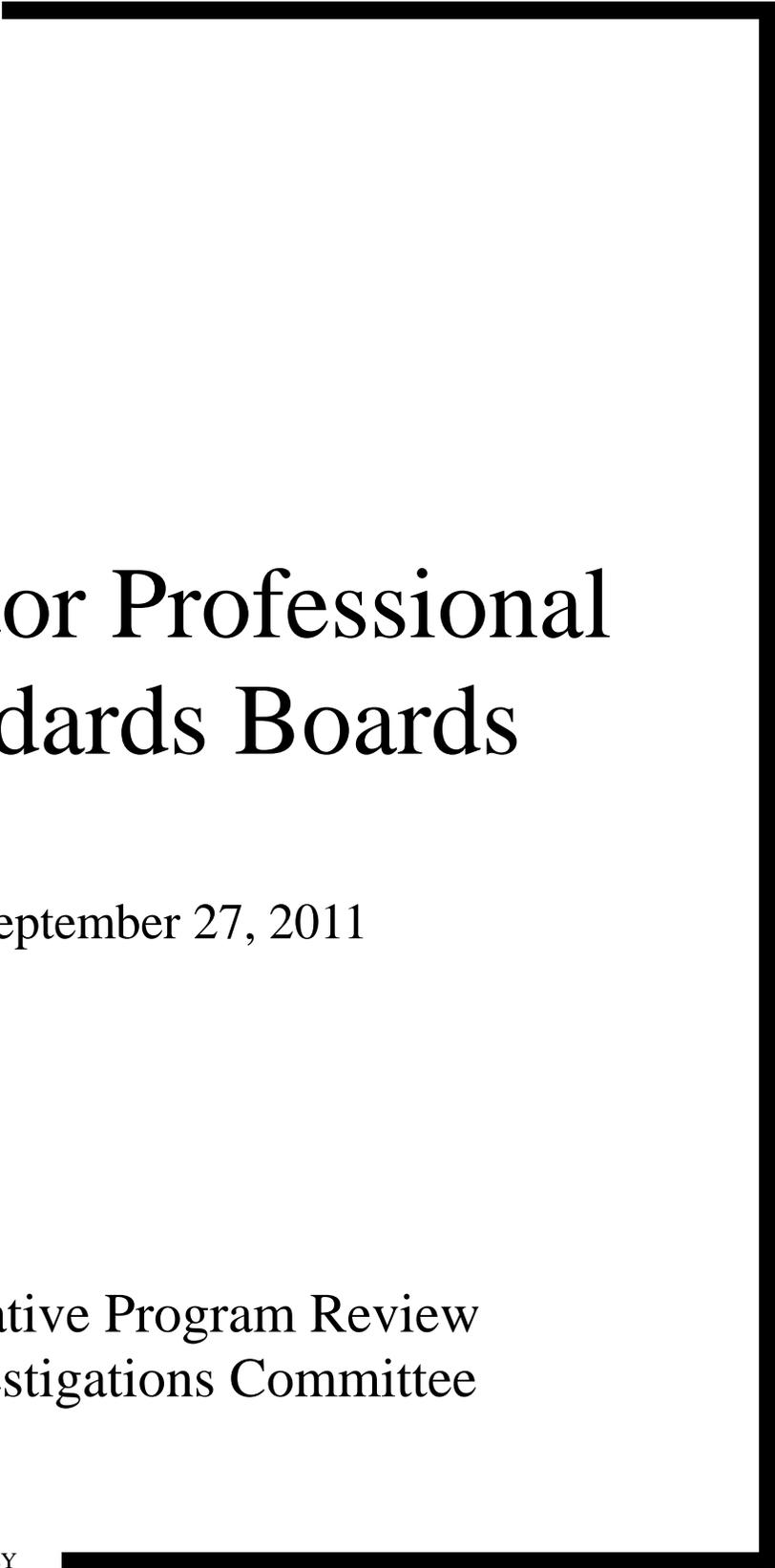


Staff Update



Educator Professional Standards Boards

September 27, 2011

Legislative Program Review
& Investigations Committee

**CONNECTICUT GENERAL ASSEMBLY
LEGISLATIVE PROGRAM REVIEW AND INVESTIGATIONS COMMITTEE**

The Legislative Program Review and Investigations Committee is a joint, bipartisan, statutory committee of the Connecticut General Assembly. It was established in 1972 to evaluate the efficiency, effectiveness, and statutory compliance of selected state agencies and programs, recommending remedies where needed. In 1975, the General Assembly expanded the committee's function to include investigations, and during the 1977 session added responsibility for "sunset" (automatic program termination) performance reviews. The committee was given authority to raise and report bills in 1985.

