



House of Representatives

General Assembly

File No. 81

February Session, 2024

Substitute House Bill No. 5213

House of Representatives, March 21, 2024

The Committee on Education reported through REP. CURREY of the 11th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING DISCONNECTED YOUTH.

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

1 Section 1. (*Effective from passage*) (a) As used in this section:

2 (1) "At-risk student" means a student who is enrolled in high school
3 and is in danger of not graduating due to (A) not earning sufficient
4 credits to meet the high school graduation requirements under section
5 10-221a of the general statutes, (B) being a chronically absent child, or
6 (C) behavioral and other disciplinary issues, such as suspensions and
7 expulsions;

8 (2) "Chronically absent child" has the same meaning as provided in
9 section 10-198c of the general statutes; and

10 (3) "Disconnected youth" means an individual who is fourteen to
11 twenty-six years of age, inclusive, and (A) holds a high school diploma
12 but is neither employed nor attending an institution of higher education
13 or otherwise pursuing secondary education, (B) does not hold a high

14 school diploma and is employed, (C) does not hold a high school
15 diploma and is not employed, or (D) is incarcerated.

16 (b) The Two-Generational Advisory Board, established pursuant to
17 section 17b-112l of the general statutes, shall develop a plan to address
18 strategies to assist at-risk students and reengage disconnected youth.
19 Such plan shall include, but need not be limited to, (1) ways in which to
20 identify and address the needs of individuals who are defined as
21 disconnected youth, (2) identify opportunities for interagency and
22 cross-branch collaboration and streamlining of resources at the state and
23 local level, (3) the state-wide expansion and enhancement of a shared
24 data platform, in collaboration with the Compass Youth Collaborative,
25 to provide a streamlined way for community-based providers in the
26 state that serve disconnected youth to access and share individual-level
27 de-identified data to improve collaboration, communication, efficiency,
28 transparency and outcomes over time, and (4) recommendations for
29 improvement to the Connecticut Preschool through Twenty and
30 Workforce Information Network, established pursuant to section 10a-
31 57g of the general statutes, to promote data sharing and the retention of
32 data models for purposes of future comparisons. The advisory board
33 shall collaborate with the Connecticut Conference of Municipalities and
34 the Connecticut Council of Small Towns in the development of the plan.

35 (c) Not later than January 1, 2025, the advisory board shall submit the
36 plan, and any recommendations, to the joint standing committee of the
37 General Assembly having cognizance of matters relating to education,
38 in accordance with the provisions of section 11-4a of the general statutes.

39 Sec. 2. (*Effective July 1, 2024*) (a) The School of Public Policy at The
40 University of Connecticut shall conduct a study and comprehensive
41 asset and capacity mapping for nonprofit organizations in this state to
42 help support the sharing of information and collaboration between such
43 nonprofit organizations and the communities they serve. The School of
44 Public Policy at The University of Connecticut may consult with
45 nonprofit organizations and philanthropy associations in the state while
46 conducting such study and mapping.

47 (b) Such study and mapping shall (1) assess the capacity of such
48 nonprofit organizations to assist the state in addressing public needs
49 and identifying the availability and strength of assets and gaps or
50 weaknesses of service, (2) provide an effective tool for sharing data,
51 documents and communication among and between such nonprofit
52 organizations for the purpose of strengthening such nonprofit
53 organizations' capacity to serve the residents of the state, (3) provide a
54 resource for policy makers to determine gaps in services and capacity
55 and enhance collaboration among different nonprofit organizations
56 working in the same geographic areas and serving the same target
57 population, (4) provide information to policy makers on ways in which
58 to ensure that resources are being invested in areas and populations
59 with the greatest need, and (5) present data by town, county and state-
60 wide, as well as by each regional council of government, and include a
61 summary of the available resources, including nonprofit organizations
62 and state agencies, to create a database of the state's nonprofit
63 organizations by target service population, mission and geography.

64 (c) The Department of Consumer Protection and the Secretary of the
65 State shall, upon request of the School of Public Policy at The University
66 of Connecticut, provide to said school any data necessary to conduct
67 such study and mapping.

68 (d) (1) Not later than October 1, 2024, the School of Public Policy at
69 The University of Connecticut shall submit a preliminary report on such
70 study and mapping to the joint standing committee of the General
71 Assembly having cognizance of matters relating to education, in
72 accordance with the provisions of section 11-4a of the general statutes.

73 (2) Not later than June 30, 2025, the School of Public Policy at The
74 University of Connecticut shall submit a final report on such study and
75 mapping to the joint standing committee of the General Assembly
76 having cognizance of matters relating to education, in accordance with
77 the provisions of section 11-4a of the general statutes. Such final report
78 shall include recommendations, including a model to enhance
79 collaboration among nonprofit organizations to ensure that state

80 investments are addressing gaps in services and not contributing to
81 duplicative efforts or competition among nonprofit organizations.

82 Sec. 3. (NEW) (*Effective July 1, 2024*) (a) As used in this section:

83 (1) "Education records" has the same meaning as provided in 30 CFR
84 99.3, as amended from time to time;

85 (2) "Personally identifiable information" has the same meaning as
86 provided in 30 CFR 99.3, as amended from time to time;

87 (3) "Data sharing agreement" means a contract between a local and
88 regional board of education and a youth service bureau, established
89 pursuant to section 10-19m of the general statutes, or a juvenile review
90 board, that establishes the processes and procedures that govern the
91 sharing and use of education records and personally identifiable
92 information of students who attend a school under the jurisdiction of
93 such local or regional board of education for the purpose of engaging in
94 data analysis of long-term outcomes of students to help improve
95 available programming, instruction and services; and

96 (4) "Required student data" means information for each student that
97 includes, but is not limited to, (A) a student's state-assigned student
98 identifier, (B) the first, middle and last name of a student, (C) a student's
99 date of birth, (D) demographic information of a student, including, but
100 not limited to, race, ethnicity and gender, (E) whether a student is (i) a
101 multilingual learner, (ii) a homeless child or youth, as defined in 42 USC
102 11434a, as amended from time to time, or (iii) receiving special
103 education or related services, (F) a student's grade level, (G) a student's
104 current enrollment status, including active registration, transfer and
105 withdrawal data, (H) a student's date of graduation or anticipated
106 graduation year, (I) a student's attendance records, including whether
107 the student's absences were excused or unexcused, (J) a student's
108 disciplinary history, including, but not limited to, the type, number and
109 nature of disciplinary actions, and (K) any additional student
110 information or data necessary for youth service bureaus to comply with
111 the provisions of section 10-19m of the general statutes.

