



**VETO MESSAGE:** No

**GOVERNOR'S PRESS RELEASE ON SIGNING:** Yes

**FOLLOWING WERE PRINTED:**

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**REPORTS:** No

**HEARINGS:** Yes

Committee meeting of Joint Committee on the Public Schools : the New Jersey Association of School Administrators will present the NJASA 4 Equity initiative, their Consortia for Equity Through Excellence partnership, and their leadership diversity program; the Joint Committee will also receive testimony from invited guests about minority and male teacher recruitment and retention

[April 9, 2019, Trenton, New Jersey]

Call number: 974.90 E24, 2019a

Online at: <http://hdl.handle.net/10929/54443>

**NEWSPAPER ARTICLES:** No

RWH/CL

P.L. 2019, CHAPTER 102, *approved May 10, 2019*  
Senate, No. 703 (*First Reprint*)

1 AN ACT establishing a teaching pilot program in the Department of  
2 Education and supplementing chapter 6 of Title 18A of the New  
3 Jersey Statutes.

4  
5 **BE IT ENACTED** by the Senate and General Assembly of the State  
6 of New Jersey:

7  
8 1. a. As used in this section:

9 <sup>1</sup>**["Chronically failing"]** "Underperforming"<sup>1</sup> school" means any  
10 public school that meets the criteria of paragraph (1) or paragraph  
11 (2):

12 (1) among all students in that school to whom a State  
13 assessment was administered, the sum of the percent of students  
14 scoring in the not yet meeting expectations and partially meeting  
15 expectations categories in both the language arts and mathematics  
16 subject areas of the State assessments exceeded 40% in each of the  
17 prior two school years; or

18 (2) among all students in that school to whom a State  
19 assessment was administered, the sum of the percent of students  
20 scoring in the not yet meeting expectations and partially meeting  
21 expectations categories in either the language arts or mathematics  
22 subject areas of the State assessment exceeded 65% in each of the  
23 prior two school years.

24 "Minority" means a person who is a member of a racial-ethnic  
25 group that has been historically disadvantaged in obtaining access  
26 to equal educational opportunities.

27 "Eligible participant" means a male resident of New Jersey who  
28 is from a disadvantaged or minority background; is interested in  
29 pursuing a career as a teacher in New Jersey; and meets eligibility  
30 criteria for enrolling in the alternate route teacher preparation  
31 program, including the requirements for obtaining a certificate of  
32 eligibility under State Board of Education regulations.

33 b. The Commissioner of Education shall establish a pilot  
34 program in which the commissioner will recruit eligible participants  
35 and match them to teaching opportunities for which they may apply

**EXPLANATION** – Matter enclosed in bold-faced brackets **[thus]** in the above bill is not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

<sup>1</sup>Senate SED committee amendments adopted December 6, 2018.

1 in <sup>1</sup>['chronically failing'] underperforming<sup>1</sup> schools under the  
2 alternate route teacher preparation program. The purpose of the  
3 pilot program shall be to increase the access of disadvantaged or  
4 minority men to teaching opportunities and to provide needed high-  
5 quality teachers in <sup>1</sup>['chronically failing'] underperforming<sup>1</sup> schools  
6 in the State.

7 c. The commissioner shall select for participation in the pilot  
8 program six <sup>1</sup>['chronically failing'] underperforming<sup>1</sup> schools,  
9 including, if possible, two schools in each of the northern, central,  
10 and southern regions of the State. To the extent possible, the  
11 commissioner shall seek a cross section of schools from urban,  
12 suburban, and rural areas.

13 d. The commissioner shall establish policies and procedures for  
14 the recruitment and selection of eligible participants, and for  
15 matching the selected eligible participants to teaching opportunities  
16 for which they may apply at the participating schools under the  
17 alternate route teacher preparation program.

18 e. Two years following the establishment of the pilot program,  
19 the commissioner shall submit a report to the Governor, and to the  
20 Legislature pursuant to section 2 of P.L.1991, c.164 (C.52:14-19.1).  
21 The report shall contain information on the implementation of the  
22 pilot program and shall include the commissioner's  
23 recommendation on the advisability of continuing or expanding the  
24 program.

25

26 2. This act shall take effect immediately.

27

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29

30

31 \_\_\_\_\_  
32 Establishes pilot program in DOE to recruit disadvantaged or  
33 minority men to teach in certain underperforming schools under  
alternate route program.

# SENATE, No. 703

## STATE OF NEW JERSEY 218th LEGISLATURE

PRE-FILED FOR INTRODUCTION IN THE 2018 SESSION

**Sponsored by:**

**Senator M. TERESA RUIZ**

**District 29 (Essex)**

**Senator TROY SINGLETON**

**District 7 (Burlington)**

**Co-Sponsored by:**

**Senator Turner**

**SYNOPSIS**

Establishes pilot program in DOE to recruit disadvantaged or minority men to teach in certain failing schools under alternate route program.

