

Increasing Educator Diversity Plan FAQs



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We believe that if districts prioritize building a teacher workforce that reflects the demographic diversity of the state’s K–12 students, and engage in data-informed continuous improvement processes, then Connecticut can build a teacher pipeline that attracts, prepares, supports, and sustains educators in ways that increase their retention and ensures that each student has equitable access to culturally competent and culturally responsive instructors who support meaningful learning.

Public Act 23-167, Section 10(a) provides: “Not later than March 15, 2024, each local and regional board of education shall submit the increasing educator diversity plan described in subsection (a) of section 10-220 of the general statutes, as amended by this act, to the Commissioner of Education for review and approval.” In relevant part, Public Act 23-167, §10 specifically repealed the preexisting statutory language that school boards “develop and implement a written plan for minority educator recruitment” in C.G.S. §10-220(a) and substituted “shall develop and implement a written increasing educator diversity plan.”

In accordance with previously established Connecticut law, this requirement to develop and implement a written increasing educator diversity plan also applies to: the Connecticut Technical Education and Career System; Charter Schools; Interdistrict Magnet Schools—including the Goodwin University Magnet School System; Incorporated and Endowed Academies and High Schools; Regional Educational Service Centers, and Unified School Districts Nos. 1 and 2. Consequently, any references in the following Frequently Asked Questions (FAQs) to “school board” or “board” also pertain to these other educational entities.

1. If we previously developed a plan pursuant to C.G.S. §10-220(a) which the board approved for implementation, can that plan be used to comply with Public Act 23-167, §10(a)?

Yes. As noted, Public Act 23-167 §10(a) expressly states that school boards “shall submit the increasing educator diversity plan described in” C.G.S. §10-220(a), which suggests that the legislature contemplated the submission of such preexisting plans. Although Section 10-220(a) previously referenced a “minority educator recruitment” plan, boards should rename their plans to comport with Public Act 23-167’s “increasing educator diversity” language and review their plans and language of the work for alignment with [Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection](#) (“Guidebook”), and [Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity A Toolkit for District & School Leaders](#) (“Toolkit”). Both CSDE resources are also available at [Resources for Increasing Educator Diversity Plan Creation and Implementation \(ct.gov\)](#)

2. What if we don’t submit a plan by the due date? Are there consequences or penalties?

As noted above, pursuant to C.G.S. §10-220(a), some school boards may have already developed what is now known as an increasing educator diversity plan. As discussed in response to Question #1, boards may choose to submit such board approved plans. If a school board is unable to submit

its increasing educator diversity plan by the March 15, 2024, the CSDE does not seek to be punitive. As discussed in Question #3, below, a request for an extension of time may be submitted.

3. What if we need an extension of time, will that be permitted? If so, how and to whom should the request be submitted?

The CSDE recognizes that some districts may seek to amend, expand, or otherwise enhance their preexisting plans, which, as discussed in response to Question #11, below, could require additional time to get formal school board approval. Consequently, the CSDE will consider requests for an extension of time. Such requests must be submitted in writing in advance of the March 15, 2024 due date for initial submission, and if revision is required, prior to the May 15, 2024 due date for submission of revised increasing educator diversity plans. Requests for an extension of time should be submitted to: SDE.IEDPlans@ct.gov for consideration by the Deputy Commissioner and Chief Talent Officer.

4. What if a plan is timely submitted but requires revisions that are not made and submitted by May 15, 2024.

Please see the response to Question #3, above.

5. Must the increasing educator diversity plan template in the Toolkit be used to submit an increasing educator diversity plan?

The increasing educator diversity plan template available at [Resources for Increasing Educator Diversity Plan Creation and Implementation--Documents \(ct.gov\)](#) was designed to assist boards in creating thoughtful, comprehensive, and meaningful plans for effective implementation, and to sustain educators in ways that increase their retention. Therefore, the increasing educator diversity plan template should be used, and existing plans should be transferred to the plan template.

6. Who will review an increasing educator diversity plan and recommend it for approval, or review it and provide feedback requiring revisions to the plan?

