



General Policy on Early Childhood Educator Requirements in State-Funded Programs

The CSDE is excited to announce the first legislation that aligns staff qualifications across CSDE administered state-funded programs. This document outlines the legislation and implementation guidance regarding staff qualifications for Child Day Care Contractors, recipients of the Competitive or Priority School Readiness Grant, and State Head Start Supplement grants.

Summary of key points in this policy:

In section 1: Legislative Changes to State-Funded Program Staff Qualifications

- A unified definition of “teacher” and “classroom.”
- This legislation addresses the entire program site, regardless of specific funding streams in any one classroom.
- Two benchmarks to meet: in 2015 a percentage of teachers with a Bachelor’s degree in early childhood; and in 2020 all teachers must hold a Bachelor’s degree in early childhood.

In section 2: Legislative Changes to College Approvals and Qualification Documentation

- The Early Childhood Teacher Credential (ECTC) was created as a benefit to teachers wishing to have portability across state-funded programs.
- Higher Education Institutions must undergo an approval process to align with national and state teacher preparation standards for early childhood in order to offer a pathway to the ECTC.
- An Individual Review pathway to the ECTC was created for teachers who did not graduate from one of Connecticut’s approved institutions.

In section 3: Legislative Changes to Employment in State-Funded Programs

- A grandfathering clause is in effect for teachers with a Bachelor’s degree and 12 early childhood credits only in the current place of employment.
- Program administrators should develop or update employment policies in accordance with the legislation.
- Teachers wishing to leave their current place of employment and secure a position in another state-funded program must hold an ECTC or an appropriate active early childhood state teaching endorsement.

In section 4: Legislative Changes for Scholarship Assistance

- Scholarship assistance is available, as long as funds allow, through the Connecticut Charts-A-Course system.
- Staff can prepare to apply for scholarships by completing the Federal Aid application and securing their plan of study from their college advisor.

Questions regarding this General Policy may be directed CSDE Education Consultants listed in the document under the state funded programs they manage.

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**Connecticut State Department of Education (CSDE)
Administered State-Funded Program General Policy**

- X CSDE Child Day Care Contractors
- X CSDE Competitive School Readiness Municipalities (GP-13-04 replaces GP-09-04)
- X CSDE Priority School Readiness Districts (GP-13-04 replaces GP-09-04)
- X CSDE State Head Start Supplement

TO: Mayors, Superintendents, School Readiness Council Chairs/Co-Chairs and Liaisons,
Child Day Care Contractors, State Head Start Supplement Grantees

FROM: Harriet Feldlaufer, Chief
Department of Education
Bureau of Teaching and Learning



SUBJECT: Early Childhood Educator Requirements in State-Funded Programs

Description of General Policy

This GENERAL POLICY is designed to provide guidance to the CSDE administered Child Day Care Contractors and programs, State Head Start Supplemental Grant Recipients and School Readiness Councils (SRC) and programs on the implementation of legislation at each site receiving early childhood state grants or contract funds. For sites that receive multiple funding streams, the more stringent requirement to meet staffing educational requirements prevails.

The following legislation affects the entire program accepting state funds, not just the classrooms with children supported by various state funding streams. The percentage described in the legislation applies to the entire program, at each site, serving infants, toddlers, and/or preschool age children, regardless of specificity of funding. For example, if a program has three classrooms and only one classroom has children receiving state funds from School Readiness, Child Day Care Contracts, or State Supplemental Head Start, all three classrooms must have a teacher with an appropriate bachelor's degree by the year 2020.

The following guidance is divided by sections to address specific legislative changes to the early childhood educator requirements through Public Acts 11-54 and 12-50:

Legislative Changes to State-Funded Program Staff Qualifications

Staff Qualifications

Connecticut General Statutes (C.G.S.) Section 10-16p has been revised through Public Acts 11-54 and 12-50 effective July 1, 2012, to require that:

“From July 1, 2015, to June 30, 2020, “staff qualifications” means that for each early childhood education program accepting state funds for infant, toddler and preschool spaces associated with such program’s child day care program or school readiness program, (i) at least fifty per cent of those individuals with primary responsibility for a classroom of children hold (I) certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education, or (II) a bachelor’s degree with a concentration in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, provided such bachelor’s degree program is approved by the Board of Regents

for Higher Education and the Department of Education, and (ii) such remaining individuals with the primary responsibility for a classroom of children hold an associate's degree with a concentration in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, provided such bachelor's degree program is approved by the Board of Regents for Higher Education and the Department of Education.”

