



Connecticut Educator Preparation and Certification Board (CEPCB)

Strong Educators, Thriving Students, Bright Futures

August 2026

Ground Ourselves in the Mission

Under Public Act 24-41, our mission is to modernize and align educator preparation and certification to attract and retain effective, diverse professionals for Connecticut's public schools.



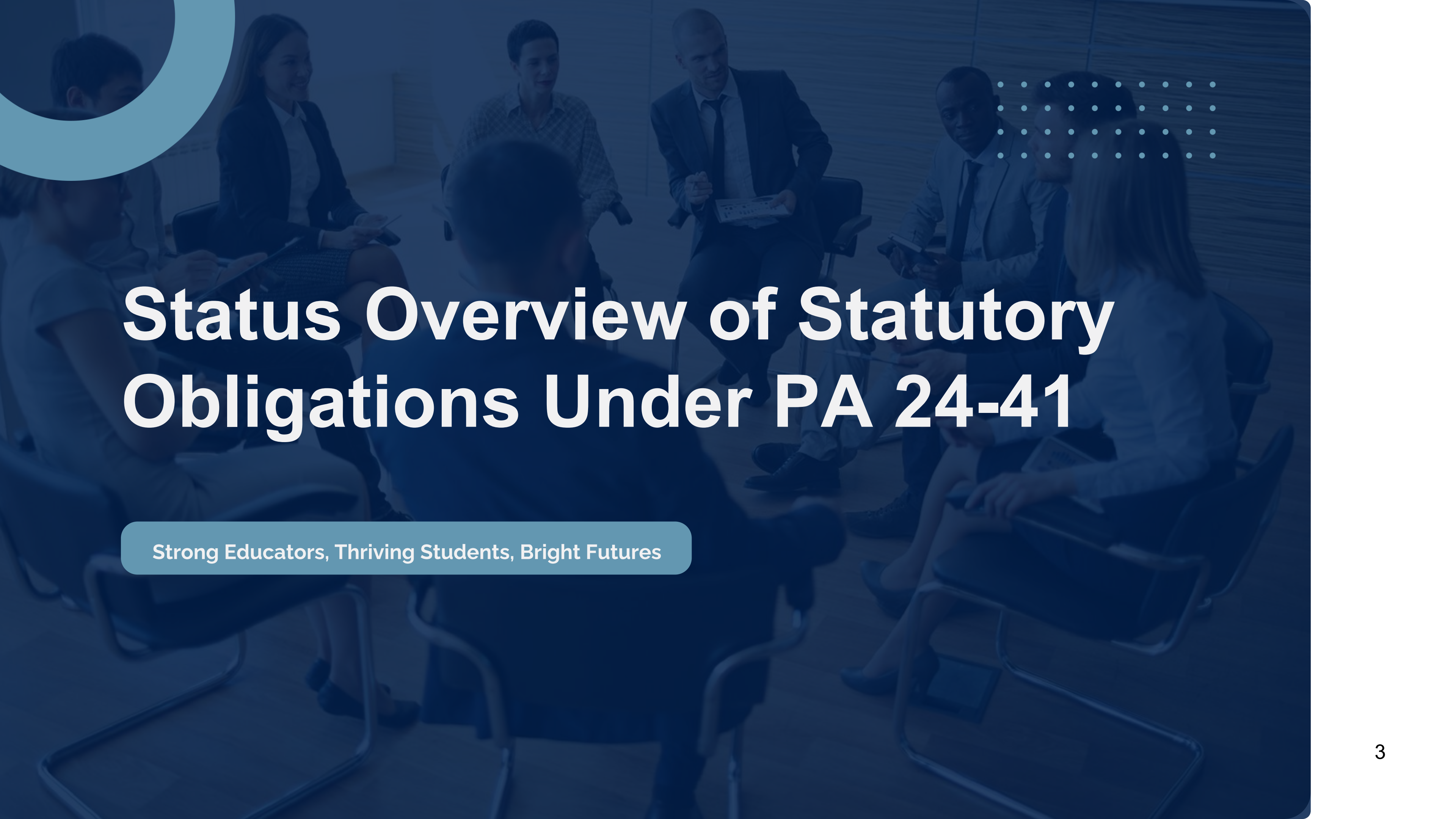
As we grow together in this work, these pillars give us a foundation to return to, even in challenging conversations. With the support of our board administrator, we will help ensure we stay grounded in our mission.

