



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: The Honorable Toni Boucher, Co-Chair, Education Committee
The Honorable Andrew Fleischmann, Co-Chair, Education Committee
The Honorable Gayle Slossberg, Co-Chair, Education Committee
The Honorable Gail Lavielle, Ranking Member, Education Committee

FROM: Dr. Dianna R. Wentzell, Commissioner of Education *Dianna R. Wentzell*

DATE: June 30, 2017

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*, Sections 2, 3, and 6, the Connecticut State Department of Education (CSDE) convened the Minority Teacher Recruitment (MTR) Policy Oversight Council and measured the effectiveness of MTR programs using participant surveys and results-based accountability measures. The attached report summarizes the findings and recommendations. The report includes:

- The MTR Policy Oversight Council recommendations (P.A. 16-41, Sec. 2);
- The results of the CSDE survey of students participating in MTR programs offered by Regional Educational Service Centers (RESCs) (P.A. 16-41, Sec. 3); and
- The results-based accountability study of the RESC Alliance MTR programs and the minority teacher incentive program (MTIP) administered by the Office of Higher Education (P.A. 16-41, Sec. 6).

In addition to the MTR Policy Oversight Council recommendations and upon review of the survey results of participants in MTR programs and the results-based accountability study of the RESC Alliance MTR Program and the MTIP, the CSDE recommends the following in addition to the recommendations above:

- Improve data collection and reporting methods to better track all MTR strategies.

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

DRW:sba

Attachment: Public Act 16-41

cc: Education Committee
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CSDE Annual Report Pursuant to Public Act 16-41
Minority Teacher Recruitment
June 30, 2017

Background

The U.S. Department of Education released *The State of Racial Diversity in the Educator Workforce (2016)* that addresses the need to increase diversity in the nationwide educator workforce. Students of color are expected to comprise 56% of the student population by 2024. Connecticut statewide data indicates that 8.3% of Connecticut educators are of color, 42.3% of Connecticut students are of color and, of those, 35% are Black/Latino.

In 2016, the Connecticut State Board of Education (CSBE) adopted a Five-Year Comprehensive Plan, *Ensuring Equity and Excellence for All Connecticut Students*, initiating the development of several strategies committed to increasing the number of educators of color from 8.3% to 10% (approximately 1,000 certified educators of color) by 2021.

P.A. 16-41, *An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force*, outlines various requirements to be addressed by the Connecticut State Department of Education (CSDE) and describes the required report to be submitted annually.

Requirements Outlined in P.A. 16-41

- I. Establish within CSDE a Minority Teacher Recruitment (MTR) Policy Oversight Council (found in Section I of this document)
- II. Conduct a survey of students participating in Regional Educational Service Centers (RESCs) MTR Alliance Programs (found in Section II of this document)
- III. Submit a report using results-based accountability measures to assess the effectiveness of MTR programs (found in Section III of this document)
 - Assessment of the RESC MTR Alliance programs
 - Assessment of the Minority Teacher Incentive Program (MTIP) administered by the Office of Higher Education

This report includes the detailed findings and recommendations from the MTR Policy Oversight Council (pages 2-3), the survey of students participating in RESC MTR Alliance programs (pages 4-6), and the results-based accountability measures of the MTR RESC Alliance's programs (pages 7-8) and the MTIP (page 9).

Section I - CSDE Minority Teacher Recruitment Policy Oversight Council Recommendations

Pursuant to Public Act 16-41, the CSDE established a Minority Teacher Recruitment Policy Oversight Council in fall 2016. 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, *An Act Concerning the Recommendations of the Minority Teacher Recruitment Taskforce*, the Commissioner or her designee will serve as Chair of the Council. In August 2016, Deputy Commissioner, Ellen Cohn, and Chief Talent Officer, Dr. Sarah Barzee, began recruiting stakeholders to serve on the council, including a member of the Minority Teacher Recruitment Taskforce; representatives of Connecticut's Educator Preparation Programs; representatives from Connecticut's educator collective bargaining units; the executive director of the Commission on Women, Children, and Seniors; human resources leadership from both school districts and RESCs; and senior leaders from the CSDE. The council's diverse stakeholder membership is listed in [Appendix A](#).

Quarterly Meetings

Council Meetings were held quarterly. On October 18, 2016, members were introduced, norms established for the group, and the Council was oriented to their charge from the legislature. Dr. Barzee shared a multi-state scan of topics related to minority teacher recruitment from the Education Council of the States. The Council reviewed the state scan. Deputy Commissioner Cohn previewed the upcoming SBE consideration of approving the Relay Graduate School of Education's application to operate an Alternate Route to Certification (ARC). Relay's proposal included recruiting candidates, particularly candidates of color, who are already employed by school districts as noncertified staff. Ms. Cohn presented this strategy as an example of the innovative strategies the CSDE is launching to dramatically impact the number of educators of color working in Connecticut public schools. Dr. Barzee facilitated a brainstorming session in order to determine what recruitment and retention strategies are currently happening across the state either by individuals and/or by organizations. This provided information to the group about what current strategies exist at the local and state levels.

The January 19, 2017, meeting included a small group activity where Council members reviewed the talent pipeline strategies developed to support the SBE's Five-Year Comprehensive Plan. Feedback was sought on the MTR and the shortage area strategies.

At the March 28, 2017, meeting, the CSDE reviewed with Council members the data and other information outlining the current state of MTR and the desired state. The SBE's goal is to increase the statewide percentage of educators of color from 8.3% to 10% statewide by 2021. This translates into approximately 1,000 new educators of color by 2021 or 200 educators of color each year until 2021. The group then turned to generating additional MTR recommendations to be presented to the Commissioner of Education. CSDE leaders facilitated a process called the "merger method," designed to brainstorm ideas and consolidate similar ideas by theme. These themes will serve as the basis for a set of recommendations that will be included in a report from the Council to the Commissioner of Education.

At the May 18, 2017, meeting, members received a presentation from graduate students, Victoria Chen and Kayla Vinson from the Center for Public Research and Leadership at Columbia Law School. The students worked closely with CSDE Talent Office staff to conduct a meta-analysis of nationwide practices in MTR.