The program review committee is composed of 12 members. The president pro tempore of the Senate, the Senate minority leader, the speaker of the house, and the House minority leader each appoint three members.

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Introduction

The Legislative Program Review and Investigations Committee (PRI) approved a study of educator professional standards boards in June 2011.¹ The study focus is to identify and describe educator professional standards board options used in other states, and analyze those options for use in Connecticut. In addition, the study is to explore how regulation of educators through a board would compare to Connecticut's regulation of other licensed professions.

The regulation and oversight of educators involve a number of core functions: certification, enforcement of certification standards, teacher recruitment, teacher preparation programs, and professional development and teacher evaluation. In addition to state boards of education and education departments, professional standards boards may handle one, some, or all of these functions.

This update describes Connecticut's current system of regulating educators, the types of educator board models used by other states, and how licensed professions similar to educator are regulated in this state. It also explains staff analysis of various education and demographic features, which has resulted in the selection of several similar states as case studies of board models.

I. Current System for Regulating Educators

The State Board of Education (SBE) is charged with setting and overseeing educator standards and certification. Generally, the board's policies are developed and implemented by the Bureau of Educator Standards and Certification within the State Department of Education (SDE), as described below. Connecticut's current educator standards boards are narrowly focused, with a primary role only in the area of ethics and behavior standards.

Certification. Core certification requirements involving experience, assessments, and education are in statute, while coursework and other requirements are in regulation, adopted by SBE. The education department creates proposals to change requirements, although changes may also be initiated and implemented by the legislature. The department uses informal advisory committees created specifically to receive feedback on certification proposals, and formal panels of Connecticut teachers and preparation program faculty to recommend assessment passing scores to the state board. The education department and board also oversee district compliance with educator certification requirements.

The department's teacher certification unit is responsible for processing, reviewing, and deciding certification applications, as well as handling questions and information requests. In FY11, the unit's 12 certification analysts and six support staff received 26,168 applications for certificates, permits, and authorization.

¹ "Educator" includes both teachers and administrators.

Ethics and behavior standards. The teacher and administrator advisory councils, discussed below, are required by statute to develop codes of professional responsibility. Though not required by statute, in practice the state board approves the codes.

Discipline. Educators who violate the codes or commit certain crimes face certification consequences. The State Board of Education and the SDE commissioner may revoke certification for several reasons listed in statute, through a process set out in regulation. Conviction of certain crimes automatically leads to revocation, with a reinstatement request option. In other situations, after a public hearing, the State Board of Education votes whether to recommend revocation to the commissioner, who ultimately makes the decision. Five certificates were revoked automatically and eight through the latter process in FY11.

Teacher recruitment. No single state-level body is charged by statute with teacher recruitment efforts. The State Department of Education contracts with a regional education service center (RESC) for a program that helps school districts with minority teacher recruitment and retention, while the now-defunct Department of Higher Education ran a grant and stipend program to recruit minority teachers and teacher preparation program students.

Preparation programs. To recommend graduates for entry-level certification, Connecticut educator preparation programs (e.g., at colleges) must be approved by the State Board of Education before launching, and thereafter every seven years. The board sets the program requirements and approval process through regulation. Approval decisions are based on recommendations from SDE and two program review teams, made up of higher education faculty, teachers, and school administrators. One team is composed of SDE-trained volunteers, while the other team involves appointees approved by the State Board of Education. The department also annually reviews performance on programs' teacher candidates' tests and, when necessary, works with the programs toward improvement.

Professional development and teacher evaluation. Continuing education requirements for renewal of the highest-level educator certificate are set out in statute, which also establishes that districts must offer a certain amount annually. The education department approves other organizations and businesses that wish to offer continuing education. Professional development is expected of all educators and offered by every district. The department issues guidelines for both professional development and teacher evaluation, although recent legislation formed a committee charged with developing more prescriptive guidelines.

