



House of Representatives

General Assembly

File No. 748

January Session, 2009

Substitute House Bill No. 6686

House of Representatives, April 20, 2009

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING THE TEACHER EDUCATION AND MENTORING PROGRAM.

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

1 Section 1. (NEW) (*Effective from passage*) (a) The Department of
2 Education, with cooperation from local and regional school districts,
3 regional educational service centers, representatives of the exclusive
4 bargaining representative for certified employees chosen pursuant to
5 section 10-153b of the general statutes, and public institutions of higher
6 education, shall establish and administer a teacher education and
7 mentoring program that includes guided teacher support and coaching
8 and the completion of learning modules, pursuant to subsection (e) of
9 this section, for beginning teachers. The program shall be aligned with
10 the principles of teaching approved by the State Board of Education.
11 As part of the program, each beginning teacher shall develop a two-
12 year individualized mentoring plan.

13 (b) In administering the teacher education and mentoring program

14 under this section:

15 (1) The Department of Education shall (A) develop a statement for
16 the teacher education and mentoring program that includes the state's
17 goals for state-wide teacher induction, mentoring, professional
18 development and evaluation, using state-wide data and national
19 research findings; (B) distribute state funding to local and regional
20 school districts to assist with implementation of district teacher
21 education and mentoring plans; (C) manage and make accessible to
22 local and regional school districts the data systems needed to
23 document that teachers and mentors have satisfactorily completed
24 district and state-wide standards; (D) monitor district implementation
25 of the teacher education and mentoring program to ensure fidelity to
26 the program's plan and goals, including random district audits and
27 observations by state personnel; (E) issue provisional educator
28 certificates to teachers that have satisfactorily completed the induction
29 program; (F) develop guidelines for the creation and approval of
30 district teacher education and mentoring plans, based on input and
31 recommendations from stakeholder groups; and (G) oversee an
32 outside evaluation of the teacher education and mentoring program
33 every three to five years;

34 (2) The Department of Education, in collaboration with
35 EASTCONN, the RESC Alliance, institutions of higher education and
36 other stakeholders, shall (A) develop learning modules for beginning
37 teachers to complete; (B) train mentors to carry out responsibilities at
38 the district level; (C) provide professional development and training
39 for regional mentors working at the district level; (D) provide
40 professional development and training for district teams and
41 principals in managing, designing and administering teacher
42 education and mentoring plans; and (E) provide technical assistance to
43 districts based on district size and needs;

44 (3) The Department of Education and public institutions of higher
45 education shall (A) work with regional educational service centers to
46 align modules with National Council for Accreditation of Teacher

47 Education approved preservice professional preparation programs; (B)
48 develop and deliver regional strategies for supporting mentor
49 assistance programs; and (C) arrange or coordinate preservice student
50 teaching experiences related to state-wide standards;

51 (4) Local and regional boards of education shall (A) develop a three-
52 year teacher education and mentoring plan in accordance with
53 subsection (c) of this section; (B) form a local coordinating committee
54 or committees, based on district size, to guide the activities outlined in
55 the three-year teacher education and mentoring plan; (C) develop an
56 annual budget to support the activities detailed in the three-year
57 teacher education and mentoring plan and submit such budget
58 annually to the Department of Education to receive state assistance for
59 such activities; (D) recruit and pair mentors from within and outside of
60 the district to work with beginning teachers; (E) ensure substitute
61 teacher coverage for mentors and beginning teachers to participate in
62 the activities and modules required in the three-year teacher education
63 and mentoring plan; (F) communicate regularly with beginning
64 teachers about training opportunities, state-wide workshops and
65 support group work; (G) coordinate the teacher education and
66 mentoring program and teacher evaluation and supervision program,
67 provided they are kept separate but complimentary; (H) verify,
68 through the local coordinating committee, that the work of beginning
69 teachers and instructional modules has been successfully completed to
70 warrant provisional certification; (I) when a beginning teacher has
71 satisfactorily completed all modules, attest to that fact and that the
72 teacher is eligible for provisional certification; and (J) ensure that
73 schools under the board's jurisdiction (i) administer the state's on-line
74 needs assessment to establish the goals and priorities of each
75 beginning teacher as such teacher develops an individualized
76 mentoring plan, (ii) review and approve beginning teachers'
77 individualized, two-year mentoring plan, (iii) organize mentoring
78 opportunities by grade, department or specialty area, (iv) take steps to
79 make time available, as needed, to help teachers achieve the goals of
80 their mentoring plans, (v) coordinate the activities and schedules of
81 mentors and beginning teachers to ensure faithful implementation of

82 the district plan, and (vi) submit annual report on mentor-teacher
83 activities to the district coordinating committee for review and
84 approval.

