

PA12-050

SB0039

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| Higher Education | 5, 84-91, 109-113, 137-142, 158, 162, 165, 168-170 | 26 |
| House | 6120-6139 | 20 |
| <u>Senate</u> | <u>1533-1537, 1628</u> | <u>6</u> |
| | | 52 |

**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 1
1 - 368**

**2012
INDEX**

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT
ADVANCEMENT COMMITTEE

11:00 A.M.

CHAIRMEN: Senator Bye
Representative Willis

VICE CHAIRMEN: Senator LeBeau
Representative Candelaria

MEMBERS PRESENT:
SENATOR: Boucher

REPRESENTATIVES: LeGeyt, Dillon, Giegler,
Haddad, Hurlburt, Janowski,
Rovero, Sawyer, Sayers,
Stallworth, Yaccarino

SENATOR BYE: Ranking Member, Senator LeGeyt, I know that my Co-chair Representative Willis is -- will be here. She is in a meeting, and she has asked us to begin without her.

And welcome all the other committee members and those of you here in the room. We look forward to hearing from you, as we hear two bills. We're going to hear Senate Bill 39, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS, and House Bill 5030, AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES TO ALLOW FOR THE SEAMLESS TRANSFER FROM THE REGIONAL COMMUNITY-TECHNICAL COLLEGE SYSTEM TO THE CONNECTICUT STATE UNIVERSITY SYSTEM AND THE UNIVERSITY OF CONNECTICUT.

And that second bill is looking to address something that we said we're going to look very carefully at this session in the Higher Education Committee, which is college completion and supporting student college completion. And this bill is certainly a good start.

I want to thank our -- our staff for having everything ready for us this morning.

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

SENATOR BYE: -- as we go forward. Thank you.

THOMAS BURKHOLDER: Thank you, very much.

SENATOR BYE: We're going to switch gears a little bit
and have Karen Rainville from Connecticut
Association for the Education of Young Children.

KAREN RAINVILLE: Good afternoon.

I'm Karen Rainville; I'm the Executive Director
of the Connecticut Association for the Education
of Young Children. We are the state affiliate of
NAEYC and serve as the early childhood
professional association in Connecticut. And I'd
like to speak with you regarding Senate Bill 39,
AN ACT CONCERNING REQUIREMENTS FOR EARLY
CHILDHOOD EDUCATION.

Connecticut passed several critical pieces of
early childhood legislation in the 2011 session,
including Public Act 1154, defining
qualifications for early childhood educators.
Senate Bill 39, before you, seeks to further
amend those requirements by clarifying the
parameters around grandfathering of the current
early childhood teachers who as of 2020 will meet
the bachelor degree requirements of the current
bachelor degree requirement, and CAEYC fully
supports this clarification.

We do, however, have concerns about the change in
language regarding those who the requirements
will apply to. The current public act states
that by 2015, 50 percent of teachers in a program
will have an AA degree and 50 percent will have a
bachelor's degree and an early childhood teacher
credential. By 2020, that increases to 100
percent of teachers in funded programs will need
a bachelor's degree and credential. This new
proposal changes that requirement significantly
by stating that the 50 percent and 100 percent

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

target degree dates and requirements only apply to teachers in classrooms funded with state dollars.

So at the program level, that would mean if I ran an early childhood center and I had three preschool classrooms funded with Connecticut School Readiness dollars, three private-pay preschool classrooms, and three infant, toddler classrooms, the degree and early childhood teacher credential requirement would only be required of my three teachers in classroom funded with School Readiness dollars. That is a huge step backwards and inconsistent with our goal of creating an early childhood system for all children in Connecticut that insures every child has access to high quality.

The policy shift is also inconsistent with other standards that we have already set for funded programs. Connecticut requires NAEYC accreditation for all programs receiving state dollars; it is our proxy for quality. The NAEYC accreditation process exams systems and programs as part of the validation, full systems for every person in that program, not bifurcated systems for some staff over others.

That same principle also applies to a tiered, quality rating system, which our Governor has committed to moving forward in Connecticut. Quality indicators in a TQRIS program almost always include standards for staff qualifications. Those standards are for all staff in the program, not just those tied to a particular funding stream when determining the programs total TQRIS rating.

CAEYC fully appreciates the challenges for programs in meeting these increased requirements. They will need supports, access to scholarships for all staff, and a funding level that allows

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

them to compensate and retain staff once they get their degrees. We believe that that is the challenge here, one that Connecticut needs to take on and figure out, if we're truly to make a difference for all children in Connecticut.

Thank you.

SENATOR BYE: Thank you, very much, Karen. I appreciate --

KAREN RAINVILLE: Thanks.

SENATOR BYE: -- your testimony.

And I'm going to ask our LCO to listen carefully here, because we worked hard to try to get this language right, and I really appreciate your attempt, you know, to -- to make sure we're very clear.

We took these language changes up because there was some lack of clarification, the way that we drafted the bill. And so rather than leave that up to regulation, we wanted to have an open, transparent process.

So as I read your testimony and listened, I think I want to be clear about our intent. So the intent is not at the classroom level, it's at the age-group level. So programs that maybe get School Readiness funds, and say they have eight preschool classrooms and two of those are funded by School Readiness and six by some other funding, as I understand the new language, all the children, all the classrooms in that age group -- because if you look at the legislation, it says children who are in an age group for which the early childhood education program accepts state funds. Because they're in the preschool age group, all eight of those classrooms have to meet the standard.

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

However, if there's an infant toddler program that does not receive any state funding, they do not have to meet the same standard.

So just so you know, it's not only the classrooms that get state funding, so it's not like where one out of those two have to have a BA, it's four out of the eight have to have a BA and four out of the eight an AA or better. So it's -- it is confusing, and I want to make sure the language reflects that, that intent. And then I want to get your reaction, if that clears it up for you to -- to that intent.

KAREN RAINVILLE: It definitely clears that up. I think it gives me a -- a small measure of comfort as we look at the systems, but I think the concern is -- remains the same for us.

