
OLR Bill Analysis

sSB 854

AN ACT PROMOTING CAREERS IN MANUFACTURING TO PUBLIC SCHOOL STUDENTS AND ESTABLISHING A TASK FORCE TO STUDY THE DEMAND FOR CAREER AND TECHNICAL EDUCATION TEACHERS.

SUMMARY

This bill requires the state's accountability index, which measures school districts' performance, to include rates of (1) employment in full-time manufacturing positions and (2) enrollment in, and successful completion of, manufacturing-related certificate programs (§ 3). It also requires local and regional boards of education to develop career placement goals for students choosing not to pursue an advanced degree and include those goals in their statements of educational goals (§ 2) (see BACKGROUND).

The bill establishes a three-member task force to (1) analyze the demand for career and technical education teachers in the state's technical high schools, traditional public high schools, and community college advanced manufacturing technology centers and (2) recommend ways to expand opportunities for experienced manufacturing professionals to teach at such schools. The task force's members comprise the State Department of Education commissioner, Office of Higher Education executive director, and Technical Education and Career System board chairperson. They must report their findings and recommendations to the Commerce Committee by January 1, 2020. The task force terminates when it submits the report or January 1, 2020, whichever is later.

Lastly, the bill explicitly authorizes guidance and school counselors to provide students with materials about manufacturing, military, and law enforcement careers when discussing career options (§ 1).

EFFECTIVE DATE: July 1, 2019, except the task force provision is

effective upon passage.

BACKGROUND

State Accountability Index

By law, the State Department of Education (SDE) measures school districts' performance using the state's accountability index, which ranks districts by combining multiple student, school, or district-level measures of student performance into a single score. The measures must include the performance index score and high school graduation rates and may include (1) academic growth over time, (2) attendance and chronic absenteeism, (3) postsecondary education and career readiness, (4) enrollment in and graduation from higher education institutions and postsecondary education programs, (5) civics and arts education, and (6) physical fitness.

The current accountability index is incorporated in Connecticut's Consolidated State Plan under the federal Every Student Succeeds Act. The U.S. Department of Education approved the plan in August 2017. The state must submit any amendments to the plan, such as changes to the accountability index, to the department for its review and approval.

Statement of Educational Goals

By law, each board of education must, with participation of parents, students, school administrators, teachers, citizens, local elected officials, and other appropriate parties, (1) prepare a statement of educational goals for the district that is consistent with the state's educational goals and (2) develop student objectives that relate directly to the district's goals and identify specific expectations for student skills, knowledge, and competence.

COMMITTEE ACTION

Commerce Committee

Joint Favorable Substitute

Yea 21 Nay 0 (03/14/2019)