112 (b) Not later than October 1, 2024, each local and regional board of
113 education shall enter into a data sharing agreement with each youth
114 service bureau, established pursuant to section 10-19m of the general
115 statutes, or juvenile review board that serves the municipality in which
116 any student enrolled in a school under the jurisdiction of such board
117 resides.

118 (c) Each data sharing agreement entered into under this section shall
119 (1) require the board to provide required student data to the youth
120 service bureau or juvenile review board on a monthly basis, (2) stipulate
121 that any disclosure of the education records and personally identifiable
122 information of a student without the consent of the parent or guardian
123 of such student is permissible under the data sharing agreement under
124 the provisions of 34 CFR 99.31(a)(6), as amended from time to time,
125 provided the purpose of such disclosure is to allow a youth service
126 bureau or juvenile review board to conduct a study to improve
127 instruction and assess the effectiveness of state and federally funded
128 education programs, and (3) allow a youth service bureau or juvenile
129 review board to (A) share the results of any study described in
130 subdivision (2) of this subsection with the local or regional board of
131 education, and (B) utilize the data in such study to help assess long-term
132 outcomes of the students served by the youth service bureau or juvenile
133 review board for the purposes of evaluating such youth service bureau's
134 or juvenile review board's program and service effectiveness, improving
135 instruction and identifying areas for program improvement.

136 (d) Any data sharing agreement entered into under this section shall
137 be in accordance with federal and state law, including, but not limited
138 to, the Family Educational Rights and Privacy Act of 1974, 20 USC
139 1232g, as amended from time to time, and 34 CFR 99.1 et seq., as
140 amended from time to time.

141 Sec. 4. (NEW) (*Effective July 1, 2024*) Not later than September 1, 2024,
142 the Commissioner of Education shall develop a model data sharing
143 agreement for use by local and regional boards of education, youth
144 service bureaus established pursuant to section 10-19m of the general

145 statutes and juvenile review boards. Such model data sharing
146 agreement shall be in accordance with the provisions of section 3 of this
147 act. The commissioner shall make such model data sharing agreement
148 available upon request and on the Internet web site of the Department
149 of Education.

150 Sec. 5. (NEW) (*Effective July 1, 2024*) Each local and regional board of
151 education shall include individuals designated by the appropriate
152 youth service bureau, established pursuant to section 10-19m of the
153 general statutes, or juvenile review board for which such board has
154 entered into a data sharing agreement under section 3 of this act, in
155 school level support meetings and on any attendance review team,
156 established pursuant to section 10-198c of the general statutes. As used
157 in this section, "school level support meetings" means a scheduled
158 meeting of school administrators, teachers, social workers, school
159 counselors or other school officials to review and discuss student data
160 related to absenteeism, discipline or mental and behavioral health.

161 Sec. 6. (NEW) (*Effective July 1, 2024*) Not later than October 1, 2024,
162 the State Board of Education shall enter into a data sharing agreement,
163 as defined in section 3 of this act, with an association that represents a
164 network of youth service bureaus in the state to provide required
165 student data, as defined in section 3 of this act. Such data sharing
166 agreement shall require the state board to provide such required student
167 data not later than thirty days after the state board receives such
168 required student data from each local or regional board of education.

169 Sec. 7. (NEW) (*Effective July 1, 2024*) Any student enrolled in a public
170 school located in a priority school district, as defined in section 10-266p
171 of the general statutes, shall be exempt from payment of the lawful
172 charge for state-owned or state-controlled bus public transportation
173 service during the two-hour period before the start of the regular school
174 day and during the four-hour period immediately following the end of
175 the regular school day, provided such person presents to the fare
176 inspector, as defined in section 13b-2 of the general statutes, or the
177 driver of such bus, as applicable, a student identification card issued by

178 the local or regional board of education for the priority school district in
179 which such student is enrolled, indicating such person's status as a
180 student.

181 Sec. 8. (NEW) (*Effective July 1, 2024*) (a) As used in this section:

182 (1) "Dual credit course" means a concurrent enrollment course or a
183 dual enrollment course for which credit is offered by a local or regional
184 board of education to students in grades nine to twelve, inclusive, and
185 for which high school and college credit is awarded;

186 (2) "Concurrent enrollment course" means a dual credit course that is
187 delivered at a high school by a certified educator employed by a local or
188 regional board of education; and

189 (3) "Dual enrollment course" means a dual credit course that is
190 delivered at a public or independent institution of higher education by
191 a member of the faculty of such institution of higher education.

192 (b) Prior to the establishment of a dual credit course, a local or
193 regional board of education and a public or independent institution of
194 higher education shall enter into a memorandum of understanding for
195 the delivery and awarding of credit for such dual credit course. Such
196 memorandum of understanding shall ensure that (1) any such dual
197 credit course aligns with the standards developed by the National
198 Alliance of Concurrent Enrollment Partnerships, (2) the educator
199 employed by a local or regional board of education or faculty member
200 of such institution of higher education that is teaching such dual credit
201 course meets the qualifications set forth by the National Alliance of
202 Concurrent Enrollment Partnerships, (3) the superintendent of schools
203 attests to the institution of higher education that the educator employed
204 by the local or regional board of education meets such qualifications
205 prior to assigning such educator to teach such dual credit course, (4)
206 such educator completes the same professional development training
207 that is commensurate with the professional development that a faculty
208 member at such institution of higher education would complete for such
209 dual credit course offered at such institution, (5) such institution of

210 higher education may conduct an evaluation of such dual credit course
211 or the professional development associated with such dual credit
212 course, (6) students enrolled in such dual credit course complete an
213 orientation program offered by such institution of higher education, and
214 (7) any student enrolled in such dual credit course meets the
215 prerequisites for such dual credit course.