**CURRENT VERSION OF TEXT**

Introduced Pending Technical Review by Legislative Counsel.



**(Sponsorship Updated As Of: 12/7/2018)**

1 AN ACT establishing a teaching pilot program in the Department of  
2 Education and supplementing chapter 6 of Title 18A of the New  
3 Jersey Statutes.

4  
5 **BE IT ENACTED** by the Senate and General Assembly of the State  
6 of New Jersey:

7  
8 1. a. As used in this section:

9 “Chronically failing school” means any public school that meets  
10 the criteria of paragraph (1) or paragraph (2):

11 (1) among all students in that school to whom a State assessment  
12 was administered, the sum of the percent of students scoring in the not  
13 yet meeting expectations and partially meeting expectations categories  
14 in both the language arts and mathematics subject areas of the State  
15 assessments exceeded 40% in each of the prior two school years; or

16 (2) among all students in that school to whom a State assessment  
17 was administered, the sum of the percent of students scoring in the not  
18 yet meeting expectations and partially meeting expectations categories  
19 in either the language arts or mathematics subject areas of the State  
20 assessment exceeded 65% in each of the prior two school years.

21 “Minority” means a person who is a member of a racial-ethnic  
22 group that has been historically disadvantaged in obtaining access to  
23 equal educational opportunities.

24 “Eligible participant” means a male resident of New Jersey who is  
25 from a disadvantaged or minority background; is interested in pursuing  
26 a career as a teacher in New Jersey; and meets eligibility criteria for  
27 enrolling in the alternate route teacher preparation program, including  
28 the requirements for obtaining a certificate of eligibility under State  
29 Board of Education regulations.

30 b. The Commissioner of Education shall establish a pilot program  
31 in which the commissioner will recruit eligible participants and match  
32 them to teaching opportunities for which they may apply in chronically  
33 failing schools under the alternate route teacher preparation program.  
34 The purpose of the pilot program shall be to increase the access of  
35 disadvantaged or minority men to teaching opportunities and to  
36 provide needed high-quality teachers in chronically failing schools in  
37 the State.

38 c. The commissioner shall select for participation in the pilot  
39 program six chronically failing schools, including, if possible, two  
40 schools in each of the northern, central, and southern regions of the  
41 State. To the extent possible, the commissioner shall seek a cross  
42 section of schools from urban, suburban, and rural areas.

43 d. The commissioner shall establish policies and procedures for  
44 the recruitment and selection of eligible participants, and for matching  
45 the selected eligible participants to teaching opportunities for which  
46 they may apply at the participating schools under the alternate route  
47 teacher preparation program.

1 e. Two years following the establishment of the pilot program,  
2 the commissioner shall submit a report to the Governor, and to the  
3 Legislature pursuant to section 2 of P.L.1991, c.164 (C.52:14-19.1).  
4 The report shall contain information on the implementation of the pilot  
5 program and shall include the commissioner's recommendation on the  
6 advisability of continuing or expanding the program.

7  
8 2. This act shall take effect immediately.  
9

10  
11 STATEMENT  
12

13 This bill establishes a pilot program in the Department of  
14 Education, in which the Commissioner of Education will recruit  
15 eligible participants and match them to teaching opportunities for  
16 which they may apply in chronically failing schools under the  
17 State's alternate route teacher preparation program.

18 The bill defines eligible participants as male residents of New  
19 Jersey who are from disadvantaged or minority backgrounds, are  
20 interested in pursuing a teaching career in New Jersey, and meet the  
21 eligibility criteria for enrolling in the alternate route teacher  
22 preparation program, including State Board of Education  
23 requirements for obtaining a certificate of eligibility. The purpose  
24 of the pilot program is to increase the access of disadvantaged or  
25 minority men to teaching opportunities and to provide needed high-  
26 quality teachers in chronically failing schools in the State.

27 Under the bill, the commissioner will select six chronically  
28 failing schools from throughout the State for participation in the  
29 pilot program. Chronically failing schools are defined by the bill as  
30 public schools that meet one of the following criteria:

31 (1) among all students in the school to whom a State assessment  
32 was administered, the sum of the percent of students scoring in the  
33 not yet meeting expectations and partially meeting expectations  
34 categories in both language arts and mathematics exceeded 40% in  
35 each of the prior two school years; or

36 (2) among all students in the school to whom a State assessment  
37 was administered, the sum of the percent of students scoring in the  
38 not yet meeting expectations and partially meeting expectations  
39 categories in either language arts or mathematics exceeded 65% in  
40 each of the prior two school years.