“On and after July 1, 2020, “staff qualifications” means that for each early childhood education program accepting state funds for infant, toddler and preschool spaces associated with such program’s child day care program or school readiness program, (i) one hundred per cent of those individuals with primary responsibility for a classroom of children hold (I) certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education, or (II) a bachelor’s degree with a concentration in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, provided such bachelor’s degree program is approved by the Board or Regents for Higher Education and the Department of Education.”

Implementation of New Staff Qualifications Legislation

The following definition is a combination of essential criteria found in definitions by Head Start and the National Association for the Education of Young Children (NAEYC).

1. An **“individual with primary responsibility for a classroom of children”** is most commonly referred to as the “teacher”. It is expected that the “teacher” of infants, toddlers, and/or preschoolers knows, understands, and applies theories of child development, content knowledge across multiple domains (such as math, language and literacy (including support of dual language learners), science, creative arts, social and emotional, physical, and approaches to learning, etc.). The “teacher” also demonstrates commitment to continual professional learning performing their responsibilities consistent with the field’s ethical principles.

The “teacher’s” responsibilities include, but are not limited to, the following:

- a. coordinating and engaging in the planning and implementation of experiences for young children using Connecticut’s early learning standards and other standards or frameworks as applicable to funding, such as Head Start;
- b. coordinating and engaging in the observation and documentation of children’s progress;
- c. making informed decisions, using multiple sources of information, about children’s progress across all domains of learning;
- d. partnering with families in meaningful ways to support the development of relationships between children and their families, and sharing and gaining information pertaining to each child’s approach to learning, progress, and general health and well-being;
- e. working with a team of professionals, such as assistant teachers, administrators, public school personnel (e.g., special education teachers, therapists, etc.) to coordinate information about children’s progress and adjust teaching practices to meet the needs of all children;
- f. engaging in on-going professional learning opportunities to remain current with early childhood research and best practices; and
- g. maintaining a safe and healthy learning environment.

A “classroom” is considered a group of children not to exceed the recommended group sizes outlined by the National Association for the Education of Young Children (NAEYC), Federal Head Start, and Connecticut Department of Public Health Child Day Care Licensing Regulations.

All state-funded programs must maintain a schedule for classrooms, at each site, that provides for a teacher to be present in each classroom for the majority of the classroom’s operating hours.

For School Readiness Funded Sites: The SRC must ensure that each program, at each site, maintain a schedule, in classrooms where children receive School Readiness funds, for a “teacher” to be present as described for each space type:

- a. to be present for at least six hours of the Full-Day space-type,
- b. for all hours of the School-Day space-type and Part-Day space-type classrooms, and
- c. in the Extended-Day space-type, a qualified individual must be present for 2½ hours in a wrap-around program¹ and six hours when the Extended-Day program operates through the summer.

For Child Day Care Contracted Sites: Continue to follow NAEYC guidelines for teacher to classroom ratio.

For State Head Start Supplement Grantees: Continue to follow Federal Head Start guidelines for teacher to classroom ratio.

Between July 1, 2012, and June 30, 2015, the “teacher” must meet at least one of the following criteria or have met the criteria outlined in the section addressing the 2015 and 2020 requirements.

For School Readiness Funded Sites:

- Certification pursuant to section 10-145b with an endorsement in early childhood education or special education (see listing in supplemental guidance);
- Four-year degree with 12 credits* in early childhood education or early childhood development;
- Associate degree with 12 credits* in early childhood education or early childhood development;
- One-Year Certificate in ECE with 30 credits from an approved institution;
- Child Development Associate (CDA) credential plus 12 credits* in early childhood education or early childhood development.

NOTE: *A list of appropriate courses has been compiled and sent to CT Charts-a-Course (CCAC) for use as a guide to determine which courses qualify for School Readiness credits. All staff must be enrolled in the CT Professional Registry where CCAC will determine the level of qualification of each individual using the listing of courses and a review of transcripts.

In the case of extenuating circumstances, such as a staff member’s resignation, a program shall document their efforts, in collaboration with their Liaison, to seek the most qualified person. If the program is unable to find an individual with the appropriate credentials, the Liaison shall then contact the CSDE Program Manager to approve the hiring of an individual who meets at least one of the following criteria:

- a. Four-year degree;
- b. Associate degree;
- c. One-Year Certificate in ECE with 30 credits from an approved institution; or
- d. Child Development Associate (CDA) credential.

