



**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 Section 5 of public act 15-108 is repealed and the following is substituted in lieu thereof (*Effective from passage*):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;

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- (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

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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

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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

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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

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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

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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.

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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



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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*):

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(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

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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 [, 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

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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.

Approved May 27, 2016