



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 *DRW*

DATE: August 8, 2018

SUBJECT: Minority Teacher Recruitment Recommendations

In accordance with Public Act (P.A.) 16-41, *An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force*, the Connecticut State Department of Education (CSDE) convened the Minority Teacher Recruitment (MTR) Policy Oversight Council. The council is charged with annually reporting to the joint standing committee of the General Assembly having cognizance of matters relating to education regarding recommendations put forward to the Commissioner of Education. P.A. 16-41 also requires the CSDE to report on the effectiveness of state-funded MTR programs including those administered by the Regional Educational Service Center (RES-C) Alliance (funds were not appropriated for continuation of the RES-C/MTR program in 2017-2018) and the Minority Teacher Incentive Program (MTIP) administered by the Office of Higher Education (OHE). The attached report summarizes the following:

- The work of the CSDE Talent Office to achieve the goal of the State Board of Education (SBE): *Great Teachers and Leaders*;
- The MTR Policy Oversight Council recommendations;
- The results-based accountability study of the Minority Teacher Incentive Program (MTIP) administered by the Office of Higher Education (P.A. 16-41, Sec. 6).

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

DRW:kwm
cc: Education Committee
Legislative Library
Office of Legislative Research
State Library

Attachment: Public Act 16-41

CSDE Annual Report Pursuant to Public Act 16-41
Minority Teacher Recruitment
June 30, 2018

Background

In 2016, the U.S. Department of Education released *The State of Racial Diversity in the Educator Workforce* which addresses the need to increase diversity in the nationwide educator workforce. The study reports that students of color are expected to comprise 56% of the student population by 2024, yet currently only 18% of educators are of color nationwide. Connecticut statewide data indicates that 8.5% of educators are of color while 46% are students of color. Of those students, 81% are African American/Black and Hispanic/Latino.

In 2016, the Connecticut State Board of Education (SBE) adopted a Five-Year Comprehensive Plan, *Ensuring Equity and Excellence for All Connecticut Students*. The plan outlined three broad goals: (1) High Expectations for Each and Every Student; (2) Great Schools; and (3) Great Teachers and Leaders. The CSDE Talent Office, responsible for making progress on Goal 3: Great Teachers and Leaders, developed targeted strategies intended to increase the number of educators of color employed in CT public schools from 8.3% to 10% by 2021 (1000 certified educators of color within 5 years). The CSDE Talent Office has developed internal structures and engaged several partners in an effort to reach the goal outlined in the SBE plan to attract, support, and retain *Great Teachers and Leaders* with an intentional focus on increasing the racial, ethnic, and linguistic diversity of Connecticut's educator workforce.

Requirements Outlined in P.A. 16-41

- I. Establish, within the CSDE, a Minority Teacher Recruitment (MTR) Policy Oversight Council (established in 2016-2017).
- II. Conduct a survey of students participating in Regional Educational Service Centers' (RESCs) MTR Alliance Programs.
- III. Use results-based accountability measures to assess the effectiveness of the following MTR programs:
 - RESC MTR Alliance programs; and
 - Minority Teacher Incentive Program (MTIP) administered by the Office of Higher Education.

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

The CSDE Talent Office has identified and collaborated with a variety of partners to implement the following strategies designed to reach the SBE Goal 3:

The Center for Public Research and Leadership (CPRL)

The CSDE, in collaboration with CPRL, at Columbia University, developed a repository of research, promising practices, and models of success across the educator continuum designed to attract, support, and retain teachers of color. The repository, known as *EdKnowledge*, will be accessible through the CSDE website in fall 2018 and will be continuously expanded.

The Connecticut Department of Labor (DOL)

The CSDE initiated a new partnership with the CT DOL. As part of this newly established partnership, the CSDE conducted informational sessions about pathways to certification and provided resources to career counselors in five regional job centers across the state. The DOL is partnering with the CSDE to offer resume writing workshops to certified teachers of color who are not currently employed in CT public schools. These workshops have been held at regional job centers and at CSDE sponsored networking events. The DOL is also working with the CSDE to offer assistance to veterans interested in pursuing a career in education.