When such an individual is hired, they must agree to enroll in an early childhood credit bearing course that will allow them to obtain the 12 credits in early childhood education or child development from an approved institution within 18 months of being hired in order to meet the qualified individual requirements.

¹ Wrap-around program (also known as Extended-Day) refers to early care and education services that extend the hours, days and/or weeks of programming for children who are in existing Part-Day/Part-Year or Part-Day/Full-Year program, not funded by the School Readiness Grant Program, in order to provide the equivalent of full-time services for these children at 10 hours per day, 5 days per week for 50 weeks.

For continuing professional development staff must attend specific trainings. Within the first year of hiring staff must have training on literacy and diversity or show proof of recent professional development in those subjects. In addition, each year staff members must engage in at least six hours of professional development addressing special education and two other early childhood topics. The professional development sessions must be at least two hours in length.

It is expected that teachers in CSDE School Readiness sites continue to engage in educational opportunities that promote advancement of knowledge, understanding and effective practices in early childhood education and will enable them to meet the educational requirements for 2015 and 2020. The individual and the Program Director should keep records of staff progress toward meeting the 2015 and 2020 educational requirements.

For Child Day Care Contractors: Between July 1, 2012, and June 30, 2015, all Child Day Care Contract sites must meet NAEYC accreditation requirements related to staff education.

It is expected that teachers in CSDE Child Day Care contracted sites continue to engage in educational opportunities that promote advancement of knowledge, understanding and effective practices in early childhood education that will enable them to meet the educational requirements for 2015 and 2020. The individual and Program Director should keep records of staff progress toward meeting the 2015 and 2020 educational requirements.

For State Head Start Supplement Grantees: Between July 1, 2012, and June 30, 2015, all Head Start sites must meet federal Head Start requirements related to staff education.

It is expected that teachers in CSDE state supplemental Head Start sites continue to engage in educational opportunities that promote advancement of knowledge, understanding and effective practices in early childhood education that will enable them to meet the educational requirements for 2015 and 2020. The individual and Program Director should keep records of staff progress toward meeting the 2015 and 2020 educational requirements.

Between July 1, 2015, and June 30, 2020, state-funded programs must ensure that at least fifty per cent of the “teachers” in the entire program serving infants, toddlers and/or preschool age children meet at least one of the following criteria or have met the criteria outlined in the section addressing the 2020 requirements.

For all CSDE State-Funded Sites:

- certification pursuant to section 10-145b with an endorsement in early childhood education or special education; or
- a bachelor’s degree with a concentration in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, provided such bachelor’s degree program is approved by the Board or Regents for Higher Education and the CSDE.

The remaining “teachers” must hold an associate’s degree with a concentration in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, provided such bachelor’s degree program is approved by the Board or Regents for Higher Education and the CSDE.

As of July 1, 2020, the program must ensure that one hundred per cent of the “teachers” in the entire program serving infants, toddlers and/or preschool age children meet at least one of the following criteria.

- certification pursuant to section 10-145b with an endorsement in early childhood education or special education; or
- a bachelor’s degree with a concentration in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, provided such bachelor’s degree program is approved by the Board or Regents for Higher Education and the CSDE.

Upon request, the Program Manager at the CSDE will offer technical assistance to state-funded programs in determining their progress toward meeting the 2015 staff requirements, utilizing the CCAC Professional Registry’s staff qualification detail report.

The CSDE in coordination with the Board of Regents for Higher Education and the Office of Financial and Academic Affairs have approved some institutions of higher education that meet the requirements of an early childhood concentration, child study, child development or human growth and development in alignment with national early childhood educator competencies. More higher education institutions will be approved over the next year as colleges put forward their applications for program review. A matrix in the supplemental guidance section identifies the current approved institutions and will be updated as more institutions become approved. CACC will use this matrix when individuals enroll in the Registry to verify qualifications are met as outlined in legislation for 2015 and 2020. Those who graduate from an approved higher education institution can apply for an Early Childhood Teacher Credential (ECTC) through CCAC which can be utilized as documentation of meeting state-funded educator requirements and is portable across state-funded programs should the individual decide to seek at teacher position in other state-funded programs. See more information about the ECTC in the following section.

