



Senate

General Assembly

File No. 728

January Session, 2023

Substitute Senate Bill No. 1199

Senate, May 8, 2023

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 EQUITY IN EDUCATION.

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

1 Section 1. (NEW) (*Effective July 1, 2023*) (a) For the fiscal year ending
2 June 30, 2024, and each fiscal year thereafter, the Department of
3 Education shall establish an educator apprenticeship initiative that
4 enables students enrolled in an educator preparation program,
5 residency program or alternate route to certification program to gain
6 classroom teaching experience while working towards becoming full-
7 time, certified teachers upon successful completion of such programs
8 under the educator apprenticeship initiative. The department shall seek
9 certification from the Labor Department for the educator apprenticeship
10 initiative for purposes of leveraging federal grants and funding.

11 (b) The Commissioner of Education shall develop (1) participation
12 guidelines for those educator preparation programs, residency
13 programs and alternate route to certification programs included under
14 the educator apprenticeship initiative, and (2) administration guidelines
15 for the implementation of the educator apprenticeship initiative that are

16 consistent with federal laws and regulations.

17 Sec. 2. Subsection (a) of section 10-220 of the general statutes is
18 repealed and the following is substituted in lieu thereof (*Effective July 1,*
19 *2023*):

20 (a) Each local or regional board of education shall maintain good
21 public elementary and secondary schools, implement the educational
22 interests of the state, as defined in section 10-4a, and provide such other
23 educational activities as in its judgment will best serve the interests of
24 the school district; provided any board of education may secure such
25 opportunities in another school district in accordance with provisions of
26 the general statutes and shall give all the children of the school district,
27 including children receiving alternative education, as defined in section
28 10-74j, as nearly equal advantages as may be practicable; shall provide
29 an appropriate learning environment for all its students which includes
30 (1) adequate instructional books, supplies, materials, equipment,
31 staffing, facilities and technology, (2) equitable allocation of resources
32 among its schools, (3) proper maintenance of facilities, and (4) a safe
33 school setting; shall, in accordance with the provisions of subsection (f)
34 of this section, maintain records of allegations, investigations and
35 reports that a child has been abused or neglected by a school employee,
36 as defined in section 53a-65, employed by the local or regional board of
37 education; shall have charge of the schools of its respective school
38 district; shall make a continuing study of the need for school facilities
39 and of a long-term school building program and from time to time make
40 recommendations based on such study to the town; shall adopt and
41 implement an indoor air quality program that provides for ongoing
42 maintenance and facility reviews necessary for the maintenance and
43 improvement of the indoor air quality of its facilities; shall adopt and
44 implement a green cleaning program, pursuant to section 10-231g, that
45 provides for the procurement and use of environmentally preferable
46 cleaning products in school buildings and facilities; on and after July 1,
47 2021, and every five years thereafter, shall report to the Commissioner
48 of Administrative Services on the condition of its facilities and the action
49 taken to implement its long-term school building program, indoor air

50 quality program and green cleaning program, which report the
51 Commissioner of Administrative Services shall use to prepare a report
52 every five years that said commissioner shall submit in accordance with
53 section 11-4a to the joint standing committee of the General Assembly
54 having cognizance of matters relating to education; shall advise the
55 Commissioner of Administrative Services of the relationship between
56 any individual school building project pursuant to chapter 173 and such
57 long-term school building program; shall have the care, maintenance
58 and operation of buildings, lands, apparatus and other property used
59 for school purposes and at all times shall insure all such buildings and
60 all capital equipment contained therein against loss in an amount not
61 less than eighty per cent of replacement cost; shall determine the
62 number, age and qualifications of the pupils to be admitted into each
63 school; shall develop and implement a written [plan for minority
64 educator recruitment] increasing educator diversity plan for purposes
65 of subdivision (3) of section 10-4a; shall employ and dismiss the teachers
66 of the schools of such district subject to the provisions of sections 10-151
67 and 10-158a; shall designate the schools which shall be attended by the
68 various children within the school district; shall make such provisions
69 as will enable each child of school age residing in the district to attend
70 some public day school for the period required by law and provide for
71 the transportation of children wherever transportation is reasonable and
72 desirable, and for such purpose may make contracts covering periods of
73 not more than (A) five years, or (B) ten years if such contract includes
74 transportation provided by at least one zero-emission school bus, as
75 defined in 42 USC 16091(a)(8), as amended from time to time; may
76 provide alternative education, in accordance with the provisions of
77 section 10-74j, or place in another suitable educational program a pupil
78 enrolling in school who is nineteen years of age or older and cannot
79 acquire a sufficient number of credits for graduation by age twenty-one;
80 may arrange with the board of education of an adjacent town for the
81 instruction therein of such children as can attend school in such adjacent
82 town more conveniently; shall cause each child five years of age and
83 over and under eighteen years of age who is not a high school graduate
84 and is living in the school district to attend school in accordance with

85 the provisions of section 10-184, and shall perform all acts required of it
86 by the town or necessary to carry into effect the powers and duties
87 imposed by law.

88 Sec. 3. (NEW) (*Effective July 1, 2023*) (a) Not later than March 15, 2024,
89 each local and regional board of education shall submit the increasing
90 educator diversity plan described in subsection (a) of section 10-220 of
91 the general statutes, as amended by this act, to the Commissioner of
92 Education for review and approval.

