

State of Connecticut
Educator Preparation and Certification Board
Memorandum

To: Connecticut Educator Preparation and Certification Board

From: Karen Colebut, Administrator

Date: June 15, 2026

Re: Report on various aspects of educator and stakeholder experiences and quantitative data from the Connecticut State Department of Education (CSDE) regarding educator vacancies, shortage areas, the educator preparation program dashboard, and data on national policy developments relationing to educator preparation, certification and employment.

The Connecticut Educator Preparation and Certification Board (CEPCB) submits this report regarding educator preparation and certification policies and procedures and development of evidence-based standards and proposals for regulations and legislation to strengthen existing systems pursuant to Connecticut General Statutes (C.G.S.) §§150d, on an annual basis. This report was compiled by utilizing data provided by CSDE's Performance office reports in collaboration with Boston University's Wheelock Educational Policy Center (WEPC). CSDE's data came from CSDE's public facing portal, ⁱand information supplied by NASDTECⁱⁱ.

The CEPCB has collaborated with the CSDE to address the level of educator vacancies and shortage areas in the state of Connecticut by increasing its endeavors to improve the workforce pool with programs like the CT 6-16 educator pathway to employment in which young students are introduced to the educator profession starting in sixth grade through the completion of undergraduate degree programs.

CSDE's Performance office prepared a comprehensive report for the CEPCB in which data regarding educator vacancies, and shortage areas are included in pertinent part here [Data CertBoard Update.pdf](#) SDE's Ed Sight portal that provides information to the public about educator vacancies, shortage areas and diversity in the educator profession identifies the paraeducator group as having the greatest number of vacancies. Educators and paraeducators that possess special education endorsements notably reflected the greatest number of vacancies within the paraeducator and educator titles. Teacher Registered Apprenticeship Program, (T-RAP) in collaboration with educator preparation programs and partner districts across the state. Many apprentices who complete the program are often offered full time employment upon completion which benefits the apprentices, Educator Preparation Programs EPPS and the participating district. In turn, these efforts support educator retention in the state and engenders the building of long-term relationships between the apprentice and the district.

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Key National Policy Areas & Trends noted by NASDTEC's Report

1. Educator Preparation States are strengthening preparation systems through greater accountability, expanded clinical experiences, and stronger district-university partnerships — especially in special education, STEM, and literacy. Alternative and competency-based pathways are also on the rise.

2. Educator Certification & Licensure The dominant trend is increased flexibility: alternative and provisional licensure routes, reduced testing barriers, conditional licensure, and interstate reciprocity agreements. Emergency and temporary credentials remain common responses to ongoing shortages.

3. Residency & Apprenticeship "Grow Your Own," teacher residency, and registered apprenticeship models are gaining traction nationally. These programs pair paid, on-the-job experience with formal coursework and are particularly aimed at rural and underserved communities.

4. Educator Employment & Compensation States are moving toward targeted compensation strategies — including salary schedules, stipends for high-need roles, loan repayment programs, and National Board certification incentives — rather than broad across-the-board raises.

5. Mathematics & Reading Literacy Literacy legislation remains among the most active areas, with many states mandating science of reading-aligned training, dyslexia specialist endorsements, and structured literacy requirements embedded directly into preparation programs.

Legislative Status Highlights

Among the 80+ bills tracked, notable outcomes include:

Enacted: AL HB122 (salary schedule), AL SB149 (military veteran certificate)

Passed: NM HB30 (teacher residency), UT HB0163 (Grow Your Own pipeline), IN HB1266 (math standards), UT SB0052 (substitute teaching)

Engrossed/Advancing: MD SB529, CO SB126, GA HB1107, KY SB22, and others

Failed: Several Mississippi compensation bills, CA AB1194 (pupil literacy), MS HB914 (dyslexia program)

Implications for Connecticut: Greater focus and expanded opportunities in the areas of residency and apprenticeships for educators. Updated statutes and proposed regulations will become aligned with modern terminology and best practices. CSDE and the CEPCB are currently exploring ways to increase diversity of the educator workforce, addressing shortage areas, and decreasing the number of vacancies currently available, particularly in special education, to mention a few of the current initiatives being undertaken by the CEPCB.

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ⁱⁱ NASDTEC Legislative Landscape Report 4.19.2026