From July 1, 2012, through June 30, 2013, and each year thereafter, within available appropriations, the CSDE will contribute funds toward scholarship assistance through CCAC for early childhood educators to continue their pursuit of a degree that meets the requirements outlined in legislation. See more information on scholarships in sections to follow.

Legislative Changes to College Approvals and Qualification Documentation

Early Childhood Teacher Credential (ECTC)

Connecticut General Statutes, (C.G.S.) Section 10-16p has been revised through Public Acts 11-54 and 12-50 effective July 1, 2012, to require that:

Individuals with primary responsibility for children in state-funded programs hold certification or degree **“...from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, provided such bachelor’s degree program is approved by the Board or Regents for Higher Education and the Department of Education.”**

“Individuals shall submit documentation of progress toward meeting the staff qualification requirements set forth in subparagraph (B) or (C) of subdivision (2) of this subsection in a manner determined by the Department of Education.”

The approval process for the higher education institutions includes a review of early childhood coursework in alignment to NAEYC early childhood educator standards. For individuals who did not graduate from an approved institution, in-state or out-of-state, documentation in the form of a portfolio of education and experience will be submitted to Charter Oak State College (COSC) for individual review to determine if the individual meets the requirements. The ECTC is a benefit to those graduating from an approved institution and to those successfully completing the recommendations provided during the individual review process. The ECTC is validation that the teacher meets the new teacher requirements, for infant, toddler, and/or preschool levels and is a document that allows portability across state-funded programs for the following groups of individuals:

- teachers currently grandfathered as meeting the state-funded staff requirement with a bachelor’s or master’s degree AND 12 early childhood credits wishing to leave their current state-funded program after 2015; and
- teachers entering the field and securing a first time position in a state-funded program after 2015.

The ECTC is not required of teachers if they hold a bachelor’s or master’s degree AND 12 early childhood credits AND wish to remain in their current state-funded program position (see Grandfathering Clause for details on employment).

Implementation of Qualifications Documentation

The ECTC was developed to offer teachers in state-funded programs a mechanism to validate their expertise and degree in alignment with national early childhood educator competencies and Connecticut’s expectations. Connecticut institutions of higher education offering early childhood programs of study are volunteering to participate in a review of their program to determine alignment to national standards and are making changes to their programs. Depending on the coursework associated with the degree, individuals can apply for an Infant/Toddler ECTC, a Preschool ECTC, or both. The CSDE awards the ECTC and coordinates this process. The ECTC standards are used as the foundation for the CSDE approval of higher education institutions wishing to offer an ECTC pathway. The CSDE will maintain a listing of approved colleges offering the ECTC and the listing will be accessible on the CCAC website.

The CSDE, in coordination with an ECTC committee, developed a pathway to obtain the ECTC for those not attending or planning to attend an approved institution. This pathway will be useful for individuals that plan to remain in their current positions or that chose to seek employment in other state-funded programs. COSC will manage the documentation and review process.

1. All staff in every state-funded program must enroll in the CCAC Professional Registry.
2. Each site that receives state funds must maintain accurate and current documentation for the credit bearing coursework, certifications, credentials, and professional development in-service attendance for all program staff.
3. For individuals graduating from an approved institution of higher education, an infant/toddler and/or preschool ECTC will be awarded by the CSDE and will be issued through application to CCAC. The ECTC can be utilized as documentation of meeting state-funded program educator requirements and is portable across state-funded program should the individual decide to seek employment in other state-funded programs.
4. For individuals graduating from non-approved institutions of higher education, an individual review process is available through COSC. Documentation submitted to COSC will be assessed against the ECTC criteria and individuals may be asked to seek further professional learning opportunities to meet the ECTC criteria. Once met, the individual will receive an infant/toddler and/or preschool ECTC through application to COSC. The ECTC can be utilized as documentation of meeting state-funded program educator requirements and is portable across state-funded program should the individual decide to seek employment in other state-funded programs (see Grandfathering Clause in the following section).

