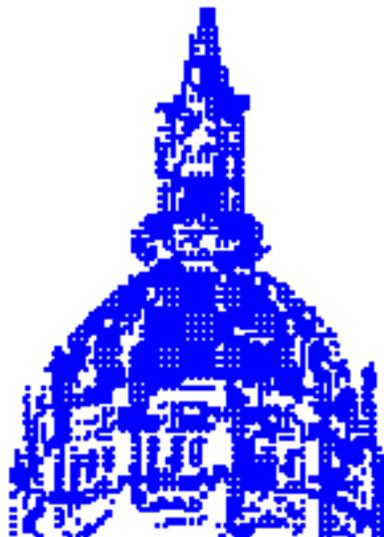


2001
ACTS AFFECTING

EDUCATION



Prepared for members of the

Connecticut General Assembly

by

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NOTICE TO READERS

This report provides brief summaries of the 2001 public acts affecting education. Not all provisions of the acts are included. Readers are encouraged to obtain the full texts of acts that interest them from the Connecticut State Library, the House or Senate Clerk's Office, or online at the General Assembly's website at <http://www.cga.state.ct.us>.

For budget-related information, please consult *Highlights of 2001-03 Biennial Budget*, available from the Office of Fiscal Analysis and online at <http://www.cga.state.ct.us/ofa>.

Complete summaries of all public acts passed during the 2001 regular and special sessions will be available in book form in early fall when the Office of Legislative Research's Public Act Summary book is published. Draft public act summaries are also available on OLR's webpage at <http://www.cga.state.ct.us/olr>.

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FUNDING AND GRANTS

Education Cost Sharing (ECS) Grants

A new act gives each town affected by the ECS formula cap a proportional share of \$25 million for FY 2001-02 and of \$50 million in FY 2002-03. Each town's share is based on the difference between its capped grant and its "target aid" (what its grant, excluding any density supplements, would be without the cap). The ECS cap still expires altogether starting in FY 2003-04.

For FY 2001-02, each town, whether or not it is capped, receives a minimum grant increase of 1.68% over its FY 2000-01 grant. For FY 2002-03, the minimum increase is 1.2% over its FY 2000-01 grant, minus any density supplements.

The act also extends the ECS foundation of \$5,891 per "need student," (enrollment weighted for poverty and educational need) for another two years, through FY 2002-03. **(PA 01-1, June Special Session, effective July 1, 2001)**

Another act extends the minimum expenditure requirement (MER) for two more years. Under the act, the MER for FYs 2001-02 and 2002-03 is each town's MER for the preceding fiscal year, plus its ECS aid increase, minus any decrease in enrollment from 1999 to 2000 and 2000 to 2001, respectively, multiplied by one-half the ECS foundation amount. **(PA 01-173, effective July 1, 2001)**

But the budget implementing act exempts half of any savings from Waterbury's teacher contract negotiations from its ECS minimum expenditure requirement for the next two fiscal years if the city (1) increases overall education spending from the prior fiscal year and (2) devotes the other half of the savings to classroom supplies and other nonpersonnel education costs. **(PA 01-1, June Special Session, effective July 1, 2001)**

Charter School Grants

A new act requires the education commissioner to establish a new grant for FYs 2001-02 and 2002-03 to help state charter schools whose charters were renewed in the preceding fiscal year to finance:

1. facility renovation, construction, purchase, extension, replacement, or major alteration;
2. (a) replacing windows, doors, boilers, and other heating and ventilation system components, internal communication systems, lockers, and ceilings, (b) upgrading restrooms, (c) replacing and upgrading lighting, and (d) installing security equipment; and
3. repaying debt from prior school building projects.

The grants must be given out within available appropriations and bond authorizations. Each eligible school may receive no more than one grant of a maximum of \$500,000. Charter school governing authorities

must apply for grants when and how the education commissioner prescribes.

