



P.A. 23-167 Sec. 10: Increasing Educator Diversity Plans

Connecticut State Department of Education | October 16, 2023

Welcome and Introductions

- Sinthia Sone-Mayo, CSDE Deputy Commissioner for Educational Supports and Wellness
- Michael P. McKeon, CSDE Director of Legal and Governmental Affairs
- Dr. Shuana Tucker, CSDE, Chief Talent Officer
- Dr. Regina Hopkins, CSDE, Education Consultant and Project Lead
- Jessica Ocasio, Ed. D., CSDE, Associate Consultant

Thank you to our Region 2 Comprehensive Center Partner

Context Setting: Why Increasing Educator Diversity Matters

All students benefit from the talents of teachers from a variety of different backgrounds, races, and ethnic groups who have high expectations of them, treat them humanely and equitably, are culturally responsive, and are willing and able to view students and families as assets. Additionally, students of color benefit from having teachers from their own racial and ethnic group who can serve as successful role models, have the potential to possess a greater knowledge of their heritage and culture, and who tend to have higher academic expectations of them (Warner and Duncan, 2019). Yet, the diversity gap between teachers and students continues to exist.

• Excerpt from *A Guidebook for Hiring and Selection*, ix

EdSight Educator Diversity Dashboard

Educator Race/Ethnicity Trend Report - State of Connecticut

[Export .csv file](#)

District	Race	2018-19	2019-20	2020-21	2021-22	2022-23
		% of Total	% of Total	% of Total	% of Total	% of Total
State of Connecticut	American Indian Or Alaska Native	0.1	0.1	0.1	0.1	0.1
	Asian	1.1	1.2	1.3	1.3	1.3
	Black Or African American	3.8	4.0	4.1	4.3	4.6
	Hispanic Or Latino	3.8	4.1	4.3	4.6	4.9
	Native Hawaiian Or Other Pacific Islander	0.0	0.1	0.1	0.1	0.1
	Not Reported	0.5	0.1	0.1	0.1	0.2
	Two Or More Races	0.1	0.1	0.1	0.2	0.2
	White	90.5	90.4	89.9	89.2	88.7

The Call to Action

- Diversify and strengthen CT's educator workforce to ensure that all students have racially, ethnically and linguistically diverse teachers and leaders who can provide them with a high-quality education.
- Acknowledge that the language we use to communicate and make decisions about diversifying the workforce matters. P. A. 23-167 Sec. 9 changed the language of C.G.S. 10-220(a) from "plan for minority educator recruitment" to "increasing educator diversity plan."
- The word “minority” refers to less than, subordinate to, smaller than, or different from the group. A commitment to comprehensive equity indicators means being intentional about how language either promotes or undermines equity principles, and aware of how unconscious bias and privilege may impact efforts to achieve goals of equity and diversity in the workforce .

What Does P. A. 23-167 §10 Require?

