



House of Representatives

General Assembly

File No. 535

February Session, 2010

Substitute House Bill No. 5489

House of Representatives, April 14, 2010

The Committee on Appropriations reported through REP. GERAGOSIAN of the 25th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING SECONDARY SCHOOL REFORM.

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

1 Section 1. Section 10-221a of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2010*):

3 (a) For classes graduating from 1988 to 2003, inclusive, no local or
4 regional board of education shall permit any student to graduate from
5 high school or grant a diploma to any student who has not
6 satisfactorily completed a minimum of twenty credits, not fewer than
7 four of which shall be in English, not fewer than three in mathematics,
8 not fewer than three in social studies, not fewer than two in science,
9 not fewer than one in the arts or vocational education and not fewer
10 than one in physical education.

11 (b) [Commencing with classes graduating in 2004, and for each
12 graduating class thereafter] For classes graduating from 2004 to 2016,
13 inclusive, and, if the Department of Education is unable to secure

14 federal funding in accordance with the provisions of subsection (d) of
15 this section, for each graduating class thereafter, no local or regional
16 board of education shall permit any student to graduate from high
17 school or grant a diploma to any student who has not satisfactorily
18 completed a minimum of twenty credits, not fewer than four of which
19 shall be in English, not fewer than three in mathematics, not fewer
20 than three in social studies, including at least a one-half credit course
21 on civics and American government, not fewer than two in science, not
22 fewer than one in the arts or vocational education and not fewer than
23 one in physical education.

24 (c) Commencing with classes graduating in 2017, and for each
25 graduating class thereafter, provided the Department of Education
26 secures federal funding in accordance with the provisions of
27 subsection (d) of this section, no local or regional board of education
28 shall permit any student to graduate from high school or grant a
29 diploma to any student who has not satisfactorily completed a
30 minimum of twenty-five credits, including not fewer than: (1) Nine
31 credits in the humanities, including not fewer than (A) four credits in
32 English, including composition; (B) three credits in social studies,
33 including at least one credit in American history and at least one-half
34 credit in civics and American government; (C) one credit in fine arts;
35 and (D) one credit in a humanities elective; (2) eight credits in science,
36 technology, engineering and mathematics, including not fewer than
37 (A) four credits in mathematics, including algebra I, geometry, and
38 algebra II or probability and statistics; (B) three credits in science,
39 including at least one credit in life science and at least one credit in
40 physical science; and (C) one credit in a science, technology,
41 engineering and mathematics elective; (3) three and one-half credits in
42 career and life skills, including not fewer than (A) one credit in
43 physical education; (B) one-half credit in comprehensive health
44 education; and (C) two credits in career and life skills electives, such as
45 career and technical education, English as a second language,
46 community service, personal finance, public speaking and nutrition
47 and physical activity; (4) two credits in world languages, subject to the
48 provisions of subsection (g) of this section; and (5) a one credit senior

49 demonstration project. Local and regional boards of education shall
50 provide alternate means for a student to complete any high school
51 graduation requirement if such student is unable to satisfactorily
52 complete any of the required courses, and allow students to attend a
53 public institution of higher education pursuant to subdivision (4) of
54 subsection (g) of this section.

55 (d) Not later than July 1, 2010, the Department of Education shall
56 apply for federal economic stimulus funds available pursuant to the
57 American Recovery and Reinvestment Act of 2009, P.L. 111-5, or any
58 other federal grant program, in an amount, as determined by the
59 Commissioner of Education and approved by the General Assembly,
60 that is sufficient to cover the entire cost of implementation of the
61 changes to the requirements for a student to graduate from high school
62 or to be granted a diploma for classes graduating in 2017 and 2018, as
63 set forth in the provisions of subsection (c) of this section. If the
64 department is unable to secure such sufficient funding under said
65 American Recovery and Reinvestment Act of 2009, or any other federal
66 grant program, the provisions of subsection (c) of this section shall not
67 apply.

