits in early childhood education or childhood development; or,
 - d. a certification with an endorsement in early childhood.
2. On or after July 1, 2015, require that for each preschool program accepting state funds (including School Readiness funds and funds from the Department of Social Services) at least half of those individuals with the primary responsibility for a group of children:
 - a. Hold certification with an endorsement in early childhood; or,
 - b. Hold a Bachelor's degree or Master's degree in early childhood education, child study, child development or human growth and development from an accredited Institution of Higher Education.

The other half of those individuals are required to hold an Associate's degree in early childhood education, child study, child development or human growth and development.

3. On and after July 1, 2020, require that for each preschool program accepting state funds (including School Readiness funds and funds from the Department of Social Services) one hundred percent of those individuals with the primary responsibility for a group of children:
 - a. Hold a Bachelor's degree or Master's degree in early childhood education, child study, child development or human growth and development from an accredited Institution of Higher Education.

While some may see the revised staffing requirements proposed in this bill as a step backwards, this bill actually raises the current standards for all teachers in community-based child care settings and public schools accepting state-funded School Readiness, Head Start, and/or DSS Child Care funds to an *attainable* standard in a realistic timeframe.

As such, CSDE supports this section of Raised Bill 927, with the following suggested minor revisions:

- Head Start should be added to the listing of state funding sources;
- Under subsection (B), the programs mentioned only need to be offered by institutions accredited by the Department of Higher Education. However, the Commissioner's of Education and Higher Education should approve the programs, as this will allow for specific requirements that assure quality in coursework and field experiences.
- That the percentages listed within this section be re-examined with the agencies funding early childhood programs.

Section on Unexpended School Readiness Funds

This section of the bill seeks to redirect unexpended School Readiness funds for providing professional development to preschool staff in state funded programs as an incentive for staff to obtain their Bachelor's degree.

CSDE supports the intent of this section of Raised Bill 927, with the following suggested revisions:

Higher Education and Employment Advancement
February 17, 2011

year since 2003-04 when the state adult education appropriation was capped, requests for state funds from local and regional boards of educations has exceeded the available state funds.

The CSDE would not be adverse to this bill if an additional appropriation was made available to support a pilot adult education program of college preparatory classes for adults who have obtained their high school diploma or its equivalent and require intensive postsecondary developmental education.

Therefore, the CSDE does not support H.B. No. 6321 as written because it would rely on limited adult education resources to serve a *new* target population.

To: Members of the Committee on Higher Education and Employment

My name is Beryl Kaufman and I am Executive Director of the Connecticut Association for Children & Adults with Learning Disabilities (CACLD) , a 48 year old non-profit organization based in Fairfield County. I am also a member of several other groups concerned about reading and literacy. I represent CACLD's 1000 members and friends as well as hundreds of parents and professionals who turn to us each year for information, guidance and support.

We believe the passage of Raised Bill No. 928 is critical if we are truly serious about turning the Achievement Gap around.

It has been clear to us for many years that reading is at the heart of the problem. Students attending our teacher training colleges and universities are not being trained appropriately to teach children (especially those with learning differences) to read. Why do children who attend private special ed schools learn to read after they have failed in the public schools? It is because the teachers in those schools have received the appropriate training required to reach and teach these challenging students. They are the kind of "highly qualified" teachers we say we want in our Connecticut Schools.

The problem is higher education and until that is addressed, we will continue having an Achievement Gap.

We know what to do and we know how to do it. Let's not delay any longer. We urge you to pass this bill and send a clear message that we are serious about closing the Achievement Gap.

Thank you for the opportunity to present our position.

Respectfully yours,
Beryl Kaufman
Executive Director

The Connecticut Association for Children and Adults with Learning Disabilities
(CACLD)
25 Van Zant Street, Suite 15-5, East Norwalk, CT 06855-1719
Phone (203) 838-5010 Fax (203) 866-6108
Web Site: www.CACLD.org E-mail: CACLD@optonline.net



21 Talcott Notch Road, Suite 1, Farmington, Connecticut 06032
Phone: (860) 678-0005 • Fax: (860) 678-0006
www.theccic.org

**Testimony for the
Higher Education & Workforce Advancement Committee
From
Judith B. Greiman
Connecticut Conference of Independent Colleges
February 17, 2011**

On behalf of the member institutions of the Connecticut Conference of Independent Colleges (CCIC), I am submitting testimony on two bills before you today. While we are generally supportive of both of these bills, we do have some concerns.

