



Senate

General Assembly

File No. 522

January Session, 2023

Substitute Senate Bill No. 1197

Senate, April 12, 2023

The Committee on Education reported through SEN. MCCRORY, D. of the 2nd Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING WORKFORCE DEVELOPMENT.

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

1 Section 1. (NEW) (*Effective July 1, 2023*) (a) Any local or regional board
2 of education may partner with one or more local employers that are in
3 the aviation or aerospace industry to develop and provide an
4 apprenticeship training program for students in the school district
5 governed by such board. Such apprenticeship training program shall
6 include, but need not be limited to, (1) on-site training in which students
7 may learn immediate job skills and earn course credit, and (2) the
8 provision of information to students concerning the programs of study
9 offered at the CT Aero Tech School for Aviation Maintenance
10 Technicians and assistance with the application for admission to said
11 school.

12 (b) Not later than sixty days after the first student cohort completes
13 an apprenticeship training program provided pursuant to subsection (a)
14 of this section, and annually thereafter, the local or regional board of
15 education that provides such program shall submit a report, in

16 accordance with the provisions of section 11-4a of the general statutes,
17 to the joint standing committee of the General Assembly having
18 cognizance of matters relating to education. Such report shall include,
19 but need not be limited to, the number of students who (1) participated
20 in and completed such program, and (2) enrolled in the CT Aero Tech
21 School for Aviation Maintenance Technicians after completing such
22 program.

23 Sec. 2. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1, 2024,
24 the Commissioner of Education shall (1) in consultation with the School
25 Paraeducator Advisory Council, established pursuant to section 10-155k
26 of the general statutes, develop a model program for paraeducator
27 training for students in grades nine to twelve, inclusive, in which such
28 students may be qualified to work as paraeducators upon graduation
29 from high school, and (2) distribute such model program to each local
30 and regional board of education.

31 (b) A local or regional board of education may adopt the model
32 program for paraeducator training developed pursuant to subsection (a)
33 of this section for students in grades nine to twelve, inclusive. Not later
34 than one year after adopting such program, and annually thereafter,
35 such board of education shall submit a report, in accordance with the
36 provisions of section 11-4a of the general statutes, to the joint standing
37 committee of the General Assembly having cognizance of matters
38 relating to education. Such report shall include, but not be limited to,
39 the number of students who (1) participated and completed such
40 program by grade, and (2) found employment as a paraeducator after
41 graduation from high school.

42 Sec. 3. Section 10-220d of the general statutes is repealed and the
43 following is substituted in lieu thereof (*Effective July 1, 2023*):

44 Each local and regional board of education shall provide full access
45 to technical education and career schools, regional agricultural science
46 and technology education centers, interdistrict magnet schools, charter
47 schools and interdistrict student attendance programs for the
48 recruitment of students attending the schools under the board's

49 jurisdiction, provided such recruitment is not for the purpose of
50 interscholastic athletic competition. Each local and regional board of
51 education shall provide information relating to technical education and
52 career schools, regional agricultural science and technology education
53 centers, interdistrict magnet schools, charter schools, alternative high
54 schools and interdistrict student attendance programs on the board's
55 Internet web site. Each local and regional board of education shall
56 annually distribute to students in middle school and require school
57 counselors to provide [information] to students and parents of students
58 in middle and high schools within such board's jurisdiction [of]
59 information concerning the availability of (1) vocational, technical,
60 technological and postsecondary education and training at technical
61 education and career schools, and (2) agricultural science and
62 technology education at regional agricultural science and technology
63 education centers, and publish such information on the Internet web site
64 of such board.

65 Sec. 4. (NEW) (*Effective July 1, 2023*) (a) Not later than January 1, 2024,
66 the Department of Education shall establish a preapprenticeship grant
67 program. The department shall award grants to any local or regional
68 board of education that incorporates a preapprenticeship program in
69 the curriculum for grades nine to twelve, inclusive, provided such
70 preapprenticeship program (1) is registered with the Labor Department,
71 and (2) meets any criteria established by the department. The
72 department shall award a grant to such board of education in an amount
73 not less than one thousand dollars for each student that completes the
74 preapprenticeship program.

75 (b) Not later than January 1, 2025, and annually thereafter, the
76 Department of Education shall submit a report, in accordance with the
77 provisions of section 11-4a of the general statutes, to the joint standing
78 committee of the General Assembly having cognizance of matters
79 relating to education. Such report shall include, but need not be limited
80 to, (1) the amount of grants awarded during the prior year, and (2) the
81 types of preapprenticeship programs completed by students during the
82 prior year.

