STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

To: Connecticut Housing Finance Authority
President, CT State Colleges and Universities
Executive Director, Office of Higher Education
State Board of Education
Superintendents of Schools and Unified School Districts
Directors of Public Charter Schools
Directors of Approved Private Special Education Programs
Executive Directors of Regional Educational Service Centers

From: Charlene M. Russell-Tucker, Commissioner

Date: July 13, 2026

Subject: Designation of Certification Shortage Areas, 2026-27 School Year

The Connecticut State Department of Education (CSDE) has identified 11 certification endorsement shortage areas this year based on a demonstrated lack of qualified certified educators in certain subject areas. Filling vacancies with certified teachers in these areas is an urgent need for Connecticut's students, especially in the four priority shortage areas (Mathematics, 4-12; Science, 4-12; Bilingual Education/TESOL, PreK-12; and Special Education, PreK-12).

The following certification endorsements are identified as shortage areas for the 2026-27 academic year:

Certification Endorsements

Connecticut Teacher Shortage Areas for 2026-27

Certification Endorsement	Grades	Shortage Area Designation
Bilingual Education	PreK-12	Statewide
History and Social Studies	4-12	Statewide
Mathematics	4-12	Statewide
Special Education*	PreK-12	Statewide
School Library and Media Specialist	PreK-12	Statewide
School Psychologist	PreK-12	Statewide
Science	4-12	Statewide
Speech and Language Pathologist	PreK-12	Statewide
Technology Education	PreK-12	Statewide
Teaching English to Speakers of Other Languages (TESOL)	PreK-12	Statewide
World Languages	4-12	Statewide

*The Special Education shortage area designation comprises Partially Sighted, Deaf/Hard of Hearing, Blind, Comprehensive Special Education, and Integrated Early Childhood teaching endorsement codes.

Teacher shortage areas are determined by a combination of supply and demand. The shortage areas above represent certification endorsement areas where significant vacancies exist, where educator preparation programs (EPPs) do not produce enough graduates to meet the needs of Connecticut's PreK-12 student population, and/or where a disproportionate number of teachers who are not certified in the appropriate field are being hired to teach such courses. This information can be used to determine the current and projected needs of classroom teachers for specific subject areas in the upcoming school year. The process used to determine these teacher shortage areas is presented in CSDE Identification of Shortage Areas.

Teachers who teach in one of the identified shortage areas may benefit from the following state and federal programs:

Teachers' Mortgage Assistance Program
Pursuant to Connecticut General Statutes Section (C.G.S. §) 8-265pp, a mortgage assistance program is provided for the purchase of a primary residence for certified teachers who:

1. are employed by a priority or transitional school district;
2. are employed by the Technical Education and Career System in a technical education and career school that is located in a priority or transitional school district;
3. teach in a subject matter shortage area pursuant to C.G.S. §10-8b;
4. graduated from a public high school in an education reform district as defined in C.G.S. §10-262u; or
5. graduated from an historically black college or university or a Hispanic-serving institution, as those terms are defined under the applicable federal laws.

In the case of certified teachers teaching in a priority or transitional school district, or in a technical education and career school located in a priority or transitional school district, the dwelling must be located in the district in which the school is located.

The Teachers' Mortgage Assistance Program is an important incentive designed to alleviate shortage areas and to have educators live in the community in which they teach. The program is administered by the Connecticut Housing Finance Authority (CHFA) through its participating lenders.

All eligible teachers seeking a mortgage through this program will be required to have a Statement of Eligibility signed by the Superintendent of Schools in their district. This signed statement will be required by the mortgage lender for proof of eligibility.

Rehiring of Retired Teachers
Retired teachers receiving Teachers' Retirement Board (TRB) retirement benefits may be reemployed without being subject to the statutory earnings limit if, in the school year in which they are employed, they teach (1) in a subject shortage area, or (2) in a priority school district. Similarly, retired teachers who graduated from a public high school in an education reform district, or from a historically black college or university or a Hispanic-serving institution, may also be reemployed without being subject to the statutory earnings limit. The period of employment may last one full school year and may be extended for an additional year, subject to prior approval of the TRB and upon request of the local board of education. Retired teachers

currently receiving TRB benefits and who do not fit into any of the foregoing categories may also be reemployed without being subject to the statutory earnings limit if they suspend TRB benefits during their period of reemployment. Additional information regarding Post Retirement Reemployment can be found on the TRB website, https://portal.ct.gov/trb/content/retired/retired-menu.

