



**New Copy
Senate**

General Assembly

File No. 664

January Session, 2021

Substitute Senate Bill No. 1034

Senate, May 10, 2021

The Committee on Appropriations reported through SEN. OSTEN of the 19th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION.

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

- 1 Section 1. (NEW) (*Effective July 1, 2021*) (a) As used in this section:
- 2 (1) "Minority" has the same meaning as provided in section 10-156bb
3 of the general statutes;
- 4 (2) "Minority candidate" means an individual who is a minority and
5 employed by a local or regional board of education as a school
6 paraprofessional or an associate instructor;
- 7 (3) "Residency program" means a certification program approved by
8 the State Board of Education that requires participants to complete a
9 residency in which such participants serve (A) in a position otherwise
10 requiring professional certification, and (B) in a full-time position for ten
11 school months at a local or regional board of education in the state under
12 the supervision of (i) a certified administrator or teacher, and (ii) a

13 supervisor from the regional educational service center or private,
14 nonprofit teacher or administrator operating such certification program;
15 and

16 (4) "Alliance district" has the same meaning as provided in section 10-
17 262u of the general statutes, as amended by this act.

18 (b) For the fiscal year ending June 30, 2022, and each fiscal year
19 thereafter, the Department of Education shall administer the minority
20 candidate certification, retention or residency year program. Such
21 program shall assist (1) minority candidates in enrolling in a residency
22 program for purposes of becoming full-time, certified teachers upon
23 successful completion of such residency program, and (2) local and
24 regional boards of education in hiring and retaining such minority
25 candidates.

26 (c) (1) For the fiscal year ending June 30, 2022, and each fiscal year
27 thereafter, each local and regional board of education for an alliance
28 district shall partner with the operator of a residency program for
29 purposes of enrolling minority candidates and placing them in such
30 school district as part of such residency program. Following the
31 successful completion of the residency program by a minority
32 candidate, such board may hire such minority candidate. Such board
33 may apply to the Commissioner of Education, at such time and in such
34 manner as the commissioner prescribes, to receive a payment, as
35 described in subdivision (2) of this subsection, for any of the costs
36 described in subsection (e) of this section.

37 (2) For the fiscal year ending June 30, 2022, and each fiscal year
38 thereafter, the Commissioner of Education shall withhold from an
39 alliance district, from the funds transferred by the Comptroller pursuant
40 to subsection (c) of section 10-262u of the general statutes, as amended
41 by this act, ten per cent of any increase in such funds that such alliance
42 district receives for the fiscal year over the amount of such funds that it
43 received for the fiscal year ending June 30, 2020. The department shall
44 use such funds to make a payment to such alliance district and such
45 alliance district shall expend such payment for any of the costs

46 described in subsection (e) of this section.

47 (d) (1) For the fiscal year ending June 30, 2022, and each fiscal year
48 thereafter, any local or regional board of education, other than a local or
49 regional board of education for an alliance district, may partner with the
50 operator of a residency program for purposes of enrolling minority
51 candidates and placing them in such school district as part of such
52 residency program. Following the successful completion of the
53 residency program by a minority candidate, such board may hire such
54 minority candidate. Such board may apply to the Commissioner of
55 Education, at such time and in such manner as the commissioner
56 prescribes, to receive a grant for any of the costs described in subsection
57 (e) of this section.

58 (2) The commissioner may, within available appropriations, award a
59 grant to a local or regional board of education described in subdivision
60 (1) of this subsection for any of the costs described in subsection (e) of
61 this section.

62 (e) Any payments made or grants awarded under this section may be
63 used for costs associated with the (1) enrollment of such minority
64 candidates in a residency program, (2) certification process for such
65 minority candidates, (3) hiring of such minority candidates following
66 the successful completion of a residency program, or (4) retention of
67 such minority candidates as certified employees of the school district.

68 (f) Any unexpended funds paid or awarded to a local or regional
69 board of education under this section shall not lapse at the end of the
70 fiscal year but shall be available for expenditure during the next fiscal
71 year for purposes of implementing the provisions of this section.