83 Sec. 5. (*Effective July 1, 2023*) Not later than January 1, 2024, the
84 Department of Education, in partnership with local and regional boards
85 of education, public institutions of higher education and independent
86 institutions of higher education, as defined in section 10a-173 of the
87 general statutes, shall, within the limits of available funding, expand
88 opportunities for dual credit and dual enrollment for students in grades
89 nine to twelve, inclusive, in the state in various subject areas, including,
90 but not limited to, courses that are required to pursue health care
91 occupations. The work to expand such opportunities shall include, but
92 need not be limited to, (1) the creation of resources, such as an online
93 inventory of dual credit and dual enrollment programs and model
94 agreements to promote information sharing between boards of
95 education and institutions of higher education, (2) support for
96 curriculum development and professional development for teachers
97 and faculty to create new career pathways for in-demand industries,
98 such as health care, and (3) tuition assistance for students who enroll in
99 dual credit and dual enrollment programs. Not later than January 1,
100 2024, the Department of Education shall submit a report, in accordance
101 with the provisions of section 11-4a of the general statutes, to the joint
102 standing committee of the General Assembly having cognizance of
103 matters relating to education on the department's efforts to expand
104 opportunities for dual credit and dual enrollment pursuant to this
105 section.

106 Sec. 6. (*Effective from passage*) The executive director of the Technical
107 Education and Career System shall convene a working group to
108 determine the feasibility, cost and plan for development of an aerospace
109 advanced manufacturing high school. The members of the working
110 group shall include, but need not be limited to, representatives of the
111 Governor's Workforce Council and the Department of Economic and
112 Community Development and business and community organizations
113 related to the aerospace industry. The executive director shall appoint
114 the members of the working group and shall serve as the chairperson.
115 Not later than January 1, 2024, the executive director shall submit, in
116 accordance with the provisions of section 11-4a of the general statutes,
117 to the joint standing committee of the General Assembly having

118 cognizance of matters relating to education a report detailing the
119 conclusions and recommendations of the working group.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2023</i>	New section
Sec. 2	<i>July 1, 2023</i>	New section
Sec. 3	<i>July 1, 2023</i>	10-220d
Sec. 4	<i>July 1, 2023</i>	New section
Sec. 5	<i>July 1, 2023</i>	New section
Sec. 6	<i>from passage</i>	New section

ED *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 24 \$	FY 25 \$
Education, Dept.	GF - Cost	See Below	See Below

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 24 \$	FY 25 \$
Local and Regional School Districts	Potential Cost	Minimal	Minimal

Explanation

The bill results in costs annually beginning in FY 24 to the State Department of Education (SDE) and local and regional school districts by establishing several workforce initiatives. These costs are detailed below.

Section 1 has no fiscal impact. It allows local and regional school districts to partner with employers in the aviation or aerospace industry to develop an apprenticeship training program, but does not require districts to contribute any funding towards such a program.

Section 2 results in a cost to SDE of up to \$180,000 in FY 24 to develop a model curriculum for paraeducator training for high school students and allows local and regional school districts to adopt the model curriculum. Any impact to districts will depend on the model adopted by SDE.

Based on the development of previous model curricula, it is

anticipated SDE will need two durational education consultants, with an annual salary of \$90,000 each.

Section 3 requires local and regional school districts to annually distribute information about certain school choice programs to middle school students and their parents. This results in a potential minimal cost beginning in FY 24 associated with printing such materials.

Section 4 results in a cost to the State Department of Education by establishing a grant program beginning in FY 24 for local and regional school districts to incorporate a preapprenticeship program into their curriculum. The bill requires SDE to provide, to every district, a grant of at least \$1,000 for each student who completes a preapprenticeship program. The bill does not provide any funding for this program. Any impact to local and regional school districts would depend on the provisions of the grant program and the number of students completing a preapprenticeship program.

Section 5 results in annual costs to SDE beginning in FY 24 by expanding opportunities for dual credit and dual enrollment programs, with a particular focus on health care occupations. Costs are associated with: (1) tuition assistance for students in dual enrollment and dual credit programs, (2) resources for students and districts, and (3) curriculum development and professional development to assist in the creation of new career pathways. PA 22-118, the FY 23 Revised Budget, allocated \$3.5 million in ARPA funding for dual enrollment in FY 23.

Section 6 requires the Connecticut Technical Education and Career System to convene a working group to determine the feasibility of developing an aerospace advanced manufacturing high school. This has no fiscal impact.

