



# House of Representatives

**File No. 992**

General Assembly

January Session, 2019

**(Reprint of File No. 614)**

Substitute House Bill No. 7082  
As Amended by House Amendment  
Schedule "A"

Approved by the Legislative Commissioner  
May 24, 2019

**AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO  
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 Section 10-16b of the general statutes is repealed and the  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, 2021*):

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 and black studies in accordance with the  
25 provisions of section 2 of this act; Puerto Rican and Latino studies in  
26 accordance with the provisions of section 2 of this act; computer  
27 programming instruction; and in addition, on at least the secondary  
28 level, one or more world languages; [and] vocational education; and  
29 the black and Latino studies course in accordance with the provisions  
30 of sections 3 and 4 of this act. For purposes of this subsection, world  
31 languages shall include American Sign Language, provided such  
32 subject matter is taught by a qualified instructor under the supervision  
33 of a teacher who holds a certificate issued by the State Board of  
34 Education. For purposes of this subsection, the "arts" means any form  
35 of visual or performing arts, which may include, but not be limited to,  
36 dance, music, art and theatre.

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

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

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

74 Sec. 2. (NEW) (*Effective July 1, 2019*) (a) For the school year  
75 commencing July 1, 2021, and each school year thereafter, each local  
76 and regional board of education shall include African-American and  
77 black studies and Puerto Rican and Latino studies as part of the  
78 curriculum for the school district, pursuant to section 10-16b of the  
79 general statutes, as amended by this act. In developing and  
80 implementing the African-American and black studies and Puerto  
81 Rican and Latino studies curriculum, the board may utilize the

82 curriculum materials made available by the State Board of Education  
83 pursuant to subsection (d) of section 10-16b of the general statutes, as  
84 amended by this act, or other existing and appropriate public or  
85 private materials, personnel and resources, provided such curriculum  
86 is in accordance with the state-wide subject matter content standards,  
87 adopted by the state board pursuant to section 10-4 of the general  
88 statutes.

89 (b) A local or regional board of education may accept gifts, grants  
90 and donations, including in-kind donations, designated for the  
91 development and implementation of the African-American and black  
92 studies and Puerto Rican and Latino studies curriculum under this  
93 section.

94 Sec. 3. (NEW) (*Effective from passage*) (a) (1) Not later than January 1,  
95 2021, the State Board of Education shall review and approve the black  
96 and Latino studies course developed pursuant to subsection (b) of this  
97 section by the State Education Resource Center, established pursuant  
98 to section 10-357a of the general statutes. The state board shall approve  
99 such course if, following a review of such course, the state board  
100 determines that the content of such course is rigorous, aligned with  
101 curriculum guidelines approved by the state board, and in accordance  
102 with the state-wide subject matter content standards, adopted by the  
103 state board pursuant to section 10-4 of the general statutes.

104 (2) Not later than January 15, 2021, the state board, in consultation  
105 with the State Education Resource Center, shall submit a description of  
106 the black and Latino studies course, which includes the scope and  
107 sequence and course objective, and a report on the development and  
108 review of such course to the joint standing committee of the General  
109 Assembly having cognizance of matters relating to education, in  
110 accordance with the provisions of section 11-4a of the general statutes.

111 (b) The State Education Resource Center shall develop a black and  
112 Latino studies course. Such course shall be one credit and offered at  
113 the high school level. In developing such course, the State Education

114 Resource Center may utilize existing and appropriate public or private  
 115 materials, personnel and other resources, including, but not limited to,  
 116 persons and organizations with subject matter expertise in African-  
 117 American, black, Puerto Rican or Latino studies, and the curriculum  
 118 materials made available pursuant to subsection (d) of section 10-16b  
 119 of the general statutes, as amended by this act.

120 (c) For the school years commencing July 1, 2022, to July 1, 2024,  
 121 inclusive, the Department of Education shall conduct an annual audit  
 122 to ensure that the black and Latino studies course approved pursuant  
 123 to this section is being offered by each local and regional board of  
 124 education. The department shall annually submit a report on such  
 125 audit to the joint standing committee of the General Assembly having  
 126 cognizance of matters relating to education, in accordance with the  
 127 provisions of section 11-4a of the general statutes.

128 Sec. 4. (NEW) (*Effective July 1, 2019*) (a) For the school year  
 129 commencing July 1, 2021, a local or regional board of education may  
 130 offer the black and Latino studies course, approved pursuant to section  
 131 3 of this act, in grades nine to twelve, inclusive.