216 Sec. 9. Subdivision (1) of subsection (a) of section 10-223e of the
217 general statutes is repealed and the following is substituted in lieu
218 thereof (*Effective July 1, 2024*):

219 (1) "Accountability index" means the score resulting from multiple
220 student, school or district-level measures, as weighted by the
221 Department of Education, that (A) shall include the performance index
222 score and high school graduation rates, including the availability of a
223 credit recovery program and the number of students who earn credit
224 and graduate as a result of participation in a credit recovery program,
225 and (B) may include, but need not be limited to, academic growth over
226 time, attendance and chronic absenteeism, postsecondary education
227 and career readiness, enrollment in and graduation from institutions of
228 higher education and postsecondary education programs, civics and
229 arts education and physical fitness.

230 Sec. 10. Section 10-74j of the general statutes is repealed and the
231 following is substituted in lieu thereof (*Effective July 1, 2024*):

232 (a) As used in this section, "alternative education" means a school or
233 program maintained and operated by a local or regional board of
234 education that is offered to students in a nontraditional educational
235 setting and addresses the social, emotional, behavioral and academic
236 needs of such students.

237 (b) A local or regional board of education may provide alternative
238 education to students, in accordance with guidelines established by the
239 State Board of Education pursuant to section 10-74k. A local or regional
240 board of education may use space in an existing school or establish a
241 new school for the purposes of providing alternative education to

242 students. Alternative education shall be provided in accordance with
243 the provisions of sections 10-15 and 10-16 and shall be subject to all
244 federal and state laws governing public schools.

245 (c) Each local and regional board of education shall make available
246 on its Internet web site information relating to alternative education
247 offered under this section, including, but not limited to, the purpose,
248 location, contact information, staff directory and enrollment criteria for
249 such alternative education.

250 (d) For the school year commencing July 1, 2024, and each school year
251 thereafter, any local or regional board of education that includes a credit
252 recovery program as part of its alternative education provided under
253 this section shall permit any student enrolled in a traditional school
254 program offered by such board and who is at risk of not graduating to
255 enroll in such credit recovery program while still enrolled in the
256 traditional school program.

257 Sec. 11. Section 4-124ll of the general statutes is repealed and the
258 following is substituted in lieu thereof (*Effective July 1, 2024*):

259 (a) On or before July 1, 2023, the Chief Workforce Officer, in
260 consultation with the Commissioner of Education, the executive
261 director of the Technical Education and Career System and the Labor
262 Commissioner, shall develop a model student work release policy. Not
263 later than July 1, 2023, the Chief Workforce Officer shall report, in
264 accordance with the provisions of section 11-4a, regarding such model
265 student work release policy to the joint standing committees of the
266 General Assembly having cognizance of matters relating to education,
267 commerce and labor.

268 (b) The Chief Workforce Officer, in consultation with the
269 Commissioner of Education, may update the model student work
270 release policy developed pursuant to subsection (a) of this section as
271 needed. The Chief Workforce Officer shall notify each local and regional
272 board of education of such updated model student work release policy.

273 (c) For the school year commencing July 1, 2024, and each school year
274 thereafter, each local and regional board of education shall adopt the
275 model student work release policy developed pursuant to subsection (a)
276 of this section or the most recent updated model student work release
277 policy developed pursuant to subsection (b) of this section.

278 Sec. 12. Section 10-66u of the general statutes is repealed and the
279 following is substituted in lieu thereof (*Effective July 1, 2024*):

280 For the fiscal [years] year ending June 30, 2023, and [June 30, 2024]
281 each fiscal year thereafter, each regional educational service center shall
282 [hire] employ an individual to serve as the regional trauma coordinator
283 for such center. Such individual shall have significant trauma-informed
284 experience and have completed specific professional training focused
285 on trauma. The regional trauma coordinator for each such center shall
286 be responsible for: (1) Developing a trauma-informed care training
287 program in accordance with the provisions of section 10-66v, (2)
288 implementing the trauma-informed care training program, (3)
289 providing technical assistance to the local and regional boards of
290 education that are members of the regional educational service center in
291 implementing the trauma-informed care training program, (4) training
292 school mental health specialists, as defined in section 12 of public act 22-
293 47, to be the trainers under the trauma-informed care training program,
294 and (5) ensuring that such trainers are properly training teachers,
295 administrators, school staff and coaches under the trauma-informed
296 care training program.

297 Sec. 13. (*Effective July 1, 2024*) (a) The executive director of the
298 Connecticut Association of Boards of Education, or the executive
299 director's designee, may convene a working group to conduct a review
300 of and make recommendations regarding the high school graduation
301 requirements, described in section 10-221a of the general statutes, for
302 the purpose of identifying those requirements that have the effect of
303 limiting or restricting the provision of instruction or services to students.

304 (b) The working group shall consist of the following members:

305 (1) A representative from each of the following organizations,
306 designated by each such organization:

307 (A) The Connecticut Association of Boards of Education;

308 (B) The Connecticut Association of Public School Superintendents;

309 (C) The Connecticut PTA;

310 (D) The American Federation of Teachers-Connecticut;

311 (E) The Connecticut Education Association;

312 (F) The Connecticut Association of Schools;

313 (G) The Connecticut Federation of School Administrators;

314 (H) The Connecticut School Counselor Association; and

315 (I) The Connecticut Association for Health, Physical Education,
316 Recreation and Dance;

317 (2) The chairpersons and ranking members of the joint standing
318 committee of the General Assembly having cognizance of matters
319 relating to education, or the chairpersons' and ranking members'
320 designees; and

321 (3) The Commissioner of Education, or the commissioner's designee.