93 (b) The Commissioner of Education shall review each increasing
94 educator diversity plan submitted pursuant to subsection (a) of this
95 section. The commissioner may approve such plan or may return such
96 plan to the local or regional board of education that submitted such plan
97 with instructions to revise such plan. Not later than May 15, 2024, any
98 such board shall revise such plan in accordance with such instructions
99 and submit such revised plan to the commissioner for approval.

100 (c) For the school year commencing July 1, 2024, and each school year
101 thereafter, each local and regional board of education shall implement
102 the increasing educator diversity plan approved by the commissioner
103 pursuant to subsection (b) of this section. Each such board shall make
104 such plan available on the Internet web site of such board.

105 (d) The Department of Education shall make each increasing
106 educator diversity plans available on the Internet web site of the
107 department.

108 Sec. 4. Section 10-156ii of the general statutes is repealed and the
109 following is substituted in lieu thereof (*Effective July 1, 2023*):

110 (a) There is established [a minority teacher candidate scholarship
111 program] an Aspiring Educators Diversity Scholarship Program
112 administered by the Department of Education. The program shall
113 provide an annual scholarship to [minority] diverse students who (1)
114 graduated from a public high school in a priority school district, as
115 described in section 10-266p, and (2) are enrolled in a teacher

116 preparation program at any four-year institution of higher education.
117 [Maximum grants shall not exceed twenty thousand dollars per year] A
118 diverse student may receive an annual scholarship in an amount up to
119 ten thousand dollars for each year such diverse student is enrolled and
120 in good standing in a teacher preparation program. As used in this
121 section, ["minority"] "diverse" has the same meaning as provided in
122 section 10-156bb, as amended by this act.

123 (b) Not later than January 1, 2023, the department shall, in
124 consultation with the chairpersons of the joint standing committee of the
125 General Assembly having cognizance of matters relating to education,
126 develop a policy concerning the administration of the scholarship. Such
127 policy shall include, but need not be limited to, provisions regarding (1)
128 any additional eligibility criteria, (2) payment and distribution of the
129 scholarships to diverse students through the teacher preparation
130 programs in which they are enrolled, and (3) the notification of students
131 in high school in priority school districts of the scholarship program,
132 including the opportunity to apply for a scholarship under the program
133 while enrolled in high school and prior to graduation if such student
134 will be enrolled in a teacher preparation program during the following
135 fall semester at a four-year institution of higher education.

136 (c) For the fiscal years ending June 30, 2024, and each fiscal year
137 thereafter, the department shall award scholarships in accordance with
138 the provisions of this section and the guidelines developed pursuant to
139 subsection (b) of this section.

140 (d) (1) If a recipient of a scholarship under this section is not
141 employed as a certified teacher by a local or regional board of education
142 in the state during the school year immediately following graduation
143 from a teacher preparation program, such recipient shall repay one
144 hundred per cent of the amount of the scholarship received by such
145 recipient.

146 (2) If a recipient of a scholarship under this section has been
147 employed as a certified teacher by a local or regional board of education
148 in the state during the two school years immediately following

149 graduation from a teacher preparation program, but is no longer so
150 employed prior to the conclusion of such two-year period, such
151 recipient shall repay fifty per cent of the amount of the scholarship
152 received by such recipient.

153 (3) If a recipient of a scholarship under this section has been
154 employed as a certified teacher by a local or regional board of education
155 in the state during the three school years immediately following
156 graduation from a teacher preparation program, but is no longer so
157 employed prior to the conclusion of such three-year period, such
158 recipient shall repay twenty-five per cent of the amount of the
159 scholarship received by such recipient.

160 (4) If a recipient of a scholarship under this section has been
161 employed as a certified teacher by a local or regional board of education
162 in the state for three consecutive school years immediately following
163 graduation from a teacher preparation program, such recipient shall not
164 be obligated to repay any portion of the amount of the scholarship
165 received by such recipient.

166 (5) Any amounts repaid under this subsection shall be deposited in
167 the General Fund.

168 [(d)] (e) The department may accept gifts, grants and donations, from
169 any source, public or private, for the [minority teacher candidate]
170 aspiring educators diversity scholarship program.

171 (f) Not later than January 1, 2024, and annually thereafter, the
172 department shall develop a report that includes annual data on the race
173 and ethnicity of the diverse students who receive a scholarship under
174 the program and the teacher preparation program in which they are
175 enrolled. The department shall submit such report to the joint standing
176 committee of the General Assembly having cognizance of matters
177 relating to education, in accordance with the provisions of section 11-4a.

178 Sec. 5. Section 10-156bb of the general statutes is repealed and the
179 following is substituted in lieu thereof (*Effective July 1, 2023*):

180 There is established [a Minority Teacher Recruitment Policy
181 Oversight Council] an Increasing Educator Diversity Policy Oversight
182 Council within the Department of Education. The council shall consist
183 of (1) the Commissioner of Education, or the commissioner's designee,
184 (2) two representatives from the Task Force to Diversify the Educator
185 Workforce, established pursuant to section 10-156aa, (3) one
186 representative from each of the exclusive bargaining units for certified
187 employees, chosen pursuant to section 10-153b, (4) the president of the
188 Connecticut State Colleges and Universities, or the president's designee,
189 and (5) a representative from an alternate route to certification program,
190 appointed by the Commissioner of Education. The council shall hold
191 quarterly meetings and advise, at least quarterly, the Commissioner of
192 Education, or the commissioner's designee, on ways to (A) encourage
193 [minority] diverse students in middle and secondary school [students]
194 to attend institutions of higher education and enter teacher preparation
195 programs, (B) recruit [minority] diverse students attending institutions
196 of higher education to enroll in teacher preparation programs and
197 pursue teaching careers, (C) recruit and retain [minority teachers]
198 diverse educators in Connecticut schools, (D) recruit [minority teachers]
199 diverse educators from other states to teach in Connecticut schools, and
200 (E) recruit [minority] diverse professionals in other fields to enter
201 teaching. The council shall report, annually, in accordance with the
202 provisions of section 11-4a, on the recommendations given to the
203 commissioner, or the commissioner's designee, pursuant to the
204 provisions of this section, to the joint standing committee of the General
205 Assembly having cognizance of matters relating to education. For
206 purposes of this section, ["minority"] "diverse" means individuals whose
207 race is defined as other than white, or whose ethnicity is defined as
208 Hispanic or Latino by the federal Office of Management and Budget for
209 use by the Bureau of Census of the United States Department of
210 Commerce.

