



**STATE OF CONNECTICUT**  
*STATE BOARD OF EDUCATION*



**TO:** Clerk of the Senate  
Clerk of the House of Representatives

**FROM:** Miguel A. Cardona, Commissioner of Education 

**DATE:** January 2, 2020

**SUBJECT:** Minority Teacher Recruitment Recommendations

In accordance with Public Act (P.A.) 16-41, *An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force*, the Connecticut State Department of Education (CSDE) convened the Minority Teacher Recruitment (MTR) Policy Oversight Council. In accordance with the provisions of section 11-4a of the general statutes, the council is charged with annually reporting to the joint standing committee of the General Assembly having cognizance of matters relating to education regarding recommendations put forward to the Commissioner of Education. P.A. 16-41 also requires the CSDE to report on the effectiveness of state-funded MTR programs administered by the Regional Educational Service Center (RESC) Alliance and the Office of Higher Education (OHE) using results-based accountability measures. The attached report prepared for June 30, 2019, summarizes the work of the CSDE Talent Office, the recommendations from the MTR Policy Oversight Council for consideration in 2019-20, the outcomes of the RESC Alliance program to increase the diversity of the educator workforce, and the OHE Minority Teacher Incentive Program (MTIP). The report includes:

- Progress on the State Board of Education (SBE) goal: *Great Teachers and Leaders*;
- The MTR Policy Oversight Council recommendations;
- The results-based accountability study of the RESC/MTR Alliance program to increase the diversity of the educator workforce (P.A. 16-41, Sec. 6; and
- The results-based accountability study of the Minority Teacher Incentive Program (MTIP) administered by the Office of Higher Education (P.A. 16-41, Sec. 6).

If you have any questions, please contact Laura Stefon, CSDE Chief of Staff and Legislative Liaison, at 860-713-6493. Thank you.

MAC:kw

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**CSDE Annual Report Pursuant to Public Act 16-41**  
**Minority Teacher Recruitment**

**Background**

In 2016, the U.S. Department of Education released *The State of Racial Diversity in the Educator Workforce* which addresses the need to increase diversity in the nationwide educator workforce. The study reports that students of color are expected to comprise 56% of the student population by 2024, yet currently only 18% of educators are of color nationwide.

Also in 2016, the Connecticut State Board of Education (SBE) adopted a Five-Year Comprehensive Plan, *Ensuring Equity and Excellence for All Connecticut Students*, initiating the development of strategies to increase the number of educators of color from 8.3% to 10% by 2021 (1000 certified educators of color within 5 years). The CSDE Talent Office has implemented several strategies designed to reach the goal outlined in the SBE plan to attract, support, and retain *Great Teachers and Leaders* with an intentional focus on increasing the racial, ethnic, and linguistic diversity of Connecticut’s educator workforce.

**Historical Data**

Statewide Percentage of Educators of Color (EdSight.ct.gov)	Statewide Percentage of Administrators of Color (CSDE Employment Data System)
October 2015 - 8.3%	October 2015 - 12.24%
October 2016 - 8.5%	October 2016 - 12.84%
October 2017 - 8.7%	October 2017 - 12.94%
October 2018 - 8.9%	October 2018 - 13.5%

Connecticut statewide data indicates an increase in the percentage of educators of color for the 2018-19 school year. Currently, 8.9% of educators are of color. Of those, 13.5% are administrators. Although this increase is on target with the goal of reaching 10% educators of color by 2021, 47% of Connecticut’s students are students of color (inclusive of students reported in the category of “more than one race”). The CSDE remains committed to diminishing the gap between educators and students of color beyond the established goal.

**Requirements Outlined in P.A. 16-41**

- I. Establish within CSDE a Minority Teacher Recruitment (MTR) Policy Oversight Council
- II. Conduct a survey of students participating in Regional Educational Service Centers (RESCs) MTR Alliance Programs (funding discontinued in 2017-18 and reallocated in March 2019).
- III. Submit a report using results-based accountability measures to assess the effectiveness of MTR programs to include:
  - Assessment of the effectiveness of RESC MTR Alliance program (March-June 2019)
  - Assessment of the effectiveness of the Minority Teacher Incentive Program (MTIP) administered by the Office of Higher Education

**Section I. Progress on the State Board of Education (SBE) Goal: *Great Teachers and Leaders***

Goal #3 of the State Board Comprehensive Plan states, “All students deserve access to great teachers and school leaders.” The CSDE Talent Office is implementing a variety of strategies to 1) increase the racial, ethnic, and linguistic diversity of the educator workforce and; 2) diminish vacancies in persistent certification shortage areas.

#### Strategies to Increase the Racial, Ethnic, and Linguistic Diversity of the Educator Workforce

- **EdKnowledge**, an online repository of promising practices and models of success to attract, support, develop, and retain educators of color is complete and available on the CSDE website. Leadership and faculty at educator preparation institutions and local school districts can access the repository to seek potential ideas for replication across the stages of the educator continuum.
- **Creating a District Plan to Increase the Racial, Ethnic, and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection** is available on the CSDE website. The guidebook was developed as a result of a four-part workshop series created in collaboration with The Center on Great Teachers and Leaders (GTL), The Northeast Comprehensive Center (NCC), and several CT Opportunity Districts in 2018. The guidebook, and companion resources, is intended to support districts in the development and implementation of a plan to attract, recruit, hire, and select educators of color per the requirements outlined in P.A. 18-34.
- **TEACH Connecticut.org**, a digital recruitment platform, aimed at attracting educators to the teaching profession has been operational since September 2018. The platform has expanded to include a “Talk to a Teacher” option for aspiring educators to get first-hand information on a variety of pathways into the profession and certification options. New resources are available for aspiring educators to include program application checklists, one to one coaching, best practice guides, and an opportunity to win a \$1000 scholarship. Currently, 16 educator preparation programs and 68 school districts are committed partners in the program.
- **The RESC/MTR Alliance** contract, outlining three initiatives to attract, recruit, support, and retain educators of color into education was executed in March 2019. Deliverables include employment preparation seminars, regional job fairs, district-based communities of practice, and potential seed money for local projects specifically aimed at diversifying the workforce.
- **The Capitol Region Education Council (CREC)** was granted full approval to offer an alternate route to certification (ARC) residency program leading to an endorsement in elementary education with a specific focus on recruiting and preparing candidates of color. The program is granted full approval for the period May 1, 2019, through April 30, 2026.
- **The Connecticut Troops to Teachers (CTTT) Program** closed out year one of a five-year grant period. The goals of the program are to 1) reduce veteran unemployment, 2) address teacher shortage areas, and 3) increase the number of male teachers of color in Connecticut classrooms. Program Coordinators are in place for the four Connecticut State Universities identified in the grant proposal. Two Communities of Practice have been hosted by our partner districts (Groton and New Britain) and *Heroes Teach*, a convening to attract and support veterans to “serve again” as public school educators, particularly in shortage areas, occurred on May 30, 2019. Approximately 258 veterans are currently enrolled in the CTTT Program with 127 at various entry points in pursuing their career in education.
- **The State Student Advisory Council on Education (SSACE)** coordinated and guided by the Connecticut Association of Schools (CAS), annually convenes a group of diverse high school students interested in education policy. In 2018-19, the focus for the council was on developing strategies to elevate and market the profession to attract a racially, ethnically, and linguistically diverse workforce. Consultants from the CSDE Talent Office assisted students to propose ideas for attracting young people to consider education as a rewarding profession. SSACE presented their findings and recommendations to the State Board of Education on June 12, 2019.

