

V.A.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

January 8, 2020

RESOLVED, That the State Board of Education adopts these 2020 Legislative Proposals and directs the Commissioner to take the necessary action.

Approved by a vote of ____ this eighth day of January, Two Thousand Twenty.

Signed: _____

Dr. Miguel A. Cardona, Secretary
State Board of Education



Agency Legislative Proposal - 2020 Session

Document Name (e.g. OPM1015Budget.doc; OTG1015Policy.doc): **Leave this blank**

(If submitting an electronically, please label with date, agency, and title of proposal – 092611_SDE_TechRevisions)

State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Commissioner's Office**

Agency Analyst/Drafter of Proposal: **Laura J. Stefon**

Title of Proposal **An Act Concerning A Housing Pilot Incentive Program for Teachers in Alliance Districts**

Statutory Reference **New Language**

Proposal Summary **This proposal would require the Commissioner of the Department of Education, in collaboration with the Commissioner of Housing to create a pilot program to offer housing incentives for shortage area teachers to live within the Alliance District communities in which they teach.**

PROPOSAL BACKGROUND

- **Reason for Proposal**

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary? **No***
- (2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? **Yes with some variation. Some states have chosen to build affordable housing complexes and other offer a stipend program or mortgage assistance to keep teachers living in-district. Many states across the country have tried this or similar approaches.***
- (3) Have certain constituencies called for this action?*
- (4) What would happen if this was not enacted in law this session? **We would continue to have difficulties attracting and retaining talented teachers in our Alliance Districts.***

- **Origin of Proposal**

XX New Proposal

___ Resubmission



If this is a resubmission, please share: *These should be answered only if it is a resubmission*

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (4) What was the last action taken during the past legislative session?

PROPOSAL IMPACT

- **Agencies Affected** (please list for each affected agency) *Please only complete this section if you have already been working with another agency. If not, I will reach out to the appropriate agency's legislative liaison upon approval from the Commissioner.*

Agency Name: **Department of Housing**

Agency Contact (name, title, phone): **Commissioner Mosquera-Bruno**

Date Contacted:

Approve of Proposal ___ YES ___ NO **XX** Talks Ongoing

Summary of Affected Agency's Comments

Will there need to be further negotiation? **XX** YES ___ NO

- **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) *Depending on the direction that is chosen to take there could be a potential fiscal impact, but it is not yet known.*

State *Depending on the direction that is chosen to take there could be a potential fiscal impact, but it is not yet known.*

Federal *Depending on the direction that is chosen to take there could be a potential fiscal impact, but it is not yet known.*

Additional notes on fiscal impact

- **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)



By section, what is the impact of this proposal? **The Anticipated impact would be an increase in the number of teachers working and residing within Alliance Districts, which is anticipated to have a positive impact on minority teacher recruitment efforts.**

Insert fully drafted bill here

- **New language should be underlined**
- **Language to be removed should be in [bold brackets]**

(NEW) Section 1. (a) The Commissioner of the Department of Education in collaboration with the Commissioner of the Department of Housing shall create eligibility criteria for a pilot housing rental assistance program for teachers holding an active initial, provisional, or professional teaching certificate who are employed in a subject shortage-area as defined by section 10-8b by a public school in an Alliance District as defined by section 10-262u. Such pilot program shall be available to teachers working in public schools in Alliance Districts where such housing is also located in the same Alliance District, and shall serve to incentivize teachers to live within the communities in which they teach.

(b) The Commissioner of Education shall establish the parameters of the program not later than October 1, 2020, and shall designate five or more Alliance Districts to participate in the program not later than January 1, 2021. The Commissioner, in accordance with section 11-4a, shall submit the following to the joint standing committee of the General Assembly having cognizance of matters relating to education: (1) A status report on the program not later than July 1, 2021; (2) an interim report on the program not later than July 1, 2022; and (3) a final report on the program not later than July 1, 2023.