Next steps. An expanded description of the current system will be included in the next report.

What are the duties, activities, and composition of Connecticut's current educator standards boards?

Connecticut has two educator professional standards boards, one each for teachers and administrators. The Connecticut Advisory Councils for Teacher and Administrator Professional Standards were formed by statute in the early 1990s.² The councils convene between five and seven times each year, including at least one joint meeting.

² P.A. 90-324 for teachers, and P.A. 92-262 for administrators.

Duties. The statutory duties of the councils are the same:

- advise the State Board of Education, governor, and the legislature’s education committee on matters related to teachers or administrators;
- review and comment on preparation and certification standards;
- develop a code of professional responsibility (i.e., ethics); and
- report annually on activities and recommendations.³

Activities. The councils have fulfilled their duties to develop codes of professional responsibility (now one unified code) and issue annual reports. The councils have less consistently engaged in their advisement and review responsibilities, according to PRI staff review of the last five years’ annual reports. At times, the councils have given feedback to SDE on proposed regulation changes and other matters, such as secondary school reform, following presentations by the department to the councils. But the councils appear to have not, for example, issued written comments to the department on proposed regulations, or given the governor or education committee written recommendations on legislation under consideration.

Composition. Council members are appointed by the Governor, legislative leaders, the State Board of Education, and educator professional associations. Both councils are to have 17 members, with the following distribution:

- eight educators (with six teachers and two administrators for the teachers’ council, and six administrators and two teachers for the administrators’ council);
- one representative each from a preparation program and a local or regional board of education;
- two public members;
- three business and industry representatives; and
- two parents of public school children.

In practice, however, there are generally vacancies on both councils. The teacher council’s membership gradually increased over the last five years, from 12 to 15, while the administrator council’s rolls grew from 14 to 16, according to the councils’ annual reports.

Members serve for three years on the teachers’ council, or two years on the administrators’. The members select a chair, who must be either a teacher or administrator, as appropriate to the council.

Next steps. Program review committee staff will learn more about the advisory councils through conversations with council members, education-related associations, and SDE.

³ C.G.S. Sec. 10-144d through e.

II. Educator Regulation Board Models in Other States: Overview

Other states regulate educators in a variety of ways. Some rely solely on an education department (acting for a state board of education) or a professional standards board. Others split functions between the department and board, or have a board whose role is to give recommendations to the education department.

How are educator regulation models categorized?

The sparse literature generally categorizes models in terms of professional standards board authority:

- *Autonomous* boards issue final decisions (18 states);
- *Semi-autonomous* boards jointly make decisions with the state board of education (4 states); and
- *Advisory* boards give recommendations to the state board of education (21 states, including Connecticut).

Five states do not have any kind of professional standards board.⁴

Table II-1 categorizes the states. To provide current information, PRI staff conducted web research, following up with phone calls to states when the model category was unclear. The categorizations (above) and functions (described below), then, largely are based on what was available on the Internet, typically descriptive blurbs, annual reports, or meeting agendas and minutes. In some states, the board or education department websites specified that the boards and board functions were statutorily authorized, or links to the statutes were given, but this was not the case for all states.

Why are those categories problematic?

The level of professional standards board authority fails to capture a board's scope and precise functions. For example, an autonomous board might handle only educator discipline, or it could determine certification requirements, develop preparation program standards and issue approvals, and administer licensing. Similarly, an advisory board may be charged with handling multiple topics or just a few. An advisory board also could reactively make recommendations on what is presented to it, or develop policy and procedure proposals for the state board of education's consideration. Table II-1 shows the scope variety within each category. It is important to note that another, critical variation – board effectiveness – is captured neither by categorization nor scope or function.

Based on PRI staff research as described above, it appears that eight states have a full scope autonomous board; three of those boards have a teacher majority. Five states have a full scope advisory board like Connecticut's, although at least four of those boards have a teacher majority (unlike Connecticut).

⁴An additional two states' categorization was unclear and phone calls to their education departments were unreturned.

Who serves on professional standards boards?

Generally, boards have a mix of teachers and administrators. Of the 38 states that have boards as well as available board composition information, 16 states currently have a teacher majority, as seen in Table II-1.

