



Senate

General Assembly

File No. 641

January Session, 2015

Substitute Senate Bill No. 1099

Senate, April 14, 2015

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING THE ESTABLISHMENT OF A COMMISSION TO DEVELOP A VISION AND STRATEGIC MASTER PLAN FOR THE CONNECTICUT PUBLIC EDUCATION SYSTEM.

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

1 Section 1. (NEW) (*Effective from passage*) (a) There is established a
2 Planning Commission for Education to develop and ensure the
3 implementation of a strategic master plan for public education in
4 Connecticut.

5 (1) The commission shall consist of the following voting members:
6 (A) Four members appointed by the speaker of the House of
7 Representatives, one of whom shall be a current or former
8 superintendent of schools for a rural school district, one of whom shall
9 be a certified teacher who is currently employed as a teacher in a
10 public school or has retired from teaching in a public school not less
11 than one year prior to appointment, one of whom shall be a person
12 with knowledge and experience with students with special education
13 needs and one of whom shall be a person with knowledge and

14 experience in systems building; (B) four members appointed by the
15 president pro tempore of the Senate, one of whom shall be a current or
16 former superintendent of schools for an urban school district in which
17 a charter school and interdistrict magnet school are located, one of
18 whom shall be a certified teacher who is currently employed as a
19 teacher in a public school or has retired from teaching in a public
20 school not less than one year prior to appointment, one of whom shall
21 be a person with knowledge and experience regarding early childhood
22 education and one of whom shall be a person with knowledge and
23 experience in civil rights relating to equity, access and the quality of
24 education; (C) two members appointed by the majority leader of the
25 House of Representatives, one of whom shall be a current or former
26 superintendent of schools for a regional school district and one of
27 whom shall be a student who is enrolled in a public high school in the
28 state; (D) two members appointed by the majority leader of the Senate,
29 one of whom shall be a current or former superintendent of schools for
30 a suburban school district and one of whom shall be a parent or
31 guardian of a student who is enrolled in a public school in the state; (E)
32 two members appointed by the minority leader of the House of
33 Representatives, one of whom shall be a representative of a state-wide
34 business organization and one of whom shall be a scholar who has
35 experience and expertise in the field of education from
36 prekindergarten to grade twelve, inclusive; (F) two members
37 appointed by the minority leader of the Senate, one of whom shall be
38 an entrepreneur and one of whom shall be a scholar who has
39 experience and expertise in the field of higher education; (G) nine
40 members appointed by the Governor, one of whom shall be a certified
41 teacher who is currently employed as a teacher in a public school or
42 has retired from teaching in a public school not less than one year prior
43 to appointment, one of whom shall be a parent or guardian of a
44 student who is enrolled in a public school in the state, one of whom
45 shall be a student who is enrolled in a public high school in the state,
46 one of whom shall be a person with knowledge and experience in
47 systems building, one of whom shall be an entrepreneur, one of whom
48 shall be a person with knowledge and experience in civil rights

49 relating to equity, access and the quality of education, one of whom
50 shall be a person who has experience in the field of arts and culture,
51 one of whom shall be a scholar who has experience and expertise in
52 the field of psychology and one of whom shall be a scholar who has
53 experience and expertise in the field of sociology; (H) the
54 Commissioner of Education; and (I) the Commissioner of Early
55 Childhood. The commission membership shall reflect the state's
56 geographic, racial and ethnic diversity.

57 (2) The following persons shall serve as ex-officio nonvoting
58 members on the commission: (A) the Secretary of the Office of Policy
59 and Management, or the secretary's designee; (B) one representative
60 from each of the following associations or federations, designated by
61 the association or federation: The Connecticut Association of Boards of
62 Education, the Connecticut Association of Public School
63 Superintendents, the Connecticut Federation of School Administrators,
64 the Connecticut Education Association and the American Federation of
65 Teachers-Connecticut; (C) the chairpersons and ranking members of
66 the joint standing committee of the General Assembly having
67 cognizance of matters relating to education; (D) the chairpersons of the
68 achievement gap task force established pursuant to section 10-16mm of
69 the general statutes; and (E) the executive director of the Commission
70 on Children, or the executive director's designee.