211 Sec. 6. Section 10-156ee of the general statutes is repealed and the
212 following is substituted in lieu thereof (*Effective July 1, 2023*):

213 Not later than January 1, 2019, the Department of Education, in

214 consultation with the [Minority Teacher Recruitment Policy Oversight
215 Council] Increasing Educator Diversity Policy Oversight Council,
216 established pursuant to section 10-156bb, as amended by this act, shall
217 (1) identify relevant research and successful practices to enhance
218 [minority teacher] recruitment of diverse educators throughout the
219 state, (2) identify and establish public, private and philanthropic
220 partnerships to increase [minority teacher] recruitment of diverse
221 educators, (3) utilize, monitor and evaluate innovative methods to
222 attract [minority] diverse educator candidates to the teaching
223 profession, particularly in subject areas in which a teacher shortage
224 exists, as determined by the Commissioner of Education pursuant to
225 section 10-8b, (4) modernize the process for educators to obtain educator
226 certification under this chapter by eliminating obstacles to certification
227 to increase competitiveness with other states, (5) identify and utilize
228 high-quality, affordable and bias-free educator assessments, (6) adopt
229 cut scores for educator assessments, that do not exceed the multistate
230 cut scores, to increase competitiveness with surrounding states, (7)
231 support new and existing educator preparation programs that commit
232 to enrolling greater numbers of [minority teacher] diverse educator
233 candidates in a manner that supports interstate reciprocity, (8) monitor,
234 advise and support, and intervene in when necessary, local and regional
235 boards of education's efforts to prioritize [minority teacher] recruitment
236 of diverse educators and develop innovative strategies to attract and
237 retain [minority teachers] diverse educators within their districts, (9) (A)
238 on and after July 1, 2019, include a question regarding the demographic
239 data of applicants for positions requiring educator certification in the
240 department's annual hiring survey distributed to local and regional
241 boards of education, and (B) not later than July 1, 2020, and annually
242 thereafter, submit a report, in accordance with the provisions of section
243 11-4a, on the applicant demographic data collected pursuant to
244 subparagraph (A) of this subdivision to the Task Force to Diversify the
245 Educator Workforce, established pursuant to section 10-156aa, and to
246 the joint standing committee of the General Assembly having
247 cognizance of matters relating to education, and (10) not later than July
248 1, 2022, develop and make available, in consultation with the State

249 Education Resource Center, a video training module for school district
250 personnel involved in or responsible for hiring educators relating to
251 implicit bias and anti-bias in the hiring process. For purposes of this
252 section, ["minority"] "diverse" has the same meaning as provided in
253 section 10-156bb, as amended by this act.

254 Sec. 7. Section 10-156ff of the general statutes is repealed and the
255 following is substituted in lieu thereof (*Effective July 1, 2023*):

256 For the school year commencing July 1, 2020, and each school year
257 thereafter, the [Minority Teacher Recruitment Policy Oversight Council]
258 Increasing Educator Diversity Policy Oversight Council, established
259 pursuant to section 10-156bb, as amended by this act, in consultation
260 with the Task Force to Diversify the Educator Workforce, established
261 pursuant to section 10-156aa, shall develop and implement strategies
262 and utilize existing resources to ensure that at least two hundred fifty
263 new [minority] diverse teachers and administrators, of which at least
264 thirty per cent are men, are hired and employed by local and regional
265 boards of education each year in the state. As used in this section,
266 ["minority"] "diverse" has the same meaning as provided in section 10-
267 156bb, as amended by this act.

268 Sec. 8. Subsection (i) of section 10-145a of the general statutes is
269 repealed and the following is substituted in lieu thereof (*Effective July 1,*
270 *2023*):

271 (i) On and after July 1, [2016] 2023, any program of teacher
272 preparation leading to professional certification shall require, as part of
273 the curriculum, clinical experience, field experience or student teaching
274 experience in a classroom during four semesters of such program of
275 teacher preparation. [Such clinical experience, field experience or
276 student teaching experience shall occur: (1) In a school district that has
277 been categorized by the Department of Education as District Reference
278 Group A, B, C, D or E, and (2) in a school district that has been
279 categorized by the department as District Reference Group F, G, H or I.]
280 Such clinical experience, field experience or student teaching experience
281 may include a cooperating teacher serving as a mentor to student

282 teachers, provided such cooperating teacher has received a performance
283 evaluation designation of exemplary or proficient, pursuant to section
284 10-151b, for the prior school year.