Many boards' membership also includes teacher preparation program faculty and public members. A few boards are statutorily required to have business community representation.

Table II-1: States' Educator Regulation Board Models, By Level of Authority*			
<i>State</i>	<i>Scope**</i>	<i>Functions</i>	<i>Teacher Majority</i>
Autonomous boards make decisions (18 states).			
Alaska	Limited	Establish ethics, admin. discipline, completes background check	Yes
California	Full	Handle educator preparation, licensing, discipline	No
Florida	Limited	Administer discipline	Yes
Georgia	Full	Handle educator preparation, licensing, discipline, recruitment	No
Hawaii	Full	Handle educator preparation, licensing, discipline	No
Illinois	Limited	Administer discipline, advise on educator preparation, licensing, and recruitment	No
Iowa	Moderate	Handle licensing, discipline	No
Kentucky	Full	Handle educator preparation, licensing, discipline	Yes
Minnesota	Full	Handle educator preparation, licensing, discipline	Yes
Nevada	Limited	Establish educator preparation and licensing standards	No
North Dakota	Full	Handle educator preparation, licensing, discipline	No
Oklahoma	Moderate	Handle educator preparation and recruitment, sets licensing test standards, offers professional development	Unclear
Oregon	Moderate	Handle licensing and discipline	No
Pennsylvania	Limited	Administer discipline; advise on educator preparation and licensing standards, and educator preparation effectiveness	Yes
South Dakota	Limited	Establish ethics, administer discipline	Yes
Vermont	Full	Handle educator preparation, licensing, ethics	Yes
Washington	Moderate	Handle educator preparation, develops licensing standards; advises ed. dept. on discipline, recruitment, evaluation	Yes
Wyoming	Full	Handle educator preparation, licensing, discipline	No
Semi-Autonomous boards make decisions jointly with others (4 states).			
Delaware	Limited	Develop licensing standards; determine what professional development merits additional compensation	No
Maryland	Moderate	Develop educator preparation and licensing standards	Unclear
Mississippi	Moderate	Develop educator preparation and licensing standards; administer discipline	No
Texas	Moderate	Develop educator preparation, licensing, and ethics standards; administer discipline	No
Advisory boards provide advice (21 states).			
Arizona	Unclear	Separate board of education advisory committees for: Professional practices, certification, certification appeals	Unclear
Arkansas	Moderate	Develop and recommends educator preparation and licensing standards, discipline procedures; review educator preparation program audits	No

Connecticut	Full	Advise on licensing, discipline, recruitment, professional development and evaluation, regulations; develop ethics standards	No
Idaho	Moderate	Advise on licensing standards, ethics, professional development	No
Kansas	Moderate	Advise on educator preparation, licensing, and ethics standards	No
Louisiana	Unclear	Unclear; at least advise on assessment passing scores	No
Maine	Moderate	Advise on educator preparation, licensing, and professional growth	Yes
Massachusetts	Moderate	Advise on induction standards, educator preparation program approval, and recruitment	No
Missouri	Moderate	Advise on educator preparation and licensing	Yes
Montana	Full	Advise on licensing, discipline, and ethics standards, and educator preparation program effectiveness	Yes
Nebraska	Moderate	Develop ethics and professional standards, advise on discipline and education improvement	Yes
New Hampshire	Limited	Advise on licensing, professional growth	No
New Jersey	Moderate	Develop professional and professional development standards	Unclear
New York	Full	Advise on educator preparation, licensing, and discipline decisions; develop ethics, professional development, and teacher evaluation standards	Unclear
Ohio	Moderate	Develop and advise on licensing standards	No
Rhode Island	Limited	Advise on licensing standards	No
Tennessee	Moderate	Advise on educator preparation and licensing, generally	No
Utah	Moderate	Advise on and conduct hearings for discipline; develop ethics standards	Yes
Virginia	Full	Advise on educator preparation, licensing, and discipline standards, and preparation program approval	Yes
West Virginia	Full	Advise on educator preparation, licensing, and professional development standards, and recruitment	Yes
Wisconsin	Full	Advise on licensing standards, develop educator preparation, discipline, and teacher evaluation standards	Yes

No Board (5 states)

Alabama; Colorado; Indiana; North Carolina; South Carolina

*Information was insufficient to categorize Michigan and New Mexico.

