



# Senate

General Assembly

**File No. 561**

February Session, 2022

Substitute Senate Bill No. 228

*Senate, April 21, 2022*

The Committee on Appropriations reported through SEN. OSTEN of the 19th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

***AN ACT CONCERNING THE PIPELINE FOR CONNECTICUT'S FUTURE PROGRAM AND THE PROVISION OF INFORMATION ABOUT THE AVAILABILITY OF TECHNICAL EDUCATION AND CAREER SCHOOLS AND REGIONAL AGRICULTURAL SCIENCE AND TECHNOLOGY EDUCATION CENTERS.***

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

1 Section 1. (NEW) (*Effective July 1, 2022*) Not later than July 1, 2023, the  
2 Department of Education shall develop best practices that may be used  
3 by local and regional boards of education when establishing a pathways  
4 program with local businesses under the Pipeline for Connecticut's  
5 Future program, pursuant to section 10-21k of the general statutes. In  
6 developing such best practices, the department shall collaborate with  
7 stakeholders and boards of education that have implemented a  
8 successful pathways program. The department shall make such best  
9 practice available upon request of a local or regional board of education.

10 Sec. 2. (*Effective from passage*) The Commissioner of Education shall  
11 review existing state laws and regulations related to the establishment  
12 of pathways programs by local and regional boards of education to

13 identify any obstacles or prohibitions that may limit the ability of a  
14 board of education to build partnerships with local businesses for the  
15 purpose of establishing a successful pathways program. Such laws and  
16 regulations may include, but need not be limited to, those governing  
17 attendance, course credit for school work performed out of the  
18 classroom or in an apprenticeship setting and educator certification. Not  
19 later than January 1, 2023, the commissioner shall submit any  
20 recommendations for legislation to the joint standing committee of the  
21 General Assembly having cognizance of matters relating to education  
22 and employment advancement, in accordance with the provisions of  
23 section 11-4a of the general statutes.

24 Sec. 3. Section 10-220d of the general statutes is repealed and the  
25 following is substituted in lieu thereof (*Effective July 1, 2022*):

26 Each local and regional board of education shall provide full access  
27 to technical education and career schools, regional agricultural science  
28 and technology education centers, interdistrict magnet schools, charter  
29 schools and interdistrict student attendance programs for the  
30 recruitment of students attending the schools under the board's  
31 jurisdiction, provided such recruitment is not for the purpose of  
32 interscholastic athletic competition. Each local and regional board of  
33 education shall provide information relating to technical education and  
34 career schools, regional agricultural science and technology education  
35 centers, interdistrict magnet schools, charter schools, alternative high  
36 schools and interdistrict student attendance programs on the board's  
37 web site. Each local and regional board of education shall [inform]  
38 require school counselors to provide information to students and  
39 parents of students in middle and high schools within such board's  
40 jurisdiction of the availability of (1) vocational, technical, technological  
41 and postsecondary education and training at technical education and  
42 career schools, and (2) agricultural science and technology education at  
43 regional agricultural science and technology education centers, and  
44 publish such information on the Internet web site of such board.



*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.*

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**OFA Fiscal Note****State Impact:** None**Municipal Impact:** None**Explanation**

The bill, which does not result in a fiscal impact, makes various procedural changes about informing students of various education and career related pathways, and requires the State Department of Education to review, advise, and assist on pathways programs.

**The Out Years****State Impact:** None**Municipal Impact:** None

**OLR Bill Analysis****sSB 228*****AN ACT CONCERNING THE PIPELINE FOR CONNECTICUT'S FUTURE PROGRAM AND THE PROVISION OF INFORMATION ABOUT THE AVAILABILITY OF TECHNICAL EDUCATION AND CAREER SCHOOLS AND REGIONAL AGRICULTURAL SCIENCE AND TECHNOLOGY EDUCATION CENTERS.*****SUMMARY**

This bill requires local and regional boards of education (“school boards”) to require that their school counselors provide information to middle and high school students and their parents on the availability of (1) vocational, technical, technological, and postsecondary education and training at technical education and career schools and (2) agricultural science and technology education at regional agricultural science and technology education centers. It also requires school boards to publish this information on their websites. Under current law, school boards must inform these students and parents about the availability of this education and training.

The bill also requires the State Department of Education (SDE), by July 1, 2023, to develop best practices that school boards may use when setting up a Pipeline for Connecticut’s Future program (i.e., a pathways program), which involves boards partnering with local businesses to offer students on-site training and course credit (CGS § 10-21k). In doing so, SDE must collaborate with stakeholders and school boards that have successfully implemented a pathways program. Additionally, SDE must make these best practices available to school boards upon request.

Lastly, the bill requires the SDE commissioner to review existing state laws and regulations related to school boards setting up pathways programs and identify any obstacles or prohibitions that may limit a board’s ability to build partnerships with local businesses towards

creating a successful program. Under the bill, the review may include laws governing attendance, course credit for schoolwork performed outside the classroom or in an apprenticeship setting, and educator certification. By January 1, 2023, the commissioner must submit recommendations for legislation to, presumably, the Education and Higher Education committees.

EFFECTIVE DATE: July 1, 2022, except the pathways programs-related review and reporting provision is effective upon passage.

**COMMITTEE ACTION**

Education Committee

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

Appropriations Committee

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