I think that if you look at the value of the teacher and have a high-quality teacher for young children, especially infant toddlers in those critical years, I think that to say we're okay with lesser qualifications because of that is just inconsistent with the message we've been sending.

And -- and I understand there are funding implications for it, but I think if we are going to go so far as to say we're moving towards a quality rating system, we're maintaining and requiring accreditation, we can't look at programs in any other way other than a full program and a full system to be able to move forward and really make a difference towards the achievement gap. I mean the goal here is to ensure that every child achieves outcomes that are going to move them forward in life, and that only happens with a qualified educator in a classroom.

SENATOR BYE: Well, I really appreciate that

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

perspective.

And so as I understand it, what you're saying is that we should be using the state funding for programs as a lever to improve the teacher qualification for that whole program, not just the age group that is funded by the state dollars.

KAREN RAINVILLE: Exactly.

And I think the last thing I would end with is an additional piece of legislation I think was critical last year as we moved towards -- with Public Act 181 -- a plan for developing a full system. You know, we have legislation that we've passed that says we're going to partner with philanthropic dollars to hire a lead planner to fix this mess, to fix the web of nine different agencies in Connecticut receiving early childhood funding, and all have separate requirements and separate, you know, policies to go along with it and say we're going to take a two-year look at how to create this process for every child in Connecticut. I think we need to move that process forward before we change things that are going to move us backwards.

SENATOR BYE: Okay; thank you.

And not specific to this bill but while I have you before this committee, if I could just get your thinking on the situation for the teacher credential for early childhood education.

I'm reading a lot now about the national context of moving toward a three-to-three system, a three-year-old to third grade and a continuum of practice in developmental practice, because you and I probably share a lot of concerns about elementary teachers who are teaching preschool and doing flashcards with words with three-year-

olds, versus teaching language in context and -- and that sort of thing. But I think a lot of it's because of the way our Teacher Ed programs are structured.

And so something that this committee is going to be looking at in the next 12 months is how can we -- so as you look at teachers, you know, you're -- you represent the teachers and the system that exists, which is sort of separate programs if you're in early childhood, totally separate than if you're in elementary -- how can we get back to assuring that early childhood teachers have a sense of elementary and that elementary teachers have a sense of early childhood? So while I have the title, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS, I thought I might ask you what your ideas are or if CAEYC would be willing to be a part of a -- a process to really look at this systemically.

KAREN RAINVILLE: We definitely would be eager to be a part of the process. We have worked as part of the committee who is trying to move the early childhood teacher credential forward. That has included a lot of examination of the curriculum that leads to a noncertification early childhood or child development program and how that then would feed into a baccalaureate degree program. I think there's been recognition that there's a huge gap in terms of just the capacity of Higher Ed to meet these requirements, I said, so that's one issue.

I think along side that is looking at the content of the noncertification early childhood programs to ensure that they are strong enough so that when students leave, they have the competencies they need in a classroom. A specific example would be, you know, the -- the appropriate, developmentally appropriate way to work with children towards prereading skills, and that's

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

not flashcards. And so making sure that we're preparing students enough so that when they leave, they get it; they can walk into a classroom and they fully understand that.

SENATOR BYE: That's hopeful. I think I won't take this committee's time with that any longer, but I think there is a huge gap out there, and I think there's a missed opportunity in keeping these two teacher credentials in separate silos. So as you work with the teacher credential group, I hope you'll think about how we can help that, break down that silo.

KAREN RAINVILLE: Okay.

SENATOR BYE: Senator Boucher.

SENATOR BOUCHER: Thank you, Madam Chairman.

Just a very quick question, just --

KAREN RAINVILLE: Sure.

SENATOR BOUCHER: -- to be clear. Your view is not just to raise the requirements for states' funded programs but also for the entire sector; is that what I'm hearing or are you still only really discussing any program at whatever age groups that gets state funding?

KAREN RAINVILLE: I think as we move forward with 11-181 and the planner comes on board to determine what a true system would look like, that conversation needs to happen, specifically around things like Care 4 Kids funding. So if a private program, and by that I mean a non-School Readiness funded program accepts Care 4 Kids dollars, none of these requirements apply to them. They -- they don't have to meet standards around teacher credentialing, other than Department of Public Health and licensing. We've

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

-- we've eliminated them as what we define as state funding; that's bigger issue.

Specific to this legislation, my feeling and CAEYC's feeling is that we cannot take one program that receives state dollars and separate requirements by classroom or by age group, so that the infant toddler classrooms are just as important in that program as the funded preschool classrooms.

SENATOR BOUCHER: So you're saying you've taken the Care 4 Kids program out of this mix because it -- it's in the home and it may be a relative looking after a relative child. And that's why you're not applying the same --

KAREN RAINVILLE: The state --

SENATOR BOUCHER: -- standard?

KAREN RAINVILLE: -- has taken Care 4 Kids out of every definition of what we define as state funding. And so when we look at -- at requirements for -- for staffing, for accreditation, Care 4 Kids is a -- is managed through the Department of Social Services. It has been a work support vehicle, but it's never been in any conversation around quality or requirements or accreditation, part of what we define in Connecticut as a "state-funded center."

SENATOR BOUCHER: Unfortunate. Thank you.

KAREN RAINVILLE: Agreed.

SENATOR BYE: I think Senator Boucher raises a point that -- that, you know, I think on the Education Committee, and as we rework the early childhood system, we need to consider. So thank you for raising that point.

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT
ADVANCEMENT COMMITTEE

11:00 A.M.

SENATOR BYE: How are you?

CLAUDIA REUTER: How are you?

Thank you for giving me an opportunity to speak to the members of the Higher Education and Employment Advancement Committee.

My name is Claudia Reuter. I'm the President and CEO of School Chapters, a company based here in West Hartford.

I am here to express my support for Senate Bill 39, in that it makes an effort to ensure that professionals who teach our young children are highly trained, highly skilled, and are teaching in accordance with appropriate standards and best practices and simultaneously looks to the early education programs that they will one day participate in and ensure that those programs are also going through rigorous standards of accreditation, like the National Association for the Education of Young Children ensures.

