AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (Effective July 1, 2018) On or before January 1, 2019, the Department of Education, in consultation with the Minority Teacher Recruitment Policy Oversight Council, shall (1) identify relevant research and successful practices to enhance minority teacher recruitment throughout the state, (2) identify and establish public, private and philanthropic partnerships to increase minority teacher recruitment, (3) utilize innovative methods to attract minority candidates to the teaching profession, particularly in subject areas in which a teacher shortage exists, as determined by the Commissioner of Education pursuant to section 10-8b of the general statutes, (4) modernize the process for educators to obtain professional certification by eliminating obstacles to certification to increase competitiveness with other states, (5) identify and utilize high quality, affordable and bias-free educator assessments, (6) adopt cut scores for educator assessments, that do not exceed the multi-state cut scores, to increase competitiveness with surrounding states, (7) support new and existing educator preparation programs that commit to enrolling greater numbers of minority teacher candidates in a manner that supports interstate reciprocity, and (8) advise and support local and regional boards of education to prioritize minority teacher recruitment and
develop innovative strategies to attract and retain minority teachers within their districts. For purposes of this section, "minority" has the same meaning as provided in section 10-156bb of the general statutes.

Sec. 2. Subsection (a) of section 10-145d of the 2018 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2018):

(a) The State Board of Education shall, pursuant to chapter 54, adopt such regulations as may be necessary to carry out the provisions of sections 10-144o, as amended by this act, 10-145a to 10-145d, inclusive, as amended by this act, 10-145f, as amended by this act, and 10-146b. Such regulations shall provide for (1) the establishment of an appeal panel to review any decision to deny the issuance of a certificate authorized under section 10-145b, as amended by this act; (2) the establishment of requirements for subject area endorsements, provided no subject area endorsement, including vocational endorsements, shall require more than five years of occupational, trade or work experience; (3) the extension of the time to complete requirements for certificates under section 10-145b, as amended by this act; (4) the establishment of requirements for administrator and supervisor certificates; (5) the composition of, and the procedures to be utilized by, the assessment teams in implementing the beginning educator program; (6) procedures and criteria for issuing certificates to persons whose certificates have lapsed or persons with non-public-school or out-of-state teaching experience; (7) the criteria for defining a major course of study; (8) a requirement that on and after July 1, 1993, in order to be eligible to obtain an initial educator certificate with an elementary endorsement, each person be required to (A) complete a survey course in United States history comprised of not fewer than three semester hours, or (B) achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment; and (9) a requirement that on and after July 1, 2004, in order to be eligible to obtain an initial educator certificate with an early childhood nursery through grade three or an elementary endorsement, each person be
required to complete a comprehensive reading instruction course comprised of not less than six semester hours. Such regulations may provide for exceptions to accommodate specific certification endorsement areas.

Sec. 3. Section 10-145q of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2018):

(a) Subject to the provisions of subdivision (5) of subsection (b) of section 10-66dd, the State Board of Education, upon the request of the state charter school governing council, may issue a charter school educator permit to a person who is employed by a charter school as a teacher or administrator and who does not hold the initial educator, provisional educator or professional educator certificate if such person (1) achieves 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 qualifies for a waiver of such test based on criteria approved by the State Board of Education, (2) achieves a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment, and (3) demonstrates evidence of effectiveness. Such permit shall authorize a person to serve as an administrator or teacher in the charter school employing such person. Each such charter school educator permit may be renewed by the Commissioner of Education for good cause upon the request of the state charter school governing council employing such person at the time the charter for the school is renewed.

(b) The State Board of Education shall issue a provisional educator certificate to any person who has completed at least three years of successful teaching while holding a charter school educator permit and who demonstrates (1) a commitment to continued education and professional development, and (2) effectiveness for three consecutive school years while holding the charter school educator permit.

Sec. 4. Subdivision (5) of section 10-144o of the 2018 supplement to
the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2018):

(5) "Provisional educator certificate" means a license to teach, issued on or after July 1, 1989, to a person who has (A) successfully completed a beginning educator program, if there is such a program for such person's certification endorsement area, and not less than one school year of successful teaching in a public school, (B) successfully completed at least three years of successful teaching in a public or nonpublic school approved by the State Board of Education or appropriate governing body in another state within ten years prior to application for such provisional educator certificate, (C) successfully taught with a provisional teaching certificate for the year immediately preceding application for such provisional educator certificate as an employee of a local or regional board of education or facility approved for special education by the State Board of Education, or (D) completed at least three years of successful teaching while holding a charter school educator permit and otherwise satisfies the requirements of section 10-145q, as amended by this act;

Sec. 5. (NEW) (Effective from passage) Not later than January 1, 2019, the Department of Education shall develop a definition of educator effectiveness that includes (1) a focus on an educator's demonstrated record of improving student achievement, summative ratings of proficient or exemplary on performance evaluations conducted pursuant to section 10-151b of the general statutes, and (2) methods by which an educator can demonstrate evidence of effectiveness. In developing the definition of educator effectiveness, the department shall solicit input from the Performance Evaluation Advisory Council established pursuant to section 10-151d of the general statutes, superintendents, community leaders, industry leaders, parents and representatives from interdistrict magnet school programs and charter schools. The department shall make the definition of educator effectiveness available to local and regional boards of education and publish such definition on its Internet web site.
Sec. 6. Subsection (a) of section 10-145b of the 2018 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2018):

(a) The State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who (1) holds a bachelor's degree from an institution of higher education accredited by the Board of Regents for Higher Education or Office of Higher Education or is regionally accredited, and (2) has completed (A) an educator preparation program approved by the State Board of Education or the appropriate governing body in the state in which the institution of higher education is located, or (B) an alternate route to certification program approved by the State Board of Education or the appropriate governing body in the state in which such alternate route to certification program is located, and satisfies the requirements for a temporary ninety-day certificate, pursuant to subsection (c) of this section, or a resident teacher certificate, pursuant to section 10-145m. In addition, on and after July 1, [1993] 2018, each applicant shall have completed a subject area major as defined by the State Board of Education, except (i) as provided in section 10-145l, or (ii) where an applicant achieves a satisfactory score on a relevant examination or has completed advanced coursework in a relevant subject area. Each such initial educator certificate shall be valid for three years, except as provided in subsection (c) of this section, and may be extended by the Commissioner of Education for an additional year for good cause upon the request of the superintendent in whose school district such person is employed or upon the request of the assessment team reviewing such person's performance.