TEACH Connecticut

In fall 2018, the CSDE in partnership with TEACH.org, will launch TEACH Connecticut. Connecticut is first in the nation to engage with TEACH.org as a statewide initiative. This multi-stakeholder partnership will engage technical assistance partners, school districts, educator preparation programs, and other stakeholders to develop a comprehensive recruiting and marketing system designed to elevate the image of teaching and is intended to recruit the next generation of CT educators with a targeted focus on educators of color and educators to teach in persistent certification shortage areas.

Connecticut Troops to Teachers (TTT)

In May 2018, the CSDE was awarded a \$1.1 million dollar grant from the Department of Defense to create a Troops to Teachers program. The goal of the program is to actively engage veterans in the tri-state area who are interested in pursuing a second career in education. Veterans will be encouraged and supported to seek certification in a priority shortage area for potential employment in high-poverty/high-minority school districts.

The Center on Great Teachers and Leaders (GTL) and the Northeast Comprehensive Center (NCC)

The Center on Great Teachers and Leaders (GTL) and the Northeast Comprehensive Center (NCC) are federally funded technical assistance providers intended to support state education agencies in achieving identified goals. The CSDE, in collaboration with GTL and NCC, sponsored a four-part series designed to examine the potential for unconscious bias in hiring and selection practices. Representatives from several Opportunity Districts, parent groups, and professional organizations are currently participating in the series. The CSDE plans to replicate the series in 2018-19 and plans to engage representatives from local boards of education.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

The CSDE was awarded grant funding in 2013 by the Office of Special Education Programs (OSEP) to partner with the CEEDAR Center, CT educator preparation programs (EPPs) and local education agencies (LEAs) to define high-quality clinical experiences (i.e. field placements, practica, student teaching). In 2018, the CSDE received additional grant funding to invite representatives from select EPPs and LEAs to jointly examine field experiences with a deliberate focus on culturally relevant practices. Established partnerships include: Central CT State University and New Britain Public Schools, Southern CT State University and Hamden Public Schools, Eastern CT State University and Windham Public Schools, and Western CT State University in partnership with Danbury Public Schools. University of Bridgeport, Fairfield University, and Sacred Heart University are each partnering with Bridgeport Public Schools. Each partnership has outlined an action plan for implementation in fall 2018.

Collaboration with Connecticut Educator Preparation Programs

S.A. 16-10, *An Act Establishing a Pilot Program for Minority Students in High School to Pursue a College Degree*, requires Connecticut State Universities to offer at least one tuition free, credit bearing course to minority high school juniors and seniors to promote an interest in education as a potential career. As a result, the CSDE anticipates an increase in the number of students of color enrolling in CT teacher preparation programs in the next three to five years.

Relay Graduate School of Education (GSE)

In December 2016, the SBE approved Relay GSE as an alternate route to certification. As promised in their proposal to offer this new preparation program, Relay GSE has demonstrated its ability to disproportionately recruit candidates of color, largely due to their targeted recruitment of paraeducators in several Connecticut Opportunity Districts. In 2017-2018, 60% of the 91 candidates enrolled were people of color.

The State Student Advisory Council on Education 2018-2019

Each year, the Connecticut Association of Schools (CAS), convenes a group of diverse high school students to identify and study three education policy issues. In 2017-18, the Chief Talent Officer and Talent Office consultants met with the advisory group on two occasions to discuss the challenge to increase the racial, ethnic, and linguistic diversity of CT's educator workforce to more closely align with the increasing diversity of CT's student population. At the request of the Chief Talent Officer, the commissioner has advised that, in 2018-19, the sole focus for the student advisory council be on developing strategies to elevate and market the profession to attract a diverse educator workforce.

The CSDE Educator Networking Event

The CSDE Talent Office engages in weekly strategy meetings with an agenda that drives accountability and progress. A recent data inquiry revealed that 739 educators of color, certified in the last three years, were not employed in CT public schools as reported in the CSDE Educator Data System (EDS). The Talent Office developed a survey to learn more about their experiences in seeking employment. Over 200 educators responded with 178 indicating an interest in receiving additional information. In partnership with the Department of Labor and the CSDE Turnaround Office, 15 Alliance Districts and nearly 50 certified educators of color attended an in-person networking event on June 26, 2018. By October 1, 2018, at which time all CT districts report to the CSDE about staffing for the 2018-19 school year, initial impact of this strategy will be measured.

