



House of Representatives

General Assembly

File No. 568

February Session, 2022

House Bill No. 5280

House of Representatives, April 21, 2022

The Committee on Appropriations reported through REP. WALKER of the 93rd Dist., Chairperson of the Committee on the part of the House, that the bill ought to pass.

AN ACT CONCERNING THE PROVISION OF BILINGUAL EDUCATION IN CONNECTICUT.

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

1 Section 1. Section 10-17g of the 2022 supplement to the general
2 statutes is repealed and the following is substituted in lieu thereof
3 (*Effective July 1, 2022*):

4 For the fiscal [years] year ending [June 30, 2016, to] June 30, 2023,
5 [inclusive] and each fiscal year thereafter, the board of education for
6 each local and regional school district that is required to provide a
7 program of bilingual education, pursuant to section 10-17f, may make
8 application to the State Board of Education and shall annually receive,
9 within available appropriations, a grant in an amount equal to the
10 product obtained by multiplying [one million nine hundred sixteen
11 thousand one hundred thirty] three million eight hundred thirty-two
12 thousand two hundred sixty by the ratio which the number of eligible
13 children in the school district bears to the total number of such eligible
14 children state-wide. The board of education for each local and regional
15 school district receiving funds pursuant to this section shall annually,
16 on or before September first, submit to the State Board of Education a

17 progress report which shall include (1) measures of increased
18 educational opportunities for eligible students, including language
19 support services and language transition support services provided to
20 such students, (2) program evaluation and measures of the effectiveness
21 of its bilingual education and English as a second language programs,
22 including data on students in bilingual education programs and
23 students educated exclusively in English as a second language
24 programs, and (3) certification by the board of education submitting the
25 report that any funds received pursuant to this section have been used
26 for the purposes specified. The State Board of Education shall annually
27 evaluate programs conducted pursuant to section 10-17f. For purposes
28 of this section, measures of the effectiveness of bilingual education and
29 English as a second language programs include, but need not be limited
30 to, mastery examination results, under section 10-14n, and graduation
31 and school dropout rates. Any amount appropriated under this section
32 in excess of [one million nine hundred sixteen thousand one hundred
33 thirty] three million eight hundred thirty-two thousand two hundred
34 sixty dollars shall be spent in accordance with the provisions of sections
35 10-17k, 10-17n and 10-66t. Any unexpended funds, as of November first,
36 appropriated to the Department of Education for purposes of providing
37 a grant to a local or regional board of education for the provision of a
38 program of bilingual education, pursuant to section 10-17f, shall be
39 distributed on a pro rata basis to each local and regional board of
40 education receiving a grant under this section. Notwithstanding the
41 provisions of this section, for the fiscal years ending June 30, 2009, to
42 June 30, 2023, inclusive, the amount of grants payable to local or regional
43 boards of education for the provision of a program of bilingual
44 education under this section shall be reduced proportionately if the total
45 of such grants in such year exceeds the amount appropriated for such
46 grants for such year.

47 Sec. 2. (NEW) (*Effective July 1, 2022*) (a) As used in this section:

48 (1) "Dual language program" means any program, including a two-
49 way immersion program or a one-way immersion program, that
50 provides literacy and content instruction to all students through two

51 languages and promotes bilingualism and biliteracy, grade-level
52 academic achievement and socio-cultural competence for all students;

53 (2) "Two-way immersion program" means a dual language program
54 in which two groups of students, one of which is composed of native
55 English speakers and the other of which is composed of native speakers
56 of a single other language, learn together in a systematic way so that
57 both groups become bilingual and biliterate in the two languages; and

58 (3) "One-way immersion program" means a dual language program
59 in which a group of students who speak one language are taught in the
60 students' native language and English throughout the school day.

61 (b) For the fiscal year ending June 30, 2023, and each fiscal year
62 thereafter, the Department of Education shall administer a dual
63 language seed grant program that provides grants to local and regional
64 boards of education for the purpose of establishing new or expanding
65 existing dual language programs. The department shall annually award
66 up to five grants to a local or regional board of education, in accordance
67 with the provisions of subsection (d) of this section, and each such grant
68 may be in an amount up to three hundred thousand dollars.

69 (c) A local or regional board of education may submit, at such time
70 and manner as prescribed by the department, an application for a grant
71 under the program. An application shall include a plan for how such
72 grant will be expended.