School Chapters is a company here in West Hartford that I founded in -- in 2006, with my husband, and for six years we have been developing innovative, cost-effective solutions that work to streamline the many different processes that early childhood professionals, in particular, go through as they work to provide quality experiences for the youngest among us.

We have been really fortunate and received funding through Connecticut Innovations and through some private investors, and since 2008, we have been working with early education practitioners who undergo the rigorous accreditation process outlined by the National Association for the Education of Young Children.

We have been helping early education

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

professionals across the country, including Department of Defense centers, small, privately owned centers, Head Start programs, and a vast majority of our clients are actually college lab schools, ranging from Georgetown to Boston College and several others.

As many of you know, when you're working on building a portfolio, what you've really been able to do is allow educators to reflect on their best practices and showcase what they've been doing, making the teachers, themselves, more reflective, intentional teachers. And that's at the classroom level of what -- what you're doing wholistically and the opportunities you're providing for your -- your classroom.

But you can also use portfolios as a way to demonstrate and articulate what students who may or may not be able to take a test are able to do. And so we're talking about alignment to standards at the classroom level, the program level, and at a child-centric level. And what many of our customers identified, who are college lab schools, is that this type of platform, which is really easy to use and cost effective and allows all these different sets of standard to essentially connect the links between them and connect the dots is -- could also be very effective for students who are preparing to become teachers in the field.

And as a result, after two years of piloting with different schools in the country, we now have an interactive software solution that ensures that college students with constant input and guidance from their instructors are not only learning in accordance with the teaching standards developed by the National Association for the Education of Young Children but each and every states' professional teaching standards.

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT
ADVANCEMENT COMMITTEE

11:00 A.M.

We fully integrate with recognized platforms, like Blackboard, at the Higher Ed level, and we are now in use in colleges, including some in North Carolina, which did receive the Race to the Top ELC funds, partially because they had outlined what professional development in early education programs would look like for students.

So I just want to stress, I'm not here today to try to sell my software; we're really here today to emphasize that we want to provide assistance to the state, to Governor Malloy, the Legislature, and to higher education officials, as you look for ways to showcase excellence for - - excellence for future early childhood practitioners in the field and you look for ways to seek out processes that relate to the programs, themselves.

Thank you.

SENATOR BYE: Thank you.

Any questions? Well, I -- I thank you for coming.

I guess I have one, quick questions --

CLAUDIA REUTER: Sure.

SENATOR BYE: -- question.

Would School Chapters be able to integrate with the workforce registry that we have, if this was ever to roll out statewide, as we work on the TQRIS?

CLAUDIA REUTER: Yeah. We use a pretty sophisticated infrastructure that's based on a cloud computing model. We can actually integrate with any number of different types of systems, depending on the data output that you have and the type of the

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

data that you'd like to receive from our end to input into another system.

But we do track things at a cost level, at a program level, and any child data, whether it's at the early childhood level or you're dealing with actual college students is actually individual IDs that can be moved around from one program to the other, regardless of the actual institution for which they're a part of.

SENATOR BYE: Yeah. I guess I'm more focused on the workforce development part, to see --

CLAUDIA REUTER: Sure.

SENATOR BYE: -- if -- if something like this would help us track whether or not programs are meeting the requirements of this particular legislation or as a state, as we try to plan for workforce development, where the -- where the weak areas are.

CLAUDIA REUTER: Yeah. I mean, I think one of the things that we're identifying now that could potentially be very helpful is that you're allowing students to build multiple portfolios, so what -- at the college level or in the workforce level. So what happens is you might have a student, a college student who, say, is in a community college working on building a portfolio that aligns to the NAEYC professional-prep standards. Well, they can use all the same evidence and notation and work that they've been doing to -- to meet that objective, and they can essentially go on to their next program with their own, unique ID and go work on a new portfolio that aligns to a different set of standards. And at no point do they lose their old data.

And we have schools right now that actually have

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

college students building up to six portfolios simultaneously, just because that's the needs of their program. And the software, you know, essentially allows them to do an unlimited number.

SENATOR BYE: Oh, that explains the lab school connection, so --

CLAUDIA REUTER: Yeah.

SENATOR BYE: All right.

Seeing no other questions, thank you, very much, for coming --

CLAUDIA REUTER: Thank you.

SENATOR BYE: -- today.

Next we have Eric Bergenn, to be followed by a Julian Madison.

SENATOR BYE: Welcome.

ERIC BERGENN: Thank you.

So thanks for having me in, Chairperson Bye, and members of the committee. My name is Eric Bergenn. I live and vote in West Hartford, House District 20 and Senate District 5.

I'm a student at Central Connecticut State --

SENATOR BYE: A student --

ERIC BERGENN: -- University.

SENATOR BYE: -- heard from; that's great. Welcome.

ERIC BERGENN: I'm also the president of the student body at Central Connecticut State University, and

HB5030

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

if we have the will to help them succeed.

I thank you for your time and I'm prepared to respond to any questions you might have.

SENATOR BYE: A question: Where did the pressure to make this work at your institution with Eastern come from?

STEVEN COHEN: With --

SENATOR BYE: The pressure for this articulation for the common core to pass. Was that -- where'd the pressure come from; what was the pressure point to make it happen?

STEVEN COHEN: Well, I think we have different articulation agreements, program by program, so our program coordinators dealing with their counterparts at various institutions wanted to facilitate transferability. And so to the extent there was pressure, it was our own people saying I have a need to have my students get into these other four-year institutions, be they public or private -- and obviously we're talking about the public ones here -- so I need to facilitate that transfer. I'm going to work with my colleagues to get those articulation agreements done.

SENATOR BYE: Well, I like your can-do attitude, and I -- I appreciate your testimony.

Are there other questions?

Well, thank you so much for waiting and for your testimony.

STEVEN COHEN: Thank you.

SENATOR BYE: Next is Kathy Queen.

KATHY QUEEN: Senator Bye, the members of the

SB39

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

committee, my name is Kathy Queen. I'm Co-chair of the State Funded Childcare Centers Directors' Forum, and I'm also Executive Director of Wallingford Community Daycare.