72 (g) The department shall develop guidelines and criteria for the
73 implementation of the minority candidate certification, retention or
74 residency year program and administration of funds under this section.

75 Sec. 2. Subdivision (2) of subsection (c) of section 10-262u of the
76 general statutes is repealed and the following is substituted in lieu

77 thereof (*Effective July 1, 2021*):

78 (2) Upon receipt of an application pursuant to subsection (d) of this
79 section or section 1 of this act, the Commissioner of Education may pay
80 such funds to the town designated as an alliance district and such town
81 shall pay all such funds to the local or regional board of education for
82 such town on the condition that such funds shall be expended in
83 accordance with (A) the plan described in subsection (d) of this section,
84 (B) the minority candidate certification, retention or residency year
85 program pursuant to section 1 of this act, (C) the provisions of
86 subsection (c) of section 10-262i, and (D) any guidelines developed by
87 the State Board of Education for such funds. Such funds shall be used to
88 improve student achievement and recruit and retain minority teachers
89 in such alliance district and to offset any other local education costs
90 approved by the commissioner.

91 Sec. 3. (NEW) (*Effective July 1, 2021*) (a) The Commissioner of
92 Education, the president of the Connecticut State Colleges and
93 Universities and the dean of the Neag School of Education at The
94 University of Connecticut shall jointly develop a plan to assist local and
95 regional boards of education in promoting the teaching profession as a
96 career option to students in high school. Such plan shall include, but
97 need not be limited to, a means for local and regional boards of
98 education to develop partnerships with educator preparation programs
99 in the state, and the creation of counseling programs directed to high
100 school students in order to inform them about and recruit them to the
101 teaching profession.

102 (b) Not later than September 1, 2021, the Department of Education
103 shall distribute to local and regional boards of education information
104 that promotes the teaching profession, including materials relating to
105 educator preparation programs and alternative route to certification
106 programs offered in the state, for school counselors and students. The
107 department shall also make such information available on its Internet
108 web site.

109 Sec. 4. Section 10-156ee of the general statutes is repealed and the

110 following is substituted in lieu thereof (*Effective July 1, 2021*):

111 Not later than January 1, 2019, the Department of Education, in
112 consultation with the Minority Teacher Recruitment Policy Oversight
113 Council, shall (1) identify relevant research and successful practices to
114 enhance minority teacher recruitment throughout the state, (2) identify
115 and establish public, private and philanthropic partnerships to increase
116 minority teacher recruitment, (3) utilize, monitor and evaluate
117 innovative methods to attract minority candidates to the teaching
118 profession, particularly in subject areas in which a teacher shortage
119 exists, as determined by the Commissioner of Education pursuant to
120 section 10-8b, (4) modernize the process for educators to obtain educator
121 certification under this chapter by eliminating obstacles to certification
122 to increase competitiveness with other states, (5) identify and utilize
123 high-quality, affordable and bias-free educator assessments, (6) adopt
124 cut scores for educator assessments, that do not exceed the multistate
125 cut scores, to increase competitiveness with surrounding states, (7)
126 support new and existing educator preparation programs that commit
127 to enrolling greater numbers of minority teacher candidates in a manner
128 that supports interstate reciprocity, (8) monitor, advise and support, and
129 intervene in when necessary, local and regional boards of education's
130 efforts to prioritize minority teacher recruitment and develop
131 innovative strategies to attract and retain minority teachers within their
132 districts, [and] (9) (A) on and after July 1, 2019, include a question
133 regarding the demographic data of applicants for positions requiring
134 educator certification in the department's annual hiring survey
135 distributed to local and regional boards of education, and (B) not later
136 than July 1, 2020, and annually thereafter, submit a report, in accordance
137 with the provisions of section 11-4a, on the applicant demographic data
138 collected pursuant to subparagraph (A) of this subdivision to the
139 minority teacher recruitment task force, established pursuant to section
140 10-156aa, and to the joint standing committee of the General Assembly
141 having cognizance of matters relating to education, and (10) not later
142 than July 1, 2022, develop and make available, in consultation with the
143 State Education Resource Center, a video training module for school
144 district personnel involved in or responsible for hiring educators

145 relating to implicit bias and anti-bias in the hiring process. For purposes
146 of this section, "minority" has the same meaning as provided in section
147 10-156bb.