**PRI staff determined the scope assessment for each state as follows:

For autonomous boards: “Full” scope autonomous boards at least handled all aspects – from setting requirements to administering – of educator preparation, licensing, and discipline. “Moderate” scope autonomous boards either handles two of those three areas, or handles one area other than discipline and develops or sets licensing standards. “Limited” scope autonomous boards only administer discipline / set standards.

For semi-autonomous boards: “Moderate” scope boards at least develop standards in educator preparation and licensing. “Limited” scope boards develop standards in just one of those areas.

For advisory boards: “Full” scope boards advise / develop standards in more than three of the major areas of duty. “Moderate” scope boards advise on at least three areas or on educator preparation and licensing, or develop standards. “Limited” scope boards advise on two or fewer areas.

Source: PRI staff research.

III. State Characteristics

Section II showed that educator professional standards boards' autonomy, functions, and membership vary between states. In addition to these differences, the boards can differ regarding level of activity, perceived effectiveness, and fit into a state's overall education system.

Each state has particular characteristics that are likely to impact the structure and performance of its education system, such as student social and academic interactions, past student achievement, quality of educators, perceptions of the education profession, statewide wealth and wealth distribution, geographic region, and a state's relationship with other levels of government. Because each state has a unique mix of characteristics, it is unclear whether a type of board that is successful in one state will achieve the same results in a different state.

To better establish which board models, if any, might work well in Connecticut and would thus be ripe for further study, staff attempted to identify those states which were most similar to Connecticut and its education system. The selection of other states was accomplished by compiling and analyzing data on areas that both serve as proxies for underlying characteristics of states' education systems and help differentiate states in areas where Connecticut stood out. A summary of student demographic and achievement information is presented in Table III-1, while teacher and statewide education information is given in Table III-2.⁵

Which states are most similar to Connecticut regarding education?

Similar states. Student, teacher, and state characteristics were examined and compared to create a narrow list of states similar to Connecticut (board characteristics are in parentheses):

- Kentucky (autonomous; full scope; teacher majority)
- Maryland (semi-autonomous; moderate scope; unclear composition)
- Massachusetts (advisory; moderate scope; non-teacher majority)
- New Jersey (advisory; moderate scope; unclear composition)
- Oregon (autonomous; moderate scope; non-teacher majority)
- Rhode Island (advisory; limited scope; non-teacher majority)
- Washington (autonomous; moderate scope; teacher majority)

The seven similar states generally mirror the variation among all states' boards, with three autonomous, one semi-autonomous, and three advisory. The variation among similar states further suggests there may not be one "correct" board model and characteristics.

⁵ Tables III-3 and III-4, at the end of this section, show those states that are statistically similar to Connecticut in regard to a particular characteristic. Any symbol indicates a state is within a narrow range of Connecticut, with the plus symbol ("+" in blue) showing the states in range and slightly higher than Connecticut and the minus symbol ("-“ in purple) showing those similar states slightly below Connecticut.

Next steps. Staff will use the seven similar states as case studies and potential board models, focusing on perceived strengths and weaknesses of each model as well as the interactions between the boards and the overall education system. The models will then be assessed regarding potential fit into Connecticut's education system.

Which characteristics were used to determine similarity to Connecticut?

In looking for those states similar to Connecticut, staff compiled a wide range of data but has presented just those variables that appear to best describe Connecticut and its education system. In no case was a state either chosen or rejected as similar because of incompatibility with a single item or area. Rather, states were chosen because of their similarity to Connecticut in several broad areas.

Student demographics and performance. Connecticut is one of just 11 states where black students and Hispanic students each represent greater than ten percent of all students. Connecticut generally ranks highly in measures of overall student success, like test scores, Advanced Placement test participation rate, and graduation rate, but maintains one of, if not the highest racial and/or ethnic achievement gaps. As such, the most comparable states regarding student demographics and achievement are those states with multiple, distinct non-white populations with similar or better overall achievement and/or achievement gaps.

Eight states had a percentage of black students similar to the percentage in Connecticut and also had lesser achievement gaps in reading or math than Connecticut. Of those eight, only Kentucky and New Jersey also had similar or better graduation rates for black students.