Members then turned their attention to finalizing their recommendations for CSDE Commissioner Wentzell in anticipation of a report to her before June 30, 2017. The recommendations are outlined below.

Minority Teacher Recruitment Policy Oversight Council Recommendations

The final four recommendations to the Commissioner received the highest number of votes from Council members. The complete list of recommendations are found in [Appendix B](#).

1. Provide funding incentives for individuals to pursue degrees in teacher shortage areas (service commitment required)
2. Increase scholarship programs for prospective minority teachers
3. Expand certification pathways and increase flexibility
4. Create additional ARCs and increase capacity of existing ARCs

Conclusion

The CSDE has operationalized its strategies in MTR to have a significant and lasting impact on the educator workforce. The CSDE will work to find avenues to incorporate recommendation 1 and 2 and will continue to work on recommendations 3 and 4 as part of their current work plan. The Council will reconvene in October 2017.

Section II - CSDE Survey of Students Participating in RESC Alliance MTR Program **The RESC Alliance MTR Program**

The RESC Alliance MTR Program was established pursuant to the Connecticut General Assembly House Bill 8003 Sec. 31 (2008), which authorizes an annual \$300,000 allocation to the RESC MTR Alliance. The Alliance is the collaboration of the six Connecticut RESCs: ACES, CREC, CES, EASTCONN, EdAdvance, LEARN, and the public school districts they serve. Because the RESCs are geographically distributed across Connecticut, the Alliance delivers statewide services in support of the CSDE.

The vision of the RESC Alliance MTR Program is to make a difference for students through efforts to diversify the educator workforce. The mission of the RESC Alliance MTR Program is to assist Connecticut school districts to recruit, hire, develop, support, and retain a racially, ethnically, and culturally diverse teaching and administrative workforce. The RESC Alliance MTR Program goals are to:

- Assist school districts in understanding how to build a culture that values and supports a diverse educational workforce;
- Enable schools to expand programs and services beyond their budgets by establishing career development and mentoring programs for minority high school students interested in pursuing careers in education;
- Cooperatively provide cost-effective services to public school districts to diversify their teaching workforce;
- Furnish programs to member districts and their communities to attract and retain minority educators;
- Encourage minority college students to enroll in teacher preparation programs and to become educators; and
- Support minority teacher candidates in obtaining teacher certification and employment in Connecticut.

Public Act 16-41, *An Act Concerning Recommendations of the Minority Teacher Recruitment Task Force*, Section 3, charges the CSDE with conducting a survey of students participating in the RESC Alliance MTR Program with a focus on the components and effectiveness of individual programs.

The RESC Alliance MTR Program and the CSDE will use the data and information from this survey to identify challenges that need to be addressed to improve the overall effectiveness of the MTR programs administered by the RESC Alliance.

The Likert-scale and open-ended response survey focused on three core components (and subcomponents) of the RESC Alliance MTR Program:

1. Pathways to Teaching, including the following components:

- mentoring by certified teachers at the high school or college levels;
 - SAT preparation;
 - summer educational internships;
 - college field trips;
 - tutoring services; and
 - scholarship assistance.
2. Scholarships to attend Educator Preparation Programs
 3. Educators of Color Peer Networking Events

In surveying participants in the RESC Alliance MTR Program, the CSDE assessed:

- the characteristics of the students being served through the RESC Alliance MTR Program;
- the effectiveness of each of the program components and subcomponents as determined by the program participants;
- the impact of each of the program’s components and subcomponents on influencing students in pursuing a career in teaching;
- recommendations from program participants for improving RESC Alliance MTR programs; and
- the number and characteristics of program participants that enrolled in teacher preparation programs and/or are presently teaching.

There was a 15.1% response rate with 41 out of 281 individuals responding to the survey. One hundred ninety-two online surveys and 89 hardcopy surveys were emailed/mailed to participants. Nine hardcopy surveys were undeliverable. The demographics of survey participants is included in Table 1.

Table 1
Demographics

	Number	Percent
Gender		
Female	36	87.8%
Male	5	12.2%
Race/Ethnicity		
African-American	17	41.5%
Hispanic or Latino	12	29.3%
Asian	2	4.9%
Native-American or Alaskan Native	0	0.0%
Native-Hawaiian or Pacific-Islander	0	0.0%
Multi-Racial	5	12.2%
Other (e.g., Haitian)	5	12.2%

Role during 2016-17		
A middle school student	0	0.0%
A high school student	7	17.1%
A college/university student	17	41.5%
A college/university graduate but not teaching in a Connecticut school	3	7.3%
A teacher teaching in a Connecticut public school	8	19.5%
A teacher teaching in a Connecticut charter or private school	0	0.0%
A teacher teaching in a school outside of Connecticut	0	0.0%
A college/university graduate seeking employment as a teacher	2	4.9%
Other (e.g., Master of Arts in Teaching graduate)	2	4.9%
No Response	2	4.9%

The results of individual survey items are included in [Appendix C](#).

Recommendations

1. A return rate of 15.1% must be improved for future surveys. The CSDE recommends that the RESC Alliance MTR Program maintain and update contact information for program participants. The CSDE further recommends that the RESC Alliance MTR Program inform student participants that the surveys will be used to improve programs and better serve future cohorts of students. The survey can be used as a final component of the RESC Alliance MTR Program to increase participation.
2. Future CSDE surveys will be undertaken in April of each year to ensure a high response rate from participants.

Conclusion

It is evident from both the Likert-scale responses and the open-ended responses that program participants had positive comments and experiences in the RESC Alliance MTR programs. The awarding of scholarships was most highly rated and received the greatest number of positive comments. While the Peer Networking program received very positive responses, only seven students reported engaging in this activity. Participants suggested more focus on teacher shadowing and in-class experiences to strengthen the RESC Alliance MTR Program.