In FYs 2001-02 and 2002-03, the education commissioner must determine, by October 15, whether the number of students enrolled in state charter schools is fewer than the number for whom funds for the \$7,000-per-student state grant were appropriated. If so, instead of lapsing any excess funds, the act requires the commissioner to use the money for (1) interdistrict cooperative grants, (2) the Open Choice program, or (3) interdistrict magnet school operating grants. (**PA 01-1, June Special Session**, effective July 1, 2001)

Safe Learning Grant

The General Assembly established a new competitive grant program, within available appropriations, to help school districts in:

1. developing safe school environments where children can learn without fear of physical or verbal harm or intimidation;
2. funding activities encouraging respect for each student;
3. reducing youth aggression;
4. establishing student conflict and intervention policies and strategies;
5. eliminating student bullying;
6. extending safe environments to extra-curricular activities;
7. funding after-school programs that include (a) criteria for student participation, (b) leisure

activities that help social and cognitive development, (c) safe environments, (d) staff trained and skilled in child development, (e) specific strategies and interventions for children with academic weaknesses to improve academic performance and reduce social promotion, (f) family involvement and assessment of transportation needs for families that use the program, and (g) program evaluation; and

8. developing crisis and violence prevention policies and strategies to make schools safe.

Local school boards must apply for grants when and how the education commissioner prescribes.

The State Department of Education (SDE) may (1) accept private donations for the program's purposes as long as they do not limit the scope of the state grants and (2) carry over unspent appropriations for the program to use in the next fiscal year for similar purposes. (**PA 01-1, June Special Session**, effective July 1, 2001)

Priority School District Grants

By law, starting in FY 2001-02, when a district no longer qualifies as a priority school district, its priority district grant is phased out over three years at the rate of 25%, 50%, and 75%, respectively, of the difference between its final priority district grant and the transitional district grant. A new act requires that districts receive at least a

\$250,000 grant in each year of the phase-out.

The act also delays by two years, from FY 2001-02 to FY 2003-04, implementation of a two-year grant phase-in for districts that qualify for priority school district grants for the first time.

To exclude appropriations for various grants to priority districts from the state spending cap, the General Assembly made the priority district allocations in the school readiness, early reading success, summer school, and extended school hours grants part of the priority district grant program. By law, current or increased expenditures for grants to distressed municipalities are exempt from the spending cap, provided the grants were in effect as of July 1, 1991. The priority school district grant program was first established as a program in 1984 and made permanent in 1989. The act retains the existing grant distribution formulas for these individual grants.

For each of the next two fiscal years, the act reduces the priority school district appropriation by \$1.62 million, increases the appropriation for early childhood programs by \$10,500, and increases the appropriation for early reading success programs by \$1.53 million. It appropriates \$79,718 for FY 2001-02 and \$79,751 for FY 2002-03 to SDE for the extended school hours and support program.

SDE must use the specified amounts from its priority school district appropriation for the following grants:

Grant Program	FY 2001-02	FY 2002-03
School Readiness	\$37,419,838	\$37,426,317
Early Reading Success	18,319,897	18,328,147
Extended School Day	3,108,991	3,110,294
Priority District Summer School	2,700,000	2,700,000
Priority School District	20,725,625	20,057,500

(PA 01-1, June Special Session, effective July 1, 2001)

Transitional School District Grants

A new act requires SDE to distribute transitional school district grants within its available appropriations instead of requiring each eligible school district to receive \$250,000 per year under the program even if it means running a deficiency.

The state budget requires the transitional school district grant appropriation to be divided equally among transitional school districts that receive less than \$250,000 in additional ECS aid because of the ECS cap phase-out. The implementing act expands this allocation to include former transitional districts receiving transitional district phase-out grants, if they also receive less than \$250,000 in additional ECS aid because of the ECS cap phase-out. (PA 01-1, June Special Session, effective July 1, 2001)

Education Technology Grants

A new act increases minimum education technology grants for the 113 poorest towns from \$10,000 to \$30,000 each and for the other 56 towns from \$10,000 to \$15,000 each. Remaining funds must be distributed to vocational technical and charter schools, SDE, and the 85 poorest towns as under existing law. Educational technology grants help schools pay for wiring, computer purchasing and leasing, interactive software, and buying and installing software filters. (PA 01-1, June Special Session, effective July 1, 2001)

Basic Technology Grants

A new act also transfers \$200,000 of the Department of Information Technology's budget appropriation for CT Technology Initiatives to SDE. SDE must use the money to establish a competitive grant program for local school boards in FY 2001-02 for basic technology programs to improve communications. (PA 01-1, June Special Session, effective July 1, 2001)

Grants For Schools In Need Of Improvement

A new act makes permanent the grants to local and regional boards of education with one or more schools on the most recent list of schools in need of improvement. It adds a requirement that plans for spending grant funds include actions that are

necessary for the school to be accredited. (PA 01-1, June Special Session, effective July 1, 2001)

