



House of Representatives

General Assembly

File No. 614

January Session, 2019

Substitute House Bill No. 7082

House of Representatives, April 11, 2019

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

AN ACT CONCERNING THE INCLUSION OF AFRICAN-AMERICAN STUDIES IN THE PUBLIC SCHOOL CURRICULUM.

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

1 Section 1. Section 10-16b of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2019*):

3 (a) In the public schools the program of instruction offered shall
4 include at least the following subject matter, as taught by legally
5 qualified teachers, the arts; career education; consumer education;
6 health and safety, including, but not limited to, human growth and
7 development, nutrition, first aid, including cardiopulmonary
8 resuscitation training in accordance with the provisions of section 10-
9 16qq, disease prevention and cancer awareness, including, but not
10 limited to, age and developmentally appropriate instruction in
11 performing self-examinations for the purposes of screening for breast
12 cancer and testicular cancer, community and consumer health,
13 physical, mental and emotional health, including youth suicide
14 prevention, substance abuse prevention, including instruction relating

15 to opioid use and related disorders, safety, which shall include the safe
16 use of social media, as defined in section 9-601, and may include the
17 dangers of gang membership, and accident prevention; language arts,
18 including reading, writing, grammar, speaking and spelling;
19 mathematics; physical education; science, which may include the
20 climate change curriculum described in subsection (d) of this section;
21 social studies, including, but not limited to, citizenship, economics,
22 geography, government, history and Holocaust and genocide
23 education and awareness in accordance with the provisions of section
24 10-18f; African-American studies in accordance with the provisions of
25 section 2 of this act; computer programming instruction; and in
26 addition, on at least the secondary level, one or more world languages
27 and vocational education. For purposes of this subsection, world
28 languages shall include American Sign Language, provided such
29 subject matter is taught by a qualified instructor under the supervision
30 of a teacher who holds a certificate issued by the State Board of
31 Education. For purposes of this subsection, the "arts" means any form
32 of visual or performing arts, which may include, but not be limited to,
33 dance, music, art and theatre.

34 (b) If a local or regional board of education requires its pupils to
35 take a course in a world language, the parent or guardian of a pupil
36 identified as deaf or hard of hearing may request in writing that such
37 pupil be exempted from such requirement and, if such a request is
38 made, such pupil shall be exempt from such requirement.

39 (c) Each local and regional board of education shall on September 1,
40 1982, and annually thereafter at such time and in such manner as the
41 Commissioner of Education shall request, attest to the State Board of
42 Education that such local or regional board of education offers at least
43 the program of instruction required pursuant to this section, and that
44 such program of instruction is planned, ongoing and systematic.

45 (d) The State Board of Education shall make available curriculum
46 materials and such other materials as may assist local and regional
47 boards of education in developing instructional programs pursuant to

48 this section. The State Board of Education, within available
49 appropriations and utilizing available resource materials, shall assist
50 and encourage local and regional boards of education to include: (1)
51 Holocaust and genocide education and awareness; (2) the historical
52 events surrounding the Great Famine in Ireland; (3) African-American
53 [history] studies; (4) Puerto Rican history; (5) Native American history;
54 (6) personal financial management, including, but not limited to,
55 financial literacy as developed in the plan provided under section 10-
56 16pp; (7) training in cardiopulmonary resuscitation and the use of
57 automatic external defibrillators; (8) labor history and law, including
58 organized labor, the collective bargaining process, existing legal
59 protections in the workplace, the history and economics of free market
60 capitalism and entrepreneurialism, and the role of labor and capitalism
61 in the development of the American and world economies; (9) climate
62 change consistent with the Next Generation Science Standards; (10)
63 topics approved by the state board upon the request of local or
64 regional boards of education as part of the program of instruction
65 offered pursuant to subsection (a) of this section; and (11) instruction
66 relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The
67 Department of Energy and Environmental Protection shall be available
68 to each local and regional board of education for the development of
69 curriculum on climate change as described in this subsection.

70 Sec. 2. (NEW) (*Effective July 1, 2019*) (a) For the school year
71 commencing July 1, 2019, and each school year thereafter, each local
72 and regional board of education shall include African-American
73 studies as part of the curriculum for the school district, pursuant to
74 section 10-16b of the general statutes, as amended by this act. In
75 developing and implementing the African-American studies
76 curriculum, the board may utilize existing and appropriate public or
77 private materials, personnel and other resources, including the
78 curriculum materials made available by the State Board of Education
79 pursuant to subsection (d) of section 10-16b of the general statutes, as
80 amended by this act.