285 Sec. 9. (NEW) (*Effective July 1, 2023*) (a) For the school year
286 commencing July 1, 2023, and each school year thereafter, the State
287 Board of Education may issue an adjunct professor permit to any person
288 who is a nontenured and part-time instructor employed by a public or
289 independent institution of higher education in the state. Such permit
290 shall authorize such person to be employed by a local or regional board
291 of education and hold a part-time position of not more than twenty-five
292 classroom instructional hours per week to teach in grades nine to
293 twelve, inclusive, of a public school and provide instruction as part of
294 college and career readiness programming offered by such board,
295 including, but not limited to, an early college experience, advanced
296 placement classes, career and technical education, the International
297 Baccalaureate program, a dual enrollment program, a dual credit
298 program and apprenticeships.

299 (b) During a period of such employment, a person holding an adjunct
300 professor permit shall be under the supervision of the superintendent of
301 schools or of a principal, administrator or supervisor designated by such
302 superintendent who shall regularly observe, guide and evaluate the
303 performance of assigned duties by such holder of an adjunct professor
304 permit.

305 (c) Any local or regional board of education employing a person who
306 holds an adjunct professor permit issued under this section shall
307 provide a program to assist each such person. Such program shall
308 include academic and classroom support service components.

309 (d) Any person holding an adjunct professor permit pursuant to this
310 section shall become a member of the exclusive bargaining unit for
311 certified employees chosen pursuant to section 10-153b of the general
312 statutes and shall be subject to the same collective bargaining agreement
313 as the members of such exclusive bargaining unit, unless otherwise
314 agreed to by the employing local or regional board of education and

315 such exclusive bargaining unit.

316 (e) No person holding an adjunct professor permit shall fill a position
317 that will result in the displacement of any person holding a teaching
318 certificate under section 10-145b of the general statutes who is already
319 employed at such school.

320 (f) Any person holding an adjunct professor permit pursuant to this
321 section shall not be deemed to be eligible for membership in the
322 teachers' retirement system solely by reason of such permit, provided
323 any such person who holds a regular teacher's certificate issued by the
324 State Board of Education shall not be excluded from membership in said
325 system.

326 Sec. 10. Subsections (a) and (b) of section 10-25b of the general statutes
327 are repealed and the following is substituted in lieu thereof (*Effective July*
328 *1, 2023*):

329 (a) Not later than January 1, 2024, the Department of Education, in
330 collaboration with the State Education Resource Center, shall develop a
331 model curriculum for grades kindergarten to grade eight, inclusive, that
332 may be used in whole or in part by any local [and] or regional [boards]
333 board of education.

334 (b) The content of the model curriculum shall (1) be rigorous, age-
335 appropriate, aligned with curriculum guidelines approved by the State
336 Board of Education and in accordance with the state-wide subject matter
337 content standards, adopted by the state board pursuant to section 10-4,
338 (2) be in accordance with the program of instruction and subject matter
339 requirements prescribed in section 10-16b, and (3) include and integrate
340 throughout such model curriculum at least the following: (A) The
341 subject matter prescribed in section 10-16b, (B) Native American studies,
342 (C) Asian American and Pacific Islander studies, (D) lesbian, gay,
343 bisexual, transgender, queer and other sexual orientations and gender
344 identities studies, (E) climate change, (F) personal financial
345 management and financial literacy, (G) the military service and
346 experience of American veterans, (H) civics and citizenship, including

347 instruction in digital citizenship and media literacy that provides
348 students with the knowledge and skills necessary to safely, ethically,
349 responsibly and effectively use digital technologies to create and
350 consume digital content, communicate with others and participate in
351 social and civic activities, (I) the principles of social-emotional learning,
352 [and] (J) racism, (K) cursive writing, and (L) world languages beginning
353 in kindergarten.

354 Sec. 11. Subsection (g) of section 10-221a of the general statutes is
355 repealed and the following is substituted in lieu thereof (*Effective July 1,*
356 *2023*):

357 (g) Only courses taken in grades nine to twelve, inclusive, and that
358 are in accordance with the state-wide subject matter content standards,
359 adopted by the State Board of Education pursuant to section 10-4, shall
360 satisfy the graduation requirements set forth in this section, except that
361 a local or regional board of education may grant a student credit (1)
362 toward meeting the high school graduation requirements upon the
363 successful demonstration of mastery of the subject matter content
364 described in this section achieved through educational experiences and
365 opportunities that provide flexible and multiple pathways to learning,
366 including cross-curricular graduation requirements, career and
367 technical education, virtual learning, work-based learning, service
368 learning, dual enrollment and early college, courses taken in middle
369 school, internships and student-designed independent studies,
370 provided such demonstration of mastery is in accordance with such
371 state-wide subject matter content standards; (2) toward meeting a
372 specified course requirement upon the successful completion in grade
373 seven or eight of any course, the primary focus of which corresponds
374 directly to the subject matter of a specified course requirement in grades
375 nine to twelve, inclusive; (3) toward meeting the high school graduation
376 requirement upon the successful completion of a world language course
377 (A) in grade six, seven or eight, (B) through on-line coursework, or (C)
378 offered privately through a nonprofit provider, provided such student
379 achieves a passing grade on an examination prescribed, within available
380 appropriations, by the Commissioner of Education and such credits do