I'm -- talk to you just a little bit about Bill Number 39, the requirements for early childhood educators. The Childcare Centers established in 1968 as a statewide network of childcare centers serving the needs of low-and-moderate income, working-parent families, supports the language in the bill before your -- you, concerning the staff qualifications for publically funded infant toddler, 3-and-4-year old programs. The intent of the bill is to focus the requirements on teachers and classrooms funded with state dollars.

This change recognizes the financial burden on small childcare businesses struggling with stagnant reimbursements and the low compensation for teachers. Currently, reimbursements from Care 4 Kids, for example, for infants, toddlers or preschoolers is set at the 60th percentile, I believe, 2001 rates, well below the federal guidelines of 75 percent of the current rates.

Although we wholeheartedly support the highest standard for our programs and -- and the staff, the reality of scarce resources is a daily occurrence. As an industry employing about 1200 workers, serving about 4500 children statewide, birth through school age, we're an integral component of the early care and education system.

All of our centers are NAEYC accredited, and we're obligated to meet staffing requirements in the School Readiness law, as outlined in this bill. And we appreciate Governor Malloy's proposed increase in Quality Enhancement Dollars in this -- in the Department of Education and ask that publically funded programs mandated to meet

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT
ADVANCEMENT COMMITTEE

11:00 A.M.

these requirements be given priority for scholarship dollars for professional development in order to assist teachers to meet staff qualification. Currently, the budget is silent on the use of these dollars, and, in fact, centers have been eliminated as a priority in the current Charts-a-Course Scholarship Program.

And it's so bad right now, I managed to squirrel away about ten grand last year from various and sundry fundraisers, and I put that \$10,000 into an account for my own staff -- I have about 30 employees -- so that they could keep moving forward when the Charts-a-Course Scholarships went away. They're all on the wait list for scholarships, because it was opened up to everybody.

At one point, I had 22 people enrolled in higher education classes out of my 30 employees; now I think I have three. Even offering \$10,000 in scholarship money, we could only do it as a reimbursement, because clearly if you pay it up front and the person doesn't finish the course and you're out the money and you don't get the credits for the course, then the person would end up in trouble and have to leave their job, and I don't plan to do that to anybody either. But that \$10,000 went unrequested by 30 employees, because they can't afford to take the course up front and then get reimbursed for it.

With transfer of state for the Childcare Centers from DSS to SDE, we're working diligently to ensure the development of a high-quality, early care and education system for all children. We appreciate your support and the work on behalf of our working families.

Thank you for your investment in quality childcare. Appreciate it.

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

SENATOR BYE: Thank you, Kathy, for your
testimony --

KATHY QUEEN: Thank you.

SENATOR BYE: -- and for all the hours you volunteered
to help with the transition from Department of
Social Services to --

KATHY QUEEN: We -- we try our --

SENATOR BYE: -- the State --

KATHY QUEEN: -- level best --

SENATOR BYE: -- Department --

KATHY QUEEN: -- to be as much of a pain as we can.

SENATOR BYE: I know (inaudible) --

KATHY QUEEN: Thank you.

SENATOR BYE: That's not what I said; you've been very
collaborative.

I just want to be clear about your testimony,
though. So your testimony is that you like the
bill as is, the restructured bill?

KATHY QUEEN: Yes, sort of.

SENATOR BYE: Okay. And can you --

KATHY QUEEN: Let me have some other questions
(inaudible) --

SENATOR BYE: Can I --

KATHY QUEEN: -- (inaudible) --

SENATOR BYE: Well, I have another question for you,

mhr/gbr HIGHER EDUCATION AND EMPLOYMENT 11:00 A.M.
ADVANCEMENT COMMITTEE

so just sit down for one sec.

KATHY QUEEN: (Inaudible) okay. Okay.

SENATOR BYE: On the Charts-a-Course funding --

KATHY QUEEN: Yeah.

SENATOR BYE: -- what do you mean that centers have
been removed as a priority?

KATHY QUEEN: When we were over at DSS, and -- and we
were kind of the favored child for scholarships
because we have these requirements and we pay
people a whole lot less than even most of the
School Readiness programs do, because we -- our
funding has never quite kept up, if you recall;
it took us kind of forever to get parity for the
preschool. We're still getting about a thousand
dollars less per child for the infants and
toddlers, and so that means that we're losing a
great deal of money, because infants and toddlers
-- and toddlers, as you well know, cost about
twice as much to keep. And so getting a thousand
dollars less per child makes it hard (inaudible).

I mean, every time I think about that, I think
we're not very good business people or we
wouldn't be doing it at all. But clearly there's
a need out there.

SENATOR BYE: Okay.

A VOICE: (Inaudible.)

SENATOR BYE: One other thing. Just every time you
say something, I have another question, so sorry.

KATHY QUEEN: That's okay.

SENATOR BYE: A thousand dollars less than what? So
you're saying --

KATHY QUEEN: Than the --

SENATOR BYE: -- a thousand --

KATHY QUEEN: Than the School Readiness reimbursement rate, which is what we get for preschoolers. We're getting a --

SENATOR BYE: Oh. Oh, but --

KATHY QUEEN: We're getting \$8500 for a preschooler; we're getting \$7500 for a -- an infant or toddler.

SENATOR BYE: Got it. Thank you.

Any other questions?

KATHY QUEEN: Did I confuse everybody sufficiently?

SENATOR BYE: No, not me but --

KATHY QUEEN: Yeah.

SENATOR BYE: -- maybe others. But I appreciate -- I --

KATHY QUEEN: Great.

SENATOR BYE: -- appreciate --

KATHY QUEEN: Great.

SENATOR BYE: -- you coming up.

KATHY QUEEN: And I appreciate your patience.

SENATOR BYE: Okay.

KATHY QUEEN: Thank you.



Testimony regarding S.B. No. 39 (RAISED)
AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS.