Section III - Results-based Accountability Measures

Results-Based Accountability (RBA) is a disciplined way of thinking and taking action that can be used to improve quality of life in communities, cities, counties, states, and nations, as well as to improve the performance of programs. RBA is a simple, plain language approach to measurement that puts the focus on the ends and works backward to the means.

RBA enables policymakers, funders, and program administrators to identify how well they are doing in achieving a particular quality of life result and where they might need to make changes. If the projected performance is not acceptable, the RBA methodology helps stakeholders identify what changes will be needed to “turn the curve,” that is, move the trend line in a positive direction.

Per P.A. 16-41, RBA studies were completed by administrators of the RESC Alliance MTR Program and the Minority Teacher Incentive Program (MTIP), managed by the Office of Higher Education, and are included in [Appendix D](#).

Results-based Accountability Assessment of RESC Alliance MTR Programs

Pathways to Teaching

The RESC Alliance MTR Pathways to Teaching (PTT) program is a teacher aspirant program designed to encourage culturally and racially diverse high school students to consider teaching as a career. Districts participating in the PTT program include CREC, East Hartford, Groton, Hartford, Manchester, Middletown, New London, Norwich Free Academy, Windham, and Windsor. Throughout PTT, high school students are exposed to different activities that encourage and support their decision to become an educator such as:

- workshops about how to become a teacher in Connecticut and why teaching is a good career choice;
- workshops on the college application process including financial aid;
- shadowing a teacher or interviewing a teacher to learn about effective teaching;
- engaging in peer tutoring and tutoring younger children;
- volunteering at an after school program or assisting teachers in their classrooms;
- field trips to colleges with financial aid and admissions information provided; and
- participating in the statewide Future Teachers Conference.

Since 2014-2015, the PTT has been implemented in 11 high schools. Approximately 120 students have had opportunities for classroom experiences through the established internship program. Three Future Teachers’ Conferences have been held on an annual basis and have increased in number of participants. In 2017, there were more than 200 students in attendance at the conference held at Central Connecticut State University (CCSU).

Scholarships

The RESC Alliance MTR Program provides scholarships to candidates completing Alternate Route to Certification (ARC) programs in Connecticut, as well as other CSDE-approved traditional educator preparation programs. These programs are offered by the Office of Higher Education, other public or private institutions of higher education, and regional educational service centers. The RESC Alliance awards scholarships to students who are enrolled in undergraduate and graduate teacher education programs. Information sessions are conducted at one or more RESCs, in partnership with the Office of Higher Education ARC Program. In March 2017, more than 100 participants attended with 39 expressing an interest in pursuing certification in a shortage area. Since 2014, the RESC Alliance has awarded 67 scholarships. Of those, 21 were awarded to career changers, 27 were awarded specifically to paraeducators seeking certification through an ARC program, and 19 were awarded to students pursuing a traditional educator preparation program. Scholarship monies are paid directly to the educator preparation program. To date, 11 of the 67 scholarship awardees have reported that they are actively employed in a Connecticut public school.

Peer Networking

The goal of peer networking is to connect teachers of color with one another and with youth who aspire to be teachers, and to encourage these educators to enroll and successfully complete an educator preparation program and throughout their careers. Since 2016, three peer networking events, specifically for educators of color, have been offered and have attracted more than 134 participants. The May 2017 session, Delores Bolton, former administrator and executive coach at CREC magnet schools, received the second annual Leadership and Equity award. Dr. Michael Alfano, Dean of the School of Education and Professional Studies at CCSU, shared the work the university is doing to attract a diverse pool of candidates to the field of education and took questions and comments from the audience. Kim Wachtelhausen, Education Consultant with the CSDE Talent Office, shared current strategies in place to develop a racially, ethnically, and linguistically diverse workforce with an invitation to participants to contribute to the work. Dr. Gerald Hairston, Program Manager with CREC, facilitated conversations for the participants. Dr. Hairston directed the participants to meet in groups for several rounds of sharing. All questions solicited ideas for attracting, supporting, and retaining educators of color in Connecticut.

In addition to the three peer networking sessions, there were two symposiums, specifically for male high school students of color interested in education. The two Future Educators' Symposiums attracted 265 students who were exposed to a variety of successful leaders in education in an effort to inspire interest and commitment to the field.

Overall RESC Alliance MTR Program Recommendations

1. Increase leadership roles for students. Partner with the CSDE, and other education organizations, as appropriate, to garner resources and supports in empowering students to develop and lead Pathways to Teaching programming.
2. Revise and improve the scholarship application process, provide clear directions, set firm deadlines for awarding scholarships, and track scholarship recipients after program completion.
3. Engage with partners to promote and implement RESC Alliance MTR programs.
4. Increase the number of peer networking events for both in-service and aspiring educators to connect participants to opportunities that will allow them to support one another in their collective efforts to influence attraction to the field and retention.
5. Improve data collection methods to better track results.

Conclusion

Although based on a small number of respondents, analysis of survey responses indicated that receiving scholarship monies assisted in sustaining interest and commitment to pursue and/or complete a teacher preparation program. Peer networking was also mentioned as a primary support tool. Attendance at these events has grown for both in-service and aspiring educators. It will be beneficial to continue to collect feedback from participants in order to further the development of the different programs. Continued funding of the RESC Alliance MTR grant will allow for a re-examination of funding allocations to individuals, programs, and events where there is greatest potential to yield more educators of color in Connecticut public schools.

Results-based Accountability Assessment of the Minority Teacher Incentive Program (MTIP)

The Office of Higher Education's Minority Teacher Incentive Program (MTIP) provides a grant for 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. 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.

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 a participating college; and
- begin teaching in a Connecticut public school within 16 months of graduation.

Since 2011, 328 grants and 214 stipends were awarded to minority candidates and teachers. In 2015-16, funding was reduced by approximately \$74,000. As the funding decreases, so too will the available grants and stipends for potential awardees.

Grants

The number of grant applicants increased from 52 to 59 between 2014-15 and 2015-16. However, only 14 of the 59 applicants were awarded the grant in 2015-16.

Stipends

The minority teacher stipend support increased by six individuals from 2014-15 to 2015-16. The available funding directly impacts the amount of support that is provided to minority candidates and teachers.