322 (c) All initial appointments to the working group shall be made not
323 later than thirty days after the effective date of this section. Any vacancy
324 shall be filled by the appointing authority.

325 (d) The executive director of the Connecticut Association of Boards
326 of Education, or the executive director's designee, shall serve as the
327 chairperson of the working group. The chairperson shall schedule the
328 first meeting of the working group, which shall be held not later than
329 sixty days after the effective date of this section.

330 (e) The working group may provide an opportunity for public

331 comment or seek input from students, parents, educators, boards of
332 education and other education stakeholders while conducting the
333 review and developing its recommendations under this section.

334 (f) Not later than January 1, 2026, the working group shall submit a
335 report on its review of such graduation requirements and its
336 recommendations for revisions to such graduation requirements to the
337 joint standing committee of the General Assembly having cognizance of
338 matters relating to education, in accordance with the provisions of
339 section 11-4a of the general statutes. The working group shall terminate
340 on the date that it submits such report or July 1, 2026, whichever is later.

341 Sec. 14. (*Effective July 1, 2024*) (a) The president of the Connecticut
342 Education Association, or the president's designee, and the president of
343 the American Federation of Teachers-Connecticut, or the president's
344 designee, may jointly convene a working group to conduct a review of
345 (1) high school grading policies in use by local and regional boards of
346 education, (2) the accountability index, as defined in section 10-223e of
347 the general statutes, as amended by this act, and (3) the information and
348 data selected by the Department of Education in the calculation of
349 accountability index scores for school districts.

350 (b) The working group shall consist of the following members:

351 (1) A representative from each of the following organizations,
352 designated by each such organization:

353 (A) The Connecticut Association of Boards of Education;

354 (B) The Connecticut Association of Public School Superintendents;

355 (C) The Connecticut PTA;

356 (D) The American Federation of Teachers-Connecticut;

357 (E) The Connecticut Education Association;

358 (F) The Connecticut Association of Schools;

359 (G) The Connecticut Federation of School Administrators;

360 (H) The Connecticut School Counselor Association; and

361 (I) The Connecticut Association for Health, Physical Education,
362 Recreation and Dance;

363 (2) The chairpersons and ranking members of the joint standing
364 committee of the General Assembly having cognizance of matters
365 relating to education, or the chairpersons' and ranking members'
366 designees; and

367 (3) The Commissioner of Education, or the commissioner's designee.

368 (c) All initial appointments to the working group shall be made not
369 later than thirty days after the effective date of this section. Any vacancy
370 shall be filled by the appointing authority.

371 (d) The president of the Connecticut Education Association, or the
372 president's designee, and the president of the American Federation of
373 Teachers-Connecticut, or the president's designee, shall serve as the
374 cochairpersons of the working group. The cochairpersons shall jointly
375 schedule the first meeting of the working group, which shall be held not
376 later than sixty days after the effective date of this section.

377 (e) The working group may provide an opportunity for public
378 comment or seek input from students, parents, educators, boards of
379 education and other education stakeholders while conducting the
380 review and developing its recommendations under this section.

381 (f) Not later than January 1, 2026, the working group shall submit a
382 report on its review of such mandates and its recommendations for the
383 repeal of or amendment to any state mandates and development of a
384 biennial review process to the joint standing committee of the General
385 Assembly having cognizance of matters relating to education, in
386 accordance with the provisions of section 11-4a of the general statutes.
387 The working group shall terminate on the date that it submits such
388 report or July 1, 2026, whichever is later.

389 Sec. 15. (*Effective from passage*) (a) There is established a task force to
390 develop recommendations for the creation and administration of a state-
391 wide program for the delivery of bereavement and grief counseling
392 services to children and families at no cost to participants. The task force
393 shall make recommendations for (1) the appropriate agency or agencies
394 to administer such program, (2) the scope of services offered by such
395 program, including, but not limited to, the provision of culturally
396 informed services and services to marginalized communities, (3) the
397 role that existing bereavement and grief counseling services programs
398 and school-based health centers should have in the delivery of services
399 under such program, (4) the delivery of services by such program in
400 areas of the state where such services do not currently exist or are not
401 sufficient, and the resources that will be needed to deliver services to
402 such areas, (5) long-term funding sources for such program, and (6) any
403 additional considerations identified by the task force.

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

405 (1) One appointed by the speaker of the House of Representatives,
406 who shall be a representative of a bereavement and grief counseling
407 services program that serves children and families;

408 (2) One appointed by the president pro tempore of the Senate, who
409 shall be a representative of a state-wide association of school-based
410 health centers;

411 (3) One appointed by the majority leader of the House of
412 Representatives, who shall be a representative of a state-wide
413 association of school counselors;

414 (4) One appointed by the majority leader of the Senate, who shall be
415 a representative of the state chapter of a national nonprofit organization
416 that works to improve the lives of children and families;

417 (5) One appointed by the minority leader of the House of
418 Representatives, who shall be a representative of a child study center
419 affiliated with a medical school in the state;

420 (6) One appointed by the minority leader of the Senate, who shall be
421 a psychologist licensed pursuant to chapter 383 of the general statutes,
422 who has expertise in treating bereaved children;

423 (7) One appointed jointly by the House chairperson and the House
424 ranking member of the joint standing committee of the General
425 Assembly having cognizance of matters relating to education, who has
426 experience with grief and bereavement;

427 (8) One appointed jointly by the Senate chairperson and the Senate
428 ranking member of the joint standing committee of the General
429 Assembly having cognizance of matters relating to education, who has
430 experience with grief and bereavement;

431 (9) The Commissioner of Public Health, or the commissioner's
432 designee;

433 (10) The Commissioner of Children and Families, or the
434 commissioner's designee;

435 (11) The Commissioner of Mental Health and Addiction Services, or
436 the commissioner's designee;

437 (12) The Commissioner of Education, or the commissioner's designee;
438 and

439 (13) The executive director of the Commission on Women, Children,
440 Seniors, Equity and Opportunity, or the executive director's designee.

