



# Senate

General Assembly

**File No. 258**

January Session, 2019

Substitute Senate Bill No. 854

*Senate, April 1, 2019*

The Committee on Commerce reported through SEN. HARTLEY of the 15th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

***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.***

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

1 Section 1. (NEW) (*Effective July 1, 2019*) Guidance counselors and  
2 school counselors may provide materials concerning manufacturing,  
3 military and law enforcement careers when discussing career options  
4 with students.

5 Sec. 2. Subsection (b) of section 10-220 of the general statutes is  
6 repealed and the following is substituted in lieu thereof (*Effective July*  
7 *1, 2019*):

8 (b) The board of education of each local or regional school district  
9 shall, with the participation of parents, students, school administrators,  
10 teachers, citizens, local elected officials and any other individuals or  
11 groups such board shall deem appropriate, prepare a statement of  
12 educational goals for such local or regional school district. The

13 statement of goals shall be consistent with state-wide goals pursuant to  
14 subsection (c) of section 10-4 and include goals for career placement for  
15 students who do not pursue an advanced degree immediately after  
16 graduation. Each local or regional board of education shall annually  
17 establish student objectives for the school year which relate directly to  
18 the statement of educational goals prepared pursuant to this  
19 subsection and which identify specific expectations for students in  
20 terms of skills, knowledge and competence.

21 Sec. 3. Subdivision (1) of subsection (a) of section 10-223e of the  
22 general statutes is repealed and the following is substituted in lieu  
23 thereof (*Effective July 1, 2019*):

24 (1) "Accountability index" means the score resulting from multiple  
25 student, school or district-level measures, as weighted by the  
26 Department of Education, that (A) shall include the performance index  
27 score, [and] high school graduation rates, rates of employment in a  
28 full-time manufacturing position and rates of enrollment in and  
29 successful completion of a manufacturing-related certificate program,  
30 and (B) may include, but need not be limited to, academic growth over  
31 time, attendance and chronic absenteeism, postsecondary education  
32 and career readiness, enrollment in and graduation from institutions of  
33 higher education and postsecondary education programs, civics and  
34 arts education and physical fitness.

35 Sec. 4. (*Effective from passage*) (a) There is established a task force to  
36 study the demand for career and technical education teachers. The task  
37 force shall analyze the demand for such teachers in the state's technical  
38 high schools, traditional public high schools and community college  
39 advanced manufacturing technology centers and make  
40 recommendations to expand opportunities for experienced  
41 manufacturing professionals to become teachers at such schools.

42 (b) The task force shall consist of the following members:

43 (1) The Commissioner of Education;

44 (2) The executive director of the Office of Higher Education; and

45 (3) The chairperson of the Technical Education and Career System  
46 board.

47 (c) Not later than January 1, 2020, the task force shall submit a  
48 report on its findings and recommendations to the joint standing  
49 committee of the General Assembly having cognizance of matters  
50 relating to commerce, in accordance with the provisions of section 11-  
51 4a of the general statutes. The task force shall terminate on the date  
52 that it submits such report or January 1, 2020, whichever is later.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2019</i>	New section
Sec. 2	<i>July 1, 2019</i>	10-220(b)
Sec. 3	<i>July 1, 2019</i>	10-223e(a)(1)
Sec. 4	<i>from passage</i>	New section

**CE**      *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./Various Local and Regional School Districts	GF - Potential Revenue Loss	158.8 million	158.8 million

Note: GF=General Fund

**Municipal Impact:** None

**Explanation**

The bill could result in a revenue loss to the State Department of Education (SDE) of up to \$158.8 million, associated with the loss of Title I, II, III & IV funds. The bill alters the school 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. By altering the accountability index SDE could be out of compliance with their obligations under the federal Every Student Succeeds Act (ESSA). If a state does not meet its obligations, the federal government is allowed to withhold funding. It is unknown exactly how much federal funding would be lost, but it is estimated to be significant. Various local and regional school districts that would have otherwise received this funding from SDE would experience a revenue loss.

Additionally, the bill establishes a task force to study the demand for career and technical education teachers. The task force shall submit its findings and recommendations to the Commerce Committee by January 1, 2020. This has no fiscal impact as PA 17-236 prohibits transportation allowances for task force members.

The bill makes various other changes that do not result in a fiscal impact.

***The Out Years***

The annualized ongoing fiscal impact identified above would continue into the future subject to federal grant funding being withheld as a result of being out of compliance with ESSA.

**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)