Legislative Changes to Employment in State-Funded Programs

Grandfathering Clause

C.G.S. Section 10-16p has been revised through Public Acts 11-54 and 12-50 effective July 1, 2012, to require that:

“Any individual with a bachelor’s degree who, on or before June 30, 2015, is employed as a teacher by an early childhood education program that accepts state funds for infant, toddler and preschool spaces associated with such program’s child day care program or school readiness program and meets the staff qualifications required under subparagraph (A) of subdivision (2) of this subsection shall be considered to meet the staff qualifications required under sub paragraphs (B) and (C) of subdivision (2) of this subsection. No such early childhood education program shall terminate any such individual from employment for purposes of meeting staff qualification requirements set forth in subparagraph (b) or (C) of subdivision (2) of this subsection. Any such individual who terminates his or her employment with such early childhood education program and accepts a teacher position at another early childhood education program accepting state funds for spaces associated with such program’s child day care program or school readiness program shall submit documentation of such individual’s progress toward meeting the staff qualification requirements set forth in subparagraph (B) or (C) of subdivision (2) of this subsection in a manner determined by the Department of Education.”

Implementation of Grandfathering Clause

The grandfathering clause does not apply to teachers with associate degrees. Those with associate degrees in the role of the teacher will not be grandfathered in as meeting educational requirements. Any individual with a bachelor’s degree and 12 early childhood credits or a current certification endorsement in early childhood or early childhood special education is considered to have met the new requirements outlined in legislation only while they hold their current position. If individuals seek employment in a different state-funded program on or after July 1, 2015, they must meet the new requirement. COSC can provide the individual with a review of their qualifications to determine whether or not they meet the new requirements. An ECTC will be awarded to individuals who meet the new requirements.

Agencies that have multiple sites may continue to shift staff from site to site when necessary. Individuals can be employed under the same agency (site non-specific) and still be considered grandfathered under the previous bachelor degree requirements. If an individual leaves the agency they would need to meet the new requirements.

1. Program administrators and SRCs, where applicable, must identify teachers who currently hold a bachelor’s degree (including 12 early childhood credits) or a teacher with a certification endorsement in early childhood or early childhood special education as meeting the new requirements. Program administrators can assist in this effort by ensuring that all staff enrolls in the Registry and update their profile twice a year.
2. Program administrators should develop policies regarding employment guidelines that include safeguarding employees from termination solely on the basis of staff qualifications. This guidance should include clear language addressing the difference between termination, employee choice to leave the program, program closure, and transfer to a different site or age group within the same company (see technical assistance below and exact legislative language above). Where applicable, SRCs may provide assistance to programs with policy development.
3. Teachers choosing to terminate their employment with the program must meet the new requirements set forth in legislation before becoming employed at a different state-funded program. The individual review process through COSC is the manner determined by the CSDE to assess qualification

requirements. Teachers wishing to determine if they meet the new requirements may apply for a review by COSC (see supplemental guidance regarding the process).

Legislative Changes for Scholarship Assistance

Scholarships

C.G.S. Section 10-16 has been revised through Public Acts 11-54 and 12-50 effective July 1, 2012, to require that:

“The Department of Education shall use any such funds to provide assistance to individual staff members, giving priority to those staff members attending an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, 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 or, not later than December 31, 2013, an associate’s degree, as such degrees are described in said subparagraphs (B) and (C) at an in-state public institution of higher education, provided such staff members have applied for all available federal and state scholarships and grants, and such assistance does not exceed such staff members’ financial need.”

Implementation of Scholarship Assistance

The CSDE is pleased to provide funds toward scholarship assistance. Staff can apply for funds through the CCAC Scholarship Assistance Program when made available by the CSDE. The Department of Social Services also provides scholarship funds. To avoid any confusion, a single lottery will open and applicants will be sorted based on which funding requirements they may meet. Notification of the process will be disseminated through CCAC and State Agencies.

The CSDE can provide technical assistance to the SRCs and state-funded programs to ensure that the programs take all the necessary steps to meet the policy guideline and maintain the appropriate documentation.

In order to assist in the identification of approved early childhood courses that meet the early childhood credit requirements, CCAC has a listing of those courses being offered at institutions of higher education in Connecticut and this list is used as the basis for determining whether or not the individual meets state-funded staffing requirements. After July 1, 2015, the course listing will no longer be used to determine requirements. A listing of approved institutions of higher education offering early childhood type degrees will be in effect.

1. Program administrators should encourage staff to engage in professional learning opportunities. Notices of such opportunities are disseminated through State Agencies, Regional Educational Service Centers (RESCs), Institutions of Higher Education, and general early childhood list serves and community postings. As a function of coordinating and networking services, SRCs must actively disseminate postings to all providers.