41 The bill directs the commissioner to establish policies and  
42 procedures for the recruitment and selection of eligible participants  
43 for the program, and for matching the selected participants to  
44 teaching opportunities for which they may apply at the participating  
45 schools under the alternate route program.

46 The bill requires the commissioner to submit a report to the  
47 Governor and the Legislature two years following the establishment

**S703 RUIZ, SINGLETON**

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1 of the pilot program. The report is required to contain information  
2 on the program's implementation and the commissioner's  
3 recommendation on the advisability of continuing or expanding the  
4 program.



# ASSEMBLY APPROPRIATIONS COMMITTEE

## STATEMENT TO

[First Reprint]

**SENATE, No. 703**

# **STATE OF NEW JERSEY**

DATED: MARCH 18, 2019

The Assembly Appropriations Committee reports favorably Senate Bill No. 703 (1R).

This bill establishes a pilot program in the Department of Education, in which the Commissioner of Education will recruit eligible participants and match them to teaching opportunities for which they may apply in underperforming schools under the State's alternate route teacher preparation program.

The bill defines eligible participants as male residents of New Jersey who are from disadvantaged or minority backgrounds, are interested in pursuing a teaching career in New Jersey, and meet the eligibility criteria for enrolling in the alternate route teacher preparation program, including State Board of Education requirements for obtaining a certificate of eligibility. The purpose of the pilot program is to increase the access of disadvantaged or minority men to teaching opportunities and to provide needed high-quality teachers in underperforming schools in the State.

Under the bill, the commissioner will select six underperforming schools from throughout the State for participation in the pilot program. Underperforming schools are defined by the bill as public schools that meet one of the following criteria:

(1) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in both language arts and mathematics exceeded 40% in each of the prior two school years; or

(2) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in either language arts or mathematics exceeded 65% in each of the prior two school years.

The bill directs the commissioner to establish policies and procedures for the recruitment and selection of eligible participants for the program, and for matching the selected participants to teaching opportunities for which they may apply at the participating schools under the alternate route program.

The bill requires the commissioner to submit a report to the Governor and the Legislature two years following the establishment of the pilot program. The report is required to contain information on the program's implementation and the commissioner's recommendation on the advisability of continuing or expanding the program.

As reported by the committee, Senate Bill No. 703 (1R) is identical to Assembly Bill No. 3141 (1R), as also reported by the committee on this date.

FISCAL IMPACT:

The Office of Legislative Services (OLS) anticipates that the bill would lead to a minimal State expenditure increase. The Department of Education currently conducts various teacher recruitment activities as part of its routine operations. As such, it would not need to incur significant new costs to implement a pilot program that focuses certain recruitment efforts on men from minority or disadvantaged backgrounds. Minor costs may be incurred in the development of recruitment materials and outreach, as well as recruiting schools to participate in the pilot program.

The bill may lead to a minimal increase in State revenues. In addition to satisfying other requirements, individuals seeking a certificate of eligibility must pay a fee to the department. If the department's recruiting efforts under the bill yield applications from individuals who would not have otherwise sought a teaching position, then there will be an increase in the total amount of fees collected.

The OLS expects that districts in which participating schools are located will not increase the number of teachers they employ. Accordingly, there will be no change in expenditures incurred by the districts.

# SENATE EDUCATION COMMITTEE

## STATEMENT TO

### **SENATE, No. 703**

with committee amendments

# **STATE OF NEW JERSEY**

DATED: DECEMBER 6, 2018

The Senate Education Committee favorably reports Senate Bill No. 703 with committee amendments.

As amended, this bill establishes a pilot program in the Department of Education, in which the Commissioner of Education will recruit eligible participants and match them to teaching opportunities for which they may apply in underperforming schools under the State's alternate route teacher preparation program.

The bill defines eligible participants as male residents of New Jersey who are from disadvantaged or minority backgrounds, are interested in pursuing a teaching career in New Jersey, and meet the eligibility criteria for enrolling in the alternate route teacher preparation program, including State Board of Education requirements for obtaining a certificate of eligibility. The purpose of the pilot program is to increase the access of disadvantaged or minority men to teaching opportunities and to provide needed high-quality teachers in underperforming schools in the State.

Under the bill, the commissioner will select six underperforming schools from throughout the State for participation in the pilot program. Underperforming schools are defined by the bill as public schools that meet one of the following criteria:

(1) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in both language arts and mathematics exceeded 40% in each of the prior two school years; or

(2) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in either language arts or mathematics exceeded 65% in each of the prior two school years.

The bill directs the commissioner to establish policies and procedures for the recruitment and selection of eligible participants for the program, and for matching the selected participants to teaching opportunities for which they may apply at the participating schools under the alternate route program.

The bill requires the commissioner to submit a report to the Governor and the Legislature two years following the establishment of the pilot program. The report is required to contain information on the program's implementation and the commissioner's recommendation on the advisability of continuing or expanding the program.