71 (3) The commission shall elect cochairpersons of the commission at
72 its first meeting. Any vacancies shall be filled by the appointing
73 authority. The term of each appointed member of the commission shall
74 be three years from the date of appointment. The commission
75 members shall serve without compensation except for necessary
76 expenses incurred in the performance of their duties. The commission
77 may seek the advice and participation of any person, organization or
78 state or federal agency it deems necessary to carry out the provisions
79 of this section. The commission may, within available appropriations,
80 retain consultants to assist in carrying out its duties. The commission
81 may receive funds from any public or private sources to carry out its
82 activities.

83 (b) The commission shall articulate a clear vision and mission for
84 developing a sustainable, equitable and high-quality public education
85 system that coordinates the components of education reform, clarifies
86 how such components of education reform work together and
87 provides every child with access to an educational experience that
88 meets such child's needs. The commission shall develop and ensure
89 the implementation of a strategic master plan to carry out such vision
90 and mission.

91 (1) In developing the strategic master plan, the commission shall
92 address the following issues: (A) How to better organize the state
93 public education system to streamline various and disparate mandates,
94 initiatives and reforms that may compete with the articulated vision
95 and mission; (B) the manner in which the public education system
96 utilizes data and supports to inform and improve the provision of
97 education in the state; (C) the extent to which the testing and
98 accountability system assesses the most worthy outcomes of public
99 education; and (D) the identification and analysis of the most
100 significant factors that effect and support the most worthy outcomes of
101 public education for all students, including, but not limited to, poverty,
102 socioeconomic and racial isolation, language barriers and parental
103 engagement in a student's education.

104 (2) In addressing the issues described in subdivision (1) of this
105 subsection, the commission shall consider: (A) What are the most
106 worthy outcomes of public education and what means can be taken to
107 achieve such outcomes; (B) the extent to which the public education
108 system prepares students to meet the challenges of work, citizenship
109 and life upon graduation; (C) strategies to develop state-wide
110 education leadership goals and to enhance education leadership in
111 conformance with such goals; (D) ways to ensure effective
112 communication and partnership between school districts and the
113 families of children who attend public school in such school district,
114 with particular focus on diversity; (E) ways to share best practices
115 within the public education system, including, but not limited to,
116 learning across methodologies, models and structures of educational

117 excellence; (F) what innovations are necessary to excel in both
118 competitiveness and character; (G) the extent to which the public
119 education system empowers students and educators to excel, innovate
120 and build on strengths; and (H) best practices that ensure high quality
121 instruction and promote continuous systemic improvement.

122 (3) The commission shall also examine and recommend changes to
123 funding policies, practices and accountability in order to (A) align such
124 funding policies, practices and accountability with the strategic master
125 plan, (B) ensure that all school districts receive equitable funding from
126 the state, (C) ensure an appropriate, sustained investment in the
127 implementation of the strategic master plan, and (D) determine and
128 recommend measures to promote the adoption of ways in which
129 resources can be most effectively utilized.

130 (c) (1) Not later than February 15, 2016, the commission shall submit
131 a preliminary report on the development of the strategic master plan
132 together with any recommendations for appropriate legislation and
133 funding to the Governor and the joint standing committees of the
134 General Assembly having cognizance of matters relating to education
135 and appropriations, in accordance with the provisions of section 11-4a
136 of the general statutes.

137 (2) Not later than December 31, 2016, the commission shall submit
138 the strategic master plan, including specific goals and benchmarks for
139 implementation, together with any recommendations for appropriate
140 legislation and funding to the Governor and the joint standing
141 committees of the General Assembly having cognizance of matters
142 relating to education and appropriations, in accordance with the
143 provisions of section 11-4a of the general statutes.