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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Commissioner's Office**

Agency Analyst/Drafter of Proposal: **Laura J. Stefon**

Title of Proposal **An Act Concerning Diversification of the Teaching Profession**

Statutory Reference **New Language**

Proposal Summary This proposal would require districts to partner with providers of higher education, included but not limited to, the Connecticut State College and University system, to increase the diversification of the teacher workforce through a “grow your own” model which promotes the profession of teaching starting in eighth grade.

PROPOSAL BACKGROUND

- **Reason for Proposal**

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary? **No**
- (2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? **Unclear**
- (3) Have certain constituencies called for this action? **Outside groups, task forces, other state agencies, etc.**
- (4) What would happen if this was not enacted in law this session? **We would not be able to come close to hitting the benchmark goal that the legislature laid out for 250 new educators of color per year.**

- **Origin of Proposal** **XX New Proposal** **Resubmission**

If this is a resubmission, please share: **These should be answered only if it is a resubmission**

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (4) What was the last action taken during the past legislative session?



PROPOSAL IMPACT

- **Agencies Affected** (please list for each affected agency) *Please only complete this section if you have already been working with another agency. If not, I will reach out to the appropriate agency's legislative liaison upon approval from the Commissioner.*

Agency Name: Connecticut State Colleges and Universities

Agency Contact (name, title, phone): Alexandra Beaudoin

Date Contacted: 9/25/19

Approve of Proposal YES NO Talks Ongoing

Summary of Affected Agency's Comments

Generally supportive. Wants to see finished language once approved.

Will there need to be further negotiation? YES NO

- **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) *No impact*

State *There is no impact at this time as this proposal would only require the creation of a plan.*

Federal *No impact*

Additional notes on fiscal impact

- **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)

By section, what is the impact of this proposal?



Insert fully drafted bill here

- New language should be underlined
- Language to be removed should be in **[bold brackets]**

(NEW) Section 1. (a) The Commissioner of the Department of Education shall partner with the President of the Connecticut State College and University System, as well as other teacher preparation programs, to develop a plan to assist Local Education Agencies with promoting the profession of teaching beginning in grade 8.

(b) By no later than September 1, 2020, the Department of Education shall post on the Department's website educational materials highlighting the profession of teaching and outlining the various traditional and alternative teacher preparation programs available throughout the state. The Local Educational Agencies will make these educational materials available to their students and school counselors.

(c) The Department of Education shall help to facilitate partnerships between Local Education Agencies and teacher preparation programs, to enable the local education agency to offer counseling programs at the high school level to educate students about the profession of teaching.



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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Commissioner's Office**

Agency Analyst/Drafter of Proposal: **Laura J. Stefon**

Title of Proposal **An Act Establishing A Systems Framework for Addressing Achievement Disparities**

Statutory Reference **New Language**

Proposal Summary This proposal would require the State Department of Education to establish a framework for districts to measure whether they have specific programs/policies in place to address racial and socio-economic achievement disparities. Districts would be required to conduct an annual review of their programs and policies and make those reviews available on their website.

PROPOSAL BACKGROUND

- **Reason for Proposal**

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary? **No**
- (2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? **Unclear**
- (3) Have certain constituencies called for this action? **Outside groups, task forces, other state agencies, etc.**
- (4) What would happen if this was not enacted in law this session? **Explain what happens if this does not pass**

- **Origin of Proposal** **XX New Proposal** **___ Resubmission**

If this is a resubmission, please share: **These should be answered only if it is a resubmission**

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (4) What was the last action taken during the past legislative session?



PROPOSAL IMPACT

- **Agencies Affected** (please list for each affected agency) *Please only complete this section if you have already been working with another agency. If not, I will reach out to the appropriate agency's legislative liaison upon approval from the Commissioner.*

Agency Name: Agency Contact (name, title, phone): Date Contacted: Approve of Proposal ___ YES ___ NO ___ Talks Ongoing
Summary of Affected Agency's Comments
Will there need to be further negotiation? ___ YES ___ NO

- **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) <i>This would have a minimal impact on local districts, as the Department will be providing the framework by which they can do their review and analysis. It will impact staff time.</i>
State <i>In addition to costs to the State/Department, please include additional staffing needs to implement, if any.</i>
Federal <i>N/A</i>
Additional notes on fiscal impact

- **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)

<i>By section, what is the impact of this proposal?</i>



Insert fully drafted bill here

- New language should be underlined
- Language to be removed should be in **[bold brackets]**

(NEW) Section 1. (a) The Department of Education shall work in collaboration with educational stakeholders to develop a self-assessment framework template for self- evaluation of the effectiveness of district programs and policies that are intended to address racial and socio-economic achievement disparities. Such framework will be developed by January 1, 2021 and will be used by districts to determine whether they are adequately addressing achievement disparities within their schools.