- **Educator Networking Events** were sponsored by the Talent Office and hosted by our school districts in three regions of the state (East Hartford, Norwalk, Wallingford). The number of school districts in attendance ranged from 18-27 and were available to greet 121 certified educators in shortage areas. Exit survey data from educators revealed that all felt the event was “helpful” or “very helpful” in their search for employment in a CT public school. A survey for district participants, to gauge success and determine timing for future events indicated a continued interest in networking events specifically aimed at attracting educators of color and those certified in any of the state’s identified shortage areas.

Strategies to Diminish Persistent Certification Shortage Areas

- **The University of Hartford (UHART)** was granted full approval for a new initial certification program in special education for the period February 6, 2019 through March 31, 2023;
- **Southern Connecticut State University** was granted full approval for an Integrated Elementary/Bilingual program at the graduate level for the period November 7, 2019 through December 31, 2021;
- **Teach For America** was granted full approval for a Bilingual Education, cross endorsement with Elementary Education, alternate route to certification program for the period December 5, 2010 through December 31, 2023;
- **Fairfield University** was granted full approval for a Comprehensive Special Education, K-12, undergraduate level (initial certificate) program to create a 5-year integrated bachelor’s/master’s degree, for the period December 5, 2018 through November 30, 2021;

Section II. Minority Teacher Recruitment Policy Oversight Council Recommendations

Pursuant to Public Act 16-41, *An Act Concerning the Recommendations of the Minority Teacher Recruitment Taskforce*, the CSDE established a Minority Teacher Recruitment Policy Oversight Council in September 2017. The purpose of the council is to advise the Commissioner of Education, or designee, on ways to:

- Encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs;
- Recruit minority students attending institutions of higher education to enroll in teacher programs and pursue teaching careers;
- Recruit and retain minority teachers in CT schools;
- Recruit minority teachers from other states to teach in CT schools; and
- Recruit minority professionals in other fields to enter teaching.

Per Public Act 16-41, the Commissioner of Education or her designee will serve as Chair of the Council. Dr. Sarah Barzee, Chief Talent Officer was serving as Chair of the Council until her departure from the CSDE in April 2019. The role of chairperson is currently vacant. The Council’s diverse stakeholder membership can be found in Appendix A.

## Summary of Meetings

### December 19, 2018

Ms. Kim Wachtelhausen, Education Consultant, CT State Department of Education (CSDE), led the meeting in Dr. Sarah Barzee's absence. Dr. Barzee, Chief Talent Officer at the CSDE, was named as the new chairperson of the Council with Ellen Cohn's retirement in December 2018. Dr. Barzee was unable to attend the meeting due to a family emergency.

Dr. Lauren Anderson, Associate Professor at Connecticut College and Mr. Robert Rader, Executive Director, of the Connecticut Association of Boards of Education were introduced and welcomed as new members to the Council.

Members were updated on the implementation of P.A. 18-34 (An Act Concerning Minority Teacher Recruitment and Retention), specifically section seven pertaining to the requirement for local boards of education to develop and implement a minority teacher recruitment (MTR) plan. A guidebook, currently in draft, will prompt districts to examine current hiring and selection practices aligned with the CSDE goal to increase the racial, ethnic, and linguistic diversity of the workforce and assist districts to develop a comprehensive and responsive plan. The guidebook will be released in April 2019 and will be complete with a variety of tools and resources. Council members were given a draft copy of a self-assessment, one of the available resources in the guidebook, for review and feedback.

Discussion ensued among members about the submission of district plans to diversify the workforce to the CSDE as a state mandate. The meeting concluded with several members restating a sense of urgency to attract, support, and retain educators of color and a proposal that the Council meet more often than quarterly.

### March 18, 2019

Dr. Sarah Barzee led the meeting with sharing a document describing Talent Office initiatives in progress in response to the 2018 Minority Teacher Recruitment Policy Oversight Council recommendations and requirements outlined in P.A. 18-34. Dr. Barzee continued by updating the Council about several legislative proposals including Raised Bill No. 1022: *An Act Concerning Minority Teacher Recruitment and Retention* and Raised Bill No. 7149: *An Act Bolstering Minority Teacher Recruitment*. Points for discussion included:

- **Language in Raised Bill 1022** stating that the Minority Teacher Policy Oversight Council in collaboration with the Minority Teacher Recruitment Task Force shall ensure that 250 educators of color will be employed in the workforce annually, 30% of which are to be male. While conceptually the CSDE supports the proposal, feasibility for the CSDE to ensure hiring and selection of a specific percentage of educators of color is under discussion. The CSDE is on the trajectory to meet the 10% goal projected for 2021 as outlined in the State Board of Education Comprehensive Plan.
- **Interstate agreements for administrators** currently do not exist in Connecticut. The requirement for the 092 endorsement is 18 credits beyond the master's level. Raise Bill 1022 is proposing that an administrator, deemed to be successful after 3 years of employment in another state, be eligible to practice in CT. A level of concern emerged from the discussion ranging from disparity for CT aspiring administrators to the potential for the public to perceive any shift in requirements as lowering standards. Council members discussed taking an active role with legislators to express their concerns.

Updates were also provided on several initiatives in progress to include:

- TEACH Connecticut: “Campaign in a Box”
- EdKnowledge: *An Online Repository of Promising Practices and Models of Success*
- Creating a Plan to Increase the Racial Ethnic, and Linguistic Diversity of Your Educator Workforce: *A Guidebook for Hiring and Selection*
- RESC/MTR Alliance Contract: Executed in March 2019
- Educator Networking Events
- Active Certification look-up for in-district secure login users

Council members concluded the meeting with several updates from their respective districts/professional organizations.