132 (b) For the school year commencing July 1, 2022, a local or regional  
 133 board of education shall offer the black and Latino studies course in  
 134 grades nine to twelve, inclusive.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2021</i>	10-16b
Sec. 2	<i>July 1, 2019</i>	New section
Sec. 3	<i>from passage</i>	New section
Sec. 4	<i>July 1, 2019</i>	New section

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	None	400,000
Education, Dept.	GF - Cost	None	85,000
State Comptroller - Fringe Benefits <sup>1</sup>	GF - Cost	None	35,012

Note: GF=General Fund

**Municipal Impact:**

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

**Explanation**

**Course Development**

The bill results in a cost of approximately \$520,012 in FY 21 associated with curriculum development and one full-time position to develop an African-American and Latino studies course. The costs include \$400,000 in curriculum development, which is a one-time cost. Additionally, the State Department of Education (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

<sup>1</sup>The 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.

<sup>2</sup> 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.

implement the course and provisions contained within the bill 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.

### **Local and Regional School Districts**

The bill results in a state mandate to local and regional school districts. 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.

House "A" struck the underlying bill and its associated fiscal impact and replaced it with the fiscal impact described above.

### ***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.

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**OLR Bill Analysis****sHB 7082 (as amended by House "A")\******AN ACT CONCERNING THE INCLUSION OF AFRICAN-AMERICAN STUDIES IN THE PUBLIC SCHOOL CURRICULUM.*****SUMMARY**

This bill adds African-American and black and Puerto Rican and Latino studies to the required programs of study for public schools and requires all local and regional boards of education ("boards") to include these topics in their curriculum beginning with the 2021-22 school year. As with other courses required under existing law, the State Board of Education (SBE) must make curriculum materials available to help boards develop their instructional programs.

The bill also requires SBE to review and approve, by January 1, 2021, a black and Latino studies high school course. Under the bill:

1. the State Education Resource Center (SERC) must develop the course,
2. SBE must make course curriculum material available,
3. boards may offer the course beginning with the 2021-22 school year, and
4. boards must offer the course beginning with the 2022-23 school year.

For the school years 2022-23 to 2024-25, SDE must conduct an annual audit to ensure that the black and Latino studies course approved under the bill is being offered by each board of education. SDE must annually submit a report on the audit to the Education



Committee.

\*House Amendment "A" (1) adds the provisions related to Puerto Rican and Latino studies; (2) requires SERC to develop, and SBE to approve, a high school course in black and Latino studies; and (3) requires SDE to audit and report on the local implementation of the course. It also eliminates the provisions requiring (1) an African-American studies course to become a high school graduation requirement and (2) SBE, by July 1, 2020, to develop and adopt a model curriculum for grades kindergarten through eight that includes African-American studies within the various subject matter areas.

EFFECTIVE DATE: July 1, 2019, except (1) the requirement that SBE approve, and SERC develop, the course are effective upon passage and (2) the addition of African-American and black and Puerto Rican and Latino studies to the required courses of study is effective July 1, 2021.

#### **§§ 1 & 2 — AFRICAN-AMERICAN AND PUERTO RICAN AND LATINO STUDIES AS PART OF THE REQUIRED COURSES OF STUDY**

The bill adds African-American and black and Puerto Rican and Latino studies to the required program of study for public schools. By law, the required program of study includes the 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.

The bill requires all boards to include African-American and black and Puerto Rican and Latino studies in their curriculum beginning with the 2021-22 school year. In developing and implementing the new curriculum, the bill allows the boards to use existing and appropriate public or private materials, personnel, and other resources, including curriculum material that SBE must make available under the bill. The curriculum must meet SBE-approved statewide subject matter content standards. The bill allows boards to accept gifts, grants, and donations,

including in-kind donations for the development and implementation of the curriculum.

Under current law, SBE must assist and encourage boards to include African-American history and Puerto Rican history, among a number of subjects, in their instructional program. The bill broadens this requirement to include African-American and black studies and Puerto Rican and Latino studies rather than just African-American history and Puerto Rican history.

### **§ 3 — HIGH SCHOOL COURSE**

The bill requires SERC to develop the one-credit high school course in black and Latino studies. In developing the course, SERC may use (1) existing and appropriate public or private materials, personnel and other resources, including persons and organizations with subject matter expertise in African-American, black, Puerto Rican or Latino studies and (2) the SBE curriculum materials the bill requires.

SBE must review and approve, by January 1, 2021, the black and Latino studies high school course that SERC develops. Under the bill, SBE must approve the course if, following a review, it determines that the content is rigorous, aligned with state-approved curriculum guidelines, and in accordance with the SBE-approved subject matter content standards.

By January 15, 2021, SBE, in consultation with SERC, must submit to the Education Committee a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the course's development.

### **§ 4 — HIGH SCHOOL COURSE PHASE-IN**

For the 2021-22 school year, the bill allows any board of education to offer the state-approved high school course in black and Latino studies. By the 2022-23 school year, the bill requires each board to offer the state-approved high school course in black and Latino studies.

## **BACKGROUND**

**SERC**

SERC is a quasi-public agency that provides professional development, special education services, and other educational services to local school districts (CGS §§ 10-357a to -357g).

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 35 Nay 0 (03/25/2019)

Appropriations Committee

Joint Favorable

Yea 37 Nay 8 (05/13/2019)