441 (c) Any member of the task force appointed under subdivision (1),
442 (2), (3), (4), (5), (6), (7) or (8) of subsection (b) of this section may be a
443 member of the General Assembly.

444 (d) All initial appointments to the task force shall be made not later
445 than thirty days after the effective date of this section. Any vacancy shall
446 be filled by the appointing authority.

447 (e) The speaker of the House of Representatives and the president pro
448 tempore of the Senate shall select the chairpersons of the task force from

449 among the members of the task force. Such chairpersons shall schedule
450 the first meeting of the task force, which shall be held not later than sixty
451 days after the effective date of this section.

452 (f) The administrative staff of the Commission on Women, Children,
453 Seniors, Equity and Opportunity shall serve as administrative staff of
454 the task force.

455 (g) Not later than July 1, 2025, the task force shall submit a report on
456 its findings and recommendations to the joint standing committees of
457 the General Assembly having cognizance of matters relating to public
458 health and children, in accordance with the provisions of section 11-4a
459 of the general statutes. The task force shall terminate on the date that it
460 submits such report or July 1, 2025, whichever is later.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section
Sec. 2	<i>July 1, 2024</i>	New section
Sec. 3	<i>July 1, 2024</i>	New section
Sec. 4	<i>July 1, 2024</i>	New section
Sec. 5	<i>July 1, 2024</i>	New section
Sec. 6	<i>July 1, 2024</i>	New section
Sec. 7	<i>July 1, 2024</i>	New section
Sec. 8	<i>July 1, 2024</i>	New section
Sec. 9	<i>July 1, 2024</i>	10-223e(a)(1)
Sec. 10	<i>July 1, 2024</i>	10-74j
Sec. 11	<i>July 1, 2024</i>	4-124ll
Sec. 12	<i>July 1, 2024</i>	10-66u
Sec. 13	<i>July 1, 2024</i>	New section
Sec. 14	<i>July 1, 2024</i>	New section
Sec. 15	<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 25 \$	FY 26 \$
Transportation, Dept.	TF - Cost	Less than \$2 million	Less than \$2 million
UConn	GF - Cost	Approx. \$100,000	None

Note: TF=Transportation Fund; GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 25 \$	FY 26 \$
Various Local Boards of Education	Potential Cost/Revenue	Less than \$10,000	Less than \$10,000
Various Local Boards of Education	Cost	Potential	Potential

Explanation

Section 1 has no fiscal impact. It requires the Two-Generational Advisory Board to develop and present a plan to address strategies to assist at-risk students and re-engage individuals identified as at-risk youth. It is anticipated that the Board already has the resources and expertise to do so.

Section 2 results in a cost of approximately \$100,000 in FY 25 to the University of Connecticut. It requires UConn, by June 30, 2025, to conduct a study and map nonprofit assets and capacity. This cost is associated with necessary staff and consultant costs to complete the report by the deadline.

Sections 3, 4, and 6 have no fiscal impact. They require local and

regional school districts to enter agreements to share certain student data with local youth service bureaus and judicial review boards. They also require the State Department of Education (SDE) to: (1) enter into a similar agreement with a statewide association of youth service bureaus and juvenile review boards; and (2) develop a model data sharing agreement for use at the local level. It is anticipated that both SDE and school districts can meet these provisions with existing resources.

Section 5 has no fiscal impact. It requires local and regional school districts to include designated members of youth service bureaus or juvenile review boards in certain meetings. This is not anticipated to increase any costs associated with such meetings.

Section 7 results in a cost of less than \$2 million to the Special Transportation Fund annually beginning in FY 25, subject to ridership trends. It provides free bus fare for students enrolled in public schools in priority school districts before the start of and following the end of a regular school day. Actual costs will be dependent on utilization, existing school bus services in a given district, and implementation decisions regarding the summer months.

Section 8 results in potential costs of less than \$10,000 annually to local and regional school districts beginning in FY 25. It requires MOUs between school districts and institutions of higher education to, among other things, establish certain training and professional development requirements of dual enrollment course instructors. Additional costs could be associated with: (1) any training materials districts must purchase; or (2) any necessary overtime costs to allow staff to attend such trainings.

Section 9 has no fiscal impact as it makes a technical change. It requires the State Department of Education's accountability index to include the availability and use of credit recovery programs.

Section 10 results in potential costs annually beginning in FY 25 to local and regional school districts. It requires local and regional school

districts to expand credit recovery programs available within alternative education to any student who is at risk of not graduating and is enrolled in a traditional education program. To the extent that this requirement increases enrollment in credit recovery programs, districts could incur costs to purchase additional supplies and materials for those classes.

Section 11 has no fiscal impact as it makes a technical change regarding the model student work policy.

Section 12 results in annual costs of up to \$200,000 beginning in FY 25 to each regional education service center (RESC). It does so by making permanent a requirement for each RESC to hire a trauma coordinator.

RESCs are currently required employ trauma coordinators in FY 23 and FY 24 only. Associated salary and benefits per coordinator is approximately \$200,000. An allocation of American Rescue Plan Act (ARPA) funds currently provides funding for this purpose.

Sections 13 and 14 establish two working groups to make recommendations regarding graduation requirements, grading policies, the use of artificial intelligence in schools, and the accountability index. This has no fiscal impact, as it is anticipated that the working groups can complete their responsibilities with existing resources.

Section 15 creates a task force to develop recommendations regarding the creation of a statewide program for bereavement and grief counseling for children and families. This has no fiscal impact as it is anticipated that the task force can complete its responsibilities with existing resources.