381 not exceed four; (4) toward meeting the high school graduation
382 requirement upon achievement of a passing grade on a subject area
383 proficiency examination identified and approved, within available
384 appropriations, by the Commissioner of Education, regardless of the
385 number of hours the student spent in a public school classroom learning
386 such subject matter; (5) toward meeting the high school graduation
387 requirement upon the successful completion of coursework during the
388 school year or summer months at an institution accredited by the Board
389 of Regents for Higher Education or Office of Higher Education or
390 regionally accredited. One three-credit semester course, or its
391 equivalent, at such an institution shall equal one-half credit for purposes
392 of this section; [or] (6) toward meeting the high school graduation
393 requirement upon the successful completion of on-line coursework,
394 provided the local or regional board of education has adopted a policy
395 in accordance with this subdivision for the granting of credit for on-line
396 coursework. Such a policy shall ensure, at a minimum, that (A) the
397 workload required by the on-line course is equivalent to that of a similar
398 course taught in a traditional classroom setting, (B) the content is
399 rigorous and aligned with curriculum guidelines approved by the State
400 Board of Education, where appropriate, (C) the course engages students
401 and has interactive components, which may include, but are not limited
402 to, required interactions between students and their teachers,
403 participation in on-line demonstrations, discussion boards or virtual
404 labs, (D) the program of instruction for such on-line coursework is
405 planned, ongoing and systematic, and (E) the courses are (i) taught by
406 teachers who are certified in the state or another state and have received
407 training on teaching in an on-line environment, or (ii) offered by
408 institutions of higher education that are accredited by the Board of
409 Regents for Higher Education or Office of Higher Education or
410 regionally accredited; or (7) toward meeting the high school graduation
411 requirement upon the successful completion of a learner engagement
412 and attendance program or other credit recovery program approved by
413 the Commissioner of Education.

414 Sec. 12. (Effective July 1, 2023) For the fiscal year ending June 30, 2024,
415 the Secretary of the Office of Policy and Management, in consultation

416 with the Commissioner of Education, shall reclassify not less than four
417 authorized positions at the Department of Education that remain
418 unfilled for the purpose of administering the Aspiring Educators
419 Diversity Scholarship Program, established pursuant to section 10-156ii
420 of the general statutes, as amended by this act, and implementing
421 programs related to recruitment and retention of diverse educators,
422 provided one such reclassified position shall require experience in
423 communications and be in the Talent Office and responsible for
424 marketing the Aspiring Educators Diversity Scholarship Program and
425 such recruitment and retention programs. The department shall use
426 funds appropriated to the department's personal services account for
427 the purpose of filling the four staff positions reclassified pursuant to this
428 section.

429 Sec. 13. Subsection (k) of section 10-266aa of the general statutes is
430 repealed and the following is substituted in lieu thereof (*Effective July 1,*
431 *2023*):

432 (k) On or before March first of each year, the Commissioner of
433 Education shall determine if the enrollment in the program pursuant to
434 subsection (c) of this section for the fiscal year is below the number of
435 students for which funds were appropriated. If the commissioner
436 determines that the enrollment is below such number, the additional
437 funds shall [not lapse but shall] be used by the commissioner in
438 accordance with this subsection.

439 (1) Any amount up to five hundred thousand dollars of such
440 [nonlapsing] additional funds shall be used for supplemental grants to
441 receiving districts on a pro rata basis for each out-of-district student in
442 the program pursuant to subsection (c) of this section who attends the
443 same school in the receiving district as at least nine other such out-of-
444 district students, not to exceed one thousand dollars per student.

445 (2) Any amount up to and including five hundred thousand dollars
446 of such [nonlapsing] additional funds available after payment is made
447 pursuant to subdivision (1) of this subsection shall be paid to the State
448 Education Resource Center, established pursuant to section 10-357a, to

449 provide professional development to certified employees, in accordance
450 with the provisions of section 10-148a, and training for other school
451 personnel in receiving districts.

452 (3) Any [such nonlapsing] amount up to and including two million
453 dollars of such additional funds remaining after payment is made
454 pursuant to subdivisions (1) and (2) of this subsection shall be used for
455 the provision of wrap-around services to students participating in the
456 program, including, but not limited to, academic tutoring, family
457 support and experiential learning opportunities.

| | | |
|---|--------------|-------------------|
| This act shall take effect as follows and shall amend the following sections: | | |
| Section 1 | July 1, 2023 | New section |
| Sec. 2 | July 1, 2023 | 10-220(a) |
| Sec. 3 | July 1, 2023 | New section |
| Sec. 4 | July 1, 2023 | 10-156ii |
| Sec. 5 | July 1, 2023 | 10-156bb |
| Sec. 6 | July 1, 2023 | 10-156ee |
| Sec. 7 | July 1, 2023 | 10-156ff |
| Sec. 8 | July 1, 2023 | 10-145a(i) |
| Sec. 9 | July 1, 2023 | New section |
| Sec. 10 | July 1, 2023 | 10-25b(a) and (b) |
| Sec. 11 | July 1, 2023 | 10-221a(g) |
| Sec. 12 | July 1, 2023 | New section |
| Sec. 13 | July 1, 2023 | 10-266aa(k) |

Statement of Legislative Commissioners:

In Section 9(a), "in college and career readiness" was changed to "as part of college and career readiness programming offered by such board", for clarity.

ED Joint Favorable Subst. C/R

APP

APP Joint Favorable Subst.

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:

| Agency Affected | Fund-Effect | FY 24 \$ | FY 25 \$ |
|--|--------------|--------------------|--------------------|
| Education, Dept. | GF - Cost | Up to 3.25 million | Up to 9.25 million |
| Education, Dept. | GF - Savings | See Below | See Below |
| State Comptroller - Fringe Benefits ¹ | GF - Cost | Up to 170,000 | Up to 170,000 |

Note: GF=General Fund

Municipal Impact:

| Municipalities | Effect | FY 24 \$ | FY 25 \$ |
|-------------------------------------|--------|-----------|-----------|
| Local and Regional School Districts | Cost | Potential | Potential |

Explanation

The bill results in costs to the State Department of Education and potential costs to local and regional school districts beginning in FY 24. It makes several changes, discussed below in more detail, regarding teacher recruitment, curriculum, and student support services.