The committee amended the bill to refer to "underperforming schools" rather than "chronically failing schools."

This bill was pre-filed for introduction in the 2018-2019 session pending technical review. As reported, the bill includes the changes required by technical review, which has been performed.

# SENATE BUDGET AND APPROPRIATIONS COMMITTEE

## STATEMENT TO

[First Reprint]

**SENATE, No. 703**

# **STATE OF NEW JERSEY**

DATED: FEBRUARY 7, 2019

The Senate Budget and Appropriations Committee reports favorably Senate Bill No. 703 (1R).

This bill establishes a pilot program in the Department of Education, in which the Commissioner of Education will recruit eligible participants and match them to teaching opportunities for which they may apply in underperforming schools under the State's alternate route teacher preparation program.

The bill defines eligible participants as male residents of New Jersey who are from disadvantaged or minority backgrounds, are interested in pursuing a teaching career in New Jersey, and meet the eligibility criteria for enrolling in the alternate route teacher preparation program, including State Board of Education requirements for obtaining a certificate of eligibility. The purpose of the pilot program is to increase the access of disadvantaged or minority men to teaching opportunities and to provide needed high-quality teachers in underperforming schools in the State.

Under the bill, the commissioner will select six underperforming schools from throughout the State for participation in the pilot program. Underperforming schools are defined by the bill as public schools that meet one of the following criteria:

(1) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in both language arts and mathematics exceeded 40% in each of the prior two school years; or

(2) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in either language arts or mathematics exceeded 65% in each of the prior two school years.

The bill directs the commissioner to establish policies and procedures for the recruitment and selection of eligible participants for the program, and for matching the selected participants to teaching opportunities for which they may apply at the participating schools under the alternate route program.

The bill requires the commissioner to submit a report to the Governor and the Legislature two years following the establishment of the pilot program. The report is required to contain information on the program's implementation and the commissioner's recommendation on the advisability of continuing or expanding the program.

FISCAL IMPACT:

The Office of Legislative Services (OLS) anticipates that the bill would lead to a minimal State expenditure increase. The Department of Education currently conducts various teacher recruitment activities as part of its routine operations. As such, it would not need to incur significant new costs to implement a pilot program that focuses certain recruitment efforts on men from minority or disadvantaged backgrounds. Minor costs may be incurred in the development of recruitment materials and outreach, as well as recruiting schools to participate in the pilot program.

The bill may lead to a minimal increase in State revenues. In addition to satisfying other requirements, individuals seeking a certificate of eligibility must pay a fee to the department. If the department's recruiting efforts under the bill yield applications from individuals who would not have otherwise sought a teaching position, then there will be an increase in the total amount of fees collected.

The OLS expects that districts in which participating schools are located will not increase the number of teachers that they employ. As such, there would be no change in expenditures incurred by the districts.

# LEGISLATIVE FISCAL ESTIMATE

[First Reprint]

## SENATE, No. 703

### STATE OF NEW JERSEY 218th LEGISLATURE

DATED: DECEMBER 20, 2018

#### SUMMARY

- Synopsis:** Establishes pilot program in DOE to recruit disadvantaged or minority men to teach in certain underperforming schools under alternate route program.
- Type of Impact:** Recurring State Expenditure and Revenue Increases in General Fund
- Agencies Affected:** Department of Education

#### Office of Legislative Services Estimate

<b>Fiscal Impact</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
<b>State Cost</b>		Minimal Increase	
<b>State Revenue</b>		Minimal Increase	

- The Office of Legislative Services (OLS) anticipates that the bill would lead to a minimal State expenditure increase. The Department of Education currently conducts various teacher recruitment activities as part of its routine operations. As such, it would not need to incur significant new costs to implement a pilot program that focuses certain recruitment efforts on men from minority or disadvantaged backgrounds. Minor costs may be incurred in the development of recruitment materials and outreach, as well as recruiting schools to participate in the pilot program.
- The bill may lead to a minimal increase in State revenues. In addition to satisfying other requirements, individuals seeking a certificate of eligibility must pay a fee to the department. If the department's recruiting efforts under the bill yield applications from individuals who would not have otherwise sought a teaching position, then there will be an increase in the total amount of fees collected.
- The OLS expects that districts in which participating schools are located will not increase the number of teachers that they employ. As such, there would be no change in expenditures incurred by the districts.