H.B. 6054: AN ACT CONCERNING THE TRACKING OF UNIQUE IDENTIFIERS BY INSTITUTIONS OF HIGHER EDUCATION.

This bill authorizes the Department of Higher Education to require public and private institutions of higher education to track the unique identifiers, assigned by the Department of Education to public school students, of all in-state students of such institution until such students graduate from or terminate enrollment at such institution. CCIC does not oppose this bill but has some concerns about its intent.

First, CCIC understands that the Department of Education has requested that school districts in the state include unique identifiers on student transcripts upon graduation. CCIC recommends that if this bill is to move forward, a provision be added to *require* that this action be taken by school districts in order to ensure that the higher education institutions have the information needed to implement successfully the provisions of this bill.

Second, CCIC has some concerns about the intent of this bill. While the language of the bill simply requires that the unique identifiers be tracked, the Statement of Purpose implies that more is intended. CCIC certainly understands the great need for more data at the postsecondary level to allow for informed decisions to be made about the changes needed in K-12 preparation. Additionally, because Connecticut residents comprise 42% of our students and we enroll 36% of all college students statewide, we think that having data from our students will enrich the effort. The sharing of student data at any level, however, causes privacy concerns. Along with that, private colleges and universities currently do not share the legal indemnity held by public colleges in the event of a data security breach.

The development of longitudinal student databases has been ongoing in most states but there has been little guidance until fairly recently as to what constitutes best practice in this area. In October 2009, the Center on Law and Information Policy of Fordham Law School released the seminal research on these databases.

The researchers reviewed the elements and security of each database in each state that had or was in the midst of creating one. They found that privacy protections for the longitudinal databases were lacking in the majority

Albertus Magnus College, Connecticut College, Fairfield University, Goodwin College,
Mitchell College, Quinnipiac University, Rensselaer at Hartford, Sacred Heart University, Saint Joseph College, St. Vincent's College,
Trinity College, University of Bridgeport, University of Hartford, University of New Haven, Wesleyan University, Yale University

80927



21 Talcott Notch Road, Suite 1, Farmington, Connecticut 06032
 Phone: (860) 678-0005 • Fax: (860) 678-0006
www.theccic.org

of states. Among other things, they found that most states collected information in excess of what is needed for the reporting requirements of the No Child Left Behind Act and what appeared needed to evaluate overall school progress. They observed that the majority of longitudinal databases examined held detailed information about each child in what appeared to be non-anonymous student records. The information collected included directory, demographic, disciplinary, academic, health, and family information.

They further found that, "given the detailed and sensitive nature of the information collected, the databases generally had weak privacy protections. Often the flow of information from the local educational agency to the state department of education was not in compliance with the privacy requirements of FERPA. Many states do not have clear access and use rules regarding the longitudinal database and over 80% of the states apparently fail to have data retention policies and are thus likely to hold student information indefinitely. Several states outsource the data warehouse without any protections for privacy in the vendor contract. "

The researchers recommend:

- Data at the state level should be anonymized through the use of dual database architectures;
- Third party processors of educational records should have comprehensive agreements that explicitly address privacy obligations;
- The collection of information by the state should be minimized and specifically tied to an articulated audit or evaluation purpose;
- Clear data retention policies should be instituted and made mandatory;
- Access and permissible use policies should be well articulated and specific in nature;
- Audit logs of access to and use of the state databases should be maintained as a guard against unauthorized data processing;
- Information about the database, its security, and its use should be readily available and verifiable.
- States should have a Chief Privacy Officer in the department of education who assures that privacy protections are implemented for any educational record database and who publicly reports privacy impact assessments for database programs, proposals, and vendor contracts.

Should further provisions be added that spell out how and by whom the data are to be used, we request that we have the opportunity to weigh in to ensure that the institutions we represent are able to participate in a way that adequately protects them and their students.

S.B. 927: AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS.