(b) Such framework shall include but will not be limited to factors that quantify: 1) effective board of education governance; 2) educator access to timely actionable data related to achievement disparities; 3) high quality leadership; 4) fiscal health; 5) student access to a high-quality, standards-based, culturally competent curriculum; 6) positive school climate; 7) focus on data driven equity and 8) effective teacher supports.



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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Commissioner's Office**

Agency Analyst/Drafter of Proposal: **Laura J. Stefon**

Title of Proposal **An Act Concerning a Statewide Model Curriculum**

Statutory Reference **New Language**

Proposal Summary **This proposal would require the State Board of Education, in partnership with outside stakeholders, to develop a model curriculum that is culturally competent for grades K-12.**

PROPOSAL BACKGROUND

- Reason for Proposal

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary? **No**
- (2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? **Yes**
- (3) Have certain constituencies called for this action? **Various educational stakeholders and legislators**
- (4) What would happen if this was not enacted in law this session? **Explain what happens if this does not pass**

- Origin of Proposal **XX** New Proposal Resubmission

If this is a resubmission, please share: **These should be answered only if it is a resubmission**

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (4) What was the last action taken during the past legislative session?



PROPOSAL IMPACT

- **Agencies Affected** (please list for each affected agency) *Please only complete this section if you have already been working with another agency. If not, I will reach out to the appropriate agency's legislative liaison upon approval from the Commissioner.*

Agency Name: Agency Contact (name, title, phone): Date Contacted: Approve of Proposal ___ YES ___ NO ___ Talks Ongoing
Summary of Affected Agency's Comments
Will there need to be further negotiation? ___ YES ___ NO

- **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) <i>Impact on LEAs or municipalities – cost or savings.</i>
State <i>In addition to costs to the State/Department, please include additional staffing needs to implement, if any.</i>
Federal <i>Please note if any federal funds are received, used, etc. as a result of this proposal.</i>
Additional notes on fiscal impact

- **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)

<i>By section, what is the impact of this proposal?</i>



Insert fully drafted bill here

- New language should be underlined
- Language to be removed should be in **[bold brackets]**

(NEW) Section 1. (a) The State Board of Education shall, within available appropriations, and in consultation with educational stakeholders, develop and adopt a statewide model curriculum that is culturally competent for grades kindergarten through twelve in accordance with the requirements of the Connecticut General Statutes 10-221a and 10-16b and in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(b) The State Board of Education may accept gifts, grants and donations, including in-kind donations, designated for the development of the statewide model curriculum.

Sec. 2. For the school year commencing July 1, 2023, and each school year thereafter, each local and regional board of education shall offer the statewide model curriculum approved pursuant to section 1 of this bill, or other existing and appropriate public or private materials, provided such curriculum is in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.



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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Talent Office/Commissioner's Office**

Agency Analyst/Drafter of Proposal: **Chris Todd/Laura Stefon**

Title of Proposal **An Act Concerning Teacher Certification**

Statutory Reference

- **C.G.S. 10-145b(h)(2) - Professional Educator Certificate**
- **C.G.S. 10-145d – State board regulations for teacher certificate**

Proposal Summary This proposal makes two technical revisions to the certification statutes to 1) extend the renewal cycle for educators who hold Professional Educator Certificates from 5 to 10 years, and 2) remove burdensome requirements for initial certificate holders who have not served under their certificate and are seeking employment after having renewed their certificate five times.