Supplemental Education Aid and Hartford Board Of Education

Because Hartford and Waterbury are designated distressed municipalities, a new act excludes a \$9 million FY 2001-02 budget appropriation for supplemental education aid for the two cities from general budget spending for FY 2001-02, thus exempting it from the state spending cap. By law, increased expenditures for grants to distressed municipalities are already exempt from the spending cap, but only if the grants were in effect as of July 1, 1991. (PA 01-9, June Special Session, effective July 1, 2001)

The entire \$9 million in supplemental aid must be used for education, but Hartford must use up to \$100,000 of its funding to contract for training in the duties of board of education members. Half of the \$100,000 must be carried over and spent in FY 2002-03. (PA 01-1, June Special Session, as amended by PA 01-9, June Special Session, effective July 1, 2001)

School Readiness Grant

The education budget-implementing act makes several changes in the school readiness grant.

1. It establishes a minimum grant of \$150,000 for priority and former priority districts while

maintaining the requirement that no such district receive a grant that is lower than its previous year's grant.

2. It increases, from 10% to 50%, the percentage of a priority school district's grant SDE can reallocate to other priority districts if the district fails to submit a plan by January 1 to spend its entire grant.
3. It establishes a \$25,000 minimum on the amount of state school readiness grant money a town that does not contribute local funds to the program may use for early childhood education coordination, administration, and program evaluation. Under prior law, these towns could use up to 5% but no more than \$50,000 of their grant for such purposes. The act allows them to use up to 5% or \$25,000, whichever is greater. It retains the \$50,000 maximum.
4. It allows towns, for the first three years in which they receive a school readiness grant, to use it, with the education commissioner's approval, to prepare a facility or staff to operate a program. It also requires the commissioner to reduce grants for the first three years accordingly if he approves a program that operates for less than 180 days or 450 hours per year. Authorization for these two provisions was to expire on June 30, 2001. (PA 01-1, June Special Session, effective July 1, 2001)

School Readiness Quality

Enhancement Grants

A new act expands the ways school readiness and day care providers can spend supplemental quality enhancement grants available from the Department of Social Services (DSS) to include (1) helping program directors and administrators get training, (2) providing health consultants and information on access to speech and language therapists, (3) training in how to prevent injury and illness, and (4) complying with national safety standards. (PA 01-1, June Special Session, effective July 1, 2001)

Accessible Playground Grant

A new act requires the state Office of Policy and Management (OPM) to give \$1 million to Boundless Playgrounds to provide challenge grants and technical services to towns, school districts, or nonprofit agencies to develop universally accessible playgrounds for children of all abilities. The funds can be used to buy and install surface materials and equipment, manage projects, design playgrounds, and for quality control, but the challenge grant portion may be used only for buying and installing the surface materials and equipment. The challenge grantees must match each state dollar with one dollar of nonstate funds. (PA 01-9, June Special Session, effective July 1, 2001)

Funding for Chlamydia Testing

In the act implementing the health budget, the General Assembly transferred \$219,000 from a Department of Public Health (DPH) appropriation for FY 2001-02 for breast and cervical cancer detection and treatment for use by DPH for chlamydia education and testing in school-based health centers, community health centers, and community health vans. **(PA 01-4, June Special Session, effective July 1, 2001)**

Funding for Youth Service Bureaus

An act expands the youth service bureaus eligible for SDE grants to include bureaus that (1) are eligible in FY 2000-01, rather than only those that were eligible in FY 1999-00, or (2) applied by June 30, 2001, rather than only those that applied by May 15, 2000, after receiving approval for their town's matching contribution. The grants are \$14,000 each, with any excess funds distributed among bureaus that received grants of more than \$15,000 in FY 1994-95. **(PA 01-173, effective on passage)**

The act implementing the education budget also repeals a provision of the 1999 budget act that transferred \$30,000 from SDE's appropriation for adult education and \$50,000 of its appropriation for family resource centers to its youth service bureau appropriation. **(PA 01-1, June Special Session, effective July 1, 2001)**

Reimbursement For Health Services To Private School Children

The state reimburses towns for between 10% and 90%, depending on wealth, of the cost of providing mandatory health services to private school children. Districts where children on welfare are more