### **June 18, 2019**

Christopher Todd, Talent Office Bureau Chief, led the meeting. Dr. Sarah Barzee, Chief Talent Officer and Chairperson of the MTR Policy Oversight Council resigned from her position at the CSDE to pursue a new career opportunity.

Kim Wachtelhausen shared a copy of an update provided to the State Board of Education, in June 2018, on progress toward Goal 3: Great Teachers and Leaders. Section I, in this report, fully describes all Talent Office initiatives achieved and currently in progress. Council members were given an excerpt of the newly released [Creating a Plan to Increase the Racial, Ethnic, and Linguistic Diversity of Your Workforce: A Guidebook for Hiring and Selection](#) with a link to share it with their professional networks.

Mr. Todd discussed Sections 2, 3, 6, and 7 from Public Act 19-74 (formerly SB 1022) regarding notable changes to minimize barriers to educator certification and reciprocity. In addition, Mr. Todd outlined a specific charge for the Minority Teacher Recruitment Policy Oversight Council and the Minority Teacher Recruitment Task Force as described in Public Act 19-74, Section 1, *“For the school year commencing July 1, 2020, and each school year thereafter, the Minority Teacher Recruitment Policy Oversight Council...in consultation with the minority teacher recruitment task force...shall develop and implement strategies and utilize existing resources to ensure that at least two hundred fifty new minority teachers and administrators, of which at least thirty percent are men, are hired and employed by local and regional boards of education in the state.”*

Council members discussed recommendations to meet the requirements stated in P.A. 19-74 and reached consensus on five prioritized recommendations.

### **Minority Teacher Recruitment Policy Oversight Council Recommendations for 2019-20**

- 1) Develop and deploy specific resources and tools to districts/LEAs statewide to support the development of culturally competent pedagogy, mentoring and retaining educators of color and require all LEAs to share promising practices and post their plans to increase the racial, ethnic, and linguistic diversity of their workforce on their public facing websites.
- 2) Leverage existing and new partners to develop and facilitate a statewide, comprehensive approach to diversifying the educator workforce by building linkages between existing partners (specifically MTR Task Force, Black and Puerto Rican Caucus), EPPs and programs.
- 3) Initiate the process of examining current regulations governing educator certification and make recommendations for next steps.

- 4) Implement and develop a sustainability plan for an ongoing, statewide, robust communications and marketing campaign to elevate the teaching profession.
- 5) Evaluate recently established pathways to certification, identify and explore untapped talent pools and continue to develop innovative pathways and funding sources to support certification.

### **Conclusion**

The CSDE Talent Office has operationalized minority teacher recruitment strategies in order to have a significant and lasting impact on the educator workforce. The CSDE has executed a plan for implementation of recommendations one and two and will continue to develop guidance to assist LEAs to develop and implement written plans for minority educator recruitment pursuant to P.A. 18-34; but more importantly to align with the commitment of the SBE and the CSDE to increase the racial, ethnic, and linguistic diversity of the educator workforce.

The Connecticut Housing Finance Authority (CHFA) has implemented a Teacher's Mortgage Assistance Program per Section 8-265pp of the Connecticut General Assembly, as amended by Public Act 19-74. Mortgage assistance is provided for the purchase of a primary residence for certified teachers who:

- Are employed by a priority or transitional school district;
- Are employed by the State of Connecticut in a technical high school that is located in a priority or transitional district;
- Teach in a subject matter shortage area pursuant to Section 10-8b of the C.G.S.;
- Graduated from a public high school in an education reform district as defined in Section 10-262u of the C.G.S.; or
- Graduated from a historically black college or university or a Hispanic serving institution.

A statewide communication and marketing campaign is underway and proving successful in drawing aspiring educators to seek additional information about a career in education. Several new programs leading to certification have been approved this past year and others are in the queue for consideration in 2019-20. A broad stakeholder group to initiate the process of examining current regulations governing educator certification will be necessary to convene in order to begin the task. The Council will reconvene in October 2019.

### **Section III. Results-based Accountability Study of the Minority Teacher Incentive Program (MTIP)**

Pursuant to 10a-168a of the Connecticut General Statutes, the Office of Higher Education (OHE) shall provide grants to minority students through the Minority Teacher Incentive Program (MTIP). The program will provide grants to minority students 1) in teacher education programs for their junior and/or senior year, at any four-year institution of higher education; 2) completing the requirements of a teacher education program as a graduate student, provided the student received a grant for one year at the undergraduate level; or 3) enrolled in the alternate route to certification program administered by the OHE. The grant provides up to \$5,000 a year for the final two years of full-time study to minority undergraduates enrolled in a Connecticut educator preparation program (EPP). The program also provides eligible students with up to \$2,500 in yearly stipends for up to four years of teaching in a Connecticut public elementary or secondary school. The OHE must ensure that at least 10% of the grant recipients are minority students who transfer from a Connecticut regional community/technical college.

To qualify, a candidate must:

- be a full-time college junior or senior of African American, Hispanic/Latino, Asian American or Native American heritage;
- be nominated by the Dean of the School of Education (or appropriate official) at the participating college; and
- begin teaching in a Connecticut public school within 16 months of graduation to receive the annual stipend.

From 2015-2019, 256 grants have been awarded to minority students to complete an educator preparation program. Stipends for working teachers have been awarded to 193 eligible recipients. The 10% community college threshold has been met. Through 2014-15, the OHE was able to fund all eligible candidates. However, since 2015-16, there were more eligible candidates than there was money appropriated, therefore, only 91 of the 235 eligible candidates were able to receive funding (Appendix B). Available funding directly impacts the amount of support that can be provided to minority teacher candidates and working minority teachers. As the funding decreases so will the available grants and stipends for potential awardees, creating a barrier for successful completion of an EPP and minimizing the potential for more educators of color in Connecticut classrooms.

### **Recommendations**

- 1) Elevate and promote teaching as a career to minority students at the middle and high school levels.
- 2) Increase funding to ensure that all nominated students will receive an award, and provide adequate OHE staffing and IT capabilities to sustain or grow the program.

### **Conclusion**

Currently, the statewide gap between educators of color and students of color is nearly 38%. As the diversity of CT's student population increases (47% statewide in 2019) the need for a diverse educator work force is critical. The MTIP supports the CSDE's efforts to increase the racial, ethnic, and linguistic diversity of the educator workforce. State funding for MTIP stayed fairly constant until up until 2016-17. Since then, the appropriation has been cut by 28.5%. Unfortunately, decreases in funding will only continue to deplete the grants and stipends available to minority students and teachers which may pose a barrier to successful completion of an EPP. There must continue to be financial support available to recruit and retain diverse educators who reflect the population of Connecticut's students.