It is the responsibility of the Child Day Care Contractors, SRCs and Liaisons to share the information contained in this document with their sub-grantees.

Questions concerning this GENERAL POLICY should be directed to:

Child Day Care	Competitive SR	Priority SR	State Head Start
Michelle Levy 860 713-6756 Michelle.Levy@ct.gov	Gerri Rowell 860 713-6774 Gerri.Rowell@ct.gov	Deb Adams 860 713-6744 Deborah.Adams@ct.gov	Andrea Brinnel 860 713-6771 Andrea.Brinnel@ct.gov

Supplemental Guidance

Approved Certification Endorsements

Below is a list of the CSDE teacher certifications with early childhood endorsements, in accordance with Section 10-145b of the Connecticut General Statutes, that are accepted as meeting the state-funded staff requirement. The individual's certification must be current, not expired, and the individual must keep the certification current in order to be considered as meeting the educational requirements. If the certification is expired, the individual would engage in the individual review process through COSC.

- 113 Integrated Early Childhood/Special Ed., N/K through grade 3
- 112 Integrated Early Childhood/Special Ed., Birth - K
- 001 PreK-Grade 8
- 002 PreK – Grade 6
- 003 PreK-Grade 3
- 008 PreK-K
- 065 Comprehensive Special Education PreK-Grade 12

Process for obtaining ECTC: Approved College Route

Students graduating within the defined timelines from the colleges listed below may apply for the ECTC through the route described in the application process through the Registry.

List of currently approved colleges for I/T and PreK Early Childhood Credential

College (Early Childhood/Child Studies program)	ECTC Infant/Toddler	ECTC Preschool	Graduation Timeline
Gateway – Associate Degree	X	X	Fall 2008 and after
Housatonic – Associate Degree		X	Fall 2008 and after
Tunxis – Associate Degree		X	Fall 2009 and after
Goodwin – Associate Degree		X	Fall 2008 and after
UCONN – (HDFS – ECE) Bachelor Degree	X	X	After May 2012
Goodwin – Bachelor Degree		X	After May 2012
Post - Bachelor Degree		X	After May 2012
Charter Oak – Bachelor Degree		X	After May 2013

Application for the ECTC to CCAC via the Registry

Any member of the CCAC Professional Registry will have the capability to log in and request an ECTC review. The individual will be prompted to identify the age setting (Infant/Toddler and/or Preschool) and to submit the proper documentation, including any processing fee and official transcripts. CCAC will verify the degree completion at the approved higher education institution and submit those individual's names to the SDE for their approval. When approved, the individual will be notified and the ECTC document will become available within the individual's registry record.

Individual Review Process for those not graduating from a college on the list

In January 2013, COSC will offer a review of teachers' experience, degrees, and professional development documentation to determine if the individual meets the requirements outlined in legislation for teachers working in state-funded early childhood programs.

Who is eligible to apply for an individual review?

Applicant must be currently working in the early childhood field or have experience working in the field and wish to utilize their skills in a teaching capacity working directly with infants, toddlers, and/or preschoolers, then

- Individuals who graduated from out-of-state colleges with an early childhood related or non-related Associate's or Bachelor's degree, or
- Individuals who graduated from an in-state non-approved early childhood degree or non-related degree.

Steps to apply:

1. Complete an application form, including verification of current employment, if applicable, and submit a \$75 application fee to COSC. Send official transcripts to COSC. Charter Oak will conduct an initial review to determine if basic requirements have been met. If basic requirements are met, applicants will proceed to develop a professional portfolio. If basic requirements have not been met, applicants will need to complete basic requirements before proceeding.
2. Individuals will engage in developing a professional portfolio with guidance from COSC staff and complete the portfolio within one year. The portfolio will be reviewed by two trained reviewers. COSC will report to the individual the outcomes of the review. If the individual has met all standards, COSC will recommend issuance of the credential. If there are areas in need of consideration for further professional learning to meet the requirements for a teaching position in a state funded program, COSC will recommend options for meeting the standards. If the individual chooses to engage in further professional learning and does so within two years from acceptance into the portfolio review process, the individual will receive the ECTC as having met the requirements of a teacher for state-funded programs after completing the application process through the Registry. If the individual chooses not to engage in further professional learning to meet requirements, the teacher will not be considered eligible to work in a state-funded program.

