

OFFICE OF FISCAL ANALYSIS

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sSB-1513

AN ACT CONCERNING ASPIRING EDUCATORS.

As Amended by Senate "A" (LCO 9184)

Senate Calendar No.: 445

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 26 \$	FY 27 \$
Education, Dept.	GF - Cost	See Below	See Below
Education, Dept.	GF - Potential Cost	See Below	None

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 26 \$	FY 27 \$
Various Local and Regional School Districts	Potential Revenue Gain	See Below	None

Explanation

The bill makes changes to teacher certification requirements, expands the Aspiring Educators Scholarship, and makes various other changes, resulting in the fiscal impacts described below.

Sections 1 - 3 have no fiscal impact. They require the Connecticut Educator Preparation and Certification Board to approve and adopt minimum content knowledge requirements that will determine eligibility for various educator certifications in place of an assessment only. It is anticipated that these requirements can be met with existing resources.

Section 4 expands eligibility for the Aspiring Educators Scholarship to students who graduated from any Connecticut public high school

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and who are pursuing a position in a teacher shortage area.¹ This results in a cost annually to the State Department of Education (SDE) beginning in FY 26. Costs will vary based on the number of additional award recipients due to the amendment, and the amount of grants they receive. In FY 25, \$10 million was appropriated for the program and approximately \$1.1 million has been spent as of May 21, 2025; at least 149 applicants have been awarded scholarships.

Section 5 requires SDE to annually determine teacher shortage areas in order to implement Section 4. This has no fiscal impact as SDE has sufficient expertise to make the determination.

Sections 6 - 12 and 16 make conforming changes, which have no fiscal impact.

Section 13 extends, through FY 26, the requirement that a portion of an Alliance District's ECS increase must be used for aspiring educator recruitment and retention. In FY 25, 25 districts had ECS funding set aside for the aspiring educators portion, ranging from approximately \$28,000 to \$707,000.

Sections 14 and 15 require each local and regional board of education to submit an aspiring educator recruitment plan by March 15, 2026 and implement the plan beginning in FY 27. This has no fiscal impact to boards of education as it is anticipated they can meet the requirements with existing resources.

Sections 17 and 18 expand eligibility for an Office of Higher Education teacher incentive program. This is not anticipated to have a fiscal impact as it is not expected to increase the number of recipients of the program's grant.

Section 19 requires the State Board of Education to include the observation of Three Kings Day as an excused absence, which has no

¹ The program is currently open to diverse students who graduated from an Alliance District high school.

fiscal impact as it is procedural in nature.

Section 20 requires a special education teacher to be on the school security and safety committee which has no fiscal impact as it is anticipated boards of education can meet the requirement with existing resources.

Section 21 requires the Auditors of Public Accounts to conduct a one-time financial audit of a regional board of education, resulting in no fiscal impact to the state because the auditors have the resources and expertise to meet the requirements of the amendment.

Section 22 extends a pilot program for an artificial intelligence tool through FY 26, resulting in a potential cost to SDE dependent on: (1) the amount of grant funding SDE chooses to provide; (2) the number of participants; and (3) the cost of any artificial intelligence tool used in the program. There is a corresponding potential revenue gain to districts that receive grant funding.

Senate "A" eliminates the original bill and its associated fiscal impact, and results in the impact described above.

The Out Years

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

The preceding Fiscal Impact statement is prepared for the benefit of the members of the General Assembly, solely for the purposes of information, summarization and explanation and does not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.