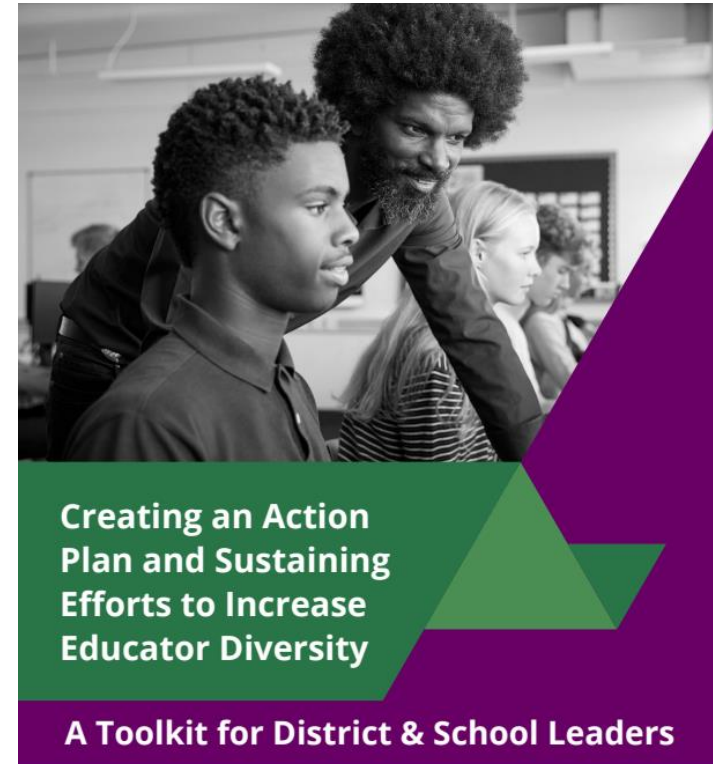
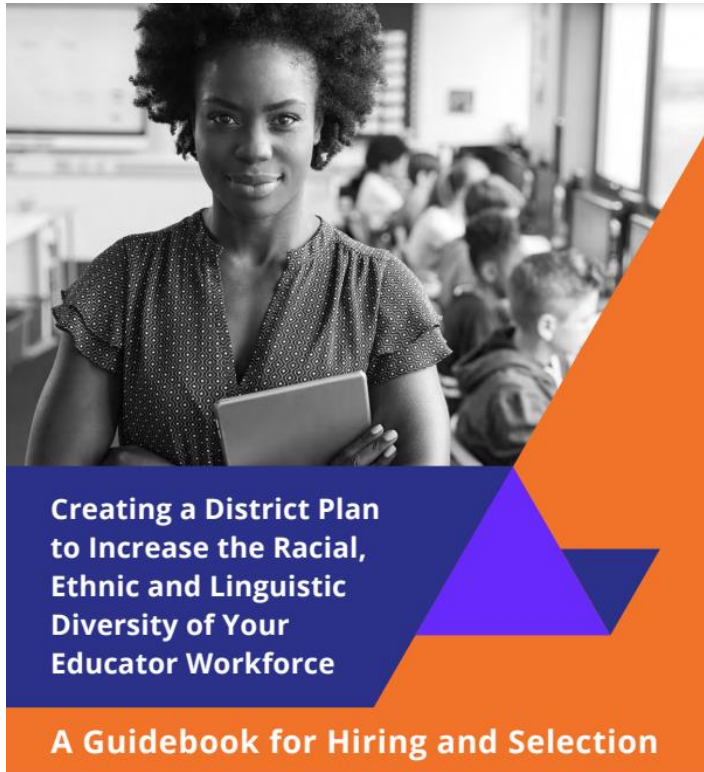
- Not later than **March 15, 2024**, each local and regional board of education (BOE) must submit an increasing educator diversity (IED) plan to the CSDE for review and approval.
- IED plans not approved may be returned with instructions for revision. Revised IED plans must be submitted by **May 15, 2024**.
- Approved IED plans must be available on the BOE's Internet web site.
- The CSDE must make each IED plan available on its website.

Who Does Public Act 23-167 §10 Apply To?

PA 23-167 §10 must be read in conjunction with the following existing sections of Conn. Gen. Stats:

- **§10-15d**: "[a]ll provisions of the general statutes concerning education . . . shall apply to the operation of the **Technical Education and Career System**; this provision equally applies it to **USD #1 and USD #2**; and
- **Section 10-15e** provides: " All provisions of the general statutes concerning teachers shall apply to teachers employed by **incorporated or endowed high schools or academies**; and
- **§10-66dd(b)(1)**: "[s]ubject to the provisions of this subsection and except as may be waived pursuant to subsection (d) of section 10-66bb, **charter schools** shall be subject to all federal and state laws governing public schools;" and
- **§10-66i**: "[a]ll state statutes concerning education . . . shall apply to the operation of **regional educational service centers**;" and
- **§10-264s(a)**: "All state laws and regulations applicable to the operation of public schools, including provisions for eligibility for state aid and grants, shall apply to any interdistrict magnet school operator that is (1) the board of governors for an independent institution of higher education" --which means it's applicable to **Goodwin University Educational Services**;