85 (c) Local and regional school districts shall develop a three-year
86 teacher education and mentoring plan that incorporates the
87 Department of Education's goals and instructional priorities, as well as
88 any local considerations based on community and student needs. Such
89 plan shall include: (1) Background information about the district that
90 includes a community profile, district profile, student profile, faculty
91 profile, mentor profile and beginning teacher profile; (2) a statement of
92 three-year objectives related to the state's goal statement for the teacher
93 education and mentoring program; (3) a general timeline for district
94 coordinating teams to meet with central office personnel, principals,
95 mentors or district facilitators; (4) a description of the process used to
96 select mentors and assign them to beginning teachers, based on subject
97 areas, levels and need; (5) a description of the process used to train and
98 update mentors in best practices and essential knowledge; (6) a
99 timeline of district-wide mentoring days for observations, individual
100 discussion, small group meetings, professional development days,
101 regional educational service center training sessions and beginning
102 teachers' completion of tasks associated with each module; (7) a
103 description of the process used to collect, review and coordinate
104 teachers' mentoring plans; (8) a description of the process to resolve
105 internal disputes over the district's recommendations to the state
106 concerning which individuals have satisfactorily completed the
107 learning modules; and (9) a description of the resources and budget
108 needed to carry out the activities described in the plan.

109 (d) Local and regional boards of education shall not consider a
110 teacher's completion of the teacher education and mentoring program
111 as a factor in its decision to continue a teacher's employment in the
112 district.

113 (e) (1) Beginning teachers shall satisfactorily complete learning
114 modules in the following areas: (A) Classroom management and

115 climate; (B) lesson planning and unit design; (C) delivering instruction;
116 (D) assessing student learning; and (E) professional practice. Beginning
117 teachers shall complete two modules in their first year in the program
118 and three modules in their second year in the program, except as
119 otherwise provided by the Commissioner of Education.

120 (2) Beginning teachers shall work with their mentors in developing
121 a planned set of activities, based on the topics offered within each
122 learning module, to complete each such learning module, and such
123 activities shall be reflected in the beginning teacher needs assessment.
124 Such activities may be presented in person by mentors, offered in
125 workshops, through online courses or through the completion of a set
126 of readings. For each learning module, beginning teachers shall (A)
127 apply the knowledge gained through such activities in a lesson, project
128 or demonstration of how the activity impacted student learning, and
129 (B) submit a reflection paper or project, to be signed by the mentor,
130 that summarizes, describes or analyzes what has been learned by the
131 beginning teacher and their students throughout the module and how
132 the learning contributed to the development of such beginning teacher.
133 Such reflection paper or project shall be forwarded to the district's
134 coordinating committee for approval.

135 (3) Upon successful completion of the learning modules and final
136 review by the coordinating committee, the superintendent of the
137 school district shall submit the names of the beginning teachers eligible
138 for receipt of a provisional educator certificate to the State Board of
139 Education.

140 (f) Local and regional boards of education, in cooperation with the
141 Department of Education, institutions of higher education and regional
142 educational service centers, shall recruit mentors for their teacher
143 education and mentoring program. Those persons eligible to serve as
144 mentors for such programs shall hold a provisional educator certificate
145 or a professional educator certificate and have at least three years
146 teaching experience in Connecticut. Retired teachers may also serve as
147 mentors, provided they successfully complete a mentor training

148 program offered by a regional educational service center. Each mentor
149 shall be assigned to two beginning teachers, except that in certain
150 circumstances, a mentor may be assigned three beginning teachers.
151 Such assignment shall be reflected in each district's three-year plan.
152 Each mentor shall provide fifty contact hours to each beginning
153 teacher during the program, with the expectation of approximately ten
154 contact hours per module. Mentors shall receive a five-hundred-dollar
155 annual stipend for each beginning teacher assigned to such mentor
156 from the local or regional board of education for participation in the
157 teacher education and mentoring program. Such stipend shall be
158 included in a person's total earnings for purposes of retirement.