Section II. Minority Teacher Recruitment Policy Oversight Council Recommendations

Pursuant to Public Act 16-41, *An Act Concerning the Recommendations of the Minority Teacher Recruitment Taskforce*, the CSDE established a Minority Teacher Recruitment Policy Oversight Council in September 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, the Commissioner of Education or her designee will serve as Chair of the Council. Ellen Cohn, Deputy Commissioner, currently serves as Chair of the council. The council's membership roster is listed in [Appendix A](#).

Summary of Meetings

December 21, 2017: Dr. Sarah Barzee, Chief Talent Officer, provided a brief update on the report that was submitted by Commissioner Dianna Wentzell to the Co-Chairs of the Education Committee of the CT General Assembly on June 30, 2017. This report included the recommendations submitted by the MTR Policy Oversight Council to the Commissioner on behalf of the council. It was noted that progress on two of the four recommendations, both of which addressed fiscal support, were negatively impacted by the states' current fiscal situation. However, there has been progress on the remaining two recommendations (expanding certification pathways and creating additional alternate routes to certification) as described in Section I of this report. A consultant from the CSDE Talent Office provided an update on progress toward the goal of the SBE, the CSDE, and the council to increase the racial, ethnic and linguistic diversity of CT's workforce. Council members discussed the need to provide training for principals to examine unconscious bias and other issues that impact educator attrition/retention. Dr. Barzee shared data that shows a gap between educators of color who hold certification and those who are represented in CT's educator workforce as reported in the CSDE Educator Data System (EDS). As a direct result of this finding, the CSDE partnered with the Center on Great Teachers and Leaders and the Northeast Comprehensive Center to develop a four-part series: *Examining Unconscious Bias in the Hiring and Selection Process*. Members of the council were invited to attend each session. Sessions were held on January 11, April 27, and May 30, 2018. The final session is scheduled for September 30, 2018.

March 19, 2018: Dr. Terrell Hill, Assistant Superintendent for Human Resources, Windsor Public Schools, shared results from his doctoral dissertation: *Get in Where You Fit In: The Career Paths for White and Black Superintendents (February 2018)*.

Dr. Hill discussed findings from interviews conducted with 12 White and Black, male and female superintendents in Massachusetts and Connecticut. His data revealed several themes, all of which point to the power of networks and systems from which White people continue to benefit. Dr. Hill concluded that White people are most likely to be in the position to hire superintendents due to prominent positions held on school boards and search firms and, therefore, typically hire White candidates for superintendent positions. Dr. Hill emphasized the importance of his study for local school boards and search firms that profess a desire to increase the diversity of those serving in senior leadership roles. He believes this study, and similar studies, should be used to inform policy changes to ensure that educators of color, who aspire to be superintendents, have real opportunities to pursue and obtain those positions.

Members of the council engaged in a discussion about Dr. Hill's findings with some members sharing their personal experiences and perspectives. Dr. Barzee offered to facilitate an introduction of Dr. Hill to the Executive Director of the Connecticut Association of Boards of Education (CABE). As a result, a meeting was held with Dr. Hill and CABE leadership on June 8, 2018 to discuss opportunities for collaboration.

May 16, 2018: Dr. Barzee summarized key points from P.A. 18-34: *An Act Concerning Minority Teacher Recruitment and Retention*. Action items include:

- Collecting demographic data of applicants for positions requiring educator certification in the CSDE's annual hiring survey and submitting an annual report to the joint standing committee of the General Assembly;
- Issuing a cross endorsement in a certification subject area to a person who holds an initial, provisional, or professional educator certificate and achieves a satisfactory evaluation on the appropriate SBE approved subject area assessment;
- Accepting the satisfactory evaluation on a competency examination or subject area assessment required for educator certification in another state provided the SBE determines that the requirements for achieving a satisfactory evaluation are at least equivalent to the requirements prescribed by the SBE;
- Entering into a Memorandum of Understanding with test vendors to allow the retake of a licensure examination, with the cost assumed by the vendor, on which the applicant achieved a score within close range of CT's established cut score, but did not achieve a passing score; and
- Providing, within available appropriations, educational materials to assist applicants in obtaining an initial educator certificate using the score report on the licensure exam on which the applicant was unable to achieve a satisfactory evaluation.