68 [(c)] (e) Any student who presents a certificate from a physician
69 stating that, in the opinion of the physician, participation in physical
70 education is medically contraindicated because of the physical
71 condition of such student, shall be excused from the physical
72 education requirement, provided the credit for physical education may
73 be fulfilled by an elective.

74 [(d)] (f) Determination of eligible credits shall be at the discretion of
75 the local or regional board of education, provided the primary focus of
76 the curriculum of eligible credits corresponds directly to the subject
77 matter of the specified course requirements. The local or regional
78 board of education may permit a student to graduate during a period
79 of expulsion pursuant to section 10-233d, if the board determines the
80 student has satisfactorily completed the necessary credits pursuant to
81 this section. The requirements of this section shall apply to any student

82 requiring special education pursuant to section 10-76a, except when
83 the planning and placement team for such student determines the
84 requirement not to be appropriate. For purposes of this section, a
85 credit shall consist of not less than the equivalent of a forty-minute
86 class period for each school day of a school year except for a credit or
87 part of a credit toward high school graduation earned at an institution
88 accredited by the Department of Higher Education or regionally
89 accredited.

90 [(e)] (g) Only courses taken in grades nine through twelve,
91 inclusive, shall satisfy this graduation requirement, except that a local
92 or regional board of education may grant a student credit (1) toward
93 meeting a specified course requirement upon the successful
94 completion in grade seven or eight of any course, the primary focus of
95 which corresponds directly to the subject matter of a specified course
96 requirement in grades nine to twelve, inclusive; (2) toward meeting the
97 high school graduation requirement upon the successful completion of
98 a world language course (A) in grade six, seven or eight, (B) through
99 on-line coursework, or (C) offered privately through a nonprofit
100 provider, provided such student achieves a passing grade on an
101 examination prescribed, within available appropriations, by the
102 Commissioner of Education and such credits do not exceed four; (3)
103 toward meeting the high school graduation requirement upon
104 achievement of a passing grade on a subject area proficiency
105 examination identified and approved, within available appropriations,
106 by the Commissioner of Education, regardless of the number of hours
107 the student spent in a public school classroom learning such subject
108 matter; or (4) toward meeting the high school graduation requirement
109 upon the successful completion of coursework at an institution
110 accredited by the Department of Higher Education or regionally
111 accredited. One three-credit semester course, or its equivalent, at such
112 an institution shall equal one-half credit for purposes of this section.

113 [(f)] (h) A local or regional board of education may offer one-half
114 credit in community service which, if satisfactorily completed, shall
115 qualify for high school graduation credit pursuant to this section,

116 provided such community service is supervised by a certified school
117 administrator or teacher and consists of not less than fifty hours of
118 actual service that may be performed at times when school is not
119 regularly in session and not less than ten hours of related classroom
120 instruction. For purposes of this section, community service does not
121 include partisan political activities. The State Board of Education shall
122 assist local and regional boards of education in meeting the
123 requirements of this section.

124 [(g)] (i) A local or regional board of education may award a diploma
125 to a veteran of World War II, pursuant to section 27-103, who left high
126 school prior to graduation in order to serve in the armed forces of the
127 United States and did not receive a diploma as a consequence of such
128 service.

129 Sec. 2. (NEW) (*Effective July 1, 2010*) For the fiscal year ending June
130 30, 2012, and each ending fiscal year thereafter, the Department of
131 Education shall provide grants to local and regional school districts to
132 implement the provisions of subsection (c) of section 10-221a of the
133 general statutes, as amended by this act, provided the department is
134 able to secure federal funding in accordance with the provisions of
135 subsection (d) of said section 10-221a.