This bill seeks to revise the staff qualification requirements for early childhood educators that work in state-supported preschool programs. Current law requires that by 2015, school readiness classrooms be staffed with teachers who either hold (1) a bachelor's degree from an accredited higher education institution in early childhood, child development, or a related commissioner-approved field; or (2) a teaching certificate with a

Albertus Magnus College, Connecticut College, Fairfield University, Goodwin College,
 Mitchell College, Quinnipiac University, Rensselaer at Hartford, Sacred Heart University, Saint Joseph College, St. Vincent's College,
 Trinity College, University of Bridgeport, University of Hartford, University of New Haven, Wesleyan University, Yale University



21 Talcott Notch Road, Suite 1, Farmington, Connecticut 06032
 Phone: (860) 678-0005 • Fax: (860) 678-0006
www.theccic.org

special education or early childhood endorsement. This bill seeks to revise these requirements so that by 2015, only *fifty-percent* of the staff in state-supported preschool classrooms must obtain these qualifications and the other fifty-percent must hold an associates degree in early childhood education, child study, childhood development or human growth and development.

The bill also requires that the Commissioner of Education use any unexpended school readiness funds to support local school readiness programs in satisfying the revised staff qualifications in the form of tuition assistance to staff members with a low family income, as determined by the Commissioners of Education and Higher Education, at a maximum of five thousand dollars per staff member per year for the cost of higher education courses leading to a bachelor's degree at a public institution of higher education in this state.

CCIC asks that this language be amended to allow school readiness staff to utilize the funds to pursue a bachelor's degree at either a public or private institution of higher education in this state. One of the primary reasons that early childhood educators in Connecticut have cited that the standard in current law cannot be reached is due to the insufficient numbers of four-year Early Childhood Education (ECE) degree programs. Therefore, if lawmakers want these goals to be reached, school readiness staff must be able to use the funds to obtain their degree at either a public or private higher education institution. **Of the six Connecticut Educator Preparation Programs in the state that provide certificates in early childhood education, half are at private colleges.** Moreover, a number of other private higher education institutions offer bachelors *and* associates degrees in early childhood education. While tuition at private universities may on average be higher than public universities, the school readiness staff who are eligible to receive this tuition assistance would also qualify for other financial aid that would allow them to enroll in these programs.

Albertus Magnus College, Connecticut College, Fairfield University, Goodwin College,
 Mitchell College, Quinnipiac University, Rensselaer at Hartford, Sacred Heart University, Saint Joseph College, St. Vincent's College,
 Trinity College, University of Bridgeport, University of Hartford, University of New Haven, Wesleyan University, Yale University

H – 1114

**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2011**

**VOL.54
PART 23
7574 – 7912**

Those voting Nay {0

Those absent and not voting 18

DEPUTY SPEAKER GODFREY:

The bill as amended is passed.

The distinguished Majority Leader, for a motion.

REP. SHARKEY (88th):

Mr. Speaker, I move that we suspend the rules for immediate consideration of Calendar Number 598, which is Senate Bill 927.

DEPUTY SPEAKER GODFREY:

The question is on suspension of the rules. Is there objection? Representative Cafero.

REP. CAFERO (142nd):

Thank you, Mr. Speaker.

No objection from this side of the aisle.

DEPUTY SPEAKER GODFREY:

Thank you, sir.

Hearing no objection, the rules are suspended.

And Mr. Clerk, please call Calendar 598.

THE CLERK:

On page 36, Calendar 598, substitute for Senate Bill Number 927, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS, favorable report of the Committee on Appropriations.

DEPUTY SPEAKER GODFREY:

The distinguished Chair of the Higher Education Committee, Representative Willis.

REP. WILLIS (64th):

Thank you very much, Mr. Speaker.

Mr. Speaker, I move for the acceptance of the joint committee's favorable report and passage of the bill in concurrence with the Senate.

DEPUTY SPEAKER GODFREY:

The question is on acceptance and passage in concurrence. Would you explain the bill please, ma'am?

REP. WILLIS (64th):

Mr. Speaker, the Clerk has an amendment, LCO 6796. I move the reading of the amendment be waived and I be allowed to summarize.

DEPUTY SPEAKER GODFREY:

The Clerk is in possession of LCO Number 6796, previously designated Senate Amendment Schedule "A". Will the Clerk please call.

THE CLERK:

LCO Number 6796, Senate "A," offered by Senator Bye and Senator Boucher.

DEPUTY SPEAKER GODFREY:

The gentlewoman has asked leave of this Chamber to summarize. Is there objection? Hearing none, Representative Willis.

REP. WILLIS (64th):

Thank you very much.

This amendment, as exception to new degree requirements for early childhood, and it makes other technical changes, for instance, changing wording from school readiness to early childcare services. I move adoption.