Key CSDE Resources- Guidebook & Toolkit



NORTHEAST COMPREHENSIVE CENTER

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research



CCNETWORK
Comprehensive Center Network

REGION 7
Connecticut
New York
Rhode Island

Increasing Educator Diversity Plan Template



District: Team Lead:

Vision: Team Members:

Theory of Action:

	Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
			What?	Who Owns This?	By When?				
Recruitment									
Hiring & Selection									
Retention									

Technical Assistance Supports and Resources

- Informational Webinars – 10/16/23 and 10/30/23 2-3 PM
- FAQ document(s) available early 11/2023
- Professional Learning & Technical Assistance Webinars – 11/2023 & 1/2024 dates to be determined
- Office Hour Sign Up – dates and times to be determined; eligibility for sign up requires webinar attendance or prior review of posted webinars, and review of FAQ document(s)
- IED Plans Due – by March 15, 2024
- Revised IED Plan Due Date - May 15, 2024 (if applicable)

Diversifying CT's Educator Workforce - Links to CSDE Resources

[EdSight](#) and [Educator Diversity Dashboard](#)

[Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection \("Guidebook"\)](#)

[Creating an Action Plan and Sustaining efforts to Increase Educator Diversity: A Toolkit for District and School Leaders \("Toolkit"\)](#)

Top of Mind Questions

1) What if we don't submit a plan, or don't submit one on time? Are there consequences/penalties for not submitting or late submission?

The CSDE seeks to be proactive not punitive because the legislation is silent regarding consequences or penalties. If an IED plan is not submitted as set forth in legislation, there will be outreach by the Deputy Commissioner or Chief Talent Officer regarding the reason(s) for noncompliance.

2) What if we need an extension of time, will that be permitted? If so, how and to whom should the request be made?

Requests for an extension of time must be submitted in writing to SDE.IEDPlans@ct.gov stating the reason(s) for the delay and providing the date by which the IED plan (or revised IED plan) will be submitted. Requests for an extension of time will be reviewed by the Deputy Commissioner and Chief Talent Officer.

3) What if a plan is submitted that requires revisions, but revisions are not made or cannot be submitted by May 15, 2024.

See responses to #s 1 and 2, above.

Top of Mind Questions

4) Do we have to use the IED plan template in the Toolkit to submit a plan?

Yes, it was created for that purpose.

5) How will plans be assessed?

Plans will not be “assessed.” Plans will be **reviewed**. IED plans should reflect your strategies to move the priority of increasing educator diversity (IED) forward. The CSDE with support from the Region 2 Comprehensive Center (R2CC) will provide resources, technical support, and feedback to facilitate your IED efforts. Staff at the R2CC are experts on the research and evidence-base reporting the value of IED for all students.

6) What instrument or rubric will be used in plan review?

A rubric is being developed to guide reviewers in identifying strengths and areas for improvement in submitted plans.

Top of Mind Questions

7) **Who will review a plan and approve it, recommend it for approval, or provide feedback?**

At this time, the plan is to have CSDE and R2CC staff review the plans. Importantly, the CSDE has been working with R2CC for the last 4 years to support small groups of districts through IED professional learning and coaching activities—which a number of CT districts have participated in. The R2CC was also instrumental in developing the Toolkit to support IED plan creation.

8) **Will the CSDE monitor the IED plans?**

There is no legislative requirement that plans submitted in the spring of 2024 be subject to ongoing monitoring. Nevertheless, the CSDE will explore next steps to continue the momentum that the current legislative requirement provides to advance our priority of diversifying CT's educator workforce.

Top of Mind Questions

9) Do we have to submit plans annually?

There is no legislative requirement for yearly submission of plans. It is important to give you time to implement your IED plans.

10) Will you provide a sample or model plan?

We are working to do just that, so stay tuned because more resources will be rolled out in the coming weeks—including examples of a strong IED plan.

Stay Connected



- Email Inquiries: SDE.IEDPlans@ct.gov
- [Talent Office Webpage](#)