### **Section IV. Results-based Accountability Study of the RESC MTR Alliance Efforts to Increase the Racial, Ethnic, and Linguistic Diversity of the Workforce**

The Regional Education Service Center Minority Teacher Recruitment (RESC MTR) Alliance was established pursuant to the Connecticut General Assembly House Bill 8003 Sec. 31 (2008), which authorized an annual \$300,000 allocation for initiatives that included a Pathways to Teaching Program, scholarships for students of color seeking to pursue a career in education, and peer networking events. This annual allocation continued through the 2016-17 school year but was discontinued for 2017-18. Funding for the RESC MTR Alliance was restored in 2018-19 under a new contract executed in March 2019 in the amount of \$262,500.

The RESC MTR Alliance is the collaboration of the six Connecticut RESCs: Area Cooperative Educational Services (ACES), Capitol Region Education Council (CREC), Cooperative Educational Services (C.E.S.), EASTCONN, EdAdvance, LEARN, and the public school districts they serve.

Because the RESCs are geographically located in Connecticut across a variety of regions, the Alliance delivers statewide services in support of the Connecticut State Department of Education.

The vision of the RESC MTR Alliance is to make a difference for students through efforts to diversify the educator workforce. The mission of the alliance is to assist Connecticut school districts to recruit, hire, develop, support, and retain a racially, ethnically, and culturally diverse teaching and administrative workforce. To meet this important goal, three new initiatives have been outlined for implementation beginning in March 2019:

**1) Minority Teacher Recruitment Pre-Fair and Recruitment Fair**

The Pre-Fair will include opportunities for teacher candidates and certified teachers of color to engage in coaching sessions with personnel having expertise in the areas of resume building, interviewing, and presentation skills to assist in preparation for employment in a Connecticut school district. The Recruitment Fair will invite school districts from across the state to meet with certified and aspiring educators of color to discuss employment opportunities. Feedback surveys will be distributed to all participants to measure success of the event(s) e.g., facilities, format, accessibility, relevance of breakout sessions etc.

**Progress to Date (March 2019-June 2019)**

One Minority Teacher Recruitment Pre-Fair and Recruitment Fair was held in June 2019. Nearly 250 people attended the fair that consisted of opportunities for participants to engage in discussions about career pathways, building resume and interviewing skills, and leadership opportunities (Appendix C). Overall feedback was positive with suggestions to have more workshops available, structured opportunities for educators to network with one another, and more schools/school districts represented to discuss employment opportunities.

**2) Minority Teacher Recruitment Consortium**

Each RESC will solicit at least two districts (10 or more members per consortium) from each of the six regions to engage with a diverse group of members for the purpose of professional learning and action planning focused on recruitment and retention of a racially, ethnically, and linguistically diverse educator workforce. Two identified facilitators per RESC, will collaborate to outline objectives and intended outcomes for each of the intended six professional learning sessions during the 2019-20 school year. Members from each of the six consortia will be invited to submit proposals for funded projects aimed at diversifying the educator workforce. A scoring rubric will be used by a review team to determine feasibility, impact, and sustainability of project proposals for funding through a competitive process.

**Progress to Date (March 2019-June 2019)**

Each of the six RESCs initiated a Minority Teacher Recruitment Consortium to include representation from 4-5 districts in their respective regions. Approximately 30 project proposals emerged from the work of the consortia. All proposals were reviewed, using established criteria, and 21 of those were funded.

**3) Minority Teacher Recruitment Project Proposals**

Members/teams from each RESC consortium will have the opportunity to develop a plan, design a project, and create a proposal, to include measureable outcomes, with specific funding requests, aimed at recruiting and retaining a diverse educator workforce. RESC facilitators will provide technical assistance to teams whose projects are funded. All funded proposals will be asked to present their project using a variety of venues (in-person, virtual, website). Teams will

share short and long term goals included in their plan, implementation challenges and solutions for overcoming those challenges, and overall impact of their plan with an identified audience.

### **Progress to Date (March 2019-June 2019)**

Projects were awarded funding in June 2019 and will begin implementation in September 2019. A mid-year progress report is expected in December 2019 and an end-of-year report is expected in June 2020.

Funded projects include:

- Recruitment and training for participants in the CREC Teacher Residency Program;
- Stipends for mentors to support candidates of color through the certification process;
- Scholarships for candidates of color pursuing a career in education;
- Professional learning opportunities for all staff to examine unconscious bias;
- Expansion of membership in Nemnet, a national Diversity Recruitment & Consulting Firm, committed to assisting schools and organizations in the recruitment and retention of diverse teachers, administrators and coaches;
- Partnerships with Historically Black Colleges and Universities (HBCUs) to develop an intentional student teaching program that includes housing and cost of living incentives;
- Building staff capacity to understand and apply culturally responsive teaching practices;
- Aspiring Educator's Clubs; and
- Online diversity awareness training.

### **Recommendations**

- 1) Maintain funding for the RESC MTR Alliance program as outlined to meet the goals established in P.A. 19-74: An Act Concerning Minority Teacher Recruitment and Retention.
- 2) Seek input and support for the RESC MTR Alliance Program from stakeholder groups invested in increasing the racial, ethnic, and linguistic diversity of the workforce to include youth and faith-based organizations.

### **Conclusion**

Although a delay in contract approval led to a later launch of the three RESC MTR Alliance initiatives as described, an amendment to the contract was executed in June 2019 that allows for continued funding and ongoing implementation of initiatives. The RESC MTR Alliance is well positioned for continued implementation at the start of the 2019-20 school year.

**APPENDIX A**

**2018-19 Minority Teacher Recruitment Policy Oversight Council  
Council Membership**

Member Name	Role/Organization
Dr. Lauren Anderson	Associate Professor of Education, Connecticut College
Dr. Arlene Arias, LCSW	Clinical Social Worker, MTR Task Force Member
Ms. Mia Dimbo	CEA Representative, Teacher, Bridgeport Public Schools
Mr. Sal Escobales	AFT Representative, Teacher, Consolidated School District of New Britain
Dr. Samuel Galloway	Human Resources, Bristol Public Schools
Dr. Jane Gates	Provost and Senior Vice President, Academic and Student Affairs, Connecticut State Colleges and Universities
Ms. Rebecca Good	Dean, Relay Graduate School of Education
Mr. Steven Hernandez	Executive Director, Commission on Women, Children and Seniors
Dr. Terrell Hill	Assistant Superintendent for Human Resources, Windsor Public Schools
Dr. Sheila Kearney	Education Chairperson, State NAACP
Dr. Gladis Kersaint	Dean, Neag School of Education, University of Connecticut
Dr. Madeline Negrón	Connecticut Association of Latino Administrators and Superintendents
Dr. Elsa Nunez	President, Eastern CT State University
Mr. Robert Rader	Executive Director, CT Association of Boards of Education
Mr. Kevin Walton	Human Resources, RESC MTR Alliance

**2019 Program Report Card: Office of Higher Education’s Minority Teacher Incentive Program (MTIP)**

**Program Purpose:** The overarching goal of MTIP is to incentivize minority undergraduate students to pursue and successfully complete an educator preparation program (EPP) at a Connecticut institution of higher education and retain employment in a Connecticut public school system with continued financial support for up to four years

**Contributes to Quality of Life Result:** Fostering a diverse educator workforce is critical to preparing all students for success in the 21<sup>st</sup> century. MTIP provides up to \$5,000 per year for the final two years of full-time study to minority candidates enrolled in a Connecticut EPP. The program also provides eligible candidates with up to \$2,500 in yearly stipends for up to four years of teaching in a Connecticut public school system.