DEPUTY SPEAKER GODFREY:

The question is on adoption. Will you remark further on the amendment? Representative Noujaim, do you care to remark on Senate "A"?

REP. NOUJAIM (74th):

Mr. Speaker, on the bill, if I may.

DEPUTY SPEAKER GODFREY:

Will you remark further on House -- on Senate Amendment Schedule "A"? Will you remark further? If not, let me try your minds. All those in favor, signify it by saying, aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER GODFREY:

Opposed, nay.

The ayes have it. The amendment is adopted.

Will you remark further on the bill as amended?

Now, Representative Noujaim.

REP. NOUJAIM (74th):

Thank you, Mr. Speaker. Good afternoon,
Mr. Speaker.

DEPUTY SPEAKER GODFREY:

Good afternoon, sir.

REP. NOUJAIM (74th):

Mr. Speaker, I would like to rise in support of this bill as amended. I would like to extend gratitude to Representative Willis, to Senator Bye, and Senator Boucher. This bill passed unanimously in the Higher Education Committee, and it was passed in consent in the Senate just two days ago. I rise in support and I urge all of my colleagues to support it.

Thank you, Mr. Speaker.

DEPUTY SPEAKER GODFREY:

Thank you very much, sir.

Will you remark further on the bill? Will you remark further on the bill? If not, staff and guests please come to the Well of the House. Members take their seats. The machine will be open.

THE CLERK:

The House of Representatives is voting by roll call. Members to the Chamber. The House is voting by roll call. Members to the Chamber, please.

DEPUTY SPEAKER GODFREY:

Have all the members voted? Have all the members voted? If so, the machine will be locked.

Representative Thompson, in the affirmative?
Representative Thompson in the affirmative.

Representative Widlitz, in the affirmative?
Representative Widlitz in the affirmative.

Representative Urban, in the affirmative?
Representative Urban in the affirmative.

Representative Steinberg, in the affirmative?

Representative Moukawsher, in the affirmative?

Please stay close to the Chamber, folks.

And if all are present and accounted for,
Mr. Clerk, please announce the tally.

THE CLERK:

Senate Bill Number 927, as amended by Senate "A,"
in concurrence with the Senate.

Total number voting	134
Necessary for passage	68
Those voting Yea	134

Those voting Nay {0

Those absent and not voting 17

DEPUTY SPEAKER GODFREY:

The bill, as amended, is passed in concurrence.

Mr. Clerk, Calendar 35.

THE CLERK:

On page 38, Calendar 35, Substitute for House
Bill Number 6267, AN ACT CONCERNING THE SALE OF WINE
WITH GIFT BASKETS, favorable report of the Committee
on Finance Revenue and Bonding.

DEPUTY SPEAKER GODFREY:

The distinguished Chairman of the General Law
Committee, Representative Taborsak, of Danbury.

REP. TABORSAK (109th):

Thank you, Mr. Speaker.

I move acceptance of the joint committee's
favorable report and passage of the bill.

DEPUTY SPEAKER GODFREY:

The question is on acceptance and message. Will
you explain the bill please, sir.

REP. TABORSAK (109th):

Certainly, Mr. Speaker.

Mr. Speaker, there is a strike-all amendment in
the Clerk's possession, LCO Number 6379. I'd ask that

S - 626

**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2011**

**VOL. 54
PART 15
4617 - 4950**

pab/cd/gbr
SENATE

'98
June 2, 2011

SENATOR DOYLE:

Yes, Madam President. If there's no objection I move this bill to the Consent Calendar.

THE CHAIR:

Seeing no objection, so ordered.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, moving to items from the Committee on Higher Education. First one, Calendar page 5, Calendar 221, if that item might be passes temporarily. And if the Clerk would call as the next item, as a go, Calendar page 11, Calendar 456, Senate Bill 927.

THE CHAIR:

Mr. Clerk.

THE CLERK:

Madam President, calling from Calendar page 11, Calendar Number 456, substitute Senate Bill Number 927, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS. And the Clerk is in possession of amendments.

THE CHAIR:

Senator Bye. Good afternoon.

pab/cd/gbr
SENATE

99
June 2, 2011

SENATOR BYE:

Good afternoon, Madam President, how are you today?

THE CHAIR:

Fantastic; and yourself?

SENATOR BYE:

I'm doing very well.

THE CHAIR:

Good.

SENATOR BYE:

Madam President, I move acceptance of the Joint Committee's Favorable Report and passage of the bill.