Connecticut's percentage of Hispanic students yielded seven states, including Massachusetts, Oregon, and Washington, with a like percentage and similar or lesser achievement gap between Hispanic students and white students. New Jersey and Rhode Island also had similar or better Hispanic graduation rates.

Regarding other demographic measures, Connecticut ranks in the lower half for the percentage of students with disabilities and has one of the lowest percentages of students from low-income households.

Table III-1 provides a summary of the student characteristics. The table shows the median of all US states, Connecticut's value and rank⁶, and how many states were statistically near Connecticut (within one-quarter of a standard deviation). The table also shows which of the selected states were similar to Connecticut in each area.

⁶ All of the rankings listed in Table III-1 and Table III-2 indicate Connecticut's rank in descending numerical value, regardless of the positive or negative connotation of the individual variable. For instance, Connecticut's ranking of #1 in White-Hispanic 8th Grade math achievement gap indicates that such gap is the largest of the 44 states with information available.

Table III-1. Student Characteristics For School Year 2008-09*											
	<i>State Median</i>	<i>CT</i>	<i>CT Rank</i>	<i># States Near CT</i>	KY	MA	MD	NJ	OR	RI	WA
Student Demographics											
Total Number of Students	677,452	567,198	29/50	18	X		X				
Percent Black	10.7%	13.9%	21/50	8	X			X			
Percent Hispanic	9.3%	17.1%	12/50	7		X		X	X	X	X
Percent White	66.8%	64.5%	28/50	6					X	X	X
Percent Children with Disabilities	14.0%	12.2%	35/48	7			X				X
Percent Low Income Students	39.1%	29.9%	48/50	7		X		X			
Percent of Students Who Took an AP Exam	21.6%	29.8%	11/50	5		X					
Graduation Rate											
Black*	72.0%	88.0%	1/47	4				X		X	
Hispanic*	70.0%	80.0%	8/47	7			X			X	
White*	86.0%	96.0%	1/47	1				X			
All*	82.8%	92.6%	2/50	1							
NAEP Scores											
Math Grade 4	241	245	6/50	9			X				
Math Grade 8	284	289	9/50	5			X				X
Reading Grade 4	222	229	2/50	3				X			
Reading Grade 8	265	272	3/50	4				X			
NAEP Achievement Gap#											
Math Grade 8 - White-Hispanic	24	34	1/44	2		X					
Reading Grade 8 - White-Hispanic	21	27	6/42	7		X				X	
Math Grade 8 - White-Black	30	37	6/42	4			X				
Reading Grade 8 - White-Black	25	34	1/41	2							
<p># Achievement gap numbers are the net of scale scores (white student minus minority). Ranks in this area are from the largest to smallest achievement gaps</p> <p>"X" indicates state is within similar statistical range</p> <p>*School year 2006-07 for the black, Hispanic, and white state graduation rates. 2007-08 for the "All" rate.</p> <p>Sources: Federal Department of Education, PRI staff analysis</p>											

Teacher and statewide education features. As this study pertains to educator professional standards governance, several factors that likely affect and reflect the teacher workforce were compared between states. A summary of teacher and statewide facts is provided in Table III-2.

Table III-2. Teacher and State Characteristics											
	<i>State Median</i>	<i>CT</i>	<i>CT Rank</i>	<i># States Near CT</i>	KY	MA	MD	NJ	OR	RI	WA
Numbers of Students and Schools (2008-09)											
Total Number of Schools	1,374	981	33/50	18	X		X		X		
Total Number of Students	677,452	567,198	29/50	18	X		X		X		
Students per School	517	578	15/50	15	X	X	X	X			
Teacher Salary and Household Income											
Average Teacher Salary (2010)	\$49,585	\$64,350	5/50	2			X	X			
Median Household Income (2008)	\$50,173	\$68,595	3/50	4				X			
Average Salary as a Percentage of Median Household Income	99.8%	93.8%	35/50	11				X			X
Teach for America Presence (2011)	33 states	Yes	-	32	X	X	X	X		X	X
Active Right-to-Work Law (2011)	22 states	No	-	27	X	X	X	X	X	X	X
NCLB Progress (2008-09)											
Percent of Core Academic Classes Taught by Highly Qualified Teachers	97.4%	99.1%	7/50	20	X			X			X
Percent of Schools with "In Need of Improvement" Status *	12.3%	24.2%	9/50	5							X
Percent of Public Schools Making Adequate Yearly Progress	70.0%	58.9%	35/50	6	X						
Public School Choice Because of NCLB											
Total Number of Students Eligible	48,082	98,858	16/50	14	X			X			X
Percent of Eligible Students Who Participated	1.2%	0.5%	36/46	35	X	X	X	X		X	X
Race to the Top Grants Awarded (2011) **	11 states	No	-	38		II	II			II	
<p>*Connecticut has the 8th highest percentage of schools in this category.</p> <p>** Connecticut was not awarded a grant in either of the programs two phases. A "I" or "II" marking for other states, in this table and in Table III-4, indicates which round the state received an award.</p> <p>Sources: Federal Department of Education, NEA, Census Bureau, PRI staff analysis</p>											