With a spirit of collaboration, consensus, and decorum, let's begin - always keeping our educators, schools, and students at the center of what we do.

Pillars (taken from PA 24-41 Sec.

- Pathways
- Broadening
- EPP Accountability
- Growth of Professionals
- Data Transparency & Equity
- Professional Learning & Mentorship

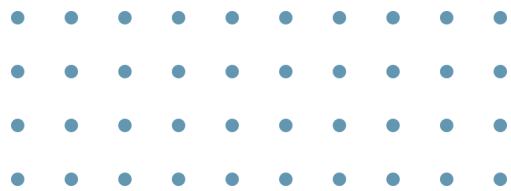




Status Overview of Statutory Obligations Under PA 24-41

Strong Educators, Thriving Students, Bright Futures

Statutory Milestones



 Submitted

Public Act 24-41 outlines specific statutory tasks for the Board, each with defined deadlines to ensure accountability and progress.

Sec. 13(a)
January 2025

Review/reporting on educator preparation and certification/content knowledge

- Identify obsolete & conflicting provisions
- Minimum content knowledge assessment
- Possible alternative approaches to minimum content knowledge

Sec. 13(b)
July 2025

Review/reporting on endorsement areas/ARC programs

- Review of certification endorsement areas
- Alternative pathways for cross endorsements
- Possible transfer of authority for ARC admission criteria

Sec. 12(a)
July 2025

Develop standards / proposals for regulations and legislation

- Evaluation criteria for proposals for alternative pathways from initial to professional cert. or for cross endorsements
- Alignment of degrees from EPPs and endorsement codes
- Adequacy/relevance of existing endorsement areas
- Implementation of EPP standards developed by CAEP
- Necessity of temporary grade-by certificate
- Design/development of statewide data dashboard to enable longitudinal monitoring of workforce data

These tasks have been completed through ad hocs and finalized by the CEPCB with reports submitted CSBE as required by statute.

Statutory Milestones



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Annual Report January 2026

Annual Report to Education Committee

- Each year beginning January 1, 2026, board must submit annual report to Education Committee of Chair
- Report must include summary substance and disposition of standards/proposals for regulations or legislation

Sec. 12(b) July 2026

Data review and proposal development to strengthen existing systems

- Collect/review data on stakeholders, SDE data and national policy developments
- Evaluate whether changes are needed to ed. preparation and certification frameworks; develop proposals as necessary

Sec. 14 July 2026

EPP and ARC Program new/continuing program approval

- Standards must provide for EPP/ARC approval every 7 years
- Continuing approval to be based on CAEP decisions and be one of the following: approval, provisional/probationary, denial

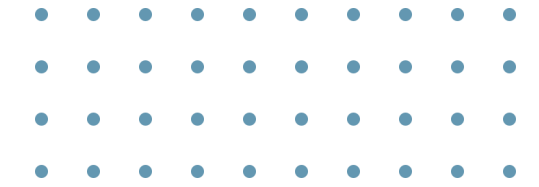
Sunsetting Regulations July 2026 2027

Develop standards & proposals for regulations and legislation relating to educator preparation and certification.

- Review existing regulations, beginning with sunsetting regulations
- Submit proposals to SBE for approval
- Advance approved proposals through regulatory or legislative process

These tasks are in progress with ad hoc groups, working groups and the Board are working to complete them.

Process Phase 1



Proposals

- Presentations & Proposals are submitted to the Chair & Administrator a minimum of 10 days prior to the Board Meeting.
- The Chair may reach out to discuss the proposals.
- Items to consider are submitted by Board Members or Ad Hoc Committees.

CEPCB

- Proposals are presented to the board by members or ad hoc committees.
- The Board Deliberates and Takes Action on proposed items.
- **If approved**, items move to the next LPDC agenda, in accordance with SBE bylaws (typically 30 days later).

LPDC

- Items approved by the CEPCB are moved to the LPDC agenda.
- All items are submitted by the Board Administrator to LPDC a week prior to the meeting.
- LPDC meeting occur directly after SBE meetings.
- Board Leadership and/or Board members present. SDE Support assist.
- **If approved**, items move to the next SBE agenda (typically 30 days later).
- **If denied** by LPDC items are returned to CEPCB for discussion and action.