136 Sec. 3. Subsection (a) of section 10-69 of the general statutes is
137 repealed and the following is substituted in lieu thereof (*Effective July*
138 *1, 2010*):

139 (a) Each local and regional board of education shall establish and
140 maintain a program of adult classes or shall provide for participation
141 in a program of adult classes for its adult residents through
142 cooperative arrangements with one or more other boards of education,
143 one or more cooperating eligible entities or a regional educational
144 service center pursuant to the provisions of section 10-66a. Such board
145 of education may admit an adult to any public elementary or
146 secondary school. [No] A person sixteen years of age or older and
147 enrolled in a full-time program of study in any local or regional school
148 district may enroll in [an] not more than two adult education [activity

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: See Below

Municipal Impact: See Below

Explanation

The bill specifies that none of its requirements are to be completed unless the Commissioner of Education with approval from the General Assembly agrees that the state has secured sufficient federal funding to cover the costs of the bill after passage, and into the future. It is anticipated that if Connecticut secures Race to the Top funds the funding would last for a four year period, after which other additional federal funding would be required to continue the expanded graduation requirements.

The sections below provide an estimate of the amount of federal funds required to implement the provisions contained in the bill.

Section 1 of the bill revises high school graduation requirements. Beginning with the freshman class of 2013 (graduating class of 2017), the bill raises, from 20 to 25, the number of credits required to graduate and changes course requirements.

In order to prepare for the change in curriculum the State Department of Education (SDE) will need to develop model curriculums. Additionally, online courses may need to be utilized to prepare schools and teachers for the change.

It is anticipated that SDE will require approximately \$3.4 million in FY 11 and \$3.7 million in FY 12 to develop the model curriculum and prepare local and regional school districts.

Additionally, beginning in FY 12, in order to prepare for the freshman class of 2013, local and regional boards of education will require additional staff to aid in the capstone project, as existing staff will be unable to commit the time necessary to assist students in completing the project. It is estimated that each Capstone Advisor would have 10 to 15 advisees. There are currently 38,000 high school seniors in the state of CT. Assuming an advisee ratio of 10 to 15, an additional 2,500 to 3,800 staff would be needed throughout the state. Table 1 below provides a summary of the additional costs.

Table 1					
Additional Staff	Salaries (\$)	Fringe Benefits (\$)	Subtotal-local and regional impact (\$)	Teacher Retirement Contrib. (\$)	Total (\$)
2,500	100 million	22 million	122 million	15.2 million	137.2 million
3,800	152 million	33.4 million	185.4 million	23.1 million	208.5 million

The average starting teacher salary in CT is approximately \$40,000, which could result in additional salary related costs, which are paid for by local and regional school districts, of \$100 million to \$152 million annually, state wide.

Additionally, local and regional school districts are required to pay fringe benefits for teachers, which equates to approximately 22% of salary related expenses, or approximately \$22 million to \$33.44 million, annually.

The state funds the Teachers' Retirement System for all Connecticut public school teachers. The state contribution is calculated by the TRS actuary as a percentage of active member payroll. Based on the most recent TRS valuation 6/30/08, the state's annual contribution is 15.21% of payroll. Teachers are required to make an annual member contribution of 6% toward their pension. The 6/30/08 valuation showed that the TRS had an unfunded liability of \$6.5 billion and a funded ratio (assets/liabilities) of 70%. Using an average teacher

salary of \$40,000, the annual state TRS contribution costs associated with hiring 2,500 to 3,800 additional teachers would range from \$15.2 million to \$23.1 million. The state contribution to TRS is \$559.2 in FY 10 and \$581.6 in FY 11.

The bill may result in construction costs to some school districts whose facilities are insufficient, particularly in the area of science lab space, to meet the increased graduation requirements. Any increased local construction costs would also result in increased state costs through the school construction grant program.

Section 2 requires SDE, beginning in FY 12, to provide grants to local and regional school districts to help implement the new graduation requirements. It is anticipated that these grants could be significant, as local and regional boards of education will require additional staffing, professional development, and equipment needs in order to meet the new requirements.