81 (b) A local or regional board of education may accept gifts, grants

82 and donations, including in-kind donations, designated for the
83 development and implementation of the African-American studies
84 curriculum under this section.

85 Sec. 3. Subsection (c) of section 10-221a of the general statutes is
86 repealed and the following is substituted in lieu thereof (*Effective July*
87 *1, 2019*):

88 (c) Commencing with classes graduating in 2023, and for each
89 graduating class thereafter, no local or regional board of education
90 shall permit any student to graduate from high school or grant a
91 diploma to any student who has not satisfactorily completed a
92 minimum of twenty-five credits, including not fewer than: (1) Nine
93 credits in the humanities, including civics and the arts; (2) nine credits
94 in science, technology, engineering and mathematics; (3) one credit in
95 physical education and wellness; (4) one credit in health and safety
96 education, as described in section 10-16b, as amended by this act; (5)
97 one credit in world languages, subject to the provisions of subsection
98 (g) of this section; and (6) a one credit mastery-based diploma
99 assessment. At least one credit, which may count towards any of the
100 requirements described in subdivisions (1) to (6), inclusive, of this
101 subsection shall be in African-American studies.

102 Sec. 4. Subsection (g) of section 10-221a of the general statutes is
103 repealed and the following is substituted in lieu thereof (*Effective July*
104 *1, 2019*):

105 (g) Only courses taken in grades nine to twelve, inclusive, and that
106 are in accordance with the state-wide subject matter content standards,
107 adopted by the State Board of Education pursuant to section 10-4, shall
108 satisfy the graduation requirements set forth in this section, except that
109 a local or regional board of education may grant a student credit (1)
110 toward meeting the high school graduation requirements upon the
111 successful demonstration of mastery of the subject matter content
112 described in this section achieved through educational experiences and
113 opportunities that provide flexible and multiple pathways to learning,
114 including cross-curricular graduation requirements, career and

115 technical education, virtual learning, work-based learning, service
116 learning, dual enrollment and early college, courses taken in middle
117 school, internships and student-designed independent studies,
118 provided such demonstration of mastery is in accordance with such
119 state-wide subject matter content standards; (2) toward meeting a
120 specified course requirement upon the successful completion in grade
121 seven or eight of any course, the primary focus of which corresponds
122 directly to the subject matter of a specified course requirement in
123 grades nine to twelve, inclusive; (3) toward meeting the high school
124 graduation requirement upon the successful completion of a world
125 language course (A) in grade six, seven or eight, (B) through on-line
126 coursework, or (C) offered privately through a nonprofit provider,
127 provided such student achieves a passing grade on an examination
128 prescribed, within available appropriations, by the Commissioner of
129 Education and such credits do not exceed four; (4) toward meeting the
130 high school graduation requirement upon achievement of a passing
131 grade on a subject area proficiency examination identified and
132 approved, within available appropriations, by the Commissioner of
133 Education, regardless of the number of hours the student spent in a
134 public school classroom learning such subject matter; (5) toward
135 meeting the high school graduation requirement upon the successful
136 completion of coursework during the school year or summer months
137 at an institution accredited by the Board of Regents for Higher
138 Education or Office of Higher Education or regionally accredited. One
139 three-credit semester course, or its equivalent, at such an institution
140 shall equal one-half credit for purposes of this section; (6) toward
141 meeting the high school graduation requirement upon the successful
142 completion of on-line coursework, provided the local or regional board
143 of education has adopted a policy in accordance with this subdivision
144 for the granting of credit for on-line coursework. Such a policy shall
145 ensure, at a minimum, that (A) the workload required by the on-line
146 course is equivalent to that of a similar course taught in a traditional
147 classroom setting, (B) the content is rigorous and aligned with
148 curriculum guidelines approved by the State Board of Education,
149 where appropriate, (C) the course engages students and has interactive

150 components, which may include, but are not limited to, required
151 interactions between students and their teachers, participation in on-
152 line demonstrations, discussion boards or virtual labs, (D) the program
153 of instruction for such on-line coursework is planned, ongoing and
154 systematic, and (E) the courses are (i) taught by teachers who are
155 certified in the state or another state and have received training on
156 teaching in an on-line environment, or (ii) offered by institutions of
157 higher education that are accredited by the Board of Regents for
158 Higher Education or Office of Higher Education or regionally
159 accredited; [or] (7) toward meeting the high school graduation
160 requirement upon the successful completion of the academic
161 advancement program, pursuant to section 10-5c; or (8) toward
162 meeting the high school graduation requirement upon the successful
163 completion of the course in African-American studies developed
164 pursuant to section 5 of this act.