SBE

- Items approved by LPDC are moved to the SBE agenda.
- **If approved** by SBE items are then forwarded to the Education Committee for the legislative process or regulatory process by our legal support and/or Board Administrator.
- **If denied** by SBE items are returned to CEPCB for discussion and action.

Key

CEPCB: CT Educator Preparation & Certification Board

SDE: State Department of Education

LPDC: Legislative & Policy Development Committee

SBE: State Board of Education

Note: This process can typically takes a minimum of 60 days (2 months) to complete from CEPCB approval to SBE approval.

Process Phase 2 (8.10.2026 update)



Batches Organized by

Part

- Regulations are then reorganized into complete Parts that reflect the current organization of the Regulations.
- Chair shares those organized documents with Board Administrator for input into the ERegs System.

ERegs System

- Board Administrator enters three documents:
 - Fiscal Note
 - Small Business Impact Statement
 - Proposed Regulation Version
- A tracking number is generated for the case file.
- These are submitted to OPM/OTG for review.
- The Board Administrator creates a Notice of Intent that undergoes an internal SBE process, while awaiting approval by OPM/OTG

OPM/OTG/NOI

- OPM reviews first, then
- OTG reviews them
- If approved by both**, a Notice of Intent (NOI) is submitted.
 - All forms are posted to the public facing ERegs webpage.
- A 30 day window opens for public comment.
 - Board Admin will collect the comments provided by the public and share with the Board for review/response to comments.
 - Board Administrator prepares response to comments from the Board.

Next Steps

- The Board's Public Comment Response is submitted to the Office of the Attorney General (AG) to check for legal sufficiencies.
- It goes to the Legislative Regulation Review Committee (LRRC)
- Final Adoption: filed with the Office of the Secretary of the State.

Key

OPM: Office of Policy Management

OTG: Office of the Governor

NOI: Notice of Intent

AG: Office of the Attorney General

LRRC: Legislative Regulation Review Committee

Note: If denied at any point in this process it is returned to the Board administrator to address and resubmit.



2027 Session Focus

Strong Educators, Thriving Students, Bright Futures



What is in the Pipeline

Driving forward our statutory obligations, regulatory responsibilities, and legislative directives - fueled by the insight and energy of our Ad Hoc and Board efforts.

Ongoing Learning

- Quarterly in-person meetings with work sessions & regular board meeting
- Spring retreat to build community and acquire new skills/learning.

Innovation

- An overarching vision of educator preparation and vision for educator certification.

Regulations/Legislative Language

- Batches of regulatory language (CPRL & Working Groups)
- Office of Dyslexia and Reading Disabilities regulations language
- Birth to Grade 3 combined certification language (shortage area) regulations/guidance
- Scholarship for Educators' Continuing Studies
- Amend Sunsetting Language to reflect regulations work
- CBCA Endorsement pathway
- PreK-12 Math Specialist Endorsement Pathway
- Standalone Bilingual Education Endorsement
- Combining Blind & Visually Impaired Endorsement
- Merging Elementary and Secondary World Language Endorsement
- Amending Unique Endorsement Regulation
- Strengthening CT Educator Pipeline: Amending Aspiring Educators Scholarship Program

Modernization Continuum

March Retreat Reflection Focus for 2027 Session

- **Fund & Align Educator Pipeline**
- Workforce Sustainability (Research Phase)
- Unify Strategies and Advocacy (Pre-Session Work)
- Legislative Fixes & Proposals (Ongoing)

Approved by Board 4.20.2026

What are we hoping to achieve?