144 (d) Not later than January 1, 2018, and annually thereafter, the
145 commission shall submit a report to the Governor and the joint
146 standing committees of the General Assembly having cognizance of
147 matters relating to education and appropriations, in accordance with
148 section 11-4a of the general statutes, on the implementation of the
149 strategic master plan and progress made toward achieving the goals

150 specified in the strategic master plan. The commission may
151 periodically suggest changes to the goals as necessary.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section

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 16 \$	FY 17 \$
Various State Agencies	GF - Potential Cost	See Below	See Below

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill establishes a Planning Commission for Education to develop and ensure the implementation of a strategic master plan that states a clear vision and mission for developing a sustainable, equitable, and high-quality public education system for Connecticut. The bill specifies that the commission may retain consultants to assist in carrying out its duties. It should be noted that the bill requires that the development of a strategic master plan for public education be provided within available appropriations. It does not appear that this mandates that the agency perform the activity regardless of available funding, therefore the cost described above is potential. In FY 14, the Office of Legislative Management entered into a contract to compile a strategic master plan for higher education valued at \$300,000.

Additionally, the bill results in a cost of less than \$1,000 in FY 16 and in FY 17 to those agencies participating in the Commission to reimburse legislators and agency staff for mileage expenses.

The Out Years

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

OLR Bill Analysis**sSB 1099*****AN ACT CONCERNING THE ESTABLISHMENT OF A COMMISSION TO DEVELOP A VISION AND STRATEGIC MASTER PLAN FOR THE CONNECTICUT PUBLIC EDUCATION SYSTEM.*****SUMMARY:**

This bill establishes a Planning Commission for Education to develop and ensure the implementation of a strategic master plan that states a clear vision and mission for developing a sustainable, equitable, and high-quality public education system for Connecticut. The commission is made up of 27 voting members and 13 ex officio, nonvoting members.

By February 15, 2016, the bill requires the commission to submit a preliminary report on the strategic master plan's development to the governor and the Education and Appropriations committees. By December 31, 2016, it must submit the master plan, including specific goals for implementation, together with any recommendations for appropriate legislation and funding, to the governor and there committees.

EFFECTIVE DATE: Upon passage

PLANNING COMMISSION FOR EDUCATION***Membership***

Under the bill, the commission has 27 voting members. The bill names the following appointing authorities, the number of appointees, and the qualifications and background that each of the appointees must possess. Table 1 provides the details of each appointment.

Table 1. Commission for Education Voting Members and Appointing Authority

Number of Appointments	Appointing Authority	Qualifications and Background
4	House speaker	<p>a current or former rural school district superintendent</p> <p>a certified public school teacher currently employed or retired for at least one year</p> <p>a person with special education knowledge and experience</p> <p>a person with systems building knowledge and experience</p>
4	Senate president pro tempore	<p>a current or former superintendent of an urban school district with a charter school and interdistrict magnet school</p> <p>a certified public school teacher who is currently employed or retired for at least one year</p> <p>a person with early childhood education knowledge and experience</p> <p>a person with civil rights knowledge and experience relating to equity, access, and education quality</p>
2	House majority leader	<p>a current or former superintendent of schools for a regional school district and</p> <p>a public high school student</p>
2	Senate majority leader	<p>a current or former suburban school district superintendent</p> <p>a parent or guardian of a public school student</p>
2	House minority leader	<p>a state-wide business organization representative</p> <p>a scholar with experience and expertise in the field of pre-K-12 education</p>
2	Senate minority leader	<p>an entrepreneur</p> <p>a scholar who has experience and expertise in higher education</p>
9	Governor	<p>a certified public school teacher who is currently employed or retired for at least one year</p> <p>a parent or guardian of a public school student</p> <p>a public high school student</p>

		<p>a person with systems building knowledge and experience,</p> <p>an entrepreneur,</p> <p>a person with civil rights knowledge and experience in equity, access and education quality</p> <p>a person with arts and culture experience</p> <p>a scholar with psychology experience and expertise</p> <p>a scholar with sociology experience and expertise</p>
1	Not applicable	Education commissioner
1	Not applicable	Early childhood commissioner