Recommendations

1. High schools could play a greater role in promoting teaching as a career to students of color.
2. It is necessary that MTIP receives continued funding, current staffing levels, and IT capabilities to operate the program.
3. Additional funding could support more minority candidates to complete their educator preparation program and remain in the educator workforce supported by stipends in the early career years.

Conclusion

As the rate of student diversity in schools increases, the need for a diverse teacher work force is critical. The grants and stipends support Connecticut's efforts to increase the racial, ethnic, and linguistic diversity of Connecticut teachers. MTIP has awarded 171 grants to minority students attending educator preparation programs over the past five years. Over that same amount of time, MTIP has provided stipends to an average of 43 teachers per year. Until 2015-16, when the program saw a reduction in awarded grants due to a decline in funding, the program supported an average of 39 new minority teacher candidates per year. Decreases in state funding will only continue to deplete the grants and stipends available to minority students and teachers. There must continue to be financial support available to recruit and retain diverse educators who reflect the population of Connecticut's students.

APPENDIX A

**2016-17 Minority Teacher Recruitment Policy Oversight Council
Council Membership**

Member Name	Role/Organization
Dr. Jane Gates	Provost and Senior Vice President, Academic and Student Affairs, Connecticut State Colleges and Universities (CSCU)
Dr. Arlene Arias, LCSW	Clinical Social Worker, MTR Task Force Member
Dr. Elsa Nunez	President, Eastern Connecticut State University
Dr. Gladis Kersaint	Dean, Neag School of Education, University of Connecticut
Sal Escobales	American Federation of Teachers (AFT) Representative, Teacher, Consolidated School District of New Britain
Mia Dimbo	Connecticut Education Association (CEA) Representative, Teacher, Bridgeport Public Schools
Terrell Hill	Assistant Superintendent for Human Resources, Windsor Public Schools
Dr. Sarah Barzee	Chief Talent Officer, CSDE
Shannon Marimón	Division Director, Talent Office, CSDE
Dr. Isabelina Rodriguez	Interim Chief Academic Officer, CSDE
Desi Nesmith	Chief Turnaround Officer, CSDE
Ellen Cohn Committee Chair	Deputy Commissioner, CSDE
Dr. Sam Galloway	Human Resources, Bristol Public Schools
Steven Hernandez	Executive Director, Commission on Women, Children and Seniors
Kevin Walton	RESC Alliance
Madeline Negrón	Connecticut Association of Latino Administrators and Superintendents

**2016-17 Minority Teacher Recruitment Policy Oversight Council
Complete List of Recommendations to the Commissioner of Education
May 18, 2017**

Theme 1 – Provide Fiscal Incentives

- *Provide funding incentives for individuals to pursue degrees in teacher shortage areas (service commitment required)**
- *Increase scholarship programs for prospective minority teachers**
- Give awards/incentives to teacher education programs that produce high percentages of minority teachers
- Mentorship
- Summer institutes for middle/high school minority students interested in teaching; assist in mapping out a plan of action
- University-based programs to follow/support first year minority teachers
- Diversify sources and processes for finding teacher candidates; make diversity an explicit consideration in the hiring process

Theme 2 – Streamline the Certification Process

- *Expand certification pathways and increase flexibility**
- Revisit certification process to eliminate “undue” requirements

Theme 3 - Provide Early Career Support

- Provide additional support during the induction year (especially for those coming from out of state)

Theme 4 – Develop Mid-Career and Innovative Program Models

- *Create additional ARCs and increase capacity of existing ARCs**
- Increase MA programs that allow minority students to intern (for pay) in schools while getting their master’s degree
- Support noncertified staff transition to teaching programs
- Develop educator preparation program pathways for community college students
- Target recruitment efforts at college students with limited/difficult job prospects

** High priority recommendation - received 3+ votes from Council members*

RESC Alliance MTR Program Survey Analysis

Survey Respondents

The CSDE received contact information for 281 individuals that participated in one or more of the RESC Alliance MTR programs. Where email addresses were not available, the CSDE sent hardcopy surveys by mail. The survey was conducted from February 9, through June 2, 2017.

Table 1
Survey Response Rate

	# Invites Sent (#1)	# Undeliverable (#2)	# Responses Received (#3)	Response Rate #3 / (#1 - #2)
MTR Online Survey	192	0	35	18.2%
MTR Hardcopy Survey	89	9	6	7.5%
Overall	281	9	41	15.1%

Characteristics of RESC MTR Alliance Program Participants

Table 2
Characteristics of the Respondents (N = 41)

	Number	Percent
Gender		
Female	36	87.8%
Male	5	12.2%
Race/Ethnicity		
African-American	17	41.5%
Hispanic or Latino	12	29.3%
Asian	2	4.9%
Native-American or Alaskan Native	0	0.0%
Native-Hawaiian or Pacific-Islander	0	0.0%
Multi-Racial	5	12.2%
Other (e.g., Haitian)	5	12.2%
Role during 2016-17		
A middle school student	0	0.0%
A high school student	7	17.1%
A college/university student	17	41.5%

A college/university graduate but not teaching in a Connecticut school	3	7.3%
A teacher teaching in a Connecticut public school	8	19.5%
A teacher teaching in a Connecticut charter or private school	0	0.0%
A teacher teaching in a school outside of Connecticut	0	0.0%
A college/university graduate seeking employment as a teacher	2	4.9%
Other (e.g., Master of Arts in Teaching graduate)	2	4.9%
No Response	2	4.9%

1. Pathways to Teaching

Table 3

Responses to “How long have you been participating or did you participate in the Pathways to Teaching Program?” (n = 34)

	Number	Percent
Less than one year	1	2.9%
One year or longer but less than two years	14	41.2%
Two years or longer but less than three years	9	26.5%
Three years or longer	10	29.4%
Don’t remember/Not sure	0	0.0%

Note. This question applied to those who are or were a Pathways to Teaching participant only.