Section 1 requires the State Department of Education (SDE) to establish an educator apprenticeship initiative beginning in FY 24 and requires SDE to seek certification from the Department of Labor for the purpose of leveraging Federal funding for this purpose. Any impact associated with this provision would depend on the extent to which

¹The fringe benefit costs for most state employees are budgeted centrally in accounts administered by the Comptroller. The estimated active employee fringe benefit cost associated with most personnel changes is 42.82% of payroll in FY 24.

Federal funding is used for the initiative. Apprenticeships certified by the Department of Labor involve paid positions.

Sections 2 and 3 require local and regional school districts to establish plans for increasing educator diversity, submit the plans to SDE for review and approval, and, beginning in FY 25, implement the plans. This has no fiscal impact as it is anticipated that districts and SDE can complete the requirements with existing resources.

Sections 4 and 12 establish the Aspiring Educators Diversity Scholarship Program for eligible students to receive scholarships of up to \$10,000 per year of enrollment in teacher preparation programs. sHB 6659, the FY 24 and FY 25 budget bill, as favorably reported by the Appropriations Committee, provides funding of \$3 million in FY 24 and \$9 million in FY 25 to fund the scholarship. It also provides funding of \$250,000 in both FY 24 and FY 25 to administer the program. Fringe benefits associated with program administration are anticipated to total \$107,000 in both FY 24 and FY 25.

Section 4 contains scholarship repayment provisions for recipients who are not employed as teachers for three consecutive years immediately following graduation from a teacher preparation program, which may result in a revenue gain to the General Fund in the out years.

Sections 5 to 8 make technical changes and have no fiscal impact.

Section 9 allows the State Department of Education to issue adjunct professor permits to certain instructors at institutions of higher education to allow them to teach high school courses in local and regional school districts. This has no fiscal impact, as it is not anticipated to change the cost to districts of educator personnel.

Section 10 expands the state model curriculum to include cursive and, beginning in kindergarten, world languages. The bill allows districts to incorporate some of the curriculum without adopting all of it and maintains that use of the model curriculum is an option (not a requirement). Districts that choose to implement the world languages

aspect of the model curriculum may incur a cost.

Section 11 allows completion of a Learner Engagement and Attendance Program or other credit recovery program to count toward a district's graduation requirements. This has no fiscal impact as it does not change the curriculum any district is required to offer.

Section 13 caps at \$2 million the amount of Open Choice grant funding that would otherwise lapse and is used to provide services to students participating in the Open Choice program, beginning in FY 24. This amount is currently uncapped and applies to excess Open Choice funding above \$1 million. The section results in an anticipated annual savings to the General Fund, equal to the amount of excess Open Choice funds above \$3 million.

The Out Years

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

OLR Bill Analysis**sSB 1199*****AN ACT CONCERNING EQUITY IN EDUCATION.***

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Changes terminology describing excess Open Choice funds from “nonlapsing” to “additional,” limits the amount of these funds for one earmarked use, and allows any remaining funds to lapse

SUMMARY

This bill makes numerous changes to the education laws, as described below, and throughout it replaces the term “minority” with “diversity” or “diverse” in certain contexts when referencing teachers or students.

EFFECTIVE DATE: July 1, 2023

§ 1 — EDUCATOR APPRENTICESHIP INITIATIVE

Requires SDE to establish an educator apprenticeship initiative to enable and pay students in teacher preparation programs to gain classroom teaching experience

The bill requires the State Department of Education (SDE) to establish an educator apprenticeship initiative for FY 24, and each following fiscal year, to enable students enrolled in educator preparation programs, residency programs, or alternate route to certification (ARC) programs to gain classroom teaching experience while working towards becoming full-time, certified teachers after successfully completing the programs.

By law, participants in an apprenticeship are paid (CGS § 31-22m). Currently, teacher residency program participants are paid (CGS § 10-156gg), but the educator preparation and ARC program participants are not. (It is not clear how the bill's apprenticeship program would interact with the teacher residency program.) Under the bill, SDE must seek state Department of Labor certification for the initiative to leverage federal grants and funding.

The bill also requires SDE to develop (1) participation guidelines for educator preparation programs, residency programs, and ARC programs included under the initiative and (2) administrative implementation guidelines that are consistent with federal laws and regulations.

§§ 2 & 3 — SDE REVIEW OF SCHOOL BOARDS' INCREASING EDUCATOR DIVERSITY PLANS

Requires each school board to (1) submit its increasing educator diversity plan (referred to in current law as the minority educator recruitment plan) to the education commissioner by March 15, 2024, for review and approval and (2) implement its approved plan beginning with the 2024-25 school year

Under current law, every local and regional board of education (i.e., school board) must develop and implement a "minority educator recruitment" plan for each school district to give its students opportunities to interact with teachers from other racial, ethnic, and economic backgrounds to reduce racial, ethnic, and economic isolation. The bill changes the plan's name to the "increasing educator diversity" plan and requires each school board to submit its plan to the education commissioner by March 15, 2024, for review and approval.

The bill requires the commissioner to review each increasing educator diversity plan. She may approve it or return the plan to the school board with instructions to revise it, in which case the school board must revise the plan by May 15, 2024, according to the instructions and resubmit the plan for the commissioner's approval.