Federal Shortage Area Programs
Teachers holding certifications in the state-designated shortage areas may be eligible for:

- targeted teacher deferment for borrowers under the Family Federal Education Loan (FFEL) and Federal Supplemental Loans for Students (SLS) programs [34 CFR 682.210(q)]; and
- cancellation of up to 100 percent of their debt under the Federal Perkins Loan Program for full-time teaching [34 CFR 674.53(c)].

Additionally, teaching in a shortage area may enable grant recipients under the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program to fulfill the requirement that their teaching obligation be in a high-need field [34 CFR 686.12(d)].

Please refer Federal Stafford/SLS and Federal Perkins Loan borrowers who have general questions concerning their loan(s), including the teacher shortage area deferment, to the Federal Student Aid Hotline at 1-800-433-3243.

Alternate Route to Certification Programs
First-Time Certificates:

- The Office of Higher Education Alternate Route to Certification (ARC) Program prepares qualified candidates with content knowledge and relevant work experience for a first-time certificate in secondary content areas.
- Capitol Region Education Council (CREC-TRP) Teacher Residency Program is an alternate route to certification specifically designed to recruit and retain teachers of color in Elementary Education (#305), Special Education (#165), and Middle School (#229) Mathematics.
- Charter Oak State College offers an alternate route to certification program for Integrated Early Childhood, Birth-Kindergarten.

Cross-Endorsements (for candidates already holding an initial teaching certificate):

- Alternate Route to Certification for Teachers to become Library Media Specialists (ARCLMS) at Area Cooperative Educational Services (ACES) prepares qualified candidates for a cross-endorsement as a School Library Media Specialist (#062).
- Advanced Alternate Route to Certification (AARC) for Special Education at CREC prepares qualified candidates for a cross-endorsement in Comprehensive Special Education, PreK-12 (#165).
- Alternate Route to Certification for Teachers of English Learners (ARCTEL) at ACES prepares qualified candidates for a cross-endorsement in Bilingual Education (#902-974) and TESOL (#111).
- Educators who hold a valid Initial, Provisional or Professional Educator Certificate with a *teaching* endorsement, can add an additional endorsement in the following content areas by obtaining a passing score on the appropriate Praxis II/ACTFL test(s):

- World Language, 4-12 (French #018, German #019, Italian #020, Russian #022, Spanish #023, Chinese #318, Portuguese #317, Other World Languages #024)
- Mathematics, 4-12 (Middle School, 4-8, #229, Secondary, 4-12, #029)
- Science, 4-12 (Biology, Middle School, 4-8, #230; Biology, Secondary, 4-12, #030; Chemistry, Middle School, 4-8, #231; Chemistry, Secondary, 4-12, #031; Physics, Middle School, 4-8, #232; Physics, Secondary, 4-12, #032; Earth Science, Middle School, 4-8, #233; Earth Science, Secondary, 4-12, #033; General Science, Middle School, 4-8, #234; General Science, Secondary, 4-12, #034; Integrated Science, Middle School, 4-8, #235).
- Technology Education, PreK-12 (#047)
- History and Social Studies, 4-12 (#026)

Note: These endorsements cannot be added to administrative, adult educator, or special service certificates.

In compliance with C.G.S. §10-8b, the CSDE will disseminate the attached memorandum outlining the 2026-27 designated shortage areas to the Connecticut Housing Finance Authority and to the president of every institution of higher education in the state offering an educator preparation program (EPP). To ensure that information regarding the 2026-27 shortage areas is shared widely, the CSDE will also disseminate the memorandum outlining designated shortage areas to Superintendents of Schools, RESC Directors, Board of Regents, the Office of Higher Education, and the Deans/Directors of EPPs.

If you have any questions, please contact Dr. Shuana K. Tucker, Chief Talent Officer, at shuana.tucker@ct.gov or 860-713-6820.

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