165 Sec. 5. (NEW) (*Effective from passage*) Not later than July 1, 2020, the
166 Department of Education shall develop the curriculum for a course in
167 African-American studies. Such course shall count as one credit for
168 purposes of the high school graduation requirements pursuant to
169 section 10-221a of the general statutes, as amended by this act. In
170 developing and implementing the curriculum for the course in
171 African-American studies, the department may utilize existing and
172 appropriate public or private materials, personnel and other resources,
173 including the curriculum materials made available pursuant to
174 subsection (d) of section 10-16b of the general statutes, as amended by
175 this act.

176 Sec. 6. (NEW) (*Effective from passage*) (a) Not later than July 1, 2020,
177 the State Board of Education shall develop and adopt a model
178 curriculum for grades kindergarten to eight, inclusive. Such model
179 curriculum shall be in accordance with the provisions of section 10-16b
180 of the general statutes, as amended by this act, and include African-
181 American studies within and among various subject matter areas. The
182 state board shall make such model curriculum available on the Internet
183 web site of the Department of Education.

184 (b) For the school year commencing July 1, 2020, and each school
185 year thereafter, the Department of Education shall provide, upon
186 request of a local or regional board of education, technical assistance
187 and training to assist in the implementation of the model curriculum
188 for grades kindergarten to eight, inclusive.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2019</i>	10-16b
Sec. 2	<i>July 1, 2019</i>	New section
Sec. 3	<i>July 1, 2019</i>	10-221a(c)
Sec. 4	<i>July 1, 2019</i>	10-221a(g)
Sec. 5	<i>from passage</i>	New section
Sec. 6	<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 20 \$	FY 21 \$
Education, Dept.	GF - Cost	Up to 2,255,000 - 2,655,000	255,000
Education, Dept. (Professional Developmet)	GF - Cost	Up to 6 million	
State Comptroller - Fringe Benefits ¹	GF - Cost	105,036	105,036

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 20 \$	FY 21 \$
Various Local and Regional School Districts	STATE MANDATE ² - Cost	None	Up to \$25,000 for larger districts

Explanation

The bill adds African - American studies as a one-credit requirement for high school graduation, starting with the graduating class of 2023. Additionally, the bill requires the State Board of Education (SBE) to develop and adopt a model curriculum for grades kindergarten through eight that includes African-American studies within and among various subject matter areas. The bill results primarily in costs to the State Department of Education (SDE) beginning in FY 20 and various local and regional school districts beginning in FY 21.

¹The fringe benefit costs for most state employees are budgeted centrally in accounts administered by the Comptroller. The estimated active employee fringe benefit cost associated with most personnel changes is 41.19% of payroll in FY 20 and FY 21.

² State mandate is defined in Sec. 2-32b(2) of the Connecticut General Statutes, "state mandate" means any state initiated constitutional, statutory or executive action that requires a local government to establish, expand or modify its activities in such a way as to necessitate additional expenditures from local revenues.

High School Graduation Requirement

The bill results in a cost of approximately \$520,012 in FY 20 associated with curriculum development and one full-time position to make African-American studies a one-credit requirement for high school graduation. The \$400,000 in curriculum development is a one-time cost to develop the course of study. Additionally, SDE would require one full-time staff member, with an annual salary of \$85,000 and corresponding fringe benefits of \$35,012, to assure districts properly meet the new requirement and serve as a member of the department's academic office, which does not have the resources necessary to complete the new requirements contained within the bill.

K-8 Statewide Model Curriculum

The bill results in an additional cost of \$7,840,023 to \$8,240,023 in FY 20 associated with the requirement that SDE develop statewide model curriculum for grades kindergarten through eight for all schools to include African-American studies within and among various subject matter. It is estimated that each of the four main subject areas (math, science, language arts, and social studies) would require \$400,000 - \$500,000 in curriculum development costs, totaling \$1.6 million to \$2.0 million. The curriculum development costs would be one-time in nature. SDE would require two additional full-time positions, with an annual salary of \$85,000 and corresponding fringe benefits of \$35,012 (total additional staff costs of \$170,000 in salary and \$70,024 in fringe benefits annually), to staff the academic office, and to assure compliance and assist local and regional school districts with implementing the model curriculum.