Fund & Align The Educator Pipeline:

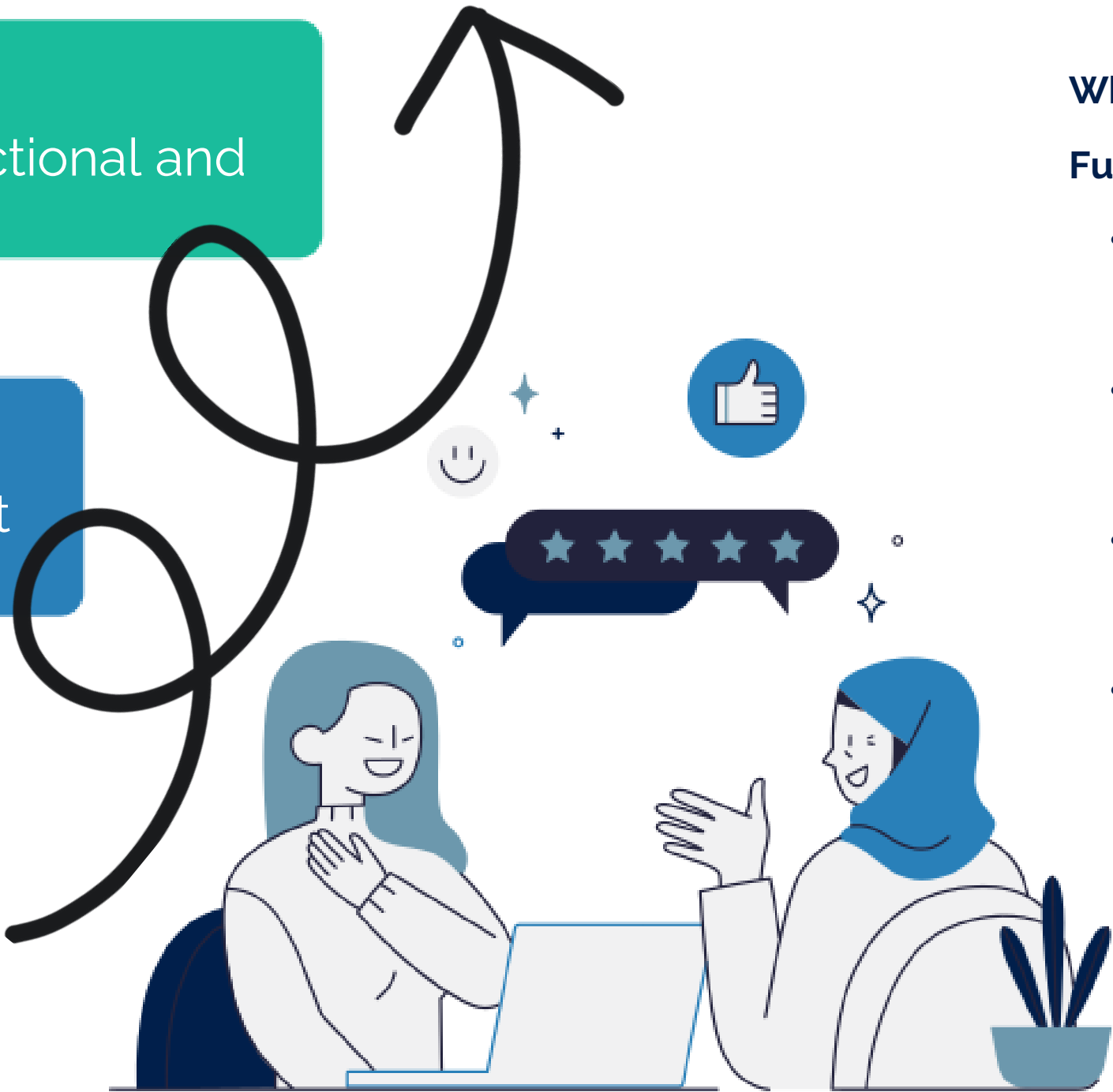
- Ensure a coordinated statewide strategy for educator recruitment, preparation, and retention.
- Address inconsistent funding by establishing reliable, sustainable financial support.
- Build a statewide system that strengthens long-term workforce development and stability.
- Use data to guide decision-making, including insights from the SDE March Retreat presentation and [NASDTEC report](#).

VISIONARY
Future-focused; system-wide transformation.

DEVELOPING
Modern systems are functional and widespread.

EMERGING
Early improvements; pilot innovations.

BASELINE
What exists.