## **BILL DESCRIPTION**

This bill directs the Commissioner of Education to establish a pilot program to recruit male residents of the State who are from disadvantaged or minority backgrounds to enroll in the alternate route teacher preparation program and to match them with teaching opportunities in an underperforming school. The legislation defines an underperforming school as one in which in each of the prior two school years: 1) the sum of the percentages of students scoring in the “not yet meeting expectations” and “partially meeting expectations” categories in each of the language arts and mathematics subject areas exceeded 40 percent; or 2) the sum of the percentages of students scoring in the “not yet meeting expectations” and “partially meeting expectations” categories in either the language arts or mathematics subject areas exceeded 65 percent. The Commissioner of Education would select six such schools to participate in the program. Two years after the establishment of the program, the commissioner would submit a report to the Governor and Legislature regarding the implementation of the pilot program, including a recommendation on the advisability of continuing and expanding the program.

## **FISCAL ANALYSIS**

### ***EXECUTIVE BRANCH***

None received.

### ***OFFICE OF LEGISLATIVE SERVICES***

The OLS anticipates that the bill may lead to a minimal increase in State expenditures and revenues, but will not cause a change in school districts' expenditures.

The Department of Education currently initiates teacher recruitment programs and would likely be able to implement the pilot program with current personnel. The department may incur some costs in developing outreach material for the individuals targeted by the recruitment efforts as well as recruiting schools to participate in the pilot program.

When applying for a certificate of eligibility (CE) to teach in a public school, individuals must pay a fee to the department. The fee totals \$170 if the certificate does not require the administration of a test, and \$190 if a test is required. If the pilot program's recruitment efforts cause individuals who would not have otherwise applied for a CE to do so, then there will be a corresponding increase in State revenue.

A school's participation in the pilot program would likely not increase school district expenditures. By participating in the pilot program, a school district may increase the number of male teachers from disadvantaged or minority backgrounds that it employs. However, the participation would not change the total number of teachers employed.

*Section:* Education

*Analyst:* Adrian Crook  
Senior Research Analyst

*Approved:* Frank W. Haines III  
Legislative Budget and Finance Officer

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).



# ASSEMBLY, No. 3141

## STATE OF NEW JERSEY 218th LEGISLATURE

INTRODUCED FEBRUARY 8, 2018

**Sponsored by:**

**Assemblywoman PAMELA R. LAMPITT**

**District 6 (Burlington and Camden)**

**SYNOPSIS**

Establishes pilot program in DOE to recruit disadvantaged or minority men to teach in certain failing schools under alternate route program.

**CURRENT VERSION OF TEXT**

As introduced.



A3141 LAMPITT

2

1 AN ACT establishing a teaching pilot program in the Department of  
2 Education and supplementing chapter 6 of Title 18A of the New  
3 Jersey Statutes.

4

5 **BE IT ENACTED** by the Senate and General Assembly of the State  
6 of New Jersey:

7

8 1. a. As used in this section:

9 “Chronically failing school” means any public school that meets  
10 the criteria of paragraph (1) or paragraph (2):

11 (1) among all students in that school to whom a State  
12 assessment was administered, the percent of students scoring in the  
13 partially proficient range in both the language arts and mathematics  
14 subject areas of the State assessments exceeded 40% in each of the  
15 prior two school years; or

16 (2) among all students in that school to whom a State  
17 assessment was administered, the percent of students scoring in the  
18 partially proficient range in either the language arts or mathematics  
19 subject areas of the State assessment exceeded 65% in each of the  
20 prior two school years.

21 “Minority” means a person who is a member of a racial-ethnic  
22 group that has been historically disadvantaged in obtaining access  
23 to equal educational opportunities.

24 “Eligible participant” means a male resident of New Jersey who  
25 is from a disadvantaged or minority background; is interested in  
26 pursuing a career as a teacher in New Jersey; and meets eligibility  
27 criteria for enrolling in the alternate route teacher preparation  
28 program, including the requirements for obtaining a certificate of  
29 eligibility under State Board of Education regulations.

30 b. The Commissioner of Education shall establish a pilot  
31 program in which the commissioner will recruit eligible participants  
32 and match them to teaching opportunities for which they may apply  
33 in chronically failing schools under the alternate route teacher  
34 preparation program. The purpose of the pilot program shall be to  
35 increase the access of disadvantaged or minority men to teaching  
36 opportunities and to provide needed high-quality teachers in  
37 chronically failing schools in the State.

38 c. The commissioner shall select for participation in the pilot  
39 program six chronically failing schools, including, if possible, two  
40 schools in each of the northern, central, and southern regions of the  
41 State. To the extent possible, the commissioner shall seek a cross  
42 section of schools from urban, suburban, and rural areas.

43 d. The commissioner shall establish policies and procedures for  
44 the recruitment and selection of eligible participants, and for  
45 matching the selected eligible participants to teaching opportunities  
46 for which they may apply at the participating schools under the  
47 alternate route teacher preparation program.