PROPOSAL BACKGROUND

- **Reason for Proposal**

Please consider the following, if applicable:

- (1) *Have there been changes in federal/state/local laws and regulations that make this legislation necessary?* **No**
- (2) *Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)?* **Unknown**
- (3) *Have certain constituencies called for this action?* **Certified Teachers**
- (4) *What would happen if this was not enacted in law this session? If we do not update our regulations they will continue to be in direct conflict with many state statutes and the state will also continue to miss out on qualified talented teachers if we do not streamline our processes for certification.*

- **Origin of Proposal**

XX New Proposal

___ Resubmission



If this is a resubmission, please share: *These should be answered only if it is a resubmission*

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (4) What was the last action taken during the past legislative session?

PROPOSAL IMPACT

- **Agencies Affected** (please list for each affected agency) *Please only complete this section if you have already been working with another agency. If not, I will reach out to the appropriate agency's legislative liaison upon approval from the Commissioner.*

Agency Name: *N/A*

Agency Contact (name, title, phone):

Date Contacted:

Approve of Proposal ___ YES ___ NO ___ Talks Ongoing

Summary of Affected Agency's Comments

Will there need to be further negotiation? ___ YES ___ NO

- **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) *None*

State *Potential revenue gain through certification fees if we are certifying more teachers.*

Federal *None*

Additional notes on fiscal impact

- **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)



By section, what is the impact of this proposal?

Insert fully drafted bill here

- New language should be underlined
- Language to be removed should be in **[bold brackets]**

Section (h) (2) of section 10-145b is repealed and the following is substituted in lieu thereof (Effective July 1, 2020):

(h) (1) Unless otherwise provided in regulations adopted under section 10-145d, in not less than three years or more than eight years after the issuance of a provisional educator certificate pursuant to subsection (e) of this section and upon the statement of the superintendent, or the superintendent's designee, in whose school district such certificate holder was employed, or the supervisory agent of a nonpublic school approved by the State Board of Education, in whose school such certificate holder was employed, that the provisional educator certificate holder and such superintendent, or such superintendent's designee, or supervisory agent have mutually determined or approved an individual program pursuant to subdivision (2) of subsection (g) of this section and upon the statement of such superintendent, or such superintendent's designee, or supervisory agent that such certificate holder has a record of competency in the discharge of such certificate holder's duties during such provisional period, the state board upon receipt of a proper application shall issue such certificate holder a professional educator certificate. A signed recommendation from the superintendent of schools, or the superintendent's designee, for the local or regional board of education or from the supervisory agent of a nonpublic school approved by the State Board of Education shall be evidence of competency. Such recommendation shall state that the person who holds or has held a provisional educator certificate has successfully completed at least three school years of satisfactory teaching for one or more local or regional boards of education or such nonpublic schools. Each applicant for a certificate pursuant to this subsection shall provide to the Department of Education, in such manner and form as prescribed by the commissioner, evidence that the applicant has successfully completed coursework pursuant to subsection (g) of this section, as appropriate.

(2) Each professional educator certificate shall be valid for **[five]** ten years and continued every **[five]** ten years thereafter.



Sec. 10-145d-427. Reissuance and extension of certificates

(a) Notwithstanding the provisions of this section to the contrary, a person whose certificate has lapsed may request certification retroactive to the date on which the lapse occurred, provided hardship or extenuating circumstances are found that are beyond the control of the applicant. The Commissioner or the Commissioner's designee may grant such a certificate under the following conditions:

- (1) The person held a valid teaching certificate;
- (2) Prior to the date on which the lapse occurred, the person had completed all requirements for issuance of a new certificate, except for filing an application for such certificate; and
- (3) Application for such reissuance is made to the Commissioner or the Commissioner's designee within one year of the date on which the lapse occurred.

(b) A person who holds or held a provisional teaching or provisional educator certificate may appeal pursuant to Section 10-145d-615, to the Board for an extension of time to complete certification requirements for a professional educator certificate or continuation of a professional educator certificate.

(c) A person who holds an initial educator certificate and has not served under it in the employ of a board of education, shall be eligible for [five one-year] reissuance[s] **as described in section (d)**. [After five such reissuances, all preparation and eligibility requirements in effect at the time of application shall be met.]