According to the National Education Association, the average teacher salary in Connecticut is the fifth highest, behind leaders New York, Massachusetts, and California, and comparable to Maryland and New Jersey. However, average teacher salaries in Connecticut are less than the state's median household income, as they are in half of all states.

An additional characteristic that could influence the educator population and distinguish a state's approach to education is the level of flexibility in obtaining certification. The Teach for America program typically serves sizable pockets of low-income student populations through expedited teacher preparation programs. Therefore, the presence of one or more Teach for America regions might signify that state policies are more amicable to alternative teacher preparation programs than in states without the program. Currently, Teach for America has regions in 33 states, including six of the seven states selected for case study.

“Right-to-work” laws are enacted in 22 states and prevent “closed shops,” where an employee must be a member of a union as a condition of employment. As such, the strength of the teachers unions, and conditions for teachers themselves, in right-to-work states might differ from those in the 28 states, including Connecticut, with no such law. Eighteen non-right-to-work states also had a Teach for America presence, like Connecticut. Six of those 18, including Kentucky, New Jersey, and Washington, additionally had a percentage of “highly qualified teachers” akin to Connecticut.⁷ The combination of these three characteristics suggests that the educator populations, state policy approach, and union strength in those six states could be comparable to Connecticut.

Compliance with or achievement of No Child Left Behind (NCLB) requirements serve as an indicator of a state education system's relationship with and reaction to federal policy, as well as a reflection of achievement gaps and the rigor of state-selected exams. Connecticut has a relatively low percentage of schools making adequate yearly progress (AYP), similar to Kentucky. Connecticut also has a high percentage of schools that have failed to meet AYP goals for two or more consecutive years, classified as “In Need of Improvement,” like Washington.

One consequence for schools failing to make AYP is that students are given greater flexibility, via school choice, to transfer out of geographically-assigned schools. The number of students eligible for the NCLB public school choice in Connecticut is similar to 14 other states, including Kentucky, New Jersey, and Washington. However, the percentage of eligible students participating in NCLB school choice is very low for most states, including Connecticut.

Beyond looking at compliance with established policy, an education system may be more or less flexible regarding new federal policies, programs, and goals. The most recent, high-profile example of adaptability to federal educational policy is through the awarding of competitive “Race to the Top” grants.⁸ Over two phases, eleven states and the District of Columbia were awarded the grants, including three - Massachusetts, Maryland, and Rhode Island - of the seven states that will serve as case studies. In the upcoming case studies, staff will attempt to discern whether the states' boards impacted the awarding of these competitive grants.

⁷ Per the 2001 No Child Left Behind Act: “To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.”

⁸ The grants were awarded in two phases. Every state submitted an application for at least one of the two phases. Besides the two states ineligible for phase II because of awards in phase I, 14 states did not apply to either the first or second phase.

IV. Other Licensed Professions in Connecticut

To compare governance of educator regulation with other professions within Connecticut, it is useful to review how licensure is regulated for occupations with certain similarities. More than 130 professional licenses are issued by Connecticut state government.⁹ Staff determined similarity by examining credential requirements and employment conditions. Educators must have a bachelor's degree – with graduate education required as experience accumulates – to be certified, and are mainly unionized public employees.

How are licenses requiring a bachelor's degree regulated?