73 (d) The department shall review all applications for a grant under this
74 section, and may not award a grant unless the plan for the expenditure
75 of the grant included in an application is reviewed and approved by the
76 department. In reviewing an application and expenditure plan and
77 considering whether to award a grant to a local or regional board of
78 education under this section, the department shall give priority to those
79 applications that (1) are submitted by an alliance district or a school
80 district in which twenty per cent or more of the student population is
81 identified as English language learners, (2) include a plan in which such
82 board will be collaborating with an institution of higher education, as

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 23 \$	FY 24 \$
Education, Dept.	GF - Cost	1,916,130	1,916,130
Education, Dept.	GF - Cost	See Below	See Below

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 23 \$	FY 24 \$
Various Local and Regional School Districts	Revenue Gain	See Below	See Below

Explanation

The bill increases the appropriation for the bilingual education grant by \$1,916,130, which doubles the grant. This additional funding is included in the Appropriations Committee Budget FY 23 Midterm Adjustments. The bill also requires SDE to administer a dual language seed grant program that provides grants to local and regional boards of education for the purpose of establishing new or expanding existing dual language programs. This results in an additional cost to the state, as SDE does not have funds available for this program. The scope of the additional costs would be dependent upon the same of the grant and the number of grants awarded.

Correspondingly, the bill results in a revenue gain to various local and regional school districts that qualify for either the bilingual education grant or the new dual language grant. In FY 22, approximately twenty-two school districts received a bilingual education grant, ranging from under \$1,000 to over \$175,000.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future.

OLR Bill Analysis**HB 5280*****AN ACT CONCERNING THE PROVISION OF BILINGUAL EDUCATION IN CONNECTICUT.*****SUMMARY**

Beginning in FY 23, this bill increases the annual state bilingual education grant from \$1.9 million to \$3.8 million, within available appropriations. By law, grant funds are distributed proportionally to school districts that must provide bilingual education. Existing law requires school districts to do this when there are at least 20 students in a public school who are classified as dominant in a language other than English and are not proficient in English (see BACKGROUND).

Under existing law, each district receiving the grant must annually submit a progress report to the State Board of Education that includes, among other things, a program evaluation and measures of educational effectiveness.

The bill also creates a new a dual-language seed grant program administered by the State Department of Education (SDE). The program must provide grants of up to \$300,000 to up to five school districts to establish new, or expand existing, dual-language programs. Under the bill, a “dual-language program” is a one-way or two-way immersion program that provides literacy and content instruction to all students through two languages and promotes bilingualism and biliteracy, grade-level academic achievement, and socio-cultural competence.

The bill also makes a conforming change.

EFFECTIVE DATE: July 1, 2022

§ 2 — NEW DUAL-LANGUAGE SEED GRANT

Beginning in FY 23, the bill requires SDE to administer a new dual-

language seed grant program that annually provides grants of up to \$300,000 to up to five school districts to establish new, or expand existing, dual-language programs.

Immersion Programs

Under the bill a “dual language program” includes either:

1. a “two-way immersion program” with two groups of students, one composed of native English speakers and the other of native non-English speakers, that learn together in a systematic way so that both groups become bilingual and biliterate in the two languages or
2. a “one-way immersion program” in which a group of students who speak one language are taught in the students’ native language and English throughout the school day.

Application Review

The bill requires school districts to apply for the grants in a time and manner as SDE requires and include a plan describing how funds will be spent.

Under the bill, SDE must review all grant applications and may not award a grant unless it has reviewed and approved the grant’s expenditure plan.

The bill requires SDE, when considering grants, to give priority to applications that:

1. are from alliance districts or districts with at least 20% of students identified as English language learners (ELL);
2. include a plan to collaborate with an institution of higher education;
3. include a letter of commitment from community partners to collaborate on the program’s development or implementation;
4. include a plan to recruit, train, and retain dual-language

educators through coursework or appropriate professional development;

5. include a plan to provide targeted services for specific ELL student populations;
6. provide a program that demonstrates equitable access to high-quality instruction for ELL students; and
7. include a plan for family and community engagement in developing or implementing the dual-language program.

Permitted Grant Expenditures

Under the bill, school districts have three years to spend the grant according to the approved expenditure plan. Grants may be spent to:

1. partner with experts in dual-language instruction and programs to develop and incorporate program elements to serve the student population and the community;
2. create and use approaches to recruit, train, and retain dual-language program educators; and
3. implement culturally responsive teaching practices that promote equity and social justice in dual-language programs.

Non-Lapsing Funds

Under the bill, any unexpended funds appropriated for the grant program do not lapse at the end of the fiscal year and become available for the next fiscal year.

BACKGROUND

Bilingual Education

The law defines bilingual education as instruction in both English and the student's native language with a continuously increasing use of English and the goal of reaching English proficiency. Generally, students are in bilingual education for 30 months (three school years), but the law also allows districts to ask for an additional 30-month

extension (CGS §§ 10-17e & 10-17f(d)).

COMMITTEE ACTION

Education Committee

Joint Favorable Change of Reference - APP
Yea 39 Nay 0 (03/11/2022)

Appropriations Committee

Joint Favorable
Yea 50 Nay 0 (04/07/2022)