THE CHAIR:

Acting on approval of the bill, will you remark?

SENATOR BYE:

Thank you, Madam President.

Senate Bill 927, AN ACT CONCERNING THE REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS is a bill that has been in the works for several years with different agencies meeting lead by our State Department of Higher Education. And what it attempts -- what this bill is -- will do, is it will change the requirements for early childhood educators in programs that receive state funds. Currently the statutes read

pab/cd/gbr
SENATE

100
June 2, 2011

that by 2015, 100 percent of all early childhood educators in programs that receive state funds will need to have a Bachelor's in early child education.

What this bill does is it changes that standard because the workforce has not reached -- we're nowhere near reaching 100 percent BA by 2015. And so this says that by 2015, 50 percent of early childhood educators in state funded classrooms need a Bachelor's and 50 percent would need to have an Associate's. And then by the year 2020, 100 percent of teachers in early childhood classrooms that receive state funding would need to have a Bachelor's.

So, that's a summary of the bill. The bill -- in addition, allows the State Department of Education to move up to \$500,000 into account to give scholarships to help our early childhood programs reach this goal of 50 percent Bachelor's, 50 percent Associate's by 2015 and 100 percent Bachelor's by 2020, through you, Madam President.

THE CHAIR:

Thank you. Do you -- do you have an --

SENATOR BYE:

Madam President, I also have an amendment for this bill, LCO 6796. I move adoption of that

pab/cd/gbr
SENATE

101
June 2, 2011

amendment.

THE CHAIR:

Mr. Clerk, will you call the amendment, please?

THE CLERK:

Madam President, the Clerk is in possession of
LCO 6796, which shall be designated Schedule "A".

Copies of which have been distributed. The amendment
is offered by Senator Bye of the 5th District and
Senator Boucher of the 26th District.

THE CHAIR:

Questions on adoption, will you remark?

SENATOR BYE:

Thank you.

Through you, Madam President, this amendment does
a couple of important things. As I said, this was a -
- a multiyear group process and this year we came back
to the table again to make sure that we have the best
teachers possible in front of our youngest learners.
We know how important teachers are for students and we
know how fragile and what potential young minds have.
So we want to make sure we have the best teachers
possible.

What this amendment does -- some of it is
technical, in the bill it refers to school readiness,

pab/cd/gbr
SENATE

102
June 2, 2011

regularly. And as some of you around the Circle are aware, our state funded centers, which are a great asset in Connecticut, are moving over to the State Department of Education and they are not -- if you will, school readiness programs though they -- many of them offer school readiness. And they were very clear that they wanted to be sure that this bill referred to early childhood education and pre-school versus to referring to school readiness. That way it would be more inclusive of the whole array of services. So there's some conforming changes, this amendment does that.

The other thing that this amendment does that I think is very important is I've spoken about shortages in our workforce. Early childhood educators are -- it's the lowest paid profession in the state. And it's difficult to recruit our best teachers to this field. And our directors do yeomen's work trying to get the best people in front of children.

And this bill makes some changes in the type of Bachelor's degrees that are allowable. And there are currently teachers teaching in classrooms across Connecticut with a Bachelor's but that Bachelor's may not be in one of these five to seven approved areas.

pab/cd/gbr
SENATE

103
June 2, 2011

And so the directors came to us and said, we have some teachers who have been teaching for 15 years and they have a Bachelor's -- maybe in English, but they've been teaching in their centers for 15 years. So they asked if we wouldn't consider a grandfather amendment to allow those teachers who are teaching today in our state funded center, in our school readiness classrooms who have a Bachelor, who have been through training to allow that Bachelor's to remain in effect. And that starting in 2015 when this new standard comes in that -- at that point the Bachelor's will have to conform with the requirements of this legislation but not until then. And then teachers that have Associates' who are leading classrooms would be able to continue to teach to 2015, and till 2020, but after 2020, all teachers would need to have a Bachelor's, through you, Madam President.

THE CHAIR:

Sorry Senator. Would you remark? Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Madam President, I rise to support the amendment. And thank the Chairman of the Higher Education

pab/cd/gbr
SENATE

104
June 2, 2011

Committee for working with many parties including myself to address certain concerns we had in the underlying bill as well as in that particular amendment. The consideration that if we were going to include institutions that were not public and include a for-profit in there with regards to accessing funds for education that they should be Connecticut bases. Too many of our non-Connecticut based have had issues and problems that have been negative. And we wanted to make sure if this was going to be included it would be including those that we knew that were Connecticut based, that we've had a long association with and trusted that their programs suited the needs of the state.