The bill also specifies 13 ex officio, nonvoting commission members as follows:

1. Office of Policy and Management secretary, or his designee;
2. a representative of the Connecticut Association of Boards of Education,
3. a representative of the Connecticut Association of Public School Superintendents,
4. a representative of the Connecticut Federation of School Administrators,
5. a representative of the Connecticut Education Association,
6. a representative of the American Federation of Teachers-Connecticut,
7. Education Committee cochairpersons and ranking members,
8. Achievement Gap Task Force cochairpersons, and
9. Commission on Children executive director, or her designee.

COMMISSION OPERATIONS

Under the bill, voting members will elect commission cochairpersons at the commissions first meeting. The bill also specifies that:

1. vacancies will be filled by the appointing authority,
2. each appointed member serves a three-year term from the date of appointment, and
3. members serve without compensation except for necessary expenses incurred in the performance of their duties.

Advice, Consultants, and Funding

The bill specifies the commission may (1) seek the advice and participation of any person, organization, or state or federal agency it deems necessary, (2) within available appropriations, retain consultants to help carry out its duties, and (3) receive funds from any public or private sources to carry out its activities.

COMMISSION DUTIES

The bill requires the commission to:

1. articulate a clear vision and mission for developing a sustainable, equitable, and high-quality public education system that (a) coordinates the components of education reform, (b) clarifies how such components of education reform work together and (c) provides every child with an educational experience that meets the child's needs, and
2. develop and ensure the implementation of a strategic master plan to carry out the vision and mission.

MASTER PLAN

The bill requires the commission to consider specific issues and to examine and recommend changes to education funding policies in developing the master plan.

Issues

The issues the commission must address are:

1. how to better organize the state public education system to streamline various and disparate mandates, initiatives, and reforms that compete with the articulated vision and mission;
2. the way public education utilizes data and supports to inform and improve education in the state;
3. the extent to which the testing and accountability system assesses the most worthy outcomes of public education; and
4. the identification and analysis of the most significant factors that effect and support the most worthy outcomes of public education for all students, including, poverty, socioeconomic and racial isolation, language barriers, and parental engagement in a student's education.

In addressing these issues the bill requires the commission to consider the following:

1. determining what are the most worthy outcomes of public education and what means can achieve them;
2. the extent to which public education prepares students to meet the challenges of work, citizenship, and life after graduation;
3. strategies to develop state-wide education leadership goals and to enhance education leadership in conformance with the goals;
4. ways to ensure effective communication and partnership between school districts and the families of children who attend school in the district, with particular focus on diversity;
5. ways to share best practices within public education, including, learning across methodologies, models, and structures of educational excellence;

6. what innovations are necessary to excel in both competitiveness and character;
7. the extent to which public education empowers students and educators to excel, innovate, and build on strengths; and
8. best practices that ensure high quality instruction and promote continuous systemic improvement.

Funding Policies

Under the bill, the commission must also examine and recommend changes to funding policies, practices and accountability in order to:

1. align funding policies, practices, and accountability with the strategic master plan;
2. ensure that all school districts receive equitable funding from the state;
3. ensure an appropriate, sustained investment in the implementation of the strategic master plan; and
4. determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized.

PRELIMINARY REPORT, MASTER PLAN, AND PROGRESS REPORTS

The bill requires the commission to issue:

1. a preliminary report by February 15, 2016,
2. the strategic master plan by December 31, 2016, and
3. annual progress reports starting January 1, 2018.

All reports are submitted to the Education and Appropriations committees and the governor.

The preliminary report will address the strategic master plan's development and include any legislation and funding

recommendations.

The strategic master plan must include (1) specific goals and benchmarks for implementation and (2) any legislation and funding recommendations.

The annual progress reports must address the implementation of the strategic master plan and progress made toward achieving the master plan goals. The commission can periodically suggest changes to the goals.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 31 Nay 2 (03/25/2015)