148 Sec. 5. (NEW) (*Effective July 1, 2021*) For the school year commencing
149 July 1, 2023, and each school year thereafter, any employee of a local or
150 regional board of education who is involved in or responsible for hiring
151 educators for the school district shall successfully complete the video
152 training module relating to implicit bias and anti-bias in the hiring
153 process, developed pursuant to section 10-156ee of the general statutes,
154 as amended by this act, prior to such employee's participation in the
155 educator hiring process for the school district.

156 Sec. 6. Subsection (a) of section 10-220a of the general statutes is
157 repealed and the following is substituted in lieu thereof (*Effective July 1,*
158 *2021*):

159 (a) Each local or regional board of education shall provide an in-
160 service training program for its teachers, administrators and pupil
161 personnel who hold the initial educator, provisional educator or
162 professional educator certificate. Such program shall provide such
163 teachers, administrators and pupil personnel with information on (1)
164 the nature and the relationship of alcohol and drugs, as defined in
165 subdivision (17) of section 21a-240, to health and personality
166 development, and procedures for discouraging their abuse, (2) health
167 and mental health risk reduction education that includes, but need not
168 be limited to, the prevention of risk-taking behavior by children and the
169 relationship of such behavior to substance abuse, pregnancy, sexually
170 transmitted diseases, including HIV-infection and AIDS, as defined in
171 section 19a-581, violence, teen dating violence, domestic violence and
172 child abuse, (3) school violence prevention, conflict resolution, the
173 prevention of and response to youth suicide and the identification and
174 prevention of and response to bullying, as defined in subsection (a) of
175 section 10-222d, except that those boards of education that implement
176 any evidence-based model approach that is approved by the
177 Department of Education and is consistent with subsection (c) of section

178 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section
 179 10-233c and sections 1 and 3 of public act 08-160, shall not be required
 180 to provide in-service training on the identification and prevention of
 181 and response to bullying, (4) cardiopulmonary resuscitation and other
 182 emergency life saving procedures, (5) the requirements and obligations
 183 of a mandated reporter, (6) the detection and recognition of, and
 184 evidence-based structured literacy interventions for, students with
 185 dyslexia, as defined in section 10-3d, and (7) culturally responsive
 186 pedagogy and practice, including, but not limited to, the video training
 187 module relating to implicit bias and anti-bias in the hiring process in
 188 accordance with the provisions of section 5 of this act. Each local or
 189 regional board of education may allow any paraprofessional or
 190 noncertified employee to participate, on a voluntary basis, in any in-
 191 service training program provided pursuant to this section.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2021	New section
Sec. 2	July 1, 2021	10-262u(c)(2)
Sec. 3	July 1, 2021	New section
Sec. 4	July 1, 2021	10-156ee
Sec. 5	July 1, 2021	New section
Sec. 6	July 1, 2021	10-220a(a)

Statement of Legislative Commissioners:

In Section 1(a)(3)(A), "otherwise" was added after "position" for clarity.

ED Joint Favorable Subst. C/R APP

APP Joint Favorable Subst.-LCO

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 22 \$	FY 23 \$
Various Local and Regional School Districts	See Below	See Below	See Below

Explanation

The bill requires a portion of Alliance District funds (a component of the Education Cost Sharing grant for recipient towns) to be spent on minority teacher recruitment and retention. The bill requires, beginning in FY 22, the State Department of Education to annually withhold ten percent of each Alliance District's increase (AD) in those funds (from FY 20), and the funds will be released to each town for residency program-related costs, including hiring and retention. If a board of education does not apply for some or all of the withheld funds, the town may experience a revenue reduction, but it is anticipated all affected towns will apply, given the bill's mandate for these towns to participate in a minority teacher recruitment residency program.