Table 4

Responses to “In which of the following Pathways to Teaching activities are you participating or have you participated?” (n = 34)

	Number	Percent
Scholarship assistance for tuition, books, and fees	22	64.7%
College/university field trips	17	50.0%
Summer educational internships	16	47.1%
Mentoring by certified teachers at the high school and/or college/university levels	14	41.2%
Tutoring students	5	14.7%
SAT preparation	1	2.9%
Other (e.g., workshops)	4	11.8%

Note. This is a multiple choice item and the percentages do not add up to 100. This question applied to those who are or were a Pathways to Teaching participant only.

Table 5

Responses to “Which of the following Pathways to Teaching activities have had the greatest impact on you with regard to pursuing a career as a teacher? (Select and Rank the Top 3)” (n = 34)

	Times Ranked #1		Times Ranked #2		Times Ranked #3	
Scholarship assistance for tuition, books, and fees	14	41.2%	5	14.7%	2	5.9%
Summer educational internships	9	26.5%	5	14.7%	5	14.7%
Mentoring by certified teachers at the high school and college/university levels	6	17.6%	5	14.7%	6	17.6%
College/university field trips	3	8.8%	6	17.6%	3	8.8%
SAT preparation	1	2.9%	1	2.9%		0.0%
Tutoring students	0	0.0%	1	2.9%	5	14.7%
Other (e.g., My past teacher's influences)	1	2.9%	1	2.9%	2	5.9%

Note. This question applied to those who are or were a Pathways to Teaching participant only.

Written comments on “Please comment below why you think the activities you identified above have had the greatest impact on you with regard to pursuing a career as a teacher.”

Intrinsic Motivation

- I enjoy working with younger students. I believe that younger students need a role model to guide them in the right direction.
- I understand that children love to learn in a hands-on environment that they can get something out of.
- It made my curiosity grow and I love helping people get through challenges and struggles which is something many educators face.
- The children changed my view of becoming a teacher and I want to help them succeed in life.
- I was able to continue my studies and get my degree so that I'd be able to become a teacher.

Scholarship

- It allowed for an easier financial situation.
- Well, without a way to finance college, it's not feasible for some of us.
- The only experience I have had with your program is through the scholarship. The scholarship has helped ease financial burdens, to allow me to focus more on my studies. Thank you for that.

- Becoming a teacher is very expensive. It costs more to become a teacher than it does to become a manager/director in a business.
- College and university tuitions are very expensive. I just had finished paying off other loans for undergraduate courses, so obtaining a scholarship to obtain my cross endorsement really helped me pursue my career as an Early Childhood educator.
- Being a teacher does not pay very well, so every little bit helps to afford the tuition to become a teacher.

Multiple Contributing Factors

- They not only helped me to get a better view of what a career in teaching would look like, but I was able to meet teachers in that field and got great advice. And, I got scholarship aid which was a great boost!
- I was able to get the resources and knowledge that I needed so that I was able to afford all of my school books and have more teaching experience than my colleagues.
- 1) The summer internships helped me see what it's like working with students. I worked at a school for a summer school program. I also worked at downtown Norwich in the Summer Jam and LEARN program. Both helped me see what it's like working with different kinds of young people. There were many behavior issues that they had, but the instructors knew how to handle it, and I learned new ways to divert the negative behavior. By the end of the programs, the students were well behaved and enjoyed being there. 2) I particularly enjoyed shadowing teachers while I was in high school. That helped me see the classroom in a different light. I was able to see how the teacher interacted with her students, and if I had questions I would ask at the end of class. I took notes on things that I liked and things that I didn't like and addressed them with the teacher. 3) School is not cheap and this greatly helped with the cost of books and tuition.

Networking and Personal Growth

- This helped me with my social and communication skills, teaching me to help with students of all ages.
- I obtained knowledge that would help me succeed as a teacher.
- I had a better and clearer view of what I wanted to do. I felt like I had a head start.
- The SAT preparation was the best because they don't teach you how to take the SAT at school.
- They gave me multiple opportunities to get the best college education and join the best education program I could.

Hands-On Experiences

- Through the Future Teachers of America program and Pathways to Teaching program, I was given the opportunity to go to other local high schools in CT and meet minority professionals working in education.

- Provides experience.
- It gave me insight on what they do on a daily basis.
- I've gotten to work with different age groups to see which age group I would prefer.
- In regard to pursuing a career in education, the summer internship gives me the opportunity to view teaching in different ways, also I like the hands on portion. When we visit the colleges/universities, we are introduced to their education major, and it shows me that other minorities are furthering their education. It is very inspiring for me to work hard. The last activity I chose was tutoring students because Pathways to Teaching taught me to be open to tutoring and helping others in my class.
- I am able to now see the hard work and preparation that goes into teaching a classroom full of kids.
- I got to see what teachers did on a daily basis.
- Being able to experience the affect that a teacher has on a student first hand is what led me to pursue a carrier in education.

Written comments on “What other activities would you recommend Pathways to Teaching offer so as to support students in pursuing a teaching career? Please explain why.”

Internships/Job and Hand-on Experiences

- Assistance in obtaining a job in their preferred districts.
- Summer educational internships because you get to learn "your trade" while working.
- I recommend Pathways to Teaching to offer at least one opportunity to shadow/teach a class of their choice. This way the student will see if teaching is for them or not.
- I think Pathways should expand its teaching activities with not only going to college visits but doing activities with younger kids (not in the summer, like internships) but at after school meetings with younger kids. Also, hands-on stuff like visiting different types of schools like private schools to public.
- Internships.
- More hands-on teaching experiences with school-aged children.
- Meetings with other students in order to meet others that will be entering the same field.

Mentoring and Support

- Do programs like mentoring younger students in middle school once a week for an hour.
- More support and tutoring for adult learners.
- I suggest working more one-on-one with a teacher. I particularly enjoyed shadowing teachers, but I wish it was more of a constant thing. I think that when you're a senior in the program, you should shadow a teacher as often as you can during study hall. That way you can see the planning that goes behind classes. Maybe you could help plan a lesson too. I did something like that in FIT and it was extremely helpful.