Thirty-four licenses other than educator require at least a bachelor's degree for initial licensure, as shown in Table IV-1.¹⁰ Of these, 20 are overseen by a professional board (59 percent). These professional boards vary in their scope and functions – in addition to other characteristics – as will be described in the next study report. Fourteen licenses are completely regulated and administered by the relevant executive branch department.

Some licenses – 21 overall – require a graduate degree for initial licensure. The graduate degree requirement does not appear to be strongly associated with whether a license has a professional board: 35 percent of licenses with a board do not require a graduate degree, while 57 percent of licenses not overseen by a board do require it.

Next steps. Committee staff is finalizing information on board powers, composition, and resources, for those licenses that require at least a bachelor's degree and are overseen by a board. Staff also will report on whether preparation programs or individuals must be nationally approved for state licensure, to explore if that is related to having a Connecticut board. (Connecticut does not require educator preparation programs to be nationally accredited, although state program approval follows the national criteria. At the individual level, national certification of educators is a rigorous, optional process open to veteran teachers and not intended for initial certification.)

How are other credentialed professionals who are mainly unionized public employees regulated?

Two professions fit these employment parameters: firefighters and police officers. Each career area is overseen by a professional standards organization,¹¹ located within the Department of Emergency Services and Public Protection for administrative purposes. The fire commission and police council issue certification and directly provide training. Firefighter certification generally is required by the fire departments that are composed of career professionals, while all police officers are required by state law to hold certification within one year of hire.

⁹ According to PRI staff review of Connecticut Licensing Info Center (CT-CLIC), the state's online database of licenses, certificates, and permits.

¹⁰ One additional license, for attorneys, is regulated by the Judicial Branch.

¹¹ The Connecticut Commission on Fire Prevention and Control oversees 40 types of certification among 10 areas (e.g., rescue, driver). The Police Officer Standards and Training Council issues certification for police officers and law enforcement instructors.

The fire commission and police council develop professional standards and handle certification. The organizations also oversee and – unique among Connecticut state government professional standards boards – directly provide training for certification purposes.

Next steps. Committee staff will present information on the composition and scopes of the fire commission and police council.

Table IV-1. Regulation of Professional Licenses Requiring At Least a Bachelor’s Degree					
<i>Has a Board (20)</i>	<i>Dept.</i>	<i>Grad. Study Req. Initially</i>	<i>Does Not Have a Board (14)</i>	<i>Dept.</i>	<i>Grad. Study Req. Initially</i>
Architect	DCP	---	Asbestos Consultant – Inspector/Mgmt Planner	DPH	---
Professional Engineer	DCP	---	Asbestos Consultant – Project Designer	DPH	---
Land Surveyor	DCP	---	Athletic Trainer	DPH	---
Landscape architect	DCP	---	Audiologist	DPH	Yes
Pharmacist	DCP	Yes	Counselor – Alcohol and Drug	DPH	Yes
Licensed Environmental Professional	DEEP	---	Counselor – Professional	DPH	Yes
Dentist	DPH	Yes	Dietician-Nutritionist	DPH	---
Nurse – APRN	DPH	Yes	Marital and Family Therapist	DPH	Yes
Nurse – RN	DPH	---	Nurse Midwife	DPH	Yes
Optometrist	DPH	Yes	Nursing Home Administrator	DPH	Yes
Physical Therapist	DPH	Yes	Occupational Therapist	DPH	---
Physician Assistant	DPH	Yes	Registered Sanitarians	DPH	---
Physician	DPH	Yes	Social Worker – Clinical	DPH	Yes
Physician – Chiropractor	DPH	Yes	Speech and Language Pathologist	DPH	Yes
Physician – Homeopathy	DPH	Yes	<i>Has Various Committees and Panels</i>		
Physician – Naturopath	DPH	Yes	Attorneys	Jud. Br.	Yes
Physician – Podiatrist	DPH	Yes	Department acronyms: Department of Consumer Protection (DCP), Department of Energy and Environmental Protection (DEEP), Department of Public Health (DPH), State Board of Accountancy (SBOA).		
Psychologist	DPH	Yes			
Veterinarian	DPH	Yes			
Certified Public Accountant	SBOA	---			
Source: PRI staff research					