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CEPCB Plan Action - August 10, 2026 - Finalize Legislative Package & Align

- **Finalize and approve legislative package**
 - 3-4 unified legislative priorities (Specific policy actions)
 - Clear funding requests
 - Defined outcomes
- **Validate:**
 - Cost + impact narrative
 - Alignment with new statutes and existing proposals
- **Plan for Convening partners:**
 - CSDE, Aspiring Educator Program, Labor Department, Legislators, etc.
- **Align on:**
 - Shared statewide agenda for Board Stakeholders
 - Unified messaging
- **Key goal:** Legislative package is complete by the end of August.

THE CONNECTICUT

Educator Preparation and Certification Board

The Connecticut Educator Preparation and Certification Board (CEPCB) was established pursuant to PA 24-41, Section 10, and began its work in November 2024. Comprised of representatives from across Connecticut's education stakeholder community, the Board is charged with modernizing and aligning educator preparation and certification policies to strengthen the state's educator workforce.

At the core of its work, CEPCB is undertaking the first comprehensive overhaul of educator preparation and certification regulations in nearly 30 years—updating, streamlining, and aligning requirements to better attract, prepare, and retain effective and diverse educators.

The legislative fixes proposed this session are essential to fully implementing this modernized regulatory framework.



The CEPCB Urges the Legislature to Approve:

Pathways to Professional Certification: Candidates qualify through teaching experience and mentoring, plus one of three coursework options: a master's degree, 30 additional undergrad or graduate credits beyond initial certification, or 9 additional credits plus National Board Certification, allowing them to tailor their pathway.

Approved by CEPCB, LPDC, & SBE

Transcript/Experience Pathway: This pathway provides certification access to approximately 350-400 applicants annually and is utilized by educators whose experience is in colleges and universities, private and independent schools, states without enhanced reciprocity, and international schools.

Approved by CEPCB, LPDC, & SBE.

Alternate Route Certification: Clarifies that alternate route programs can include student teaching, residency, 90-day temporary service, or other requirements before conferring an initial educator certificate.

Approved by CEPCB, LPDC, & SBE

Sunsetting Regulations

Professional Educator Scholarship Program

Strengthening CT Educator Pipeline:

Aspiring Educators Scholarship Program

Awaiting Approval.

Reissuance of Initial Certification: Allows the Commissioner to reissue a 10-year initial certificate minus time already served, recognizing prior service while maintaining eligibility requirements.

Approved by CEPCB, LPDC, & SBE

Contact Us:

Email: sde.certificationboard@ct.gov



Legislative Flier for 2027

- The items in green are holdovers from the 2026 session.
- The items listed in blue are items under consideration by the Board, LPDC, and/or SBE for the 2027 session.
- This format/image was the same used last year.
- It is subject to change to allow for space of the newer items.
- This would go out as a one pager for your approval via a virtual vote prior to submitting.

Question:

- Should we have additional pages that speak to the things we support in general.
 - Like the SDE priorities we already voted to write testimony in support of.
 - Or any items that come up today from each organizations stake holder group?

Reflection

- Which 3–4 priorities would have the greatest statewide impact on the educator workforce and why?
- Which initiatives are ready to scale, and what evidence supports their impact?
- What policy or funding changes are needed to move these priorities forward?
- Where do we have statewide alignment, and where do we need to resolve differences?
- What will make each priority compelling to legislators?

Next Steps

SEPTEMBER — Advocacy & Early Engagement

Virtual full group + leadership outreach

- Launch coordinated advocacy
- Begin early engagement:
 - Governor's office
 - Key legislators
- Deploy advocacy tools:
 - 1-page educator pathway graphic
 - Talking points ("educator pipeline = workforce pipeline")
- Gather feedback and make minor refinements only
- (No major changes to core package)

Next Steps — September

- Launch coordinated advocacy
 - Share the unified legislative package and messaging.
 - Activate partners and stakeholder networks.
- Begin early legislative engagement
 - Meet with the key legislators.
 - Identify champions and potential concerns.
- Deploy advocacy tools
 - Finalize and distribute 1-page educator pathway graphic.
 - Use consistent talking points: "Educator pipeline = workforce pipeline."
- Gather feedback
 - Track questions, concerns, and opportunities.
 - Make minor refinements as needed—no major changes to the core package.
- Prepare for the legislative session
 - Confirm champions, messengers, and next meetings.
 - Establish a coordinated follow-up and advocacy calendar.

Key Outcome: Build early awareness, support, and legislative champions while maintaining a unified package.