The Out Years

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

OLR Bill Analysis**sSB 1197*****AN ACT CONCERNING WORKFORCE DEVELOPMENT.*****SUMMARY**

This bill makes various changes in laws related to education, occupational training, and workforce development. Specifically, it does the following:

1. allows local or regional boards of education (i.e., “boards of education”) to partner with local businesses to provide aerospace and aviation apprenticeship training programs to students (§ 1);
2. requires the State Department of Education (SDE) commissioner, by January 1, 2024, and in consultation with the School Paraeducator Advisory Council, to develop a model paraeducator training program for high school students (§ 2);
3. requires boards of education to annually distribute information on specified vocational, technical, technological, and postsecondary education school options to middle school students (§ 3);
4. requires SDE, by January 1, 2024, to establish a pre-apprenticeship grant program for boards of education that include Department of Labor (DOL)-registered pre-apprenticeship programs in their high school curriculum (§ 4);
5. requires SDE, in partnership with boards of education and public higher education institutions, to expand opportunities for dual credit and dual enrollment for high school students, including courses required for health care occupations (§ 5); and
6. requires the Technical Education and Career System (TECS)

executive director to convene a working group to determine the feasibility, cost, and plan to develop an aerospace advanced manufacturing high school (§ 6).

EFFECTIVE DATE: July 1, 2023, except that the provision convening the aerospace advanced manufacturing high school working group takes effect upon passage.

§§ 1 & 6 — AEROSPACE AND AVIATION TRAINING

Aviation and Aerospace Apprenticeship Training Program (§ 1)

The bill allows a board of education to partner with local employers in the aviation or aerospace industry to develop and offer an apprenticeship training program for students within its school district.

Under the bill, the apprenticeship training program must give students (1) on-site training where they learn immediate job skills and earn course credits, (2) information on the CT Aero Tech School for Aviation Maintenance Technicians' educational programs, and (3) help completing the school's admissions application.

The bill requires a board of education that offers this apprenticeship program to start annually reporting to the Education Committee within 60 days after the first student cohort completes the program. The report must include the number of students who (1) participated in and completed the program and (2) enrolled in the CT Aero Tech School for Aviation Maintenance Technicians after doing so.

Aerospace Advanced Manufacturing High School Working Group (§ 6)

The bill requires the TECS executive director to convene a working group to determine the feasibility, cost, and plan to develop an aerospace advanced manufacturing high school.

Under the bill, the executive director must serve as the working group's chairperson and appoint its members, which must at least include representatives of (1) the Governor's Workforce Council, (2) the Department of Economic and Community Development, and (3)

business and community organizations related to the aerospace industry.

The bill requires the executive director to report the working group's conclusions and recommendations to the Education Committee by January 1, 2024.

§ 2 — MODEL PARAEDUCATOR TRAINING PROGRAM FOR HIGH SCHOOL STUDENTS

The bill requires the SDE commissioner, by January 1, 2024, and in consultation with the School Paraeducator Advisory Council, to (1) develop a model program for paraeducator training for students in grades nine through 12 that would qualify them to work as paraeducators after graduating from high school and (2) distribute the program to each board of education.

The bill allows boards of education to adopt the program. After doing so, they must report to the Education Committee within one year on the number of students who (1) participated and completed the program by grade and (2) found employment as a paraeducator after graduation.

§ 3 — DISSEMINATING INFORMATION ON SCHOOL OPTIONS

Under current law, each board of education must require its school counselors to give 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

The bill requires each board of education to also annually distribute this information to middle school students.

§ 4 — HIGH SCHOOL PRE-APPRENTICESHIP GRANT PROGRAM

The bill requires SDE to establish a pre-apprenticeship grant program by January 1, 2024. Under the program, the department must award grants to any board of education that incorporates a pre-apprenticeship

program in its curriculum for grades nine through 12, as long as the program is registered with DOL and meets any related criteria the department establishes.

The bill requires SDE, starting by January 1, 2025, to annually report to the Education Committee on the grant program, including the amount of grants awarded and types of pre-apprenticeship programs students completed during the prior year.

§ 5 — EXPANSION OF DUAL CREDIT AND DUAL ENROLLMENT PROGRAMS

The bill requires SDE to expand dual credit and dual enrollment opportunities for students in grades nine through 12 in various subject areas, including required courses to pursue health care occupations. The department must do this (1) within available funding limits and (2) in partnership with boards of education and public and independent higher education institutions.

Under the bill, SDE must include the following in the expanded opportunities:

1. new resources, such as an online inventory of dual credit and dual enrollment programs, and model agreements to promote information sharing between boards of education and higher education institutions;
2. support for teacher and faculty curriculum development and professional development to create new career pathways for in-demand industries, such as health care; and
3. tuition assistance for students who enroll in dual credit and dual enrollment programs.

The bill requires SDE to report to the Education Committee on its efforts to expand dual credit and dual enrollment opportunities by January 1, 2024.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 44 Nay 0 (03/24/2023)