159 (g) For the school year commencing on July 1, 2010, beginning
160 teachers in the following subject areas and endorsement areas shall be
161 responsible for participating in the teacher education and mentoring
162 program: Elementary education, English and language arts,
163 mathematics, science, social studies, special education, bilingual
164 education, music, physical education, visual arts, world languages and
165 teachers of English as a second language. All other beginning teachers
166 shall be required to successfully complete one year of mentorship and
167 two learning modules.

168 (h) The Department of Education, in consultation with EASTCONN,
169 shall create a data system for local and regional school districts to
170 access the resources and record-keeping tools to manage the teacher
171 education and mentoring program at the local level. Such data system
172 shall include (1) templates for (A) writing and updating each district's
173 plan, (B) recording each teacher's completion of each of the five
174 learning modules, and (C) teachers to record the completion of
175 learning module activities and submit written reflection papers or
176 projects, and (2) links to on-line programs or workshops that are part
177 of the five modules.

178 (i) Not later than July 1, 2010, the State Board of Education shall
179 adopt regulations, in accordance with the provisions of chapter 54 of
180 the general statutes, to provide for the transition and implementation

181 of the teacher education and mentoring program in accordance with
182 this section and the Report of the Beginning Educator Support and
183 Training Program (BEST)/Mentor Assistance Program (MAP) Task
184 Force dated December 29, 2008.

185 Sec. 2. (NEW) (*Effective July 1, 2009*) There is established a Teacher
186 Education and Mentoring Program Fund which shall be a separate,
187 nonlapsing account within the General Fund. The Teacher Education
188 and Mentoring Program Fund shall be used by the State Board of
189 Education for the operation of the teacher education and mentoring
190 program established pursuant to section 1 of this act. All proceeds
191 derived from the fees collected pursuant to subsection (p) of section 10-
192 145b of the general statutes that exceed the fees that would have been
193 collected by the state pursuant to said subsection (p) in effect on June
194 30, 2009, shall be credited to and become a part of the resources of the
195 Teacher Education and Mentoring Program Fund. Any balance of
196 receipts above expenditures shall remain in the fund to be used for
197 said program.

198 Sec. 3. (NEW) (*Effective July 1, 2009*) (a) The sum of four million three
199 hundred fifty-four thousand six hundred twenty-nine dollars is
200 appropriated to the Department of Education, from the General Fund,
201 for the fiscal year ending June 30, 2010, for the teacher education and
202 mentoring program.

203 (b) The sum of four million three hundred fifty-four thousand six
204 hundred twenty-nine dollars is appropriated to the Department of
205 Education, from the General Fund, for the fiscal year ending June 30,
206 2011, for the teacher education and mentoring program.

207 Sec. 4. Subdivision (3) of section 10-144o of the general statutes is
208 repealed and the following is substituted in lieu thereof (*Effective from*
209 *passage*):

210 (3) "Beginning educator program" means the [support] mentoring
211 and assessment program established by the State Board of Education
212 for holders of initial educator certificates. The program shall be

213 designed to improve the quality of the first school years of teaching
214 and to determine whether holders of initial educator certificates have
215 achieved the level of competency, as defined by said board, to entitle
216 them to provisional educator certificates.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section
Sec. 2	<i>July 1, 2009</i>	New section
Sec. 3	<i>July 1, 2009</i>	New section
Sec. 4	<i>from passage</i>	10-144o(3)

ED *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 10 \$	FY 11 \$
Education, Dept.	GF - Cost	\$5.2 million	\$6.1 million

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 10 \$	FY 11 \$
Local and Regional School Districts	STATE MANDATE - Cost	Potential	Potential

Explanation

This bill requires the State Department of Education (SDE) to establish and administer a teacher education and mentoring (TEAM) program for beginning teachers that is aligned with teaching principles approved by the State Board of Education.

