

IX.B.

Connecticut State Board of Education Hartford

To Be Proposed:

December 7, 2022

Resolved, That the State Board of Education, pursuant to Section 10-145d-9(g)(3)(A) of the Regulations of Connecticut State Agencies, grants full approval for the period December 7, 2022, through October 31, 2026, to the Capitol Region Education Council (CREC) with annual progress monitoring conducted using CREC's Council for the Accreditation of Educator Preparation (CAEP) annual report data in conjunction with the CSDE review committee until CREC's CAEP fall 2025 site visit, for the purpose of certifying graduates from CREC in the following new certification area and directs the Commissioner to take the necessary action.

Program	Grades	Certification	Program Type
Comprehensive Special Education	K-12	Initial	Alternate Route to Certification

Approved by a vote of _____ this seventh day of December, Two Thousand Twenty-Two.

Signed: _____

Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE: December 7, 2022

SUBJECT: Approval of New Educator Preparation Program: Capitol Region Education Council, Alternate Route To Certification Program in Comprehensive Special Education

Executive Summary

Introduction

Connecticut educator preparation providers (EPPs) and other organizations must be approved for new educator preparation programs through the Connecticut State Board of Education (CSBE). Those seeking approval for new programs are required to participate in a Connecticut State Department of Education (CSDE) evaluation process designed to guide and support new program proposals. The proposal then moves forward to the CSDE Review Committee (Attachment A), which makes recommendations to the Commissioner of Education regarding new program approval based on evaluation findings. This report presents a summary of evaluation findings for the Capitol Region Education Council (CREC) proposal for an alternate route to certification (ARC) program in comprehensive special education and includes the Commissioner of Education's recommendation for approval.

History/Background

CREC is one of six Regional Educational Service Centers (RESCs) established under Connecticut General Statute 10-66 a-n, which permits local boards of education to establish a RESC as a "public educational authority" for the purpose of "cooperative action to furnish programs and services." Since 1966, CREC has developed a wide array of cost-effective and high-quality programs and services to meet the educational needs of children and adults in Greater Hartford.

CREC is approved currently through the CSBE to offer an ARC cross-endorsement program for experienced educators leading to the special education (#165) endorsement, an ARC cross-endorsement in teaching the blind (#059) and an ARC residency program leading to initial certification in elementary education (#305) entitled the Connecticut Teacher Residency Program. CREC is now seeking CSBE approval to offer an ARC residency program for initial certification in comprehensive special education (#165), entitled Connecticut Teacher Residency Program for Special Education, that will specifically focus on addressing the significant shortage of certified special educators and teachers of color through partnerships with school districts. The program will recruit candidates from existing non-certified staff working in partner districts. The program includes a clinical observational

experience the first summer, a full-time residency with pay and benefits serving under a mentor teacher for the first academic year, a clinical assistantship during the second summer and then full employment as a Special Education teacher in year two under the Resident Educator Certificate. On February 7, 2022, CREC submitted to the CSDE for review a proposal for an ARC residency program for comprehensive special education. The CSDE review and evaluation of new program proposals is an iterative process, designed to provide comprehensive but targeted feedback to the proposing institution based on evaluation findings to support further program development, if necessary, in these four areas:

- (1) design, scope and sequence, including coursework and fieldwork/clinical experiences;
- (2) candidate assessments, including data collection, analysis, and reporting methods;
- (3) faculty and instructor qualifications; and
- (4) resources to support training of program candidates and program viability.

An initial review of the proposal by the CSDE indicated program deficiencies that needed to be addressed before the proposal could move to an evaluation team for consideration. A second, revised proposal was submitted to the CSDE February 15, 2022. This second proposal was reviewed by an evaluation team consisting of K-12 and educator preparation program provider (EPP) representation, all trained in accordance with the CSDE review and evaluation process. On March 8, 2022, the evaluation team met to discuss and finalize evaluation findings. The evaluation team identified some areas for improvement (AFI) for the proposal and was unanimous in its decision that the proposal move forward to the CSDE Review Committee for consideration, with the requirement that the AFIs be addressed before the committee meeting. CREC submitted all required revisions to the CSDE during October 2022, to the satisfaction of the evaluation team, with the Review Committee recommending full approval for the program.