Scholarship

Scholarship assistance is administered through the CCAC Professional Registry. Individuals may become members of the Registry at any time, free of charge. Information about the timeframe to apply for scholarships (window) and frequently asked questions are available on the CCAC website at www.ctcharts.org.

After logging in during the scholarship timeframe, the individual would choose 'Request Scholarship' and complete the required information. When requesting scholarship assistance for coursework, the individual needs to identify the higher education institution, the specific course(s) requested, and the semester. Up to two courses may be requested within each scholarship application timeframe. Communication from the Registry will be sent to the individual's email account that was used during the log in process. This communication will contain the items needed for the request to be processed as well as the status of your request. When approved, a voucher is automatically sent to the higher education institution and a copy is available in the individual's Registry record under My Scholarship Requests.

In order to be considered for scholarship assistance for credit-bearing classes, individuals must submit their individualized plan of study (accessed through their academic advisor) and proof of application for financial aid. An individual need not have been awarded aid but must have applied. These documents can be filed with CCAC at any time. It is not necessary to wait for the scholarship application timeframe to have these ready. When applicable, scholarship awards are given after Pell Grants and other non-loan assistance, but before the individual assume student loans.

For support, individuals may contact their regional CCAC career counselor (for a list go to: <http://www.ctcharts.org/index.cfm?module=41&navID=nav57> .)

Alignment with NAEYC and Head Start

The more stringent requirement applies. In the case of NAEYC, the timeline is the same as Connecticut legislation, but the specific degree under this legislation is more stringent. In the case of Head Start, the percentage across the site is more stringent in the CT legislation. Adherence to Connecticut legislation will meet the requirements for NAEYC and Head Start.

	CT State Legislation	NAEYC	Head Start
Current - July 1, 2012- June 30, 2015	Each state funded program follows current legislation and CSDE policy as well as national approval system (NAEYC and/or Head Start)		<p>Current requirement is every classroom has a teacher with an associate or bachelor degree in an early childhood education or related field.</p> <p>By September 30, 2013, 50% of teachers across the nation must have a bachelor's degree in an early childhood education or related field.</p> <p>Head Start expects each grantee to increase the numbers of teachers with a bachelor's degree.</p>
July 1, 2015- June 30, 2020	50% of teachers at each site receiving state- funding (School Readiness, Child Day Care Contracts, and Head Start state supplement) must have a bachelor's degree specific to early childhood and the remaining 50% an associate's degree specific to early childhood or meet the grandfathering clause.	<p>By 2015, NAEYC criteria establish a program goal of 50% of teachers in NAEYC approved sites hold a bachelor's degree* or equivalent, and all teachers hold a minimum of an associate's degree* or equivalent.</p> <p>*degrees should be in early childhood education, child development, elementary education or early childhood special education. See NAEYC Standards and Accreditation Criteria, page 97.</p>	
July 1, 2020	100% of teachers at each site receiving state- funding (School Readiness, Child Day Care Contracts, and Head Start state supplement) must have a bachelor's degree specific to early childhood or meet the grandfathering clause.	<p>By 2020, NAEYC criteria establish a program goal that expects 100% of teachers in NAEYC approved sites to hold a bachelor's degree* or equivalent.</p> <p>*degrees should be in early childhood education, child development, elementary education or early childhood special education. See NAEYC Standards and Accreditation Criteria, page 97.</p>	

Pathways

If you have the following degrees, your path to an ECTC to document that you meet the educational requirements after 2015 or 2020 is through the **Individual Review Process**:

- An associate's degree in early childhood and a bachelor's degree in a different area than those outlined in the legislation.
- An associate's degree in early childhood and a bachelor's degree and master's degree in different areas than those outlined in the legislation.
- An early childhood education type of bachelor's degree as described in legislation BUT from a college (in-state, or out-of-state) not listed on the approved college list.
- An early childhood education type of bachelor's degree as described in legislation from one of the approved colleges BUT from a date that is further back from the date listed.
- No associate's degree in early childhood but a bachelor or master's degree in a different area than those outlined in legislation.
- An active certification endorsement other than those listed as approved certifications.
- An inactive certification endorsement that is listed. In other words, you held the certification but it has lapsed.

If you graduated from one of the approved colleges listed in the timeframe listed, you may apply for the ECTC directly through CCAC and submit required documentation.