1 e. Two years following the establishment of the pilot program,  
2 the commissioner shall submit a report to the Governor, and to the  
3 Legislature pursuant to section 2 of P.L.1991, c.164 (C.52:14-19.1).  
4 The report shall contain information on the implementation of the  
5 pilot program and shall include the commissioner's  
6 recommendation on the advisability of continuing or expanding the  
7 program.

8  
9 2. This act shall take effect immediately.

10  
11 STATEMENT

12  
13 This bill establishes a pilot program in the Department of  
14 Education, in which the Commissioner of Education will recruit  
15 eligible participants and match them to teaching opportunities for  
16 which they may apply in chronically failing schools under the  
17 State's alternate route teacher preparation program.

18 Eligible participants will be male residents of New Jersey who  
19 are from disadvantaged or minority backgrounds, are interested in  
20 pursuing a teaching career in New Jersey, and meet the eligibility  
21 criteria for enrolling in the alternate route teacher preparation  
22 program, including State Board of Education requirements for  
23 obtaining a certificate of eligibility (CE). The purpose of the pilot  
24 program is to increase the access of disadvantaged or minority men  
25 to teaching opportunities and to provide needed high-quality  
26 teachers in chronically failing schools in the State.

27 Under the bill, the commissioner will select six chronically  
28 failing schools from throughout the State for participation in the  
29 pilot program. Chronically failing schools are defined as public  
30 schools that meet the following criteria: (1) among all students in  
31 the school to whom a State assessment was administered, the  
32 percent of students scoring in the partially proficient range in both  
33 language arts and mathematics exceeded 40% in each of the prior  
34 two school years; or (2) among all students in the school to whom a  
35 State assessment was administered, the percent of students scoring  
36 in the partially proficient range in either language arts or  
37 mathematics exceeded 65% in each of the prior two school years.  
38 The bill directs the commissioner to establish policies and  
39 procedures for the recruitment and selection of eligible participants  
40 for the program, and for matching the selected participants to  
41 teaching opportunities for which they may apply at the participating  
42 schools under the alternate route program.

43 The bill requires the commissioner, two years following the  
44 establishment of the pilot program, to submit a report to the  
45 Governor and the Legislature, which contains information on the  
46 implementation of the program and the commissioner's  
47 recommendation on the advisability of continuing or expanding the  
48 program.

# ASSEMBLY EDUCATION COMMITTEE

## STATEMENT TO

### **ASSEMBLY, No. 3141**

with committee amendments

# **STATE OF NEW JERSEY**

DATED: DECEMBER 6, 2018

The Assembly Education Committee reports favorably Assembly Bill No. 3141 with committee amendments.

As amended, this bill establishes a pilot program in the Department of Education, in which the Commissioner of Education will recruit eligible participants and match them to teaching opportunities for which they may apply in underperforming schools under the State's alternate route teacher preparation program.

Eligible participants will be male residents of New Jersey who are from disadvantaged or minority backgrounds, are interested in pursuing a teaching career in New Jersey, and meet the eligibility criteria for enrolling in the alternate route teacher preparation program, including State Board of Education requirements for obtaining a certificate of eligibility (CE). The purpose of the pilot program is to increase the access of disadvantaged or minority men to teaching opportunities and to provide needed high-quality teachers in underperforming schools in the State.

Under the bill, the commissioner will select six underperforming schools from throughout the State for participation in the pilot program. Underperforming schools are defined as public schools that meet the following criteria: (1) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in both language arts and mathematics exceeded 40% in each of the prior two school years; or (2) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in either language arts or mathematics exceeded 65% in each of the prior two school years. The bill directs the commissioner to establish policies and procedures for the recruitment and selection of eligible participants for the program, and for matching the selected participants to teaching opportunities for which they may apply at the participating schools under the alternate route program.

The bill requires the commissioner, two years following the establishment of the pilot program, to submit a report to the Governor and the Legislature, which contains information on the implementation of the program and the commissioner's

recommendation on the advisability of continuing or expanding the program.

COMMITTEE AMENDMENTS

The committee amended the bill to refer to “underperforming schools” rather than “chronically failing schools.” The committee also amended the definition of that term to more accurately reflect changes in how scores of State assessments are reported.

# ASSEMBLY APPROPRIATIONS COMMITTEE

## STATEMENT TO

[First Reprint]

## ASSEMBLY, No. 3141

# STATE OF NEW JERSEY

DATED: MARCH 18, 2019

The Assembly Appropriations Committee reports favorably Assembly Bill No. 3141 (1R).

This bill establishes a pilot program in the Department of Education, in which the Commissioner of Education will recruit eligible participants and match them to teaching opportunities for which they may apply in underperforming schools under the State's alternate route teacher preparation program.