Pursuant to section 10a-168a of the general statutes, the Office of Higher Education (OHE) is charged with the following:

Within available appropriations, the program shall provide grants to minority students 1) in EPPs for their junior or senior year, or both such years, at any four-year institution of higher education; 2) completing the requirements of such a EPP as a graduate student, provided such student received a grant pursuant to this section for one year at the undergraduate level; or 3) enrolled in the alternate route to certification program administered through the OHE.

- No student shall receive a grant under the program for more than two years. Maximum grants shall not exceed five thousand dollars per year.
- The office shall ensure that at least ten percent of the grant recipients are minority students who transfer from a Connecticut regional community-technical college.

A minority student who received grants and who teaches in a Connecticut public school upon graduation, shall be eligible for reimbursement of federal or state educational loans up to a maximum of \$2,500 per year for up to four years of teaching service.

- The combined dollar value of grants and loan reimbursements shall not exceed \$20,000 per student.

**Performance Measure 1:  
Funding Allocations**

Project Year	State Grant Funding Dispersed*	State Stipend Funding Dispersed**	Total Funding Dispersed
2014-15	\$320,000	\$102,068	\$422,068
2015-16	\$252,500	\$110,044	\$362,544
2016-17	\$216,991	\$111,000	\$327,991
2017-18	\$225,000	\$72,318	\$297,318
2018-19	\$190,000	\$75,547	\$265,547
<b>Total Funding</b>	<b>\$1,204,491</b>	<b>\$470,977</b>	

\* Provided to pre-service teacher education students  
\*\*Provided to in-service teachers with loan debt

Project Year	Total Appropriations
2014-15	\$447,806
2015-16	\$447,806
2016-17	\$337,369
2017-18	\$355,704
2018-19	\$320,134
<b>Total Funding</b>	<b>\$1,908,869</b>

**Partners:**

Eleven public and private institutions of higher education (IHEs) with EPPs.

**Story Behind the Baseline:**

State funding for MTIP stayed fairly constant until 2016-17. Since then, the appropriation has been cut by 28.5%. IHEs do not consistently submit nomination forms each year. This may be a result of IHEs not having any minority candidates in their teaching programs in certain years.

**Performance Measure 2:  
Grant Disbursement**

Project Year	# of Students Receiving Grant Awards	# of IHEs	# of Teachers Receiving Stipends	# of IHEs
2014-15	69	7	41	8
2015-16	55	9	45	7
2016-17	43	8	42	9
2017-18	47	10	30	8
2018-19	38	5	32	8

**Story Behind the Baseline:**

All recipients are minority students. The 10% Community College threshold has been met over the years. However, this is not something OHE has any control over. Through 2014-15 OHE was able to fund all eligible individuals. Since 2015-16 OHE received more nominations than there was money appropriated. Therefore, OHE could not award all eligible students. OHE was only able to award 91 of the 235 eligible nominees.

OHE depends on IHEs to communicate the program to eligible students. OHE also includes the program in the annual *Paying for College* pamphlet it produces each year.

**2019 Program Report Card: Office of Higher Education’s Minority Teacher Incentive Program (MTIP)**

**Program Purpose:** The overarching goal of MTIP is to incentivize minority undergraduate students to pursue and successfully complete an educator preparation program (EPP) at a Connecticut institution of higher education and retain employment in a Connecticut public school system with continued financial support for up to four years

**Contributes to Quality of Life Result:** Fostering a diverse educator workforce is critical to preparing all students for success in the 21<sup>st</sup> century. MTIP provides up to \$5,000 per year for the final two years of full-time study to minority candidates enrolled in a Connecticut EPP. The program also provides eligible candidates with up to \$2,500 in yearly stipends for up to four years of teaching in a Connecticut public school system.

**Is Anyone Better Off?**

It can be assumed that the individuals who become teachers are better off due to the fact that the program paid for up to \$20,000 of their cost to become a teacher. One can also assume that the students of these teachers are better off because these teachers bring diversity to the classroom.

**Proposed Actions to Turn the Curve:**

High schools could play a greater role in promoting teaching as a career to minority students.

OHE does not propose to take any actions. The program works given the limited funding, current staffing levels and IT capabilities.

**2019 Program Report Card: Regional Education Service Center (RESC) Alliance Minority Teacher Recruitment (MTR) Program**

**Program Purpose:** The vision of the RESC MTR Alliance is to give agency to teachers and leaders of color to effect change in hiring and selection practices and impact the development of a comprehensive plan to increase the racial, ethnic, and linguistic diversity of the workforce.

**Contributes to Quality of Life Result:** A growing body of literature suggests that outcomes such as test scores, attendance, and suspension rates are affected by the demographic match between teachers and students. Increasing the diversity of the educator workforce is critical to supporting students of color throughout their PK-12 school experiences but necessary for all students to be prepared for success in the 21<sup>st</sup> century.

The Regional Education Service Center Minority Teacher Recruitment (RESC MTR) Alliance was established pursuant to the Connecticut General Assembly House Bill 8003 Sec. 31 (2008), which authorized an annual \$300,000 allocation. This annual allocation continued through the 2016-17 school year but was discontinued for 2017-18. Funding for the RESC MTR Alliance was restored in 2018-19 under a new contract executed in March 2019 in the amount of \$262,500, with an amendment to continue the work into the 2019-20 school year.

During this three-month period, from March 2019 to June 2019, the RESC MTR Alliance initiated work on three established deliverables as outlined in the new contract:

- 1) Recruitment Fair/Networking Event- Designed to offer aspiring and certified educators of color the opportunity to engage in pre-employment information sessions and meet with school district personnel to discuss available positions;
- 2) Minority Teacher Recruitment Consortium- Facilitated professional learning sessions for the purpose of action planning focused on recruitment and retention of a diverse workforce; and
- 3) Minority Teacher Recruitment Project Proposals-Funded projects designed by consortia teams, to meet established criteria including short/long term goals and measureable outcomes.