For the last four years the CSDE has partnered with the Region 2 Comprehensive Center (R2CC), led by WestEd, on efforts to increase Connecticut's racial, ethnic, and linguistic educator diversity. The R2CC team was instrumental in both developing the Toolkit and in providing technical assistance for the increasing educator diversity coaching series. Therefore, the intention is to have CSDE staff review the plans and make the appropriate determinations with R2CC in a consultative role.

7. What instrument or rubric will be used in plan review?

A rubric will be developed to guide increasing educator diversity plan reviewers in identifying strengths and areas for improvement in the increasing educator diversity plans submitted. The Increasing Educator Diversity Plan Progress Monitoring and Self-Evaluation Tool available on page 12 of the Appendixes of the [Toolkit](#) provides helpful information to support strong plan development. The Tool also provides “key questions” for consideration in plan development and provides examples of the characteristics of a “weak plan” and “strong plan.”

8. Will the CSDE monitor the increasing educator diversity plans?

There is no current legislative requirement that plans submitted in Spring 2024 are subject to monitoring. Nevertheless, the CSDE will explore next steps to advance the work of diversifying and sustaining the diversity of Connecticut’s educator workforce.

9. Do we have to submit increasing educator diversity plans annually?

There is no current legislative requirement for yearly submission of plans. It is important to allow time for the active implementation of the board’s increasing educator diversity plan.

10. Will the CSDE provide a sample or model plan?

CSDE and R2CC staff are working on more resources—including an example of a strong increasing educator diversity plan. However, as indicated in the response to Question #7, above, the Increasing Educator Diversity Plan Progress Monitoring and Self-Evaluation Tool available on page 12 of the Appendixes of the [Toolkit](#) provides “key questions” to assist plan development and qualities of a “weak plan” and “strong plan.”

11. Must the board of education or equivalent governing body review and formally approve the increasing educator diversity plan prior to submission by March 15, 2024?

As discussed in response to Questions #1 and #2, above, prior to the enactment of Public Act 23-167 §10, school boards were statutorily required by C.G.S. §10-220(a) to develop and implement what was then called a minority educator recruitment plan. If, however, the school board did not develop said plan, and/or said plan was not formally approved by the school board, then prior to submitting its increasing educator diversity plan to the CSDE pursuant to Public Act 23-167 §10, the plan must be formally approved by the school board. This also applies to an increasing educator diversity plan that is returned to the board by the CSDE for revisions and resubmission by May 15, 2024, unless the board has delegated authority for such revisions to the Superintendent of Schools or equivalent school administrator as discussed in response to

Question #12, below. Be prepared to provide the date that the plan was approved by the board or equivalent governing body as part of the upload of your submission.

12. Should the original motion for increasing educator diversity plan approval also expressly authorize the superintendent or equivalent school administrator to execute any Plan revisions that may be required?

Although such delegation of authority to the Superintendent or equivalent school administrator is not expressly required, doing so may prove beneficial in effectuating the required revisions to the board's increasing educator diversity plan. Boards are advised to consult with their legal counsel to determine the need or ability to formally delegate such authority.

13. How do we submit the initial Plan?

By March 15, 2024, an increasing educator diversity plan on the increasing educator diversity plan template, and formally approved by your board or equivalent governing body may be uploaded to the Plan Submission Portal at:

https://sdect.co1.qualtrics.com/jfe/form/SV_0IJ4GfNUJNNuuaO

14. What are the next steps after the increasing educator diversity plan is approved?

Public Act 23-167 §10 requires that beginning July 1, 2024, and each school year thereafter, approved Plans must be implemented, and made available on the school board or equivalent governing body's website. The CSDE will also make approved Plans available on its website.

15. How do we submit a revised Plan?

By May 15, 2024, the revised increasing educator diversity plan on the recommended plan template, and formally approved by your board or equivalent governing body must be uploaded to the Revised Plan Submission Portal at:

https://sdect.co1.qualtrics.com/jfe/form/SV_8wbUPnCMWRx0TmS