Communication and Contact

- I really think it is not about the activities, but more about keeping in contact with participants after college. I think still providing information on the different options the program has to offer after college would be helpful. Additionally, I think reaching students in their freshman and sophomore years to engage in the different activities would have been useful. I feel like I joined Pathways to Teaching late, so I wasn't able to take advantage of the program's resources.

Scholarship

- Looking at scholarships for minorities getting their master degree in education.
- More grants and scholarships for ARC and Master's degree programs.

Other

- More information on Praxis and Praxis II, along with the Foundations of Reading tests, would have been helpful. I feel I was informed about them very late in the process.
- I would not offer any more activities, but I would suggest we recruit more students to Pathways to Teaching. It is a very helpful program and many students as well as myself enjoy it!
- None that particularly strike out to me. Pathways to Teaching does an amazing job at getting students a clear view of the field.
- None! All activities were wonderful!
- None! All of the activities I participated in helped me a lot!

Table 6

Responses to "How likely are you to pursue a career in teaching?" (n = 16)

	Number	Percent
Definitely will	7	43.8%
Probably will	2	12.5%
May or may not	6	37.5%
Probably will not	0	0.0%
Definitely will not	1	6.3%

Note. This question applied to those who are currently in high school only.

Table 7

Responses to "Are you currently enrolled in a teacher preparation program (inclusive of an ARC program)" (n = 23)

	Number	Percent
Yes	9	39.1%
No	14	60.9%

Note. This question applied to those who are currently in college/university only.

Written comments on “If not, why?”

- Already completed it.
- Already completed the ARC program.
- Completing my general studies beforehand.
- Currently working as a teacher’s aide.
- Do not wish to take part in one at the moment.
- For now, I am still taking my general education courses to fulfill my requirements.
- I am undeclared and fulfilling core requirements.
- I don't know what that is.
- I graduated with a Political Science degree and not yet certain about teaching etc.
- I have decided to switch to a different major.
- I want to go to medical school, but like I said before, pursuing a career in teaching is still one of my options, but not the top.
- I was enrolled in one, and then the program was going to take too long. I was moving away and needed to finish my degree. I am getting my bachelors in math now in May, and then I'll continue grad work to pursue more math or education.
- Not sure if teaching is where my heart lies. I want a job that is enjoyable, and I feel like with all the pressures to perform and make high scores, I wouldn't be able to do that.

Table 8

Responses to “If yes, how likely are you to teach in Connecticut public/charter schools?” (n = 9)

	Number	Percent
Definitely will	4	44.4%
Probably will	2	22.2%
May or may not	1	11.1%
Probably will not	1	11.1%
Definitely will not	0	0.0%
No Response	1	11.1%

Note. This question applied to those who are currently in college/university only.

Written comments on “Please comment below if you ‘May or may not,’ ‘Probably will not,’ or ‘Definitely will not’ teach in Connecticut public/charter schools.”

- I am going to move to California.
- I will stay in NC for at least a few years getting my master’s degree and gaining experience.

Table 9

Responses to “If you have graduated from college/university, are you a certified teacher?” (n = 14).

	Number	Percent
Yes, I am a certified teacher	5	35.7%
No, but I am working towards becoming a certified teacher	8	57.1%
No, and I elected not to pursue teaching	1	7.1%

Note. As only one respondent reported that “No, and I elected not to pursue teaching, his/her response to the following question “If you selected ‘No, and I elected not to pursue teaching,’ please identify why you have made this decision” was not reported to protect the identity of the respondent.

2. Scholarships for Educator Preparation

Table 10

Responses to “What year of college/university or an ARC program are you presently in?” (n = 25)

	Number	Percent
Freshman	3	12.0%
Sophomore	6	24.0%
Junior	2	8.0%
Senior	0	0.0%
I have graduated from college/university	5	20.0%
I am in an ARC program	0	0.0%
I have graduated from an ARC program	9	36.0%

Note. This question applied to those who are currently in college/university or an Alternative Route to Certification (ARC) program or have graduated from college/university or an ARC program only.

Table 11

Responses to “Did you receive a scholarship from the RESC MTR program to pursue a career as a teacher?” (n = 27)

	Number	Percent
Yes	18	66.7%
No	9	33.3%

Note. This question applied to those who are currently in college/university or an ARC program or have graduated from college/university or an ARC program only.

Table 12

Years Respondents Received Scholarship from the RESC MTR program (n = 18)

	Number	Percent
1 year	14	77.8%
2 years	2	11.1%
3 years	2	11.1%
4 or more years	0	0.0%

Note. This question applied to those who are currently in college/university or an ARC program or have graduated from college/university or an ARC program only.

Table 13

Responses to “If yes, to what extent has the scholarship contributed to your decision to attend the teacher preparation program or ARC program?” (n = 18)

	Number	Percent
To a very large extent	6	33.3%
To a large extent	5	27.8%
To a moderate extent	3	16.7%
To a small extent	3	16.7%
Not at all	1	5.6%

Note. This question applied to those who are currently in college/university or an ARC program or have graduated from college/university or an ARC program only.

Table 14

Responses to “Do you plan to pursue a career as a teacher after graduation?” (n = 11)

	Number	Percent
Yes	7	63.6%
No	3	27.3%
No Response	1	9.1%

Note. This question applied to those who are currently in college/university or an ARC program only.

Table 15

Responses to “If no, please identify why you have made this decision.” (n = 3)

	Number	Percent
Teachers are paid less than the other professionals	2	66.7%
Teaching is not the right profession for me	1	33.3%
There is too little respect for the teaching profession	2	66.7%
The teaching workload seems too heavy	1	33.3%
Other (e.g., A job that combines journalism and teaching together)	2	66.7%

Note. This is a multiple choice item and the percentages do not add up to 100.