Recommendation and Justification

Based upon evaluation team findings and the recommendation of the CSDE Review Committee, I recommend that the CREC ARC program in Comprehensive Special Education be granted full approval for the period December 7, 2022, through October 31, 2026. If approved by the CSBE, the program will begin implementation during summer 2023 and be reviewed during CREC's next Council for Accreditation of Educator Preparation (CAEP) visit during fall 2025. In the interim, the CAEP annual report will provide data on an annual basis for all CREC alternate route educator preparation programs leading to initial licensure, including this new special education program.

Follow-up Activity

If granted full approval by the SBE, CREC will be notified immediately so that the EPP may start recruiting for the summer 2023 cohort.

Prepared by: Lauren Tafrate., EPP Program Approval Coordinator, Talent Office

Approved by: Shuana K. Tucker, Ph.D., Chief Talent Officer, Talent Office

Attachment A**CONNECTICUT STATE DEPARTMENT OF EDUCATION**
Educator Preparation Program Approval Review Committee

Name	Affiliation	Representation	Term Ending
1. Megan Mackey	Central Connecticut State University <u>mackey@ccsu.edu</u>	Higher Education	March 31, 2025
2. Tamika La Salle	University of Connecticut <u>tamika.la_salle@uconn.edu</u>	Higher Education	June 30, 2023
3. Catherine O'Callaghan	Western Connecticut State University <u>ocallaghanc@wcsu.edu</u>	Higher Education	June 30, 2023
4. Julie Sochacki	University of Hartford <u>SOCHACKI@hartford.edu</u>	Higher Education	June 30, 2023
5. Mel Horton	Sacred Heart University <u>hortonm3@sacredheart.edu</u>	Higher Education	March 31, 2025
6. Joseph Bonillo	Waterford Public Schools <u>jbonillo@waterfordschools.org</u>	K-12	June 30, 2023
7. Thomas Danehy	Area Cooperative Educational Services <u>TDanehy@aces.org</u>	K-12	June 30, 2023
8. Sinthia Sone-Moyano	Manchester Public Schools <u>sinthias@mpspride.org</u> 860-647-3451	K-12	June 30, 2023
9. Kevin Walston	Danbury Public Schools <u>walstk@danbury.k12.us</u> 203.595.1404 (cell)	K-12	June 30, 2023
10. Paul Whyte	New Haven Public Schools <u>PAUL.WHYTE@new-haven.k12.ct.us</u>	K-12	June 30, 2023
11. Camille Cooper	Yale Child Study Center <u>Camille.cooper@yale.edu</u>	Community	March 31, 2025
12. Shannon Marimón	Connecticut Council for Education Reform <u>shannon.marimon@readyct.org</u>	Community	March 31, 2025

Regulations of Connecticut State Agencies for Educator Preparation Program Approval**Section 10-145d-9(g)****Board action**

After reviewing the recommendation of the Review Committee, the Commissioner shall make one or more recommendations to the Board. Based on the Commissioner's recommendation, the Board shall take one of the following actions.

(1) For programs requesting continuing approval:

- (A) Grant full program approval for five years, or for a period of time to bring the program into alignment with the five year approval cycle. The Board may require that an interim report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.
- (C) Grant probationary approval for a time period not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(2) For new programs in institutions which have current approved programs:

- (A) Grant full program approval for a period of time to bring the new program into the five year approval cycle of all other programs offered by the institution. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.

- C) Grant probationary approval not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(3) For new programs starting in institutions without other approved programs:

- (A) Grant program approval for two years. The institution shall submit to the Review Committee, after two semester of operation a written report which addresses the professional education unit's progress in implementing the new program. The Board shall require an on-site visit in addition to this report.
- (B) Following the on-site visit after two years of operation, grant full program approval for three years. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (C) Following the on-site visit after two years of operation, grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.
- (D) Following the on-site visit after two years of operation, grant probationary approval for up to three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (E) Deny approval.