So I rise to support the amendment. Thank you.

THE CHAIR:

Thank you.

Will you remark, will you remark? Seeing none, all in favor of the amendment please say, aye.

SENATORS:

Aye.

THE CHAIR:

Opposed? The amendment passes by a voice vote.

pab/cd/gbr
SENATE

105
June 2, 2011

Senator Bye.

SENATOR BYE:

Through you, Madam President, I was negligent in not thanking my Ranking Member of Higher Education, Senator Boucher for her help with this bill. And I think her keen eyes helped to strengthen this amendment. And I also worked with Representative Noujaim on the amendment who was a fierce advocate for the programs at Post. And providers came to us and said, this has been an important thing that we could take on-line classes at Post to get our Bachelor's. And you're making the degree harder so at least give us multiple options to get those degrees. So I thank Senator Boucher. That's it.

THE CHAIR:

Thank you.

Will you remark further? Will you remark further?

Senator McKinney.

SENATOR MCKINNEY:

Thank you, Madam President.

I stand in support of the bill but just if I could for my own informational purposes. The -- the requirement of the Bachelor of Art's Degree which

pab/cd/gbr
SENATE

106
June 2, 2011

under current law would be 100 percent by the year 2015 and now would be 50 percent in the year 2015. As I understand it, through you, Madam President, is that only for programs that receive state funding, through you, Madam President?

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President, I thank Senator McKinney for his questions because it's an important clarification, yes. This applies only to programs that receive state funding, through you, Madam President.

THE CHAIR:

Senator McKinney.

SENATOR MCKINNEY:

Thank you, Senator. And -- and, through you to Senator Bye, in terms of early childhood educators needing Bachelor of Arts, and I don't have a lot of familiarity with some of these programs but is that specific to just people who are -- are teaching or leading programs or does that -- would that also apply to people running or administering the programs, through you, Madam President.

pab/cd/gbr
SENATE

107
June 2, 2011

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President, this would apply to the lead teacher in each classroom. And we've gone to a standard of 50 percent Bachelor's, 50 percent Associates which is in keeping with the National Association for the Education of Young Children's recommendations for teachers for accredited programs. But it does not apply to the director, through you, Madam President.

THE CHAIR:

Senator McKinney.

SENATOR MCKINNEY:

Thank you, Madam President, I thank the Senator for her answers.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Madam President, I'd like to thank all the parties and the departments, the Early Childhood Alliance, the Connecticut Association for the Education of Young Children, all the parties who worked on this bill to make it strong because we know

pab/cd/gbr
SENATE

108
June 2, 2011

that the quality of a classroom is about the quality of a teacher. And we're responding to workforce shortages in accepting the Associates Degree but our community colleges do a fantastic job in awarding Associate Degrees.

So we believe it's still a strong standard. I think this is a very good bill and -- and it should pass, through you.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President. I also stand in support of the bill along with the changes that were added. However I also share the concern by our Esteemed Chairman of Higher Ed that in fact we would have rather have seen 100 percent with advanced degrees in each of our classrooms in an area of such importance, now more than ever that we know that so much learning occurs at 0 to age 5. And it is critical to have the best kind of instruction with individuals with the latest information in that type of teaching, with our quickest learners. It's unfortunate that we couldn't hold this to 100 percent but at least it gets us there with some accommodation

pab/cd/gbr
SENATE

109
June 2, 2011

for current reality that exists with regards to shortages. But hopefully in the long run we will get to that 100 percent accreditation as we should.

Thank you.

THE CHAIR:

Senator Bye.

SENATOR BYE:

I thank Senator Boucher for her supportive words.
And I ask that this be moved to consent.

THE CHAIR:

Seeing no objection, so ordered.

Mr. Clerk.

SENATOR LOONEY:

Madam President.

THE CHAIR:

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if we might move now to several matters from the Committee on Insurance and Real Estate..

Fist of those, Madam President, is Calendar page 30, Calendar 64, Senate Bill 396. And then the next item, as noted earlier, is Calendar page 3, Calendar

pab/cd/gbr
SENATE

329
June 2, 2011

Thank you, Madam President.

THE CHAIR:

And at this time, I'd ask if there's --
seeing no objection, the bill will be put on
Consent.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President. Good evening,
again, Madam President.

THE CHAIR:

Good evening, sir.

SENATOR LOONEY:

Madam President would like to have the Clerk
call the items on the Consent Calendar, so that
we might move to a vote on that Consent Calendar.

THE CHAIR:

Mr. Clerk.

THE CLERK:

An immediate roll call has been ordered in
the Senate on the First Consent Calendar. Will
all Senators please return to the Chamber?

Immediate roll call has been ordered in the
Senate on the Consent Calendar. Will all
Senators please return to the Chamber?

pab/cd/gbr
SENATE

330
June 2, 2011

Madam President, the items placed on the First Consent Calendar begin on Calendar page 1, Calendar 571, House Joint Resolution Number 122; Calendar 593, Senate Joint Resolution Number 52; Calendar page 3, Calendar Number 130, substitute for Senate Bill 999; Calendar page 5, Calendar Number 221, substitute for Senate Bill 858; Calendar 222, substitute for Senate Bill 973; Calendar page 7, Calendar Number 270, substitute for Senate Bill 212; Calendar 299, substitute for Senate Bill 139; Calendar 304, substitute for Senate Bill 860; Calendar page 10, Calendar Number 439, substitute for Senate Bill 1216; Calendar page 11, Calendar 456, substitute for Senate Bill 927; Calendar page 29, Calendar Number 41, substitute for Senate Bill 98; Calendar page 31, Calendar Number 114, substitute for Senate Bill 881; Calendar page 32, Calendar 140, substitute for Senate Bill 863; Calendar page 34, Calendar Number 201, substitute for Senate Bill 1038; Calendar page 35, Calendar 215, Senate Bill 227; Calendar 236, Senate Bill 371; Calendar page 37, Calendar Number 271, substitute for Senate Bill 1111, Calendar page 38, Calendar

pab/cd/gbr
SENATE

331
June 2, 2011

293, substitute for Senate Bill 1103; Calendar page 39, Calendar 303, substitute for Senate Bill 764; Calendar page 40, Calendar 342, Senate Bill 843; Calendar page 41, Calendar 362, substitute for Senate Bill 1217; Calendar 368, substitute for Senate Bill 882; Calendar 369, substitute for Senate Bill 939; Calendar page 43, Calendar 382, substitute for Senate Bill 1224; Calendar page 44, Calendar 398, substitute for Senate Bill 1044; Calendar page 45, Calendar 410, House Bill 5021; Calendar page 46, Calendar 434, substitute for Senate Bill 1219.

Madam President, that completes the items placed on the First Consent Calendar.

THE CHAIR:

We'll wait a moment. Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, there is one item that we will need to remove from the Consent Calendar, because it needs to be amended and be reconsidered and then amended, and that is Calendar page 5, Calendar 222, Senate Bill 973. If that item might be removed from the Consent

pab/cd/gbr
SENATE

332
June 2, 2011

Calendar and called after the Consent Calendar,
so it can be corrected?

THE CHAIR:

The bill is removed from the Consent
Calendar. At this time, Mr. Clerk, will you re-
announce the roll call vote and the machine will
be open?

THE CLERK:

Immediate roll call has been ordered in the
Senate on the Consent Calendar. Will all
Senators please return to the Chamber? Immediate
roll call has been ordered in the Senate on the
Consent Calendar. Will all Senators please
return to the Chamber?

THE CHAIR:

All members voted? All members have noted.
The machine will be closed. Mr. Clerk, will you
call the tally?

THE CLERK:

Motions on adoption and Consent Calendar

Number 1:

Total number voting	36
Those voting Yea	36
Those voting Nay	0

pab/cd/gbr
SENATE

333
June 2, 2011

Those absent, not voting 0

THE CHAIR:

The Consent Calendar passed. Mr. Clerk, do you want to recall that bill? Senator Looney.

SENATOR LOONEY:

Yes. Thank you, Madam President.

Madam President, if that item might -- might be passed temporarily, I believe the amendment that would be a strike-all that we needed is not -- not here yet. So we will pass that item.

SB913

Madam President would yield the floor for Members for purposes of announcements or points of personal privilege.

THE CHAIR:

Are there any announcements or points of personal privilege? Any point of personal privilege or announcements? Seeing none.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, it's our intention to convene tomorrow at 11:00. Also, advise Members that you should make the weekend, especially Saturday, available for possible session, as