3. Educators of Color Peer Networking Events

Table 16

Responses to “Are you participating or have you participated in RESC MTR Peer Networking?” (n = 41)

	Number	Percent
Yes	7	17.1%
No	32	78.0%
No Response	2	4.9%

Table 17

Responses to “How many peer networking events have you attended?” (n = 7)

	Number	Percent
1	0	0.0%
2	2	28.6%
3	0	0.0%
4 or more	5	71.4%

Note. This question applied to those who report they are participating or have participated in RESC MTR Peer Networking only.

Table 18

Responses to “How likely are you to continue to participate in RESC MTR Peer Networking?” (n = 7)

	Number	Percent
Definitely will	4	57.1%
Probably will	2	28.6%
May or may not	1	14.3%
Probably will not	0	0.0%
Definitely will not	0	0.0%

Note. This question applied to those who report they are participating or have participated in RESC MTR Peer Networking only.

Table 19

Responses to “To what extent does or did the RESC MTR Peer Networking initiative assist you to address challenges that may impact your ability to be an effective teacher?” (n = 7)

	Number	Percent
To a very large extent	1	14.3%
To a large extent	4	57.1%
To a moderate extent	2	28.6%
To a small extent	0	0.0%
Not at all	0	0.0%

Note. This question applied to those who report they are participating or have participated in RESC MTR Peer Networking only.

Table 20

Responses to “To what extent does or did the RESC MTR Peer Networking initiative provide you with the necessary support to continue to pursue a career as a teacher?” (n = 7)

	Number	Percent
To a very large extent	2	28.6%
To a large extent	4	57.1%
To a moderate extent	1	14.3%
To a small extent	0	0.0%
Not at all	0	0.0%

Note. This question applied to those who report they are participating or have participated in RESC MTR Peer Networking only.

Written comments on “What other peer networking activity(ies) do you recommend to make the RESC MTR Peer Networking more effective and why?”

- Using older and/or former teachers to come and talk to us.
- Assistance with the day to day and how to navigate systems, classes.

- None. All activities have helped me a lot!
- None! All activities have helped shaped my decisions.

Open-ended Responses

Written comments on “What additional supports or programs would be/were most effective in supporting you to attend a teacher preparation program (inclusive of an ARC program), pursue a teaching career, or to keep you committed to teaching in Connecticut public/charter schools?”

Value

- Any program that really shows why teaching is a vital job during this time is one that has the highest chances of success. I firmly believe that teaching is important not just in an academic view but also on a personal level. The values and inspirations that a teacher can pass down to their students is truly invaluable. This idea should also be considered when creating programs geared to those who are in even the slightest way interested in a career in teaching.

Financial Support

- For me it was definitely the financial support. I was already working as a teacher and needed to go back to school to obtain a cross endorsement, and receiving extra funds alleviated some of the financial burden.
- Financial aid and mentoring are most effective to me as a graduate student in my teacher prep program.
- Scholarships, financial assistance.

Classroom Experiences

- Being in an actual classroom with students to feel what it's like to be in the teacher's shoes.
- Ways to see classes in session.
- Public speaking classes and hands-on teaching experiences.
- Internships where I was able to get an actual teaching experience in front of students in a learning environment.

Support

- Teacher supports, possibly an online blog/network where we can dialogue with other teachers. Also assistance in obtaining a teaching position.
- The support of my teachers and professors throughout school and how they motivated me.
- Mentoring during the journey of pursuing my career.

- Organization and support.
- Teaching theme coordinator at my school
- I think that our program at my college needs a better coordinator that wants to really help students achieve their teacher certification
- I think the Praxis is something that I've noticed a lot of people struggle with. I recall before parting with the group for my change in major that there was Praxis help. I think that's something useful even though I did not attend the sessions.

Communications and Student Engagement

- Emailing and keeping contact with students
- More information about TEAM would be beneficial.
- Having a teaching fair for high school or college students to allow them the opportunity to ask questions

Written comments on “Please use the space below for any comments that you would like to make concerning the support from the RESC MTR program.”

- I am extremely grateful that the State of Connecticut values integrating a diverse community among Connecticut's educators. I am proud to be a future teacher of African descent. In all my years of education in CT, I have never been taught by a teacher that looks physically like me. I am very fortunate to have had all the support from the RESC MTR program and the lessons/experiences I have gotten from my time in Pathways to Teaching. All of this support and training has greatly influenced my decision to become a teacher in a state where they care greatly about having minority teachers.
- This is by far the best program I have ever been a part of. Although I could not complete it, everything that we did was helpful not only for a future teacher, but also for anyone who wants to grow as a person and learn about different people. We incorporated diversity and equality in every discussion. It's something that prepares us for the America we live in today. I greatly appreciate the opportunities I got through Pathways.
- Thank you for the wonderful opportunity to participate in a great program. All your support really makes a difference in the lives of people who are receiving your assistance. Keep up the great work.
- Thank you, the scholarship I received relieved some of the financial stress of the ARC program. My husband became suddenly unemployed at the time.
- Thank you for your support and helping students with scholarships.

2017 Program Report Card: RESC Alliance Minority Teacher Recruitment (MTR)

Program Purpose: The vision of the RESC Alliance MTR Program is to make a difference for students through efforts to diversify the educator workforce. The mission of the RESC Alliance MTR is to assist Connecticut school districts to recruit, hire, develop, support, and retain a racially, ethnically, and culturally diverse teaching and administrative workforce.

Contributes to Quality of Life Result: Developing a workforce that reflects the diversity of Connecticut students improves the achievement of all students, particularly students of color.

- Over the past three years:
1. Sixty-six scholarships were awarded to students attending college, universities, and alternative route to certification (ARC) programs.
 2. Pathways to Teaching (PTT) was implemented in 11 high schools.
 3. Future Teacher Conferences have provided a variety of different speakers, college tours, and workshop topics.
 4. The Peer Networking programming expanded.

Performance Measure 1:

Scholarships

Participant group	2014-2015	2015-2016	2016-2017
Total Scholarships Awarded	29	15	23
Number of <i>career changers</i> in ARC programs.	6	7	8
Number of <i>paraprofessionals</i> enrolled in ARC Programs.	8	8	11
Number of candidates enrolled in <i>traditional</i> universities and colleges.	15	0	4

Story behind the baseline and trend:

The objective is to increase awareness and participation of minority candidates enrolled in educator preparation programs leading to Connecticut certification including ARCs,

traditional programs, and those pursuing additional cross-endorsements. The RESC Alliance aimed to get the word to a broad audience in all educator preparation programs.