The amount withheld from each Alliance District in any year depends on each town's change in Alliance District funding compared to FY 20. These funds are anticipated to total approximately \$7.5 million across Alliance Districts in FY 22 under the current ECS formula, with a median amount per affected Alliance District of approximately \$240,000. The lowest amount is anticipated to be approximately \$10,000 and the highest, nearly \$1.4 million. For FY 22, twenty-five of the 33 Alliance Districts will have increases in ECS Alliance District funds since

FY 20 and therefore will be impacted by this bill. Because the withholding under the bill is a percentage of the increase in ECS funds, the amount withheld will grow annually until FY 28, as ECS grants to impacted towns rise under the ECS formula phase-in.

The bill also requires SDE to administer a minority teacher candidate certification, retention, or residency year program, which is not anticipated to result in a fiscal impact to the state.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**sSB 1034*****AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION.*****SUMMARY**

This bill creates the minority candidate certification, retention, or residency year program administered by the State Department of Education (SDE) and under the supervision of a regional educational service center (RESC) or a private, non-profit certification program (i.e., operators). It also requires each school district designated as an alliance district to partner with an operator of a residency program to enroll minority candidates and place them in the district for their 10-month residency. Alliance districts are the 33 lowest performing school districts based on the district's accountability index score (see BACKGROUND).

Under the bill "minority" means individuals whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino as used by the U.S. Census Bureau. "Minority candidate" means a person who is a minority and is employed as a school paraprofessional or an associate instructor with a local or regional board of education.

It requires SDE to (1) withhold from each alliance district 10% of any increase in alliance aid and (2) use the funds for grant payments to cover costs related to the residency program.

The bill allows non-alliance districts to participate in the residency program.

It also:

1. requires the education commissioner and officials from UConn and the Connecticut State Colleges and Universities (CSCU) to

develop a plan together to assist boards of education in promoting teaching as a career option to high school students (§ 3);

2. requires SDE, in consultation with other groups, to develop and make available a video training module that addresses implicit bias for school district personnel involved in, or responsible for, hiring teachers (§ 4);
3. requires school district employees involved in the teacher hiring process to complete a video training module on implicit bias and anti-bias in the hiring process (§ 5); and
4. adds the video training module to the culturally responsive pedagogy and practice training (§ 6).

The bill also makes conforming changes.

EFFECTIVE DATE: July 1, 2021

§§ 1 & 2 — minority candidate certification, retention and residency year program

State and Local Responsibilities

The bill requires, for FY 2022, and each subsequent year, SDE to administer the minority candidate certification, retention, or residency year program to assist (1) minority candidates in enrolling in a residency program for purposes of becoming full-time, certified teachers upon successful completion of the program, and (2) local and regional boards of education in hiring and retaining the minority candidates.

Under the bill, the “residency program” is a State Board of Education (SBE)-approved certification program in which participants serve in (1) a position that otherwise would require professional certification and (2) a full-time position for 10 school months at a board of education under the supervision of (a) a certified administrator or teacher and (b) a supervisor from the regional educational service center (RESC) or a private, nonprofit teacher or administrator operating the certification

program. By law, the SBE approves teacher preparation programs and alternate route to certification (ARC) programs. Also, there is a law that allows school support staff to obtain a teacher certification through an ARC program that includes a one-year residency, but that law is not specific to alliance districts or minority candidates (CGS 10-145b(a)).

The bill also requires each board of education for an alliance district to partner, beginning with FY 2022 and in each year after, with an operator of a residency program in order to enroll minority candidates and place them in the school district as part of the residency program.

Reserving Funding for the Residency Program

By law, an alliance district must submit a plan to SDE for approval before SDE will release the district's alliance funding. The plan must detail how it intends to use its alliance funding and how this will increase student achievement. Alliance funds are a portion of the Education Cost Sharing (ECS) funds that alliance districts receive every year.