The Out Years

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

OLR Bill Analysis**sHB 5213*****AN ACT CONCERNING DISCONNECTED YOUTH.***

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Requires that the accountability index score for a district or school include the availability of a credit recovery program and the number of students who earn credit and graduate as a result of the program

§ 10 — CREDIT RECOVERY PROGRAMS

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§§ 13 & 14 — WORKING GROUPS ON HIGH SCHOOL GRADUATION REQUIREMENTS, GRADING POLICIES, AND ACCOUNTABILITY INDEX

Allows (1) CABA to convene a working group to review high school graduation requirements and (2) CEA and AFT to jointly convene a working group to review high school grading policies and the accountability index

§ 15 — BEREAVEMENT AND GRIEF COUNSELING SERVICES TASK FORCE

Establishes a 13-member task force on bereavement and grief counseling services

§ 1 — PLAN TO ADDRESS STRATEGIES TO ASSIST AT-RISK STUDENTS

Requires the Two-Generational Advisory Board to develop a plan to address strategies to assist at-risk students and reengage individuals identified as disconnected youth

This bill requires the Two-Generational Advisory Board to develop a plan to address strategies to assist at-risk students and reengage individuals identified as disconnected youth and submit it to the Education Committee by January 1, 2025. The advisory board must collaborate with the Connecticut Conference of Municipalities and Connecticut Council of Small Towns in developing the plan.

The plan must include the following:

1. ways of identifying and addressing the needs of individuals defined as disconnected youth;
2. opportunities for interagency and cross-branch collaboration and streamlining of resources at the state and local levels;
3. statewide expansion and enhancement of a shared data platform, in collaboration with the Compass Youth Collaborative, to provide a streamlined way for community-based providers in the state that serve disconnected youth to access and share individual-level de-identified data to improve collaboration, communication, efficiency, transparency, and outcomes over time; and
4. recommendations to improve the Connecticut Preschool through Twenty and Workforce Information Network (P20WIN) to promote data-sharing and retention of data models for future comparisons.

For purposes of the plan, “disconnected youth” means an individual ages 14-26 who (1) holds a high school diploma but is neither employed nor attending a higher education institution or otherwise pursuing secondary education, (2) does not hold a high school diploma (whether employed or not employed), or (3) is incarcerated. “At-risk” students are those enrolled in high school who are in danger of not graduating due to (1) not earning sufficient credits; (2) being chronically absent (i.e., absences totaling at least 10% of the number of days enrolled); or (3) behavioral and other disciplinary issues (e.g., suspensions and expulsions).

EFFECTIVE DATE: Upon passage

§ 2 — ASSET AND CAPACITY MAPPING FOR NONPROFIT ORGANIZATIONS

Requires UConn’s School of Public Policy to conduct a study and comprehensive asset and capacity mapping for nonprofit organizations to support information-sharing and collaboration between nonprofits and communities

The bill requires UConn's School of Public Policy to conduct a study and comprehensive asset and capacity mapping for nonprofit organizations in the state to support information-sharing and collaboration between the nonprofits and the communities they serve.

Under the bill, the study and mapping must do the following:

1. assess the nonprofit organizations' capacity to assist the state in addressing public needs and identifying assets' availability and strength and services' gaps or weaknesses;
2. provide an effective tool for sharing data, documents, and communication among the nonprofit organizations to strengthen their capacity to serve state residents;
3. provide a resource for policymakers to determine gaps in services and capacity and enhance collaboration among different nonprofit organizations working in the same geographic areas and serving the same target population;
4. provide information to policymakers on ways to ensure that resources are invested in areas and populations with the greatest need; and
5. present data by town, by county, and statewide, as well as by each regional council of government, and include a summary of available resources, including nonprofit organizations and state agencies, to create a database of the state's nonprofit organizations by target service population, mission, and geography.

The bill requires the Department of Consumer Protection and the secretary of the state to provide UConn's School of Public Policy, upon its request, with any data needed to conduct the study and mapping.

The school must submit to the Education Committee a preliminary report by October 1, 2024, and a final report by June 30, 2025. The final report must include a model to enhance collaboration among nonprofit

organizations to ensure that state investments are addressing gaps in services and not contributing to duplicative efforts or competition among the organizations.

EFFECTIVE DATE: July 1, 2024

§§ 3, 4 & 6 — DATA SHARING

Requires (1) local and regional boards of education to enter into data-sharing agreements with youth service bureaus (YSBs) or juvenile review boards, (2) the education commissioner to develop a model data-sharing agreement, and (3) the State Board of Education to enter into a data-sharing agreement with an association representing a network of YSBs

The bill requires each local and regional board of education, by October 1, 2024, to enter into a data-sharing agreement with each youth service bureau (YSB) or juvenile review board (JRB) serving the municipality in which a student enrolled in a school within the board's jurisdiction resides (§ 3).

Under the bill, the education commissioner must (1) develop a model data-sharing agreement by September 1, 2024, for local and regional boards of education, YSBs, and JRBs and (2) make the agreement available upon request and on the department's website (§ 4).

The bill similarly requires the State Board of Education (SBE), by October 1, 2024, to enter into a data-sharing agreement with an association representing a network of YSBs in Connecticut. The agreement must require SBE to provide required student data within 30 days after receiving it from a local or regional board of education (§ 6).

EFFECTIVE DATE: July 1, 2024

Agreement Requirements (§ 3)

The bill defines a "data-sharing agreement" as a contract between a board of education and a YSB or JRB establishing processes and procedures that govern the sharing and use of students' education records and personally identifiable information (PII, see *Background — FERPA*) to engage in data analysis of students' long-term outcomes to help improve available programming, instruction, and services.