Sec. 7. Subsections (a) and (b) of section 10-156aa of the 2018 supplement to the general statutes are repealed and the following is substituted in lieu thereof (Effective July 1, 2018):

(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, 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] is a member of the Black and Puerto Rican Caucus of the General Assembly;
(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 Connecticut State Colleges and Universities, or the president's designee;
(9) The executive director of the Commission on Women, Children and Seniors, or the executive director's designee; and

(10) Three appointed by the executive director of the Commission on Equity and Opportunity, [or the executive director's designee] one of whom has expertise in African American affairs, one of whom has expertise in Latino and Puerto Rican affairs, and one of whom has expertise in Asian Pacific American affairs.

Sec. 8. Subsection (c) of section 10-4 of the 2018 supplement to the general statutes is repealed and the following is substituted in lieu
thereof (Effective July 1, 2018):

(c) Said board shall prepare every five years a five-year comprehensive plan for elementary, secondary, vocational, career and adult education. [Said] Such comprehensive plan shall include, but need not be limited to, (1) a policy statement of the State Board of Education's long-term goals and short-term objectives, including, for any comprehensive plan prepared on or after July 1, 2018, a policy statement that the demographics of educators in the public schools should reflect the racial and ethnic diversity of the total population of the state, (2) an analysis of cost implications and measurement criteria and how said board's programs and operations relate to such goals and objectives, and (3) specific action plans, target dates and strategies and methods of implementation for achieving such goals and objectives. The State Board of Education shall establish, every five years, an advisory committee to assist the board in the preparation of the comprehensive plan. Members of the advisory committee shall be appointed by the State Board of Education with representation on the committee to include, but not be limited to, representatives of the Connecticut Advisory Council on Vocational and Career Education, education organizations, parent organizations, student organizations, business and industry, organized labor and appropriate state agencies. Notwithstanding any requirement for submission of a plan for the fiscal year ending June 30, 1984, pursuant to section 10-96a of the general statutes, revision of 1958, revised to January 1, 1983, the State Board of Education shall not be required to submit the master plan for vocational and career education but shall submit, pursuant to subsection (b) of this section, the comprehensive plan for elementary and secondary, vocational, career and adult education to the Governor and the joint standing committee of the General Assembly having cognizance of matters relating to education on or before September 1, 1996, and every five years thereafter provided, the master plan currently in effect shall remain in effect until the comprehensive plan is submitted. The State Board of Education shall be responsible for annually updating the progress in implementing the goals and
objectives of the comprehensive plan and shall report on such progress
to the Governor and to said standing committee annually. The State
Board of Education shall provide opportunity for public comment
prior to its adoption of a plan.

Sec. 9. (Effective from passage) (a) There is established a task force to
review the feasibility of establishing and implementing an
individualized, accelerated program of study for school
paraprofessionals that recognizes the classroom experience of school
paraprofessionals and provides high quality education for the
transition from school paraprofessional to certified teacher. The task
force shall examine the financial implications and structural changes
associated with establishing and implementing such program of study.

(b) The task force shall consist of the following members:

(1) The Commissioner of Education, or the commissioner's designee;
(2) The president of the Connecticut State Colleges and Universities,
or the president's designee;
(3) The executive director of the Commission on Equity and
Opportunity, or the executive director's designee;
(4) A representative from the School Paraprofessional Advisory
Council, established pursuant to section 10-155k of the general
statutes, designated by the council;
(5) A school paraprofessional from each state-wide bargaining
representative organization that represents school paraprofessionals
with instructional responsibilities, designated by such organization;
(6) A representative from the Connecticut Education Association,
designated by the association;
(7) A representative from the American Federation of Teachers-
Connecticut, designated by the federation; and
(8) A representative from the National Association for the Advancement of Colored People, designated by the association.

(c) 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 designating authority.

(d) The chairperson of the task force shall be elected from among the members of the task force. The Commissioner of Education shall schedule the first meeting of the task force, which shall be held not later than sixty days after the effective date of this section.

(e) Not later than January 1, 2019, the task force shall submit such study and any recommendations to the joint standing committees of the General Assembly having cognizance of matters relating to education and higher 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 January 1, 2019, whichever is later.

Sec. 10. Subsection (b) of section 10-145f of the 2018 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2018):

(b) (1) Any person who does not hold a valid certificate pursuant to section 10-145b, as amended by this act, shall 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.

(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
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, as amended by this act, 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 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.

(6) On and after July 1, 2018, any person who holds an initial, provisional or professional educator certificate and achieves a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment shall be issued a cross endorsement in the relevant certification endorsement area corresponding to a teacher shortage area, as determined by the Commissioner of Education pursuant to section 10-8b.

This act shall take effect as follows and shall amend the following sections:

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**Statement of Legislative Commissioners:**

In Section 6(a), "1993" was changed to "[1993] 2018" for accuracy and in Section 7(b)(10) "Asian and Pacific Islander" was changed to "Asian Pacific American" for statutory consistency.

*ED* Joint Favorable Subst.