**Performance Measure 1:**

**Recruitment Fair/Networking Event**

Networking Event	# attended	# employed 2019-20
RESC MTR Alliance Symposium	249	TBD

**Recruitment Fair/Networking Event Survey**

**Results:**

Approximately 80 symposium participants responded to an online feedback survey with nearly 53% reporting that they were looking for a job or interested in learning more about a career in education.

- 77% of participants felt that the symposium met their expectations.
- 75% of participants rated their overall satisfaction with breakout sessions as a 4 or 5.
- 58% of participants rated their overall satisfaction with the networking session as 4 or 5.

**Story behind the baseline and trend:**

In 2016, the Connecticut State Board of Education (SBE) adopted a Five-Year Comprehensive Plan, *Ensuring Equity and Excellence for All Connecticut Students*, initiating the development of strategies to increase the number of educators of color from 8.3% to 10% by 2021 (1000 certified educators of color within 5 years). The

CSDE Talent Office has implemented several strategies designed to reach the goal outlined in the SBE plan to attract, support, and retain Great Teachers and Leaders with an intentional focus on increasing the racial, ethnic, and linguistic diversity of Connecticut’s educator workforce. State funding provided to the RESC MTR Alliance for identified deliverables will impact progress toward the goal.

**Is anyone better off?**

In June 2018, the CSDE Talent Office held a networking event for certified educators of color to meet with district hiring personnel to discuss employment opportunities. Of the more than 50 candidates who attended the event, 66% were employed in a CT public school for the 2018-19 school year. Due to the success of this one event, similar outcomes are anticipated for future events.

**Proposed actions to turn the curve:**

Examining the data, in fall 2019, to determine the percentage of candidates who were hired for the 2019-20 school year as a result of their participation in the networking event will impact future planning. Ensuring that districts are prepared to attend the event with recruiting materials and a dedicated space is necessary to achieve desired outcomes. There is a need for more opportunities for educators of color to network with one another, with aspirant educators, and with hiring personnel from across the state. Expanding networking opportunities, connecting candidates with opportunities to effect change in the teacher pipeline while developing their own professional relationships is an explicit

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**Contributes to Quality of Life Result:** A growing body of literature suggests that outcomes such as test scores, attendance, and suspension rates are affected by the demographic match between teachers and students. Increasing the diversity of the educator workforce is critical to supporting students of color throughout their PK-12 school experiences but necessary for all students to be prepared for success in the 21<sup>st</sup> century.

strategy for attracting, supporting, and retaining educators of color in the workforce.

**Performance Measure 2:**  
Minority Teacher Recruitment Consortium

RESC Region	# Districts Engaged
ACES	4
CES	3
CREC	5
EASTCONN	4
EdAdvance	3
Learn	4 and NFA

**Story behind the baseline and trend:**

Each of the six RESC regions invited districts to participate in focused consortia to action plan for increasing the diversity of their workforces in the period from March 2019-June 2019. Educators of color and other allies in the work were intentionally sought to engage as consortia members. Each RESC exceeded the goal of engaging at least two districts per contract deliverables. Two facilitators per RESC have been identified to develop a scope and sequence work plan to outline objectives and intended outcomes for the six sessions planned for 2019-20.

**Is anyone better off?**

Research supports (U.S. Department of Education, 2016) that all stakeholders must do more to support educators of color, throughout the pipeline, if the goal is to increase the diversity of the educator workforce to at least 10%. Since 2016, the percentage of educators of color in Connecticut has grown from 8.3% to nearly 9%. Giving agency to educators of color to propose

innovative ideas for recruitment, hiring, selection, support and retention strategies has the potential to ensure greater positive impact in a shorter period of time.

**Proposed actions to turn the curve:**

District members within each of the six RESC consortia were given the opportunity to develop a project proposal to align with the goal of increasing racial, ethnic, and linguistic diversity. Several projects that met established criteria were funded. In 2019-20, funded project proposals will be implemented and analyzed to determine success. Those projects with a measure of success will be published and broadly shared for the potential of replication by others.

**Performance Measure 3:**  
Consortia Project Proposals

RESC Region	# Districts Engaged	Seed Money Awarded
ACES	4	\$14,000.00
CES	3	\$14,315.00
CREC	5	\$14,350.00
EASTCONN	4	\$14,000.00
EdAdvance	3	\$14,315.00
Learn	4 and NFA	\$14,300.00

**Story behind the baseline and trend:**

Each of the RESC consortia was allocated a sum of money to fund project proposals that met established criteria and aligned with program purpose and overall goals. Seed money was awarded to 23 districts and Norwich Free Academy (NFA) for a variety of projects that were initiated in spring 2019 but will be fully implemented in the 2019-20 school year.

**Is anyone better off?**

Engaging educators of color in the work of developing a district plan to diversify the workforce, to include strategies such as building district equity and diversity teams, implementing one-to-one mentoring, and developing professional learning opportunities to interrogate implicit bias, are all evidence-based strategies that have proven effective.

**Proposed actions to turn the curve:**

Evaluating the outcomes achieved by the funded project proposals will influence ongoing funding for continuation. Sharing successful proposals more broadly through conference presentations and inclusion on *EdKnowledge*, an online repository of promising practices and models of success, on the sde.ct.gov website will promote replication of successful practices across the state.

**2019 Program Report Card: Regional Education Service Center (RES-C) Alliance Minority Teacher Recruitment (MTR) Program**

**Program Purpose:** The vision of the RES-C MTR Alliance is to give agency to teachers and leaders of color to effect change in hiring and selection practices and impact the development of a comprehensive plan to increase the racial, ethnic, and linguistic diversity of the workforce.

**Contributes to Quality of Life Result:** A growing body of literature suggests that outcomes such as test scores, attendance, and suspension rates are affected by the demographic match between teachers and students. Increasing the diversity of the educator workforce is critical to supporting students of color throughout their PK-12 school experiences but necessary for all students to be prepared for success in the 21<sup>st</sup> century.

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***Senate Bill No. 379***

***Public Act No. 16-41***

***AN ACT CONCERNING THE RECOMMENDATIONS OF THE MINORITY TEACHER RECRUITMENT TASK FORCE.***

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

Section 1. Section 5 of public act 15-108 is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) There is established a task force to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155l of the general statutes, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.