It is anticipated that SDE would require \$5.2 million in FY 10 and \$6.1 million in FY 11 to implement the program. The cost of developing the program includes: module development costs, training and implementation, mentor stipends, staff, and the development and maintenance of a web tracking system. sHB 6365, the FY 10-11 Biennial Budget, as favorably reported by the Appropriations Committee, contains \$4.13 million in both FY 10 and FY 11 for this purpose.

Local and regional school districts may also incur costs associated with: developing a three-year teacher education and mentoring plan, developing an annual budget to support the activities in the plan, forming a local coordinating committee or committees, and recruiting

and pairing mentors from within and outside of the district to work with beginning teachers. The costs to local and regional school districts will vary greatly from district to district, with larger districts incurring a greater cost.

Once the TEAM program has been established there will be costs associated with release time for mentors and mentees to work together during the school day. Additionally, release time will be required for mentors to attend training sessions as well as for beginning teachers to attend workshops. Districts may also need to budget for training and release time for members of the district coordinating committee who will be reviewing the beginning teacher's work, if members of the committee require classroom coverage. The amount of release time required for the mentors will vary as some bargaining units have already incorporated this issue into their agreements.

Additionally, the bill establishes a Teacher Education and Mentoring Program Fund as a separate nonlapsing fund within the General Fund and requires SDE to use the fund to operate the TEAM Program. It allocates to the fund any additional money derived from teacher certification fees that exceed the proceeds collected from fees in effect on June 30, 2009. The level of fees exceeding the proceeds is unknown, but any remaining funds will be used to offset the state costs associated with implementing the program.

The Out Years

The FY 12 cost for SDE is anticipated to be \$4.9 million. The out year cost for municipalities will continue into the future subject to changes in collective bargaining agreements and inflation.

Sources: Department of Education

OLR Bill Analysis**sHB 6686*****AN ACT CONCERNING THE TEACHER EDUCATION AND MENTORING PROGRAM.*****SUMMARY:**

This bill requires the State Department of Education (SDE) to establish and administer a teacher education and mentoring (TEAM) program for beginning teachers that is aligned with teaching principles approved by the State Board of Education. The program must include guided teacher support and coaching by teacher mentors and require beginning teachers to complete five learning modules to help them develop particular teaching skills. Local and regional school districts, regional educational service centers (RESCs), unions representing certified employees, and public colleges and universities must cooperate with the department in developing and administering the program, recruiting and training mentor teachers, and evaluating and assessing beginning teachers.

By law, teachers holding initial (first-level) certificates must successfully complete a beginning educator program in order to receive a provisional (second-level) certificate. Under current law, the beginning educator program is called the beginning educator support and training (BEST) program (see BACKGROUND). Under a 2008 act, the BEST program is scheduled for elimination as of July 1, 2009.

The TEAM Program replaces the BEST program as the beginning educator program required for provisional certification, but it is unclear what beginning educator program or requirements will be in effect for the school year beginning July 1, 2009.

The bill requires TEAM program participation (i.e., successful completion of two years of mentorship and five modules) for the

school year beginning July 1, 2010, for beginning teachers with subject areas or endorsements in elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages, and English as a second language. It requires other beginning teachers to successfully complete one year of mentorship and two modules.

The bill establishes a Teacher Education and Mentoring Program Fund as a separate nonlapsing fund within the General Fund and requires SDE to use the fund to operate the TEAM Program. It allocates to the fund any money derived from teacher certification fees that exceed the proceeds collected from fees in effect on June 30, 2009. (This implies an increase in teacher certification fees, but the bill does not include such a fee increase.) It requires any balance of receipts over expenditures to remain in the fund.

The bill also appropriates \$4,354,629 per year for FY 10 and FY 11 from the General Fund to the SDE for the program.

Finally, the bill requires SBE to adopt regulations by July 1, 2010 for transition to and implementation of the TEAM Program according to the bill and the December 29, 2008 report by the Beginning Educator Support and Training Program (BEST)/Mentor Assistance Program (MAP) Task Force.