Is anyone better off?

The RESC Alliance has a competitive application and scoring process in place to help select awardees. The funds go directly to awardees' tuition. In the last three years, 67 scholarships were awarded. At this time, 11 of those 67 awardees have reported that they are employed in Connecticut schools.

Proposed actions to turn the curve:

The RESC Alliance wants to revise and improve the application process, provide clear directions, and set timelines for awarding the scholarships. They want to engage with new partners that promote the program and assist with the implementation of the fiscal management.

Performance Measure 2:

Pathways to Teaching (PTT)

Work Experience & Internship Types	2015	2016	2017
School-Year/Summer	64	16	40*

*Anticipated

Story behind the baseline and trend:

The Alliance intended to expand the PTT program in Connecticut. They set out to increase overall

enrollment and to support specific groups of students within Pathways programming. Generally, enrollment is a fluid process to accommodate student mobility, participation in extra-curricular activities, and academic support programs. Recruitment, enrollment, and retention is based on each unique school/district context and student population. The RESC Alliance sought to make participation in PTT a meaningful, accessible, and structured experience that would be responsive to school contexts but not completely context reliant.

Is anyone better off?

The personal outreach through the coordinator and mentor roles provided intensive and direct connection to students. It informed the design of the program.

Proposed actions to turn the curve:

New actions will include increasing leadership roles for students, partnering with the CSDE, and other entities to garner their resources and supports in empowering students to lead PTT programming, and capturing and utilizing student "voice" to continue to craft programming around students' needs. The coming iteration of the PTT curriculum will be more scalable and context specific.

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Contributes to Quality of Life Result: Developing a workforce that reflects the diversity of Connecticut students improves the achievement of all students, particularly students of color.

Performance Measure 3:

Educator Peer Networking Sessions

Session Type	Number of Sessions		Number of Participants	
	2016	2017	2016	2017
Educator of Color Peer Networking	2	1	87	47*
Future Educators' Symposium for male high school students of color	1	1	125	140

*Anticipated

Story behind the baseline and trend:

The RESC Alliance set out to encourage and inspire prospective candidates to enter the profession from across different groups of people/students of color. They developed a set of social networks to accommodate distinct groups within the population of students of color served. The RESC Alliance did this because they understand that the process of becoming an educator can be isolating for people of color. They sought to provide discrete groups that share a common set of experiences and/or face the same barriers within the teacher pipeline.

Is anyone better off?

The ARC information sessions facilitated by a member of the RESC Alliance, created the opportunity for paraprofessionals and noncertified

staff in attendance to access information about the scholarships offered through the RESC Alliance. Consequently, several paraprofessionals will receive scholarship assistance to pursue a teaching career in 2017-18. Also, several participants of the peer networking session will participate in a consortium of Human Resources professionals convened by Capitol Region Education Council (CREC) who are examining recruitment, induction, and retention strategies among the member schools/districts.

Proposed actions to turn the curve:

There is need for more opportunities to network with other educators or aspirant educators from across the state. It would be beneficial to increase partnerships and increase the availability of opportunities to host the peer networking events. Continuing to expand the networking opportunities, connecting participants to opportunities to effect change in the teacher pipeline and their own professional prospects throughout is an explicit strategy for attracting educators of color to the workforce and increasing retention rates.

2017 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 for preparing all students for success in the 21st 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 Connecticut 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 \$5,000 per year.
- The office shall ensure that at least 10% 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
2011-12	\$115,000	\$310,000	\$425,000
2012-13	\$85,592	\$366,474	\$452,066
2013-14	\$111,709	\$300,340	\$412,049
2014-15	\$102,068	\$342,500	\$444,568
2015-16	\$112,884	\$257,500	\$370,384
Total Funding	\$527,253	\$1,576,814	\$2,104,067

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

Project Year	Total Appropriations
2011-12	\$471,374
2012-13	\$471,374
2013-14	\$447,806
2014-15	\$447,806
2015-16	\$447,806
Total Funding	\$2,286,166

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

Story Behind the Baseline:

State funding has stayed fairly constant over the years. 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**

2.1 Minority Students Enrolled in an EPP

Project Year	# of Nominees	# of New Grants	# of All Grants	# of IHEs
2011-12	34	34	63	8
2012-13	47	47	76	9
2013-14	31	26	62	9
2014-15	52	50	72	8
2015-16	59	14	55	7

2.2 Minority Teachers Receiving Stipends

Project Year	# of Stipends	# of IHEs
2011-12	45	8
2012-13	37	7
2013-14	44	7
2014-15	41	7
2015-16	47	9

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 has

2017 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 for preparing all students for success in the 21st 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.

been able to fund all eligible individuals. In 2015-16, OHE received more nomination forms than there was money appropriated. Therefore, OHE could not award all eligible students. OHE was only able to award 14 of the 46 eligible nominees.

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

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.

Since 2011, 328 and 214 stipends were awarded to minority candidates and teachers. As displayed in Table 2.1, the minority teacher stipend support has increased by six individuals. Table 2.2 displays the reduction of support for minority students to complete an EPP. In 2015-16, funding was reduced by approximately \$74,000. While the number of applicants increased from 52 to 59 between 2014-15 and 2015-16, there was a decrease in the number of students awarded the grant. In 2015-16, only 14 of the 59 applicants were awarded the grant, compared to the previous

year, 36 fewer students were awarded grants in 2015-16.

The available funding directly impacts the amount of support that can be provided to minority candidates and teachers. As the funding decreases, so too will the available grants and stipends for potential awardees.

Proposed Actions to Turn the Curve:

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

It is necessary that MTIP receives continued funding, current staffing levels, and IT capabilities to operate the program.

Additional funding could support more minority candidates to complete their EPP and remain in the educator workforce.



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