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SB-1032

AN ACT CONCERNING VARIOUS REVISIONS TO THE
EDUCATION STATUTES.

AMENDMENT

LCO No.: 9924

File Copy No.: 405

Senate Calendar No.: 242

OFA Fiscal Note

See Fiscal Note Details

The amendment strikes the underlying bill and its associated fiscal impact and results in the fiscal impacts described below.

Section 5 requires boards of education to adopt and identify a challenging curriculum policy by FY 23, which may result in more high school students taking college credit-earning courses. This provision could have a potential, positive impact on enrollment in the Board of Regents' dual enrollment and similar programs. Some of these programs are revenue neutral while others are net losses. Therefore, the potential fiscal impact of this provision to the Board of Regents depends on which programs may experience increased enrollment.

Section 5 also results in a cost and state mandate to local and regional boards of education associated with implementing a challenging curriculum policy though newly requiring the boards to create academic plans that promote a challenging curriculum for certain students identified in grades eight and nine. Developing an academic plan for each such student will result in costs for local and regional school districts associated with additional staff time, administrative time, and resources necessary to implement the plans. The cost to each district will vary based on the size of the district, the number of students who must have an academic plan, and existing academic plans that are

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currently in place.

Sections 11-12 make changes to dropout ages and conditions. Section 11 requires a minor who drops out of high school at age seventeen to enroll in an adult education program and raises the dropout age (with no adult education require) to eighteen. Section 12 raises the age at which someone may take a GED exam to eighteen. These sections may result in either or both of: (1) increased costs to local adult education programs and (2) higher costs to local and regional school districts if more students choose to remain in school. This provision will not increase state costs for Adult Education grant as the grant is capped.

The preceding Fiscal Impact statement is prepared for the benefit of the members of the General Assembly, solely for the purposes of information, summarization and explanation and does 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.