Section 3 limits the number of adult education classes that high school students (age 16 and over) can take to two per school year, and is not anticipated to result in a fiscal impact.

The Out Years

Since state funds are not required to implement the bill there would be no impact in the out years.

Sources: Selected Object Expenditures Summary Submitted by Local and Regional School Districts, www.sde.ct.gov, teacherportal.com

OLR Bill Analysis**sHB 5489*****AN ACT CONCERNING SECONDARY SCHOOL REFORM.*****SUMMARY:**

This bill increases high school graduation requirements contingent on the State Department of Education (SDE) applying for and receiving federal funding to support the changes. The new requirements start with the class of 2017, but only if the federal funding covers the entire cost of implementing them for the classes of 2017 and 2018. It requires SDE, if it is able to secure the federal funding, to provide grants to school districts, to implement the new requirements starting in FY 12.

EFFECTIVE DATE: July 1, 2010

HIGH SCHOOL CREDIT REQUIREMENTS

If SDE secures enough federal funding, this bill raises from 20 to 25 the number of credits required to graduate, changes course requirements, and requires the SDE to provide grants to school districts to implement these changes starting in FY 12. the new requirements first affect students graduating from high school in 2017

The current and proposed high school graduation requirements are shown in Tables 1 and 2 below.

Table 1: Current Minimum Graduation Requirements

Subject Area	Required Credits
English	4
Mathematics	3
Social Studies	3 (including a half credit in civics and American Government)
Science	2
Arts or Vocational Education	1
Physical Education	1

Table 2: Proposed Minimum Graduation Requirements – Starting with Class of 2017, Depending on Federal Funding (see below)

<i>Subject Area</i>	<i>Required Credits</i>
<i>Humanities – 9 credits</i>	
English	4, including composition
Social Studies	3, including 1 credit in American history and a half credit in civics and American Government
Fine Arts	1
Humanities Elective	1
<i>Science, Technology, Engineering, and Mathematics – 8 credits</i>	
Mathematics	4, including algebra I, geometry, and either algebra II or probability and statistics
Science	3, including 1 in life science, 1 in physical science, and 1 in a science, technology, engineering, and math elective
<i>Career and Life Skills – 3.5 credits</i>	
Physical Education	1
Comprehensive health education	0.5
Career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking, and nutrition and physical activity	2
<i>Other – 3 credits</i>	
World Languages (see below)	2
Senior demonstration project	1

The bill specifies that a world language course successfully completed in grade six, seven, or eight or online can count towards the high school graduation requirement. Current law already allows world language classes taken through a private nonprofit provider to count toward the graduation requirements. The bill requires these classes to be completed successfully, but does not define “successful.”

The bill requires school boards to (1) provide alternate means to meet these requirements if students cannot satisfactorily complete any of the required courses and (2) allow students to attend public higher education institutions to earn graduate credits.

FEDERAL FUNDING

By July 1, 2010 the bill requires SDE to apply for federal stimulus funding or other available federal grants that provide at least enough

funding, as the education commissioner determines and the General Assembly approves, to cover the entire cost to implement the bill's changes starting with the class of 2017. If SDE cannot secure enough federal funding, the existing 20-credit requirements will continue.

CREDIT FOR ADULT EDUCATION CLASSES

Finally, the bill limits the number of adult education classes that high school students can take to two per school year, and requires that students be at least age 16 to take adult education classes. Current law prohibits students enrolled in a full-time program of study in a school district from taking adult education classes without the principal's permission, but it places no limits on the number of classes. The bill specifies that high school graduation credit awarded for adult education must be awarded in proportion to the required instructional hours required for high schools, not to exceed half a credit for each adult education credit. It permits students to use only two credits adult education credits to meet graduation requirements.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute Change of Reference
Yea 24 Nay 8 (03/19/2010)

Appropriations Committee

Joint Favorable Substitute
Yea 38 Nay 18 (04/01/2010)