Eligible participants will be male residents of New Jersey who are from disadvantaged or minority backgrounds, are interested in pursuing a teaching career in New Jersey, and meet the eligibility criteria for enrolling in the alternate route teacher preparation program, including State Board of Education requirements for obtaining a certificate of eligibility (CE). The purpose of the pilot program is to increase the access of disadvantaged or minority men to teaching opportunities and to provide needed high-quality teachers in underperforming schools in the State.

Under the bill, the commissioner will select six underperforming schools from throughout the State for participation in the pilot program. Underperforming schools are defined as public schools that meet the following criteria:

(1) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in both language arts and mathematics exceeded 40% in each of the prior two school years; or

(2) among all students in the school to whom a State assessment was administered, the sum of the percent of students scoring in the not yet meeting expectations and partially meeting expectations categories in either language arts or mathematics exceeded 65% in each of the prior two school years.

The bill directs the commissioner to establish policies and procedures for the recruitment and selection of eligible participants for the program, and for matching the selected participants to teaching opportunities for which they may apply at the participating schools under the alternate route program.

The bill requires the commissioner, two years following the establishment of the pilot program, to submit a report to the Governor and the Legislature, which contains information on the implementation of the program and the commissioner's recommendation on the advisability of continuing or expanding the program.

As reported by the committee, Assembly Bill No. 3141 (1R) is identical to Senate Bill No. 703 (1R), also reported by the committee on this date.

FISCAL IMPACT:

The Office of Legislative Services (OLS) anticipates that the bill would lead to a minimal State expenditure increase. The Department of Education currently conducts various teacher recruitment activities as part of its routine operations. As such, it would not need to incur significant new costs to implement a pilot program that focuses certain recruitment efforts on men from minority or disadvantaged backgrounds. Minor costs may be incurred in the development of recruitment materials and outreach, as well as recruiting schools to participate in the pilot program.

The bill may lead to a minimal increase in State revenues. In addition to satisfying other requirements, individuals seeking a certificate of eligibility must pay a fee to the department. If the department's recruiting efforts under the bill yield applications from individuals who would not have otherwise sought a teaching position, then there will be an increase in the total amount of fees collected.

The OLS expects that districts in which participating schools are located will not increase the number of teachers they employ. Accordingly, there will be no change in expenditures incurred by the districts.

# LEGISLATIVE FISCAL ESTIMATE

[First Reprint]

## ASSEMBLY, No. 3141

### STATE OF NEW JERSEY 218th LEGISLATURE

DATED: MARCH 20, 2019

#### SUMMARY

- Synopsis:** Establishes pilot program in DOE to recruit disadvantaged or minority men to teach in certain underperforming schools under alternate route program.
- Type of Impact:** Recurring State Expenditure and Revenue Increases in General Fund
- Agencies Affected:** Department of Education

#### Office of Legislative Services Estimate

<b>Fiscal Impact</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
<b>State Cost</b>		Minimal Increase	
<b>State Revenue</b>		Minimal Increase	

- The Office of Legislative Services (OLS) anticipates that the bill would lead to a minimal State expenditure increase. The Department of Education currently conducts various teacher recruitment activities as part of its routine operations. As such, it would not need to incur significant new costs to implement a pilot program that focuses certain recruitment efforts on men from minority or disadvantaged backgrounds. Minor costs may be incurred in the development of recruitment materials and outreach, as well as recruiting schools to participate in the pilot program.
- The bill may lead to a minimal increase in State revenues. In addition to satisfying other requirements, individuals seeking a certificate of eligibility must pay a fee to the department. If the department's recruiting efforts under the bill yield applications from individuals who would not have otherwise sought a teaching position, then there will be an increase in the total amount of fees collected.
- The OLS expects that districts in which participating schools are located will not increase the number of teachers that they employ. As such, there would be no change in expenditures incurred by the districts



## **BILL DESCRIPTION**

This bill directs the Commissioner of Education to establish a pilot program to recruit male residents of the State who are from disadvantaged or minority backgrounds to enroll in the alternate route teacher preparation program and to match them with teaching opportunities in an underperforming school. The legislation defines an underperforming school as one in which in each of the prior two school years: 1) the sum of the percentages of students scoring in the “not yet meeting expectations” and “partially meeting expectations” categories in each of the language arts and mathematics subject areas exceeded 40 percent; or 2) the sum of the percentages of students scoring in the “not yet meeting expectations” and “partially meeting expectations” categories in either the language arts or mathematics subject areas exceeded 65 percent. The Commissioner of Education would select six such schools to participate in the program. Two years after the establishment of the program, the commissioner would submit a report to the Governor and Legislature regarding the implementation of the pilot program, including a recommendation on the advisability of continuing and expanding the program.

## **FISCAL ANALYSIS**

### ***EXECUTIVE BRANCH***

None received.