Under the bill, the agreement must do the following:

1. require the board of education to provide required student data (see below) to the YSB or JRB on a monthly basis;
2. state that disclosure of education records and students' PII without consent of a parent or guardian is permissible under federal Family Educational Rights and Privacy Act (FERPA) regulations as long as the disclosure's purpose is to allow a YSB or JRB to conduct a study to improve instruction and assess the effectiveness of state and federally funded education programs (see *Background – FERPA*); and
3. allow a YSB or JRB to (a) share any study's results with the board of education and (b) use the data to help assess long-term outcomes of students served by the YSB or JRB to evaluate the YSB's or JRB's program and service effectiveness, improve instruction, and identify areas for program improvement.

Required Student Data. Under the bill, "required student data" includes the following:

1. date of birth; first, middle, and last name; and state-assigned student identifier;
2. demographic information, including race, ethnicity, and gender;
3. whether the student is a multilingual learner, a homeless child or youth (as defined in federal law), or receiving special education or related services;
4. grade level; date of graduation or anticipated graduation year; and current enrollment status (including active registration, transfer, and withdrawal data);
5. attendance records (including whether absences were excused or unexcused) and disciplinary history, including the type, number, and nature of disciplinary actions; and

6. any additional student information or data YSBs need to comply with state law.

Background — FERPA

With certain exceptions, FERPA requires schools, school districts, and federally funded institutions to keep PII contained in a student's records confidential unless (1) the parents (of students under age 18) or students age 18 or older ("eligible students") consent to disclose it or (2) one of the legal exceptions to the confidentiality requirement applies (20 U.S.C. § 1232g).

Under FERPA's regulations, "education records" are, with certain exceptions, records that refer to a student and are maintained by an educational agency or institution. Examples of PII include a student's name, date of birth, and personal identifier (34 C.F.R. § 99.3)

Research Exception. FERPA regulations specify several exceptions under which PII may be disclosed from education records without a parent's or student's consent. One of these exceptions allows disclosure to organizations conducting studies for, or on behalf of, educational agencies or institutions to (1) develop, validate, or administer predictive tests; (2) administer student aid programs; or (3) improve instruction.

Among other things, (1) the study must not permit personal identification of parents and students except by representatives of the organization with a legitimate interest in the information; (2) the information must be destroyed when no longer needed for the study's purposes; and (3) there must be a written agreement that specifies the study's or studies' purpose, scope, and duration (34 C.F.R. § 99.31(a)(6)).

§ 5 — SCHOOL-LEVEL SUPPORT MEETINGS AND ATTENDANCE REVIEW TEAMS

Requires local and regional boards of education to include individuals designated by a YSB or JRB in school-level support meetings and on attendance review teams

The bill requires local and regional boards of education to include individuals designated by a YSB or JRB with which the board of education has a data-sharing agreement (see above) in school-level

support meetings and on attendance review teams (i.e., teams established by a board of education to address chronic absenteeism in a school district or at one or more schools).

Under the bill, “school-level support meetings” are scheduled meetings of school administrators, teachers, social workers, school counselors, or other school officials to review and discuss student data related to absenteeism, discipline, or mental and behavioral health.

EFFECTIVE DATE: July 1, 2024

§ 7 — BUS FARE EXEMPTION

Exempts students enrolled in priority school district public schools from fares on state-owned or -controlled buses during specified parts of the school day

The bill exempts students enrolled in priority school district public schools from fares on state-owned or -controlled buses for the two hours before the start of the school day and the four hours following the end of the school day. Students who are exempt from fares during these times must show the bus driver or fare inspector a student identification card issued by the board of education.

EFFECTIVE DATE: July 1, 2024

§ 8 — DUAL CREDIT COURSES

Requires higher education institutions and local and regional boards of education, before establishing a dual credit course, to enter into an MOU for delivering the course and awarding credit

The bill requires higher education institutions and local and regional boards of education, before establishing a dual credit course, to enter into a memorandum of understanding (MOU) for delivering the course and awarding credit. The MOU must ensure the following:

1. the course aligns with the standards developed by the National Alliance of Concurrent Enrollment Partnerships (NACEP),
2. (a) the course instructor meets NACEP qualifications and (b) the school superintendent attests to the higher education institution that the educator meets these qualifications before being

assigned to teach the course,

3. the educator completes the same professional development training that a higher education faculty member would complete,
4. the higher education institution may evaluate the course or the professional development associated with it, and
5. students enrolled in the course (a) complete an orientation program offered by the institution and (b) meet the course's prerequisites.

Under the bill, a "dual credit course" is one for which credit is offered by a local or regional board of education to students in grades 9-12 and for which both high school and college credit is awarded. The course may be concurrent enrollment (i.e., delivered at a high school by a certified educator employed by a board of education) or dual enrollment (i.e., delivered at a higher education institution by a member of the institution's faculty).

EFFECTIVE DATE: July 1, 2024

§ 9 — ACCOUNTABILITY INDEX SCORE CRITERIA

Requires that the accountability index score for a district or school include the availability of a credit recovery program and the number of students who earn credit and graduate as a result of the program

By law, the accountability index score for a school district or an individual school is the score resulting from multiple weighted measures that include, among other things, the mastery test scores (i.e., the performance index score) and high school graduation rates. The State Department of Education (SDE) uses the scores to designate alliance districts, among other things.

The bill requires that the accountability index score also include the availability of a credit recovery program and the number of students who earn credit and graduate as a result of the program. Generally, credit recovery is a strategy that allows students who lost credit (e.g., by failing or not completing a course) to recover the credit by retaking the

course through a locally designed alternative (e.g., online coursework).

EFFECTIVE DATE: July 1, 2024

§ 10 — CREDIT RECOVERY PROGRAMS

Requires boards of education with a credit recovery program as part of their alternative education to allow certain students enrolled in a traditional school program to simultaneously enroll in the credit recovery program

Existing law allows local and regional boards of education to provide a school or program in a nontraditional setting that addresses students' social, emotional, behavioral, and academic needs (i.e., "alternative education").