(d) A person who held an initial educator certificate and has not served under it in the employ of a board of education, and who applies for reissuance:

- (1) Within five years of the expiration date of the first initial educator certificate, shall be eligible for reissuance [if all assessment requirements in effect at the time of application except BEST are met]; or
- (2) More than five years after the expiration date of the first initial educator certificate, shall be eligible for reissuance if all preparation and eligibility requirements at time of original certification were met., including assessment except BEST, are met and completion of three semester hours of credit in education technology and three semester credits in alternative student assessment or child/adolescent development.]



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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Academics, Fiscal, CTECS**

Agency Analyst/Drafter of Proposal: **Laura J. Stefon**

Title of Proposal **An Act Concerning Various Minor and Technical Revisions to the Education Statutes**

Statutory Reference

Section 1: 10-5c
Section 2: 10-148b(b)
Section 3: 10-95
Section 4: 10-3b
Section 5: 10-10d
Section 6: 10-66r

Proposal Summary

Section 1: Removes obsolete statutory language regarding the Academic Advancement Program. In 2013 legislation allowing local boards of education to determine eligible credits based on the demonstration of mastery, made this statute irrelevant.

Section 2: Removes obsolete statutory language regarding continuing education classes. In 2013 legislation was passed that no longer requires districts to report all professional learning offered for the purposes of tracking continuing education to the Department. Currently, we gather this information in form of self-reported district surveys that are not reliable.

Section 3: Clarifies the policy making authority of the Technical Education and Career System Board with regard to the operations of the Technical Education and Career System; and resolves a conflict within the general statutes regarding the appointment of the superintendent on the Executive Director is in place.

Section 4: Removes obsolete statutory language regarding a SERC reporting requirement. This legislation was originally passed prior to SERC becoming a quasi-public agency effective June 13, 2014. Since then, the Department has no statutory oversight of SERC, which is subject to review by the Auditors of Public Accounts as well as any state regulation related to a state procurement



agency. Additionally, the data being requested is currently available on CT Open Data, the DAS Contracting Portal, and CSDE’s website.

Section 5: Removes language regarding a duplicative reporting requirement. This section of statute creates a duplicative data collection and reporting requirement. The Department collects various fiscal and student data, which is available to the public on the Department’s data portal, EdSight. For the collection of financial data in particular, the Department launched the Education Financial System, which collects annual expenditure data at the school and district level. This information will be available on EdSight for fiscal accountability and reporting purposes. Additionally, some of the data required to be reported on by this section concerning geography and cost of living indicators are not collected by the Department as they are not education-related statistics.

Section 6: Changes the way in which criminal background checks are conducted on charter school governing council members and members of charter management organizations. The Connecticut Department of Emergency Services and Public Protection (DESPP) has indicated that, based on FBI protocols, the checks are unable to be implemented as written in the current version of 10-66rr.

PROPOSAL BACKGROUND

- Reason for Proposal

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary?
(2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)?
(3) Have certain constituencies called for this action?
(4) What would happen if this was not enacted in law this session?

Please see various explanations outlined above

- Origin of Proposal XX New Proposal ___ Resubmission

If this is a resubmission, please share: These should be answered only if it is a resubmission

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration’s package?
(2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
(3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
(4) What was the last action taken during the past legislative session?

PROPOSAL IMPACT

- Agencies Affected (please list for each affected agency) Please only complete this section if you have already been working with another agency. If not, I will reach out to the appropriate agency’s legislative liaison upon approval from the Commissioner.

