



To: Members of the CT State Education Committee

Date: March 14, 2018

From: Bob Hannafin, President, American Association of Colleges for Teacher Education, CT

[S.B. No. 459](#) (RAISED) EDUCATION. 'AN ACT CONCERNING THE REGIONAL PROCESSING AND RETENTION OF FINGERPRINT RECORDS'

SB 459 as an amendment to Section 10-221d. This bill aims to provide relief to districts by authorizing RESCs to initiate fingerprinting and background checks and to hold and share those results. We want to be sure that this bill includes college students placed in public schools to complete fieldwork for education preparation programs. Thank you for taking this action. Our concern is whether this bill will pass federal scrutiny. One of the federal objections is that sharing student data across any entities violates their personal privacy rights. Might this bill include a student/employee privacy waiver (similar to a FERPA waiver) of some kind that authorizes the RESC to hold and share their data?

I am sure you already appreciate that, in addition to the burden on school districts, the current (amended bill):

- Adds yet another financial burden on our students who have to pay each time they change districts.*
- Adds a roadblock that discourages students, particularly students from underrepresented groups, from entering the profession*
- Creates an ethical, moral, and perhaps legal dilemma in situations where a district receives an adverse report on a student but cannot share it with the EPP where the student is enrolled. What does the district do with that information? Absent any detail on why a student was denied permission to teach in that district, what does the EPP then do with that student? We have no basis for dismissal yet the student likely needs to be exited.*

[S.B. No. 455](#) (RAISED) EDUCATION. 'AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION'

My colleague Lauren Anderson will speak to the SB 455, but I want to reiterate a few points. We absolutely agree that increasing the number of teachers of color into the profession is an imperative. But doing it by loosening standards is shortsighted and misguided. Please consider:

- *This bill exacerbates the achievement gap — poorly prepared teachers will be relegated to teach in high need districts, where they need great teachers the most*
- *This is creating a two-tiered teaching work force. Which districts will be hiring Relay grads?*
- *TEAM is defunded, so where will the mentor support come from for these new teachers;*
- *Alt Routes were ostensible created in the interest of MTR and filling shortage areas BUT Relay is now enrolling non minority students and el ed students and other non shortage areas. What is the rationale for this?*
- *We see an erosion of standards for alt certs while raising standards for traditional EPPs (e.g., dyslexia)*
- *We are told we are part of the problem; accused of being a choke point by the chairman of the CBoE. On the contrary, EPPs are uniquely positioned, and have the greatest capacity to address this issue, yet the main strategy is to create alternative routes and two sets of standards. Help us to be part of the solution. How about the creation of a matching scholarship fund, that would require university match to access?*

What are EPPs doing? MTR promising practices

- *Diversity Scholarships*
- *Outreach fairs*
- *Diversity Dinner, HS clubs*
- *Programming for students of color*
- *Diversity leaders*
- *GYO teachers*
- *Endowment for minority scholarships*
- *Teacher Academy in HS*
- *MAT – competency? Online? Field based? Off campus paraprofessionals?*

H.B. No. 5450 (RAISED) EDUCATION. 'AN ACT CONCERNING THE STAFF QUALIFICATIONS REQUIREMENT FOR EARLY CHILDHOOD EDUCATION'

The qualification for the early childhood education workforce should reflect the current need as well as the necessary pathways to continue to strengthen the entire profession-- this includes 2- and 4-year degrees. We ask you to maintain legislation that includes both associate and bachelor's degrees with a timeline supportive of both quality early care and education in multiple settings and career pathways for the diversity of women in the early childhood profession.