EFFECTIVE DATE: Upon passage for the TEAM Program requirements and July 1, 2009 for the fund and the appropriations.

STATE RESPONSIBILITIES

SDE must establish and administer the TEAM program. The bill requires SDE to:

1. using statewide data and national research findings, develop goals for teacher induction, mentoring, professional development, and evaluation;
2. distribute state funding to school districts to help them

- implement district teacher education and mentoring plans;
3. manage and make available data systems for school districts to establish that teachers and mentors have satisfactorily met local and state standards;
 4. monitor districts' program implementation, including through random district audits and observation by state personnel;
 5. issue provisional certificates to teachers who complete the program;
 6. with input from "stakeholder groups," develop guidelines for creating and approving districts' teacher education and mentoring plans; and
 7. oversee an outside evaluation of the program every three to five years.

The bill also requires SDE to collaborate with EASTCONN (the RESC for Eastern Connecticut), the RESC Alliance (an organization of all six RESCs), higher education institutions, and other stakeholders to:

1. develop learning modules for beginning teachers;
2. provide training and professional development for regional mentors working at the district level;
3. provide training and professional development for district teams and principals in how to design, manage, and administer teacher education and mentoring plans;
4. and provide technical assistance to districts according to their size and needs.

The bill requires SDE and public higher education institutions to work with RESCs to align the learning modules for beginning teachers with pre-service professional preparation programs approved by the National Council for Accreditation of Teacher Education (NCATE -

see BACKGROUND). SDE and the institutions must also develop and deliver regional strategies to support mentor assistance programs and arrange or coordinate student teaching experiences that relate to state standards.

Finally, the bill requires SDE, with EASTCONN, to create a data system through which school districts may access resources and record-keeping tools to manage the TEAM Program at the local level. The system must include templates for (1) districts to write and update district plans and record teacher completion of learning modules and (2) teachers to record completion of module activities and submit written reflection papers or projects. The system must also include links to on-line programs or workshops that are part of the modules.

SCHOOL DISTRICT RESPONSIBILITIES

Local Program Administration

Under the bill, each school district must develop a three-year plan for its participation in the TEAM program that meets the bill's requirements (see below) and form a local coordinating committee or committees to guide its activities under the plan. The committee's composition must be based on the district's size. Each district must develop an annual budget based on its plan and submit it to SDE to receive state assistance for its TEAM Program activities.

The bill also requires each district to:

1. recruit mentors from within and outside the district and assign them to work with the district's beginning teachers;
2. ensure coverage by substitute teachers to allow mentors and beginning teachers to participate in the TEAM Program;
3. communicate regularly with beginning teachers about training opportunities, workshops, and support groups;
4. coordinate the TEAM Program with the district's teacher evaluation and supervision program, but keep the two separate

and complementary; and

5. through the local coordinating committee, verify that beginning teachers have completed the TEAM Program requirements for a provisional certificate and attest to that fact and that the teacher is eligible for the provisional certificate.

The bill also requires districts to ensure that schools (1) administer the state's online needs assessment to establish beginning teachers' goals and priorities for their individualized mentoring plans; (2) review and approve teachers' plans; (3) organize mentoring opportunities by grade, department, or specialty; (4) make necessary time available for teachers to achieve their mentoring plan goals; (5) coordinate mentors' and teachers' activities and schedules to ensure proper implementation of the district plan; and (6) submit an annual report on mentor and teacher activities to the district's coordinating committee for review and approval.

Local Program Plan

The bill requires local and regional school districts to develop three-year plans that incorporate SDE's goals and instructional priorities along with local community and student needs. District plans must include:

1. district information including profiles of the community, district, students, faculty, mentors, and beginning teachers;
2. a statement of three-year objectives related to state goals for the TEAM program;
3. a general timeline for district coordinating teams to meet with the district's central office personnel, principals, mentors, or district facilitators;
4. the mentor selection and assignment process that is based on subject areas, levels, and needs;
5. the process for training and updating mentors in best practices

and essential knowledge;

6. a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development, RESC training sessions, and beginning teachers' completion of module-related tasks;
7. the process for collecting, reviewing, and coordinating teachers' mentoring plans;
8. the process for resolving internal disputes over district recommendations to the state about which teachers have completed learning modules satisfactorily; and
9. the resources and budget for the planned activities.