Beginning with the school year starting July 1, 2024 (i.e., the 2024-25 school year), school boards must implement their commissioner-approved plans and post them on their websites. SDE must also make

the plans available on its website.

§§ 4 & 12 — ASPIRING EDUCATORS DIVERSITY SCHOLARSHIP PROGRAM

Changes the name of the Minority Teacher Candidate Scholarship Program to the Aspiring Educators Diversity Scholarship Program, reduces the maximum annual grant amount from \$20,000 to \$10,000, establishes an incremental scholarship repayment schedule if a recipient is not employed as a certified teacher, and requires SDE to hire four staff members to administer the program

Under current law, SDE administers a Minority Teacher Candidate Scholarship Program that gives an annual scholarship to “minority” students who:

1. graduated from a public high school in a “priority school district” (i.e., generally, districts whose students receive low standardized test scores and have high levels of poverty (CGS § 10-266p(a))) and
2. are enrolled in a teacher preparation program at a four-year higher education institution.

The bill renames the program as the Aspiring Educators Diversity Scholarship Program. It also replaces “minority” students with “diverse” students, which is a conforming change with another bill provision (§ 5 below) and does not change eligibility under the program (i.e., under current law and the bill, respectively, “minority” and “diverse” mean someone whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for U. S. Census use).

Scholarship Grant Changes

The bill reduces the maximum annual scholarship amount that a student may receive from \$20,000 to \$10,000. It adds new requirements that scholarship recipients (1) be in good standing in the teacher preparation programs they are enrolled in and (2) repay all or part of their scholarships if they are not employed as a certified teacher by a school board. The amount that they must repay depends upon how long the recipient was employed as a certified teacher by a school board after

graduation. The incremental repayment schedule and related employment time are shown in the table below.

Table: Incremental Scholarship Repayment Schedule

| <i>Time Employed as a Certified Teacher by a School Board</i> | <i>Scholarship Amount Required to be Repaid</i> |
|---|---|
| Not employed during the school year immediately after teacher preparation program graduation | 100% |
| Employed during the two school years immediately after graduation, but not at the end of this two-year period | 50% |
| Employed during the three school years immediately after graduation, but not at the end of this three-year period | 25% |
| Employed for the three consecutive school years immediately after graduation | No repayment obligation |

Any amounts repaid under the bill must be deposited in the General Fund. (The bill does not establish a (1) mechanism for SDE to be aware of recipients' employment status or (2) specific date or period of time by which recipients must repay funds.)

Scholarship Administration Policy

The bill modifies the scholarship administration policy that the law required SDE to develop by January 1, 2023. By law, the policy has to address the payment and distribution of the scholarships. The bill specifies the policy must include payment and distribution through the teacher preparation programs the recipients are enrolled in.

Existing law also requires the policy to address notifying high school students in priority school districts about the scholarship program. The bill adds that this must include the opportunity to apply for the program's scholarship while enrolled in high school and before graduation if the student will be enrolled in a teacher preparation program during the following fall semester at a four-year higher education institution. (The bill does not specify a deadline for SDE to update this policy.)

Reporting Requirement

The bill requires SDE, starting by January 1, 2024, to annually develop a report that includes annual data on the race and ethnicity of the scholarship recipients and the teacher preparation programs in which they are enrolled. SDE must submit the report to the Education Committee.

Program Staff

The bill requires the Office of Policy and Management, in consultation with SDE, to reclassify at least four existing unfilled positions at SDE to administer the Aspiring Educators Diversity Scholarship Program and implement recruitment and retention programs for diverse educators. The bill requires the reclassification for FY 24 and that SDE use the funds appropriated to its personal services account to fill four reclassified staff positions.

The bill specifies that one reclassified position must require experience in communications, be placed in the Talent Office, and be responsible for marketing the scholarship program and the recruitment and retention programs.

§§ 5-7 — EDUCATOR DIVERSITY POLICY OVERSIGHT COUNCIL

Changes the name of the Minority Teacher Recruitment Oversight Council to the Increasing Educator Diversity Policy Oversight Council and the term “minority” student to “diverse” student

Under current law, the Minority Teacher Recruitment Oversight Council, a seven-member body within SDE, is charged with advising the education commissioner on ways to encourage minority students and professionals from other fields to pursue teaching careers. The bill changes its name to the Increasing Educator Diversity Policy Oversight Council and makes related changes by replacing the term “minority” with “diverse” without changing its underlying meaning (see § 4 above). The bill also changes “teachers” to “educators.”

§ 8 — TEACHER CANDIDATE FIELD EXPERIENCE REQUIREMENT

Eliminates the requirement that teacher preparation programs require clinical, field, and student teaching experiences to occur in certain District Reference Groups

Under existing law, teacher preparation programs leading to professional certification must require, as part of their curriculum, clinical experience, field experience, or student teaching experience in a classroom during four semesters of their programs.

Current law requires these experiences to be in a school district categorized by SDE as (1) District Reference Groups (DRG) A, B, C, D, or E and (2) DRGs F, G, H, or I. The bill eliminates this requirement.

§ 9 — ADJUNCT PROFESSOR PERMIT

Allows SBE to issue adjunct professor permits to allow part-time nontenured college instructors to work part-time for a school district; establishes employment limits and criteria

Under existing law, the State Board of Education (SBE), may issue adjunct instructor permits allowing a person with specialized training, experience, or expertise in the arts to teach in certain interdistrict arts magnet high schools (CGS § 10-145n). Beginning with the 2023-24 school year, the bill allows SBE to also issue adjunct professor permits to allow part-time nontenured college instructors to be employed by a school board and work part-time for a school district.