Under the bill, local and regional boards of education with a credit recovery program as part of their alternative education must allow students enrolled in a traditional school program and at risk of not graduating to also enroll in the credit recovery program while remaining enrolled in the traditional program. The boards must do so beginning with the 2024-2025 school year.

EFFECTIVE DATE: July 1, 2024

§ 11 — MODEL STUDENT WORK RELEASE POLICY

Requires the chief workforce officer to consult with the SDE commissioner when updating the model student work release policy

Existing law allows the state's chief workforce officer to update the model student work release policy as necessary. The bill requires her to consult with the SDE commissioner when doing so. By law, local and regional boards of education must adopt the model policy or the most recently updated version of it beginning with the 2024-2025 school year.

EFFECTIVE DATE: July 1, 2024

§ 12 — REGIONAL TRAUMA COORDINATORS

Makes permanent the requirement for RESCs to employ regional trauma coordinators

The bill makes permanent the requirement that each regional education service center (RESC) employ a regional trauma coordinator. Current law requires RESCs to hire a coordinator for FYs 23 and 24 only.

Among other things, each coordinator must develop and implement a trauma-informed care training program.

EFFECTIVE DATE: July 1, 2024

§§ 13 & 14 — WORKING GROUPS ON HIGH SCHOOL GRADUATION REQUIREMENTS, GRADING POLICIES, AND ACCOUNTABILITY INDEX

Allows (1) CABE to convene a working group to review high school graduation requirements and (2) CEA and AFT to jointly convene a working group to review high school grading policies and the accountability index

The bill allows the Connecticut Association of Boards of Education (CABE) to convene a 14-member working group to review high school graduation requirements to identify requirements that limit or restrict instruction or service provision to students (§ 13). CABE's executive director or a designee must chair the working group.

The bill also allows the Connecticut Education Association (CEA) and the American Federation of Teachers-Connecticut (AFT-CT) to jointly convene a 14-member working group to review (1) high school grading policies used by local and regional boards of education and (2) the accountability index and information and data SDE uses to calculate index scores (§ 14). CEA's and AFT-CT's executive directors, or their designees, must serve as the working group's chairpersons.

Under the bill, the groups must each submit a report to the Education Committee by January 1, 2026. The report from the group led by CEA and AFT-CT specifically must review mandates and make recommendations for amending or repealing them and developing a biennial review process.

Each group terminates on the date it submits its report or July 1, 2026, whichever is later.

EFFECTIVE DATE: July 1, 2024

Membership

The bill establishes identical membership requirements for the two

groups. Both groups must include one representative from each of the following organizations:

1. CAFE;
2. the Connecticut Association of Public School Superintendents;
3. the Connecticut PTA;
4. AFT-CT;
5. CEA;
6. the Connecticut Association of Schools;
7. the Connecticut Federation of School Administrators;
8. the Connecticut School Counselor Association; and
9. the Connecticut Association for Health, Physical Education, Recreation and Dance.

The groups must also include the following ex-officio members or their designees: the education commissioner and Education Committee's chairpersons and ranking members.

The bill requires appointing authorities to make their initial appointments to the working groups by July 31, 2024, and fill any vacancies. Each group's chairpersons must schedule the initial meetings, which must be held by August 30, 2024. The groups may allow for public comment or seek input from students, parents, educators, boards of education, and other education stakeholders.

§ 15 — BEREAVEMENT AND GRIEF COUNSELING SERVICES TASK FORCE

Establishes a 13-member task force on bereavement and grief counseling services

Duties

The bill establishes a 13-member task force to develop recommendations for creating and administering a statewide program

for delivering bereavement and grief counseling services to children and families at no cost to participants.

The task force must make recommendations on the following:

1. the appropriate administering agency or agencies;
2. scope of services, including services to marginalized communities and culturally informed services;
3. the role that existing counseling services and school-based health centers should have in service delivery;
4. service delivery, including necessary resources, in parts of the state where services are currently insufficient or non-existent;
5. long-term funding sources; and
6. additional considerations the task force identifies.

The task force must submit a report on its findings and recommendations to the Children and Public Health committees by July 1, 2025. It terminates on this date or the date it submits its report, whichever is later.

Membership

Under the bill, the task force consists of 13 members: eight legislative appointees (who may be legislators), shown in the table below, and five ex-officio members, listed below the table. Appointing authorities must make their initial appointments within 30 days after the bill’s passage and fill any vacancies.

Table: Appointed Task Force Members

<i>Appointing Authority</i>	<i>Criteria</i>
House speaker	Representative of a bereavement and grief counseling services program that serves children and families
Senate president pro tempore	Representative of a statewide association of school-based health centers
House majority leader	Representative of a statewide association of school

<i>Appointing Authority</i>	<i>Criteria</i>
	counselors
Senate majority leader	Representative of the state chapter of a national nonprofit organization that works to improve the lives of children and families
House minority leader	Representative of a child study center affiliated with a medical school in the state
Senate minority leader	A licensed psychologist who has expertise in treating bereaved children
Education Committee House chairperson and ranking member (joint appointment)	A person who has experience with grief and bereavement
Education Committee Senate chairperson and ranking member (joint appointment)	A person who has experience with grief and bereavement

The task force also includes the following officials or their designees: the (1) children and families, education, mental health and addiction services, and public health commissioners and (2) Commission on Women, Children, Seniors, Equity and Opportunity’s (CWCSEO) executive director.

The bill requires the House speaker and Senate president pro tempore to select the task force chairpersons from among its members. The chairpersons must schedule the task force’s first meeting, which must be held within 60 days after the bill’s passage. CWCSEO’s administrative staff must serve as the task force’s administrative staff.

EFFECTIVE DATE: Upon passage

Background — Related Bill

sSB 218, § 1 (File 30), reported favorably by the Committee on Children, also establishes a task force to study this topic.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 42 Nay 3 (03/06/2024)