### ***OFFICE OF LEGISLATIVE SERVICES***

The OLS anticipates that the bill may lead to a minimal increase in State expenditures and revenues, but will not cause a change in school districts' expenditures.

The Department of Education currently initiates teacher recruitment programs and would likely be able to implement the pilot program with current personnel. The department may incur some costs in developing outreach material for the individuals targeted by the recruitment efforts as well as recruiting schools to participate in the pilot program.

When applying for a certificate of eligibility (CE) to teach in a public school, individuals must pay a fee to the department. The fee totals \$170 if the certificate does not require the administration of a test, and \$190 if a test is required. If the pilot program's recruitment efforts cause individuals who would not have otherwise applied for a CE to do so, then there will be a corresponding increase in State revenue.

A school's participation in the pilot program would likely not increase school district expenditures. By participating in the pilot program, a school district may increase the number of male teachers from disadvantaged or minority backgrounds that it employs. However, the participation would not change the total number of teachers employed.

*Section:* Education

*Analyst:* Adrian Crook  
Lead Research Analyst

*Approved:* Frank W. Haines III  
Legislative Budget and Finance Officer



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Newark, N.J.

# Governor Murphy Signs Legislation Establishing Pilot Program for Recruitment of Minority Men as Teachers

05/10/2019

**TRENTON** – Governor Phil Murphy today signed S703 into law, establishing a pilot program within the Department of Education to recruit disadvantaged or minority men to teach in certain underperforming schools under an alternate route program.

“Diversity is one of our greatest strengths as a state and reflecting that diversity in the teaching staff of our schools will go a long way in ensuring success for our students,” **said Governor Phil Murphy**. “Many of our students lack role models that look like them and are from their communities. This program will create new pathways for aspiring teachers that come from disadvantaged or minority backgrounds, while providing positive male role models for many of our underserved youth.”

S703 establishes a pilot program in the Department of Education, in which the Commissioner of Education will recruit eligible participants and match them to teaching opportunities for which they may apply in underperforming schools under the State’s alternate route teacher preparation program. Under the bill, the Commissioner will select six underperforming schools from throughout the state for participation in the pilot program.

“Research tells us that students of color taught by at least one teacher of color in grades K-5 are more likely to see improved test scores and higher graduation rates,” **said New Jersey Department of Education Commissioner Lamont O. Repollet**. “Moreover, all students across the spectrum benefit from a diverse teacher workforce. Teachers of color foster positive perceptions among all children, and that helps prepare students to succeed in a diverse society.”

The Legislation was sponsored by Senators M. Teresa Ruiz and Troy Singleton; and Assemblymembers Pamela Lampitt, Mila Jasey, and Angela McKnight.

“On any given day over 160,000 students in the state do not encounter a single teacher of color. Today, New Jersey took the first step in addressing our teacher diversity gap but there is still much work to be done,” **said Senate President Pro Tempore M. Teresa Ruiz**. “There are great benefits to having all the state’s work forces reflect the rich diversity of New Jersey. Our educators should not be an exception. Together we can create pathways that make careers in education more accessible to underrepresented communities and set a new course for the future of education in our state.”

“If we can help create more diversity within our teaching ranks while meeting the needs of our chronically challenged schools, then I think this will be a win for everyone,” **said Senator Singleton**. “This is a great way to help an

underrepresented portion of our population find a solid, stable career path while serving as positive role models for students in our challenged school districts.”

“The presence of strong role models in a school setting can greatly increase a child’s chance at succeeding in life,” **said Assemblywoman Lampitt.** “With proper implementation, this pilot program would help us meet two crucial goals – recruiting highly qualified, diverse teachers and increasing access to teaching opportunities.”

“More diverse representation is sorely needed in all schools,” **said Assemblywoman Jasey.** “Every student deserves to see and be inspired by a teacher who looks like them, who they can relate to. We can help create more diversity within our teaching ranks and better meet the needs of our schools.”

“We must encourage diversity amongst education professionals,” **said Assemblywoman McKnight.** “A pilot program will help bridge the gap that exists between in our teaching population and the communities they serve, especially in the state’s more disadvantaged district where many of the students are African American.”

“As a former school board member in Paterson and a current Superintendent of Schools in Teaneck, I know all too well the need for more males of color in the classroom,” **said Dr. Christopher Irving, Superintendent of Teaneck Schools.** “As a black man, I commend the Governor’s efforts to diversify the teaching pool in our State.”

"Children in New Jersey deserve the best teachers, which includes educators that share their identity, cultural background and world view," **said Tia Morris, Executive Director of Teach For America NJ.** "Research confirms that educators who share aspects of their students’ identities can have a profound effect on academic achievement. As Teach For America works to recruit more educators from historically underrepresented communities, we commend the recent legislative action that strengthens effective alternative teacher pathways and aims to build a more diverse, inclusive education workforce."

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