Under the bill, for the fiscal year ending June 30, 2022, and each subsequent year, the education commissioner must withhold from an alliance district 10% of any increase in funds that the district receives for that fiscal year over the amount that it received for FY 20. The department must use the funds to make a payment to the alliance district and the district must expend the money for the residency program costs described in the bill.

Allowed Uses of Residency Grants

A participating board may apply to the education commissioner, at a time and in a manner the commissioner prescribes, to receive a payment as established in the bill to cover specified costs. The payments made or grants awarded under the bill may be used for costs associated with the:

1. enrollment of minority candidates in a residency program,
2. certification process for the minority candidates,

3. hiring of the minority candidates following the successful completion of a residency program, or
4. retention of minority candidates as certified employees of the school district.

The bill prevents any unexpended funds paid or awarded to a board of education under the bill from lapsing at the end of the fiscal year. These funds must be carried over and be available to spend for implementing the bill's purposes during the next fiscal year.

Potential Hires

The bill authorizes a board of education to hire a minority candidate who has successfully completed the residency program.

Non-Alliance School Districts May Participate

Beginning with FY 2022, the bill allows non-alliance districts to partner with a residency program operator to enroll minority candidates and place them in the school district as part of the residency program. Following a minority candidate's successful completion of the residency program, the participating board may hire the minority candidate.

The board may apply to the education commissioner, at a time and in a manner the commissioner determines, to receive a grant for any of the allowed costs described in the bill. The commissioner may, within available appropriations, award a grant to a non-alliance board of education for any of the allowed costs.

Program Guidelines

The bill requires SDE to develop guidelines and criteria for the implementation of the minority candidate certification, retention, or residency year program and the administration of the related funds.

Education Commissioner to Release Alliance Funds

Under the alliance district law, the education commissioner may only release alliance funding if it will be expended in accordance with (1) the

school district's alliance plan, (2) the law requiring the funding only be spent for educational purposes and not to supplant local education dollars, and (3) any SBE guidelines regarding these funds. The bill allows the funds to also be released in accordance with the bill's residency program.

§ 3 — Plan to Promote Teaching as a Career

The bill requires the education commissioner, the CSCU president, and UConn's Neag School of Education dean to jointly develop a plan to assist boards of education in promoting the teaching profession as a career option to high school students. The plan must include a way for local and regional boards of education to develop partnerships with educator preparation programs in the state, and the creation of counseling programs for high school students to inform them about, and recruit them to, the teaching profession. (The bill does not include a deadline for plan completion.)

It also requires that by September 1, 2021, SDE must distribute to boards of education information that promotes the teaching profession, including materials relating to educator preparation programs and alternative route to certification programs offered in the state, for school counselors and students. SDE must also make this information available on its website.

§§ 4-6 — Implicit Bias and anti-bias Training Video Module

The bill requires SDE, in consultation with the Minority Teacher Recruitment Policy Oversight Council and the State Education Resource Center, to develop and make available the video training module for school district personnel involved in, or responsible for, hiring teachers. The training module must focus on implicit bias and anti-bias in the hiring process and be developed and available by July 1, 2022. For each school year beginning with the one starting on July 1, 2023, the bill requires any local board of education employee who is involved in, or responsible for, hiring teachers in the school district to complete this training before participating in the teacher hiring process.

The bill also adds the video training module to the required in-service training program that school districts must offer for teachers. It is included as part of the culturally responsive pedagogy and practice training that is part of a statutory list of possible training topics.

BACKGROUND

Accountability Index Scores

The “accountability index” for a school district or an individual school means the score resulting from multiple weighted measures that (1) include the mastery test scores (i.e., performance index) and, if appropriate, high school graduation rates, and (2) may include academic growth over time, attendance and chronic absenteeism, postsecondary education and career readiness, enrollment in and graduation from institutions of higher education and postsecondary education programs, civics and arts education, and physical fitness (CGS § 10-223e(a)).

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute Change of Reference - APP
Yea 38 Nay 0 (03/29/2021)

Appropriations Committee

Joint Favorable
Yea 50 Nay 0 (04/21/2021)