Agency Name:
Agency Contact (name, title, phone):
Date Contacted:

Approve of Proposal ___ YES ___NO ___Talks Ongoing

Summary of Affected Agency’s Comments



Will there need to be further negotiation? ___ YES ___ NO

• **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) Impact on LEAs or municipalities – cost or savings.
State In addition to costs to the State/Department, please include additional staffing needs to implement, if any.
Federal Please note if any federal funds are received, used, etc. as a result of this proposal.
Additional notes on fiscal impact

• **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)

By section, what is the impact of this proposal?
--

Insert fully drafted bill here

- New language should be underlined
- Language to be removed should be in **[bold brackets]**

Section 1. Section 10-5c of the general states is repealed:



[Sec. 10-5c. Academic advancement program. (a) The Department of Education shall establish an academic advancement program to allow local and regional boards of education to permit students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved by the State Board of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education, and (3) at least three letters of recommendation from school professionals, as defined in section 10-66dd, for the high school graduation requirements pursuant to section 10-221a. The State Board of Education shall issue an academic advancement program certificate to any student who has successfully completed such program. Such academic advancement program certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a public institution of higher education in this state. (b) Notwithstanding the high school graduation requirements pursuant to section 10-221a, for the school year commencing July 1, 2014, and each school year thereafter, a local or regional board of education shall permit a student to graduate from high school upon the successful completion of the academic advancement program described in subsection (a) of this section.]

Section 2. Section 10-148b of the general states is repealed and the following is substituted in lieu thereof (effective upon passage):

Sec. 10-148b. Professional development program re scientifically-based reading research and instruction. Review and assessment of professional development. (a) On or before July 1, 2013, the Commissioner of Education shall create a program of professional development for teachers, as defined in section 10-144d, and principals in scientifically-based reading research and instruction, as defined in section 10-14u. Such program of professional development shall (1) count towards the professional development requirements pursuant to section 10-148a, (2) be based on data collected from student reading assessments, (3) provide differentiated and intensified training in reading instruction for teachers, (4) outline how mentor teachers will train teachers in reading instruction, (5) outline how model classrooms will be established in schools for reading instruction, (6) inform principals on how to evaluate classrooms and teacher performance in scientifically-based reading research and instruction, and (7) be job-embedded and local whenever possible. In the case of any certified individual who is required to complete the reading instruction survey, pursuant to section 10-145r, the program of professional development for such individual shall be designed using the results of such survey, in accordance with said section 10-145r.

[(b) The Commissioner of Education shall annually review the professional development required under section 10-148a for certified employees who hold a professional educator certificate with an early childhood nursery through grade three or an elementary endorsement and who hold a position requiring such an endorsement. The commissioner shall assess whether such professional development meets the state goals for student academic achievement through implementation of the common core state standards adopted by the State Board of Education, research-based interventions in reading and the Individuals With Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time. The commissioner shall submit such review to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.]



Section 3. Section 10-95 of the general states is repealed and the following is substituted in lieu thereof (effective upon passage):

(a) The State Board of Education may establish and maintain a state-wide system of technical education and career schools to be known as the Technical Education and Career System. The system shall be advised by a board that shall consist of eleven members as follows: (1) Four executives of Connecticut-based employers who shall be nominated by the Connecticut Employment and Training Commission established pursuant to section 31-3h, and appointed by the Governor, (2) five members appointed by the State Board of Education, (3) the Commissioner of Economic and Community Development, and (4) the Labor Commissioner. The Governor shall appoint the chairperson. The chairperson of the Technical Education and Career System shall serve as a nonvoting ex-officio member of the State Board of Education.

(b) The Technical Education and Career System board shall offer full-time comprehensive secondary education, and may offer part-time and evening, programs in vocational, technical, technological and postsecondary education and training. Upon separation from the State Department of Education, the board shall have the authority to approve policies for the management and operation of the system's schools and programs. The board may recommend to the superintendent of the Technical Education and Career System policies governing the admission of students to any technical education and career school in compliance with state and federal law. The Commissioner of Education, in accordance with policies established by the board, may appoint and remove members of the staffs of such schools and make rules for the management of and expend the funds provided for the support of such schools.

(c) **[The board and the Commissioner of Education shall jointly recommend a candidate for superintendent of the Technical Education and Career System who shall be appointed as superintendent by the State Board of Education.]** The superintendent of the Technical Education and Career System shall be appointed in accordance with section 10-95q of the general statutes. Such superintendent shall be responsible for the operation and administration of the system. The board may enter into cooperative arrangements with local and regional boards of education, private occupational schools, institutions of higher education, job training agencies and employers in order to provide general education, vocational, technical, technological or postsecondary education or work experience. The superintendent, in conjunction with the commissioner, may arrange for training to be provided to the board at such times, and on such matters, as are deemed appropriate to assist the board in the conduct of its business.