Karen Rainville, Executive Director
Connecticut Association for the Education of Young Children
February 14, 2012

Members of the Higher Education and Employment Advancement Committee,

I am testifying today on behalf of the Connecticut Association for the Education of Young Children, the state early childhood professional association, regarding Senate bill 39: An Act Concerning Requirement for Early Childhood Educators.

Connecticut passed several critical pieces of early childhood legislation in the 2011 session including PA 11-54 defining qualifications for early childhood educators. SB 39 before you seeks to further amend those requirements by clarifying the parameters around grandfathering of current early childhood teachers who as of 2020 meet the Bachelor degree requirement and CAEYC fully supports this clarification. We do however have concerns about the change in language regarding who these requirements will apply to.

The current PA 11-54 states that by 2015 50% of Teachers in a **PROGRAM** will have and AA degree and 50% will have a BS degree and Early Childhood Teacher Credential. By 2020 100% of Teachers in a funded Program will need a BS and Credential. This new proposal changes that requirement significantly by stating the 50% and 100% degree requirements only apply to teachers in **CLASSROOMS** funded with state dollars. At the program level, that would mean if I ran a center and had 3 preschool classrooms funded with School Readiness dollars, 3 private pay preschool classrooms and 3 private pay infant/toddler classrooms the degree and Early Childhood Teacher Credential requirement would only be required of my 3 teachers in those rooms funded with School Readiness dollars not all teachers in my program. That change is a huge step backwards and inconsistent with our goal of creating an early childhood system for all children in Connecticut that ensures every child has access to high quality experiences.

This policy shift is also inconsistent with other standards we have already set for funded programs. CT requires NAEYC accreditation for all programs receiving state dollars; it is our proxy for quality. The NAEYC accreditation process examines systems in programs as part of their validation. Full systems, not bifurcated systems for some staff over others. That same principle also applies to a Tiered Quality Rating System which our Governor has committed to moving forward with in CT. Quality indicators in a TQRIS system almost always include standards for staff qualifications. Those standards are for all staff in programs not just those tied to a funding stream, when determining the programs TQRIS rating.

CAEYC fully appreciates the challenges for programs in meeting these increased requirements. They will need supports, access to scholarships for all staff and a funding level that allows them to compensate and retain degreed staff. That is the challenge here, a challenge CT needs to take on and figure out if we are to truly make a difference for all children in CT.

 **SchoolChapters**

The Leader in Early Childhood Education Online Portfolio Management

Senate Bill 39 – An Act Concerning Requirements for Early Childhood Educators
Public Hearing: Tuesday, February 14, 2012

TO: Members of the Higher Education and Employment Advancement Committee

FROM: Claudia Reuter, President & CEO, School Chapters, Inc., West Hartford, CT

I am expressing my support for Senate Bill 39 -- a great proposal that ensures that professionals who teach our young children are highly-trained, highly-skilled and are teaching in accordance with appropriate standards and best practices.

School Chapters, Inc. is a West Hartford company that I founded in 2006 with my husband, Alexander Reuter. We've been fortunate enough to secure funding through *Connecticut Innovations*, and private investors here in the state.

For 6 years, we have been developing innovative, cost-effective solutions that streamline the many processes that professionals go through as they work to provide quality experiences for the youngest among us.

We have been working with early education practitioners undergoing accreditation by the National Association for the Education of Young Children since 2008, and have helped many early education professionals across the country as they work to self-reflect on their practices and align their work to standards through portfolios.

As many of you know, portfolios have long been recognized as one of the best ways for educators to showcase and reflect upon their work. This practice, not only provides administrators and assessors with a full picture of their capabilities but makes the educators more effective, intentional teachers.

Many of our college lab school clients, suggested that we provide similar solutions to their students working to gain certification in the field.

We now offer interactive software solutions that ensure that college students—with constant input and guidance from their professors – are learning in accordance with the teaching standards developed by the National Association for the Education of Young Children (NAEYC) and each State's Professional Teaching Standards. We fully integrate with recognized platforms like Blackboard, and are already in use in schools, including North Carolina—one of the states to receive the RTC-ELC funds.

I am not here today to sell my software. Instead, I am here to offer my assistance to the Legislature, to Governor Malloy and to Higher Education officials in the continuing pursuit of excellence for our future early childhood educators.

Senate Bill 39 is a very exciting proposal and I look forward to the passage of this legislation.

Please contact me anytime if you should have any follow-up questions or comments: 646-526-3679.
Thank you.



**Connecticut Education
Association**

Governance

Philip Apruzzese, President
Sheila Cohen, Vice President
Cheryl Prevost, Secretary
Jeff Leake, Treasurer
Kathy Flaherty, NEA Director
Thomas Nicholas, NEA Director

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Affiliated with the
National Education Association

Written

Testimony of

Vincent Loffredo
Director of Government Relations

Before the

Higher Education and Employment Advancement Committee

Re: **Raised Bill No. 39 An Act Concerning Requirements For Early
Childhood Educators**

February 14, 2012

Good morning Senator Bye, Representative Willis, and members of the Higher Education and Employment Advancement Committee. My name is Vincent Loffredo, Director of Government Relations for the Connecticut Education Association, representing over 40,000 teachers across the state.

I am here to speak in favor of **Raised Bill No. 39 An Act Concerning Requirements For Early Childhood Educators.**

CEA supports the purpose of this bill to clarify the staff qualification requirements for early childhood education programs serving infants, toddlers or preschool age children and accepting state funds for such programs' child care or school readiness programs.

This bill clarifies PA 11-54- Senate Bill 927 that the Connecticut General Assembly adopted last year.

For the record, CEA also wants the committee to know of our on-going concerns for the credentialing requirements of early childhood educators that is contained in the underlying bill. And to that point, attached is our testimony from last year.

"At a time when we are raising standards and requirements, we must set high quality standards for early educators as well. It is time to raise our expectations and increase teaching standards at this crucial juncture in children's lives."¹

Thank you for your consideration of our testimony.

(1) **A View From The Classroom Proven Ideas For Student Achievement** Connecticut Education Association January 2012



Advocating for teachers
and public education

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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 Higher Education and Employment Advancement Committee. 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 commissioner 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 it 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

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**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2012**

**VOL.55
PART 18
5829 – 6187**

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

362
May 4, 2012

REP. ROBLES (6TH):

Yeah, Mr. Speaker, if you could put me in the affirmative.