(b) The task force shall consist of the following members:

- (1) One appointed by the speaker of the House of Representatives;
- (2) One appointed by the president pro tempore of the Senate;
- (3) One appointed by the majority leader of the House of Representatives, who shall be a member of the Black and Puerto Rican Caucus of the General Assembly;
- (4) One appointed by the majority leader of the Senate;
- (5) One appointed by the minority leader of the House of Representatives;
- (6) One appointed by the minority leader of the Senate;
- (7) The Commissioner of Education, or the commissioner's designee;
- (8) The president of the Board of Regents for Higher Education, or the president's designee;
- (9) The executive director of the Latino and Puerto Rican Affairs Commission, or the executive director's designee;

(10) The executive director of the African-American Affairs Commission, or the executive director's designee; [and]

(11) The executive director of the Commission on Children, or the executive director's designee; and

(12) The executive director of the Asian Pacific American Affairs Commission, or the executive director's designee.

(c) Any member of the task force appointed under subdivision (1), (2), (3), (4), (5) or (6) of subsection (b) of this section may be a member of the General Assembly.

(d) All appointments to the task force shall be made not later than thirty days after the effective date of this section. Any vacancy shall be filled by the appointing authority.

(e) The speaker of the House of Representatives and the president pro tempore of the Senate shall select the chairpersons of the task force from among the members of the task force. Such chairpersons shall schedule the first meeting of the task force, which shall be held not later than sixty days after the effective date of this section.

(f) The administrative staff of the joint standing committee of the General Assembly having cognizance of matters relating to education shall serve as administrative staff of the task force.

(g) Not later than [February 1, 2016] June 30, 2017, the task force shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. [The task force shall terminate on the date that it submits such report or February 1, 2016, whichever is later. ]

(h) The task force shall terminate on January 1, 2026.

Sec. 2. (NEW) (*Effective July 1, 2016*) There is established a Minority Teacher Recruitment Policy Oversight Council within the Department of Education. The council shall consist of (1) the Commissioner of Education, or the commissioner's designee, (2) two representatives from the minority teacher recruitment task force, established pursuant to section 5 of public act 15-108, as amended by this act, (3) one representative from each of the exclusive bargaining units for certified employees, chosen pursuant to section 10-153b of the general statutes, (4) the president of the Board of Regents for Higher Education, or the president's designee, and (5) a representative from an alternate route to certification program, appointed by the Commissioner of Education. The council shall hold quarterly meetings and advise, at least quarterly, the Commissioner of Education, or the commissioner's designee, on ways to (A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching. The council shall report, annually, in accordance with the provisions of section 11-4a of the general statutes, on the recommendations given to the commissioner, or the commissioner's designee, pursuant to the provisions of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education. For purposes of this section, "minority" means individuals whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for use by the Bureau of Census of the United States Department of Commerce.

Sec. 3. (NEW) (*Effective July 1, 2016*) Not later than January 1, 2017, and annually thereafter, the Department of Education shall conduct a survey of students participating in minority teacher recruitment programs offered by regional educational service centers or at a public institution of higher education in the state. Such survey shall include questions relating to the components and effectiveness of the minority teacher recruitment program. The department shall report, annually, in accordance with the provisions of section 11-4a of the general statutes, on the results and findings of the survey to the joint standing committee of the General Assembly having cognizance of matters relating to education.

Sec. 4. Subsections (a) and (b) of section 10-145f of the 2016 supplement to the general statutes are repealed and the following is substituted in lieu thereof (*Effective July 1, 2016*):

(a) [No] Each person [shall be] formally admitted to a State Board of Education approved teacher preparation program [until such person has achieved satisfactory scores on] shall take the state reading, writing and mathematics competency examination, prescribed by and administered under the direction of the State Board of Education, [, or has qualified for a waiver of such test based on criteria established by the State Board of Education] Each person's results shall be used as a diagnostic tool, in accordance with the guidelines adopted by the State Board of Education pursuant to section 5 of this act, for purposes of providing any necessary remedial instruction to such person while he or she is enrolled in such teacher preparation program.

(b) (1) Any person who does not hold a valid certificate pursuant to section 10-145b, as amended by this act, shall [(A) achieve satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or qualify for a waiver of such test based on criteria approved by the State Board of Education, and (B)] achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate pursuant to said section unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied a certificate solely because of the lack of an evaluation on such assessment. [A person who holds a valid school administrator certificate in another state that is at least equivalent to an initial educator certificate, pursuant to section 10-145b, as determined by the State Board of Education, and has successfully completed three years of experience as a school administrator in a public school in another state or in a nonpublic school approved by the appropriate state board of education during the ten-year period prior to the date of application for a certificate in a school administration endorsement area shall not be required to meet the state reading, writing and mathematics competency examination. ]

(2) Any person applying for an additional certification endorsement shall achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for such additional endorsement, unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied the additional endorsement solely because of the lack of an evaluation on such assessment.

(3) On and after July 1, 1992, any teacher who held a valid teaching certificate but whose certificate lapsed and who had completed all requirements for the issuance of a new certificate pursuant to section 10-145b, except for filing an application for such certificate, prior to the date on which the lapse occurred, may file, within one year of the date on which the lapse occurred, an application with the Commissioner of Education for the issuance of such certificate. Upon the filing of such an application, the commissioner may grant such certificate and such certificate shall be retroactive to the date on which the lapse occurred, provided the commissioner finds that the lapse of the certificate occurred as a result of a hardship or extenuating circumstances beyond the control of the applicant. If such teacher has attained tenure and is reemployed by

the same board of education in any equivalent unfilled position for which the person is qualified as a result of the issuance of a certificate pursuant to this subdivision, the lapse period shall not constitute a break in employment for such person reemployed and shall be used for the purpose of calculating continuous employment pursuant to section 10-151. If such teacher has not attained tenure, the time unemployed due to the lapse of a certificate shall not be counted toward tenure, except that if such teacher is reemployed by the same board of education as a result of the issuance of a certificate pursuant to this subdivision, such teacher may count the previous continuous employment immediately prior to the lapse towards tenure. Using information provided by the Teachers' Retirement Board, the Department of Education shall annually notify each local or regional board of education of the name of each teacher employed by such board of education whose provisional certificate will expire during the period of twelve months following such notice. Upon receipt of such notice the superintendent of each local and regional board of education shall notify each such teacher in writing, at such teacher's last known address, that the teacher's provisional certificate will expire.

(4) Notwithstanding the provisions of this subsection to the contrary, to be eligible for a certificate to teach subjects for which a bachelor's degree is not required, any applicant who is otherwise eligible for certification in such endorsement areas shall be entitled to a certificate without having met the requirements of the competency examination and subject area assessment pursuant to this subsection for a period not to exceed two years, except that for a certificate to teach skilled trades or trade-related or occupational subjects, the commissioner may waive the requirement that the applicant take the competency examination. The commissioner may, upon the showing of good cause, extend the certificate.