Dr. Barzee gave a brief overview of the June 30, 2017 report to the General Assembly, including the council's recommendations and progress made to date. Members participated in an activity to generate recommendations for inclusion in the July 2018 report. Dr. Barzee started the activity by providing an update on strategies currently in progress in hopes that recommendations would include the continuation of those strategies that appear to be yielding positive results. Members brainstormed and then were asked to prioritize four recommendations from the larger list generated from the group activity. Dr. Barzee emphasized the importance of sustained efforts vs. an entirely new set of recommendations and strategies. (See full list of recommendations on next page).

Minority Teacher Recruitment Policy Oversight Council Recommendations

1. Coordinate the work of existing and new partners to facilitate a statewide, comprehensive approach to diversifying the educator workforce.
 - a. Explore partnerships with the Connecticut Education Association (CEA) and the American Federation of Teachers-CT (AFT-CT) for recruitment fairs and hiring survey development.
 - b. Continue to collaborate with the Department of Labor to train career counselors about pathways to teacher certification.
 - c. Continue to collaborate with the Department of Defense, through the recently awarded Troops to Teachers grant, to recruit and support veterans through educator preparation into employment.
 - d. Collaborate with Connecticut Association of Boards of Education (CABE) to develop a toolkit to increase the racial, ethnic, and linguistic diversity when hiring and selecting district leaders (superintendents, other administrators).
 - e. Explore philanthropic funding opportunities with a specific focus on mentoring programs for young men of color and Holmes Scholars.
 - f. Continue to collaborate with technical assistance centers to offer unconscious bias training quarterly (tier 1-Opportunity Districts, tier 2-Alliance Districts, tier 3-Other Districts).
 - g. Work with EPPs to develop a minority teacher recruitment “course” as part of an administrator preparation program.
2. Create new and innovative pathways to certification.
 - a. Create new pathways to certification and increase capacity of organizations who offer such pathways.
 - b. Expand cross-endorsement programs in certification shortage areas (partially achieved in P.A. 18-34).
 - c. Explore the potential of Historically Black College and University (HBCU) satellite schools.
3. Create a statewide, robust, communications and marketing campaign to elevate the teaching profession in CT (TEACHConnecticut.org will launch in fall 2018).
 - a. Survey certified educators of color not currently employed in a CT school district (Note: Done in spring 2018 with plans to replicate). Follow up with workshops and networking events with hiring school districts.
 - b. Create a “community of teachers” housing option on or near institutions of higher education to attract candidates to a preparation program and support candidates throughout the program.
4. Increase accountability and oversight for local boards of education to address the racial and ethnic diversity of the local workforce.
 - a. Develop a minority teacher recruitment training for local and regional Board of Education members.
 - b. Encourage local and regional Boards of Education to develop a policy statement describing their commitment to diversifying their educator workforce.

- c. Require a Minority Educator Recruitment and Retention Plan to be developed by local and regional Boards of Education to include: percent students of color, percent educators of color, hiring protocols, and strategies to diminish the gap, as appropriate (required by P.A. 18-34).
- d. Require LEAs to submit an annual report describing efforts to diversify their educator workforce and outcomes achieved. Publish the reports publicly.

The council reached consensus on the following four priority recommendations:

Prioritized Recommendations

1. Collaborate with Connecticut Association of Boards of Education (CABE) to develop a toolkit to increase the racial, ethnic, and linguistic diversity when hiring and selecting district leaders (superintendents, other administrators).
2. Survey certified educators of color not currently employed in a CT school district. Follow up with workshops and networking events with hiring school districts (Note: The CSDE initiated this strategy in spring 2018 with plans to replicate in 2018-19).
3. Require a Minority Educator Recruitment and Retention Plan to be developed by local and regional Boards of Education to include: percent students of color, percent educators of color, hiring protocols, and strategies to diminish the gap, as appropriate (required by P.A. 18-34).
4. Require LEAs to submit an annual report describing efforts to diversify their educator workforce and outcomes realized. Publish the reports publicly (Note: P.A. 18-34 does not require submission of an annual report to the CSDE but the CSDE will require the report to be posted on the LEA website).