(d) If the New England Association of Schools and Colleges places a technical education and career school on probation or otherwise notifies the superintendent of the Technical Education and Career System that a technical education and career school is at risk of losing its accreditation, the Commissioner of Education, on behalf of the Technical Education and Career System board, shall notify the joint standing committee of the General Assembly having cognizance of matters relating to education of such placement or problems relating to accreditation.

(e) The Technical Education and Career System board shall establish specific achievement goals for students at the technical education and career schools at each grade level. The board shall measure the performance of each technical education and career school and shall identify a set of quantifiable



measures to be used. The measures shall include factors such as the performance of students in grade ten or eleven on the mastery examination, under section 10-14n, trade-related assessment tests, dropout rates and graduation rates.

(f) The Technical Education and Career System board may accept gifts, grants and donations on behalf of the system, including, but not limited to, in-kind donations, designated for the purchase of equipment or materials, the hiring of teachers at a technical education and career school or the acquisition of real property and the construction of facilities, except no employee of the system may accept any gift, grant or donation as an individual, or on behalf of the system, that is for personal use. Any gift, grant or donation accepted on behalf of the system shall be in accordance with the state code of ethics for public officials set forth in chapter 10. The board shall submit quarterly reports to the Office of Policy and Management concerning all gifts, grants or donations received pursuant to this subsection.

Section 4. Section 10-3b of the general states is repealed:

[Sec. 10-3b. Annual report to the General Assembly re State Education Resource Center. Not later than January 15, 2014, and annually thereafter, the Commissioner of Education shall submit a report, in accordance with the provisions of section 11-4a, to the joint standing committees of the General Assembly having cognizance of matters relating to education and government administration containing (1) all contracts, including personal service agreements, awarded by the Department of Education and the State Education Resource Center to private vendors and regional education service centers during the previous year for purposes of fulfilling the duties of the Department of Education; (2) all amounts and sources of private funding, including grants, received by the Department of Education and the State Education Resource Center; and (3) the amounts paid by the Department of Education or the State Education Resource Center for the salary, fringe benefits and other compensation for any department or center employee or consultant. Such report shall also be posted on the Internet web sites of the Department of Education and the State Education Resource Center.]

Section 5. Section 10-10d of the general states is repealed:

[Sec. 10-10d. Not later than June 30, 2014, the Department of Education shall adopt regulations, in accordance with the provisions of chapter 54 of the general statutes, as necessary to implement a fiscal accountability data collection report that will include all sources, amounts and uses of all public and private funds by school districts and by public schools, including public charter schools. The department shall report, not later than December 31, 2014, and annually thereafter, all such data as well as school size, student demographics, geography, cost-of-living indicators, and other factors determined by the department to the joint standing committee of the General Assembly having cognizance of matters relating to appropriations and the budgets of state agencies and education in accordance with the provisions of section 11-4a of the general statutes.]

Section 6. Section 10-66rr of the general statutes is repealed and the following is substituted in lieu thereof (*Effective upon passage*):

On and after July 1, 2015, the State Board of Education shall require members of the governing council of a state or local charter school and members of a charter management organization to submit to a



records check of the Department of Children and Families child abuse and neglect registry, established pursuant to section 17a-101k, and to state and national criminal history records checks before the state board grants initial certificates of approval for charters pursuant to section 10-66bb, or before such members may be hired by the governing council of a state or local charter school or charter management organization. The governing council of a state or local charter school shall require each contractor doing business with a state or local charter school, who performs a service involving direct student contact, to submit to a records check of the Department of Children and Families child abuse and neglect registry, established pursuant to section 17a-101k, and to state and national criminal history records checks before such contractor begins to perform such service. **[Any criminal history records checks required under this section shall be conducted in accordance with section 29-17a.]**