DEPUTY SPEAKER ARESIMOWICZ:

Your vote will be so recorded. Will the Clerk please call calendar 440.

THE CLERK:

On page 26, calendar 440 substitute for Senate Bill number 39, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS. Favorable report by the committee on education.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis of the 64th, you have the floor, Madam.

REP. WILLIS (64th):

Thank you very much, 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 ARESIMOWICZ:

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

363
May 4, 2012

The question is on the joint committee's favorable report and passage of the bill in concurrence with the Senate. Will you remark, Madam?

REP. WILLIS (64th):

Yes. Thank you, Mr. Speaker. This bill makes technical revisions to the higher education early childhood bill that was passed in 2011. This will clarify the staff qualification requirements for early childhood education programs that are serving infants, toddlers and preschool children and accepting State funds for childcare or school readiness programs. I urge your support. I move adoption.

DEPUTY SPEAKER ARESIMOWICZ:

Thank you, Madam. Amendment.

REP. WILLIS:

Oh I don't -- hold on. Hold on. Excuse me.

DEPUTY SPEAKER ARESIMOWICZ:

The Chamber will stand at ease.

(Chamber at ease.)

REP. WILLIS (64th):

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

364
May 4, 2012

I didn't think you were going to get to me for
awhile.

DEPUTY SPEAKER ARESIMOWICZ:

That's okay, Madam. Take your time.

DEPUTY SPEAKER ARESIMOWICZ:

The House come back to order.

REP. WILLIS (64th):

Yes. I ask that the Clerk call LCO 2787.

DEPUTY SPEAKER ARESIMOWICZ:

Will the Clerk please call LCO number 2787 which
was previously designated as Senate Amendment A.

THE CLERK:

LCO 2787 Senate A offered by Representative --
Senator Bye.

DEPUTY SPEAKER ARESIMOWICZ:

Representative seeks leave of the Chamber to
summarize the amendment. Is there objection? Is
there objection to summarization? Hearing none,
Representative Willis, you have the floor, Madam.

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

365
May 4, 2012

REP. WILLIS (64th):

Thank you, Mr. Speaker. This just makes a technical language change.

DEPUTY SPEAKER ARESIMOWICZ:

Thank you very much, Madam. And you move adoption?

REP. WILLIS (64th):

And I move adoption.

DEPUTY SPEAKER ARESIMOWICZ:

Thank you very much, Madam. Will you remark further on the amendment before us? Will you remark further on the amendment before us? If not, I will try your minds. Those in favor of the amendment please signify by saying aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER ARESIMOWICZ:

All those opposed nay. The ayes have it. The amendment's adopted. Will you remark further on the

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

366
May 4, 2012

bill as amended? Representative LeGeyt of the 17th,
you have the floor, Sir.

REP. LeGEYT (17th):

Thank you, Mr. Speaker. A couple of questions to
the proponent of the bill.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis, please prepare yourself.
Representative LeGeyt, please proceed, Sir.

REP. LeGEYT (17th):

Thank you, Mr. Speaker. I understand that a
focus of this bill is the certification qualification
of educators who are employed in and early childhood
education program that -- that accepts State funds.

And would the Chairman of the higher education
committee share with us what the statute -- what the
status is presently about individuals who are employed
as teachers in those programs. Through you, Mr.
Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

367
May 4, 2012

REP. WILLIS (64th):

Through you, it requires a certification and a certificate to teach in the early childhood programs.

DEPUTY SPEAKER ARESIMOWICZ:

Representative LeGeyt.

REP. LeGEYT (17th):

And there -- thank you, Mr. Speaker. And there's language in the bill that sets out some increase of qualifications and requirements for degrees that are going to come in the next five or ten years. Would the -- would the good Representative share what those increases are going to be.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, it requires that 50 percent of the teachers in an early childhood accredited program have a bachelor's degree.

DEPUTY SPEAKER ARESIMOWICZ:

Representative LeGeyt.

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

368
May 4, 2012

REP. LeGEYT (17th):

Thank you, Mr. Speaker. Mr. Speaker, this is a good bill. There is plenty of need in the early childhood programs around the State especially those that accept State funds for qualified educators and this bill simply makes -- tidies up that process and makes the qualifications such that we can be more assured that children in the early readiness programs will get the education that they need. I urge my colleagues to support this bill. Thank you.

DEPUTY SPEAKER ARESIMOWICZ:

Thank you very much, Sir. Will you remark further on the bill before us? Representative O'Neill of the 69th district. You have the floor, Sir.

REP. O'NEILL (69th):

Yes. Thank you, Mr. Speaker. I'm looking at the LOR explanation of the bill and it talks about among other things the Education Commissioner may be able to use unexpended school readiness funds up to 500,000 dollars in each fiscal year to help with the -- meet - - help people meet the educational qualifications. I guess I would have a question to the Chair of the

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

369
May 4, 2012

higher education committee to the extent -- or to what extent is there money like that available? Is there in fact 500,000 dollars of unexpended funds? Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, I do not have the answer to that question.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

Thank you, Mr. Speaker. With respect to then -- to the program for providing for the early childhood educational programming that this bill ultimately amends or modifies what is the source of funding for people to become qualified and trained as early childhood educators? Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

370
May 4, 2012

REP. WILLIS (64th):

Through you, Mr. Speaker, I believe it is through
the State Board of Education.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

Is that in the form of -- since these are -- make
sure I'm clear, what I see here is that there is
reference made to the -- okay I see it, the State
Board of Education.

Does it provide money to the individuals so that
they go out and seek this credentialing or in effect
scholarships or grants? How does the State Board of
Education finance the individual's education? Through
you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

371
May 4, 2012

Through you, Mr. Speaker, I believe that they give out funds to help someone go back and get their certification.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

So -- and this certification program -- again looking at the summary it says that the bill modifies the types of schools from which individuals may earn qualifying degrees. What types of schools are we talking about? Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, schools that offer a early childhood credential.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

372
May 4, 2012

And -- and what types is that like a college?

Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

Yes, through you, it could be a community college. It could be a Charter Oak State College and there also are private schools that offer the credential.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

And when it says that it modifies the types of schools, what's the -- what is the nature of the modification that we are talking about here? Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

373
May 4, 2012

Through you, Mr. Speaker, I do not have the answer on the modification, what that refers to.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

Okay. Not serving on the -- any of the committees that looked at this bill before, I'm really seeing it for the first time so I'm relying rather heavily on the OLR analysis. And it talks -- in the first line it says it modifies -- it's talking about the bill, the types of schools from which individuals may earn a qualifying degree.

And then the program to which the requirements to apply and then I requires staff members who are exempt from meeting the qualifications and who accept employment with a different school readiness program to submit documentation on progress towards those qualifications.

So I mean it does a number of things and the first thing that's mentioned is modification of the types of schools. So I'm kind of hoping for some sort of an explanation. Are we eliminating a type -- for

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

374
May 4, 2012

example are we eliminating community colleges as the type of school form which someone could obtain the qualifying degree? Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64ht):

Through you, Mr. Speaker, again I do not have that answer what that means regarding what modification to a particular school. I'm not aware that community colleges wouldn't be eligible for that.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

Thank you, Mr. Speaker. Okay. Again in the OLR summary it says that the thing -- the bill before us modifies the programs to which the requirements apply and I was wondering if that means the early childhood education programs within the college context that in fact the ones that are training the educator. Is that what that -- the programs that are being modified? Through you, Mr. Speaker.

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

375
May 4, 2012

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, I would say that that is probably the case, that they're looking at schools -- certainly we're looking at schools to expand the early childhood credential.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

Thank you. Does that mean then that the -- the -- when we say -- we're talking about the requirements then are we saying that you can meet the requirements for an early childhood education more easily because the number of programs that are going to be included as helping you meet that credential is being increased? Is that what's happening here? Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

376
May 4, 2012

REP. WILLIS (64th):

Through you, Mr. Speaker, it's my understanding to -- speaking to the early childhood experts on this and educators that they -- we are looking statewide because to expand the offerings because of the requirements of -- of those going into the field having to have a credential. So there is a definite need for our colleges to increase their offerings in this area.

DEPUTY SPEAKER ARESIMOWICZ:

Representative O'Neill.

REP. O'NEILL (69th):

Thank you, Mr. Speaker. Okay. I guess that's it for questions from me. Thank you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Thank you very much, Sir. Will you remark further on the bill before us? Representative Alberts of the 50th district. You have the floor, Sir.

REP. ALBERTS (50th):

Thank you, Mr. Speaker. If I may a question to the proponent.

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

377
May 4, 2012

DEPUTY SPEAKER ARESIMOWICZ:

Please proceed, Sir.

REP. ALBERTS (50th):

Thank you, Mr. Speaker. It appears now with Senate Amendment A adopted to the underlying bill that we've clarified that the language is making reference to infant, toddler and preschool situations in several lines of the bill.

And I wanted to draw the proponent's attention to the section that begins at line 132 through 140 which makes reference to individuals who terminate their employment and move on to other employment opportunities. There's a reference in 135 to accepting State funds for spaces associated with such programs, child daycare program.

And I'm curious if the intent of the amendment was also to expand this language in the amendment to include 135 and to include adding before the word spaces infant, toddler, and preschool. Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

378
May 4, 2012

Representative Willis.

REP. WILLIS (64th):

Through you, I do not -- hold on. The amendment doesn't show that it's inserted in that line.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Alberts.

REP. ALBERTS (50th):

I thank you, Mr. Speaker, but for purposes of legislative intent would it be the proponent's belief that -- that that is what we want to do in line 135 that dedicate those spaces for infant, toddler and preschool opportunities in terms of people making changes? Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, no. The intention here is when we enacted the bill previously we wanted to ensure that people already in -- teaching in these programs number one were grandfathered in but once

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

379
May 4, 2012

they moved on to another program and another school they would be required to have that credential.

So if you stayed in your present place of employment you would be grandfathered but if you moved on that would not be the case. I also think there was a need to clarify the types of programs that we're talking about here.

I mean we're talking about school readiness programs that these educators are specializing in school readiness as opposed to after school activities or some sort of program like that.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Alberts.

REP. ALBERTS (50th):

Thank you, Mr. Speaker, and I thank the proponent for her answers.

DEPUTY SPEAKER ARESIMOWICZ:

Thank you very much, Sir. Will you remark further on the bill before us? Will you remark further on the bill before us? Board being clear, no one standing for recognition. Staff and guests to the

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

380
May 4, 2012

well of the House. Members take your seats. The machine will be open.

THE CLERK:

The House of Representatives is voting by roll call. Members to the Chamber. The House is taking a roll call vote. Members to the Chamber please.

DEPUTY SPEAKER ARESIMOWICZ:

Have all the members voted? Have all the members voted? If all the members have voted please check the board to ensure that your vote's been properly cast. If all the members have voted the machine will be locked. The Clerk will take a tally. The Clerk will announce the tally.

THE CLERK:

Senate Bill 39 as amended by Senate A in concurrence with the Senate.

| | |
|-----------------------------|-----|
| Total Number voting | 139 |
| Necessary for adoption | 70 |
| Those voting Yea | 139 |
| Those voting Nay | 0 |
| Those absent and not voting | 12 |

DEPUTY SPEAKER ARESIMOWICZ:

smj/law/djp/gbr
HOUSE OF REPRESENTATIVES

381
May 4, 2012

The bill as amended is passed in concurrence.

Will the Clerk please call calendar 465.

THE CLERK:

On page -- on page 30, calendar 465 substitute
for Senate Bill number 263, AN ACT CONCERNING
LIABILITY OF ZONING ENFORCEMENT OFFICERS. Favorable
report by the committee on judiciary.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Gentile of the 104th, you have the
floor, Madam.

REP. GENTILE (104th):

Thank you, Mr. Speaker and good evening. Mr.
Speaker, I move for acceptance of the joint
committee's favorable report and passage of the bill.