P.A. 18-34 requires LEAs to develop a written plan for minority educator recruitment. However, the MTR Policy Oversight Council recommended that these written plans be available to the public.

In addition to the new recommendations outlined above, the CSDE, in collaboration with various partners and stakeholders, will continue to implement numerous additional strategies recommended last year and implemented during 2017-2018. This includes a targeted focus on expanding pathways to certification and increasing the capacity of organizations who offer such pathways.

Conclusion

The CSDE has implemented several strategies in order to have a significant and lasting impact on increasing the racial, ethnic, and linguistic diversity of the educator workforce. The CSDE has already developed a plan for implementation of recommendations one and two and will work to develop guidance to assist LEAs to develop and implement written plans for minority educator recruitment pursuant to P.A. 18-34. The council will reconvene in October 2018.

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

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

To qualify, a candidate must:

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

From 2012-2017, 306 grants have been awarded to minority students to complete an educator preparation program. Stipends for working teachers have been awarded to 207 eligible recipients. The 10% community college threshold has been met. Through 2014-15, the OHE was able to fund all eligible candidates. However, in 2015-16, there were more eligible candidates than there was money appropriated, therefore, only 14 of the 46 eligible candidates were able to receive funding. Available funding directly impacts the amount of support that can be provided to minority teacher candidates and working minority teachers. As funding decreases so will the available grants and stipends for potential awardees, creating a barrier for successful completion of an EPP and minimizing the potential for more educators of color in CT classrooms.

Recommendations

1. Elevate and promote teaching as a viable career to minority students at the middle and high school levels.
2. Continue and expand funding, along with adequate OHE staffing and IT capabilities to sustain and grow the program.

Conclusion

Currently, the statewide gap between educators of color and students of color is nearly 38%. As the diversity of CT's student population increases (46% statewide in 2017) the need for a diverse educator work force is critical. The MTIP supports the CSDE's efforts to increase the racial, ethnic, and linguistic diversity of the educator workforce. State funding for MTIP has stayed fairly constant over the last several years with the exception of 2016-17, when the appropriation was cut 24.5% from the previous year. Unfortunately, decreases in funding will only continue to deplete the grants and stipends available to minority students and teachers which may pose a barrier to successful completion of an EPP. Expanded financial support is necessary to recruit, support, and retain diverse educators who more closely reflect the population of CT's students.

APPENDIX A

**2017-18 Minority Teacher Recruitment Policy Oversight Council
Council Membership**

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

2018 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 general statutes, the Office of Higher Education (OHE) is charged with the following:

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

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

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

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

**Performance Measure 1:
Funding Allocations**

Project Year	State Grant Funding Dispersed*	State Stipend Funding Dispersed**	Total Funding Dispersed
2012-13	\$85,592	\$361,474	\$447,066
2013-14	\$290,340	\$111,439	\$401,779
2014-15	\$320,000	\$102,068	\$422,068
2015-16	\$252,500	\$110,044	\$362,544
2016-17	\$216,991	\$111,000	\$327,991
Total Funding	\$1,165,423	\$796,025	\$1,961,448

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

Project Year	Total Appropriations
2012-13	\$471,374
2013-14	\$447,806
2014-15	\$447,806
2015-16	\$447,806
2016-17	\$337,369
Total Funding	\$2,152,161

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 with the exception of the 2016-17 when the appropriation was cut by 24.5% from the 2015-16 level. IHEs do not consistently submit nomination forms each year. This may be a result of IHEs not having any minority candidates in their teaching programs in certain years.

**Performance Measure 2:
Grant Disbursement**

Project Year	# of Students Receiving Grant Awards	# of IHEs	# of Teachers Receiving Stipends	# of IHEs
2012-13	78	7	35	9
2013-14	61	7	44	9
2014-15	69	7	41	8
2015-16	55	9	45	7
2016-17	43	8	42	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 was 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 IHEs to communicate the program to eligible students. OHE also includes the program in the annual *Paying for College* pamphlet it produces each year.

2018 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.

1

Is Anyone Better Off?

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

Proposed Actions to Turn the Curve:

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

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



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.