Additionally, SDE would need up to \$6 million over the biennium to partner with the regional educational service centers (RESCs) to provide professional development to all local and regional school districts for implementing the statewide model curriculum across various subject areas. The \$6 million cost is based on a similar professional development partnership between SDE and the RESCs that was used to implement Common Core.

Local and Regional School Districts

The bill results in a state mandate to local and regional school districts. It is estimated that SDE will be responsible for the majority of the bill's costs, as described above. However, local and regional school districts will be responsible for purchasing additional materials and providing substitute coverage for teachers attending professional development. It is estimated these costs could total up to \$25,000 for large districts, and will be minimal for smaller districts with fewer students and teachers.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation, except for the curriculum development costs and professional development costs, which are one-time in nature.

OLR Bill Analysis

sHB 7082

AN ACT CONCERNING THE INCLUSION OF AFRICAN-AMERICAN STUDIES IN THE PUBLIC SCHOOL CURRICULUM.

SUMMARY

This bill adds African-American studies to the required courses of study for public schools and requires all local and regional boards of education (“boards”) to include this topic in their curriculum beginning with the 2019-20 school year.

It also:

1. makes African-American studies a one-credit requirement for high school graduation, starting with the graduating class of 2023 (the current 8th grade class);
2. requires the State Department of Education (SDE), by July 1, 2020, to develop the curriculum for a one-credit course in African-American studies that will count as one credit for high school graduation; and
3. requires the State Board of Education (SBE), by July 1, 2020, to develop and adopt a model curriculum for grades kindergarten through eight that is in accordance with the required program of instruction for all schools and includes African-American studies within and among various subject matter areas.

EFFECTIVE DATE: July 1, 2019, except the provisions regarding SDE developing the one-credit course and the SBE adopting a model curriculum are effective upon passage.

§§ 1 & 2 — AFRICAN-AMERICAN STUDIES AS PART OF THE REQUIRED COURSES OF STUDY

The bill adds African-American studies to the required courses of study for public schools. By law, the required courses of study includes arts; language arts, including reading and writing; mathematics; physical education; science; and social studies, including citizenship, economics, geography, government, and history. Also included are career education; consumer education; and health and safety, including human growth and development, nutrition, and first aid.

Under current law, SBE must assist and encourage boards to include African-American history, among a number of subjects, in their courses of study. The bill changes the reference from African-American history to African-American studies.

The bill requires all boards to include African-American studies in their curriculum beginning with the 2019-20 school year. In developing and implementing the new curriculum, the bill allows the boards to (1) use existing and appropriate public or private materials, personnel, and other resources, including curriculum material that SBE must make available under the bill, and (2) accept gifts, grants, and donations, including in-kind donations.

§§ 3-5 — HIGH SCHOOL GRADUATION REQUIREMENT

The bill makes African-American studies a one-credit requirement for high school graduation starting with the graduating class of 2023 (the current 8th grade class). Under the bill, the course may count towards any of the high school course requirements, which are in six categories, to reach the required 25 credits. By law, these categories include no fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages; and (6) a one credit mastery-based diploma assessment.

The bill requires SDE, by July 1, 2020, to develop the curriculum for

the bill's one-credit high school graduation requirement course in African-American studies. In developing and implementing the course curriculum, the department may use existing and appropriate public or private materials, personnel, and other resources, including the curriculum materials SDE must make available to school districts under the bill (see § 1).

By law, there are a number of ways, outside of the standard grade nine through 12 window, that a board of education may grant credits that satisfy the graduation requirements. These exceptions include (1) successful completion of a language course taken in grades six, seven, or eight; (2) successful completion of summer coursework at an accredited institution of higher education; and (3) by achieving a passing grade on an education commissioner-approved subject area proficiency exam. The bill adds to this list the successful completion of an African-American studies course as developed under the bill.

§ 6 — MODEL K-8 CURRICULUM

The bill requires SBE, by July 1, 2020, to develop and adopt a model curriculum for grades kindergarten through eight, in accordance with required courses of study for all schools, and include African-American studies within and among various subject matter areas. SBE must make the model curriculum available on SDE's website.

SDE must also provide, for the 2020-21 school year and upon a local board of education's request, technical assistance and training to implement the kindergarten through grade eight curriculum.

BACKGROUND

Related Bill

sHB 7083, favorably reported by the Education Committee, makes the same required course of study, board of education curriculum requirement, and high school graduation course requirement for Puerto Rican and Latino studies.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 35 Nay 0 (03/25/2019)