(5) On and after July 1, 2011, any person applying for a certification in the endorsement area of elementary education shall achieve a satisfactory evaluation on the appropriate State Board of Education approved mathematics assessment in order to be eligible for such elementary education endorsement.

Sec. 5. (*Effective from passage*) Not later than January 1, 2017, the State Board of Education shall adopt guidelines relating to the use of scores on the state reading, writing and mathematics competency examination, prescribed by and administered under the direction of the State Board of Education pursuant to subsection (a) of section 10-145f of the general statutes, as amended by this act. Such guidelines shall establish standards for using such scores as a diagnostic tool for the purpose of providing any remedial instruction in areas identified by such scores to students enrolled in a State Board of Education approved teacher preparation program. The state board may revise and update such guidelines as necessary.

Sec. 6. (NEW) (*Effective July 1, 2016*) Not later than July 1, 2017, and annually thereafter, the Department of Education shall submit a report using results-based accountability measures to assess the effectiveness of minority teacher recruitment programs in the state to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations, in accordance with the provisions of section 11-4a of the general statutes. Such minority teacher recruitment programs shall include, but not be limited to, any program administered by a regional educational service center pursuant to section 10-155l of the general statutes, and the minority teacher incentive program administered by the Office of Higher Education pursuant to section 10a-168a of the general statutes.

Sec. 7. (NEW) (*Effective July 1, 2016*) (a) For purposes of this section, "school support staff" means any person employed by a local or regional board of education as a board certified behavior analyst or board certified assistant behavior analyst, as such terms are defined in section 20-185i of the general statutes, athletic coach, as defined in section 10-149d of the general statutes, or school paraprofessional.

(b) The Department of Education shall review and approve proposals for alternate route to certification programs for persons employed as school support staff. In order to be approved, a proposal shall provide

that the alternate route to certification program (1) be provided by a public or independent institution of higher education, a local or regional board of education, a regional educational service center or a private, nonprofit teacher or administrator training organization approved by the State Board of Education; (2) accept only those participants who (A) hold a bachelor's degree from an institution of higher education accredited by the Board of Regents for Higher Education or the Office of Higher Education or regionally accredited, (B) have been employed as school support staff by a local or regional board of education for at least forty school months, and (C) are recommended by the immediate supervisor or district administrator of such person on the basis of such person's performance; (3) require each participant to complete a one-year residency that requires such person to serve (A) in a position requiring professional certification, and (B) in a full-time position for ten school months at a local or regional board of education in the state under the supervision of (i) a certified administrator or teacher, and (ii) a supervisor from an institution or organization described in subdivision (1) of this subsection; and (4) meet such other criteria as the department requires.

(c) Notwithstanding the provisions of subsection (d) of section 10-145b of the general statutes, on and after July 1, 2016, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate, which shall be valid for three years, to any person who (1) successfully completed the alternate route to certification program under this section, and (2) meets the requirements established in subsection (b) of section 10-145f of the general statutes, as amended by this act.

(d) Notwithstanding any regulation adopted by the State Board of Education pursuant to section 10-145b of the general statutes, as amended by this act, any person who successfully completed the alternate route to certification program under this section and was issued an initial educator certificate in the endorsement area of administration and supervision shall obtain a master's degree not later than five years after such person was issued such initial educator certificate. If such person does not obtain a master's degree in such time period, such person shall not be eligible for a professional educator certificate.

Sec. 8. Subdivision (3) of subsection (h) of section 10-145b of the 2016 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2016*):

(3) Except as otherwise provided in section 10-146c, upon receipt of a proper application, the State Board of Education shall issue to a teacher from another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico who (A) [is nationally board certified by an organization deemed appropriate by the Commissioner of Education to issue such certifications, (B)] has taught in another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico for a minimum of two years in the preceding ten years, [and (C) holds a master's degree in an appropriate subject matter area, as determined by the State Board of Education, related to such teacher's certification endorsement area, a professional] (B) has received at least two satisfactory performance evaluations while teaching in such other state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico, and (C) has fulfilled post-preparation assessments as approved by the commissioner, a provisional educator certificate with the appropriate endorsement, subject to the provisions of subsection (i) of this section relating to denial of applications for certification. [Applicants who have] An applicant who has taught under an appropriate certificate issued by another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico for two or more years shall be exempt from completing the beginning educator program based upon such teaching experience upon a showing of effectiveness as a teacher, as determined by the State Board of Education, which may include, but need not be limited to, a demonstrated record of improving student achievement. An applicant who has successfully completed a teacher preparation program or an alternate route to certification program in another state, territory or possession of the United

States or the District of Columbia or the Commonwealth of Puerto Rico and holds an appropriate certificate issued by another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico shall not be required to complete a course of study in special education, pursuant to subsection (d) of this section. An applicant with two or more years of teaching experience in this state at a nonpublic school, approved by the State Board of Education, in the past ten years shall be exempt from completing the beginning educator program based upon such teaching experience upon a showing of effectiveness as a teacher, as determined by the State Board of Education, which may include, but need not be limited to, a demonstrated record of improving student achievement.

Sec. 9. Section 10-146c of the 2016 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2016*):

(a) As used in this section:

(1) "State" means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico or territories or possessions of the United States; and

(2) "Educator preparation program" means a program designed to qualify an individual for professional certification as an educator provided by institutions of higher education or other providers, including, but not limited to, an alternate route to certification program.

(b) The Commissioner of Education, or the commissioner's designee, as agent for the state shall establish or join interstate agreements with other states to facilitate the certification of qualified educators from other states, [territories or possessions of the United States, or the District of Columbia or the Commonwealth of Puerto Rico, provided] Any such interstate agreement shall include provisions requiring candidates for certification to, at a minimum, (1) hold a bachelor's degree from a regionally accredited college or university, (2) have fulfilled post preparation assessments as approved by the commissioner, [have taught under an appropriate certificate issued by another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico and meet all conditions as mandated by such interstate agreement] and (3) have successfully completed an approved educator preparation program. Notwithstanding the provisions of sections 10-145b and 10-145f, as amended by this act, the State Board of Education shall issue [an initial educator] the appropriate professional certificate to any [person] applicant, based on such applicant's qualifications, who satisfies the requirements of [this section and] the appropriate interstate agreement.

(c) If the commissioner is unable to establish or join an interstate agreement with another state, the commissioner may create and make available a recognition statement that specifies the states, assessments and educator preparation programs that the commissioner will recognize for purposes of issuing professional certification under sections 10-145b and 10-145f, as amended by this act.

Approved May 27, 2016