Once a teacher completes the learning modules and successfully passes the district coordinating committee's final review, the school superintendent must submit to SBE the names of the teachers eligible for provisional certificates. The bill bars districts from considering a teacher's completion of the TEAM Program as a factor in any decision to continue the teacher's employment.

BEGINNING TEACHER RESPONSIBILITIES

The bill requires each beginning teacher to develop a two-year individualized mentoring plan and complete learning modules in the following five areas: (1) classroom management and climate, (2) lesson planning and unit design, (3) delivering instruction, (4) assessing student learning, and (5) professional practice. Unless the education commissioner provides otherwise, teachers must complete two modules in the first year of the program and three in the second.

The bill requires beginning teachers to work with their mentors to develop planned activities to complete each module. The activities must be reflected in the beginning teacher needs assessment. The activities can be presented (1) by mentors in person, (2) in workshops, (3) through online courses, or (4) by completing a set of readings. For

each module, teachers must apply the knowledge gained in a lesson, project, or demonstration of how the activity affected students' learning. Teachers must also submit a reflection paper for each module that summarizes, describes, or analyzes what they and their students learned throughout the module and how it contributed to the teacher's development. The paper or project must be signed by the mentor and sent to the district's coordinating committee for approval.

MENTORS

The bill requires local and regional boards of education to recruit mentors for their TEAM programs. SDE, higher education institutions, and RESCs must cooperate in the recruiting.

TEAM Program mentors must have a provisional or professional educator certificate and at least three years of teaching experience in Connecticut. Retired teachers who complete a RESC mentor training program may also serve as mentors. Each mentor is assigned two beginning teachers, although in certain circumstances, which the bill does not describe, they can have three. Mentors must provide 50 contact hours with each of their beginning teachers during the program, with an expectation of approximately 10 hours per module.

Mentors must receive a stipend of \$500 annually for each beginning teacher assigned to them. The stipend must be included in their total earnings for retirement purposes. (Presumably, this requirement does not apply to mentors who are retired teachers.)

BACKGROUND

BEST Program

Until July 1, 2009, the BEST Program provides support for teachers during their first two years of teaching through (1) mentoring by more experienced teachers and (2) assessment of their teaching ability. The assessment includes classroom assessments and review of a portfolio the teacher submits at the end of his or her second year of teaching.

Until that date SDE, within available appropriations, is required to (1) administer the program; (2) provide training to mentor teachers

and those who supervise, train, and assess new teachers; (3) pay stipends to teacher assessors; and (4) provide funds to local school districts for (a) substitute teachers to allow release of mentor teachers and assessors from regular classroom responsibilities and (b) professional development for mentors, assessors, and beginning teachers. SDE must operate the program according to regulations it adopts.

Under the BEST Program, (1) school districts must support their new teachers, including assigning experienced mentor teachers to help them; (2) districts must select mentor teachers and any assessors they employ according to standards in SDE's regulations and based primarily on mentor teachers' and assessors' classroom experience and recognized success as educators; and (3) the SBE must indemnify those serving as teacher mentors and assessors from damage claims arising from their activity in those capacities.

Teacher Certification Fees

By law, the SBE charges the fees shown in Table 1 for issuing various teaching credentials. Teachers pay fees only on initial issuance. There are no annual or renewal fees.

TABLE 1: TEACHER CERTIFICATION FEES

<i>Certificate</i>	<i>Fee</i>
Initial Educator Certificate	\$100
Provisional Educator Certificate	200
Professional Educator Certificate	300
Certificate for teaching adult education programs	50
Issuance of a subject area endorsement	50
Duplicate copy of certificate or endorsement	25

National Council for Accreditation of Teacher Preparation Programs

NCATE is an independent coalition of teachers, teacher educators, content specialists, and local and state policy makers that accredits teacher education programs offered by schools, colleges, and state education departments.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 24 Nay 8 (04/01/2009)