The bill limits eligibility to instructors who work at either a public or independent higher education institution in Connecticut. It allows permit holders to teach in public high schools for up to 25 classroom instructional hours per week as part of college and career readiness programming, including an early college experience program, advanced placement classes, career and technical education, and International Baccalaureate, dual enrollment, dual credit, and apprenticeship programs.

Under existing law, the adjunct art instructor permit is valid for three years and may be renewed. The bill does not indicate the validity period for the new permit or whether it is renewable.

While working, permit holders must be under the supervision of the superintendent or a principal, administrator, or supervisor designated by the superintendent who must regularly observe, guide, and evaluate the permit holder's performance. Additionally, school boards that employ the permit holders must provide a program to assist them that includes academic and classroom support services.

The bill also requires permit holders to become members of the applicable exclusive bargaining unit for certified employees and be subject to the same bargaining contract, unless otherwise agreed to by the employing school board and the union. The bill prohibits permit holders from filling a position that will displace a certified teacher already employed at the school.

Finally, the bill makes these permit holders ineligible for membership in the Teachers' Retirement System (TRS) solely due to the permit, however if permit holders already have regular SBE-issued teacher's certificates, then they cannot be excluded from the TRS.

§ 10 — ADDITIONS TO THE MODEL CURRICULUM

Adds cursive writing and world language to the K-8 model curriculum that SDE is currently developing

The law requires SDE to develop a model kindergarten to grade eight curriculum by January 1, 2024, that school boards may use. The model curriculum must be rigorous, age-appropriate, meet state content standards, follow the state's required program of instruction, and integrate several specific additional topics throughout the curriculum (see *Background*).

The bill adds cursive writing and world languages beginning in kindergarten to the list of additional topics that must be included. It also specifies that school boards may choose to use all or parts of the curriculum. State law does not mandate that districts use a specific curriculum.

Background — Required Program of Instruction and K-8 Model Curriculum Additional Topics

By law, the required program of instruction includes, among other subjects, the arts; health and safety, including CPR instruction; language arts, including reading and writing; mathematics; physical education; science; and social studies, including citizenship, geography, government, history, Holocaust and genocide awareness, African American and Black studies, Puerto Rican and Latino studies, Native American studies (effective July 1, 2023), and Asian American and Pacific Islander studies (effective July 1, 2025) (CGS § 10-16b).

The additional topics that the model kindergarten to grade eight curriculum must currently include are: (1) Native American studies; (2) Asian American and Pacific Islander studies; (3) lesbian, gay, bisexual, transgender, queer, and other sexual orientations and gender identities studies; (4) climate change; (5) personal financial management and financial literacy; (6) the military service and experience of American veterans; (7) civics and citizenship, including instruction in digital citizenship and media literacy; (8) the principles of social-emotional learning; and (9) racism.

§ 11 — HIGH SCHOOL GRADUATION CREDIT FOR LEARNER ENGAGEMENT AND ATTENDANCE PROGRAM

Allows school boards to award high school graduation credit for completing LEAP and other approved credit recovery programs

The bill allows school boards to award high school graduation credit for completing a learner engagement and attendance program (LEAP) or other education commissioner-approved credit recovery programs.

LEAP is an SDE program launched in 2021 to address student absenteeism and disengagement from school due to the COVID-19 pandemic. The program uses home visitors to connect directly with families and students to establish relationships, help return them to a more regular form of school attendance, and assist with placement in summer, after school, and other learning programs.

§ 13 — USE OF CERTAIN OPEN CHOICE FUNDS

Changes terminology describing excess Open Choice funds from “nonlapsing” to “additional,” limits the amount of these funds for one earmarked use, and allows any remaining funds to lapse

The bill makes several changes to excess funding for the Open Choice program (see *Background*). By March 1 each year, existing law requires the education commissioner to determine whether the number of students enrolled in Open Choice is lower than the number that appropriated funds anticipated. If the enrollment is below this number, then she must use the additional funds in specific ways.

First, she must use up to \$500,000 of these funds for supplemental grants for Open Choice receiving districts on a pro-rata basis for each out-of-district student who is one of at least nine other out-of-district students attending the same school, up to \$1,000 per student.

Then, any remaining unspent Open Choice funds must be used for the following purposes: (1) the second \$500,000 for the State Education Resource Center to provide professional development to certified employees and other school personnel in Open Choice districts receiving students and (2) any remaining funds for wrap-around services for students participating in Open Choice, including tutoring, family support, and experiential learning.

The bill limits the wrap-around earmark for these funds to \$2 million a year.

It also eliminates terms and phrasing that describe the program’s excess funds as “nonlapsing” or “not laps[ing]” and instead refers to the funds as “additional.” By removing the term “nonlapsing,” the bill allows any funds remaining after the specified uses mentioned above to lapse back into the General Fund.

Background — Open Choice

Open Choice is a voluntary interdistrict attendance program that allows students from large urban districts to attend suburban schools and vice versa on a space-available basis. Its purpose is to reduce racial,

ethnic, and economic isolation; improve academic achievement; and provide public school choice. In consultation with regional educational service centers, receiving districts determine whether to participate in the program and how many seats to make available to students (CGS § 10-266aa).

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute Change of Reference - APP

Yea 38 Nay 6 (03/24/2023)

Appropriations Committee

Joint Favorable Substitute

Yea 43 Nay 6 (04/21/2023)