DEPUTY SPEAKER ARESIMOWICZ:

Question is on acceptance of the joint
committee's favorable report and passage of the bill.
Representative Gentile, you have the floor, Madam.

REP. GENTILE (104th):

Thank you. Mr. Speaker, this bill eliminates the
penalty of triple damages that a zoning enforcement

S - 640

**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2012**

**VOL. 55
PART 5
1312 - 1632**

rgd/gdm/gbr
SENATE

129
April 25, 2012

and calendar page 11, Calendar 319, Senate Bill 177.

Thank you, Mr. President.

THE CHAIR:

Thank you, Senator Looney.

Mr. Clerk.

THE CLERK:

On page 28, Calendar 50, Substitute for Senate Bill Number 39, AN ACT CONCERNING THE REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS, favorable report of the Committee on Higher Education.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Mr. President.

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

THE CHAIR:

On acceptance and passage will you remark?

SENATOR BYE:

Thank you, Mr. President.

The Clerk is in possession of LCO Number 2787. I ask that he call the amendment and I be allowed to summarize.

THE CHAIR:

Mr. Clerk.

THE CLERK:

LCO Number 2787, Senator Amendment Schedule A, offered

rgd/gdm/gbr
SENATE

130
April 25, 2012

by Senator Bye.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Mr. President, I move adoption of the amendment.

THE CHAIR:

On adoption, will you remark?

SENATOR BYE:

Yes. Mr. President, this amendment is very technical. It simply clarifies the words "infant and toddler" in the bill.

Thank you, Mr. President.

I ask that when we take a vote it be taken by roll call. On the amendment? No.

No. I withdraw the request, Mr. President.

THE CHAIR:

Thank you. Thank you, Senator Bye.

Will you remark further on the amendment? Will you remark further on the amendment?

If not, I'll try your minds.

All those in favor of the amendment, please signify by saying, aye.

SENATORS:

Aye.

THE CHAIR:

All those opposed nay.

rgd/gdm/gbr
SENATE

131
April 25, 2012

The ayes have it.

SENATOR BYE:

Thank you, Mr. President.

THE CHAIR:

Will you remark further on the bill as amended?

SENATOR BYE:

I was being extra cautious, Mr. President.

Mr. President, this bill simply clarifies changes we made last year in the early childhood workforce bill to be clear about what types of programs it applies to. When the State Department of Ed went to roll this out, they found that they needed some clarifications. So that's what this bill does.

Thank you, Mr. President.

THE CHAIR:

Than you, Senator Bye.

Will you remark further on the bill?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Mr. President.

Mr. President, this bill does make some changes to previous legislation. And just for clarification, a question, through you, to the good chair of the Higher Education Committee.

THE CHAIR:

Please proceed.

SENATOR BOUCHER:

Through you, Mr. President.

rgd/gdm/gbr
SENATE

132
April 25, 2012

In this bill, does it absolve some of our private preschool programs from the requirement of certification that we are requiring for those receiving state funding?

Through you, Mr. President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you for the question.

Through you, Mr. President.

It gives a chance to clarify. What this bill does -- what it -- what the bill that we passed last year was that it required that for programs who receive school readiness funds, that 50 percent of the teachers would have a bachelor's and 50 percent of the teachers would have an associate's. It does not require certification.

And this just clarifies that programs that have after-school programs, that maybe are not a part of school readiness, do not need to meet that requirement. This was intended for programs that receive state funding for early childhood, particularly school readiness.

Through you, Mr. Chair.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Mr. President, this is a good bill that does certainly deserve our support, however, it does highlight the issue again of having qualified professionals that are teaching some of our youngest students that, in the

rgd/gdm/gbr
SENATE

133
April 25, 2012

past, were considered less academic than they are today.

We've learned so much about how children learn and at what age and the fact that they learn at an earlier and earlier age. That we need individuals that really have the background, the experience, the -- certainly the science behind it, that are really -- have the care of our children that are in the fastest growing stage of, actually, their development, and could do a great deal to improve their performance once they reach grade school itself.

So I know that in the past we had hoped to have fully accredited teachers in the preschool area. That was a -- and certainly certified teachers, but there was an accommodation made in understanding that how difficult it would be to achieve in a short timeframe, and that that's a goal that we could look forward to in the future. And certainly, after-school programs probably don't need the same high hurdle as we would in the normal school day.

So for that reason, I do fully support this particular bill, Mr. President, and thank the good chairman for bringing it forward.

THE CHAIR:

Thank you, Senator.

Will you remark further on the bill as amended?

If not, Senator Bye.

SENATOR BYE:

Thank you, Mr. President.

If there's no objection, I move that this be moved to the Consent Calendar.

THE CHAIR:

Seeing and hearing no objection, so ordered.

Mr. Clerk.

rgd/gdm/gbr
SENATE

224
April 25, 2012

THE CHAIR:

Mr. Clerk.

THE CLERK:

Page 1, Calendar Number 62, Senate Bill 226; page 3, Calendar 120, Senate Bill 302. On page 8, Calendar 255, Senate Bill Number 402. On page 28, Calendar 50, Senate Bill 39. On page 33, Calendar 162, Senate Bill Number 67. And on page 35, Calendar 200, Senate Bill 41.

THE CHAIR:

At this -- if all those are correct, then at this time, Mr. Clerk, will you call for a roll call vote. And the machine will be open and the vote will be on --

THE CLERK:

Immediate roll call vote has been ordered in the Senate. Senators please return to the Chamber. Immediate roll call has been ordered in the Senate.

THE CHAIR:

Have all members voted?

If all members have voted, the machine will be closed. And, Mr. Clerk, will you give the last call of the tally for tonight.

THE CLERK:

On today's Consent Calendar.

| | |
|-----------------------------|----|
| Total Number voting | 36 |
| Necessary for passage | 19 |
| Those voting Yea | 36 |
| Those voting Nay | 0 |
| Those absent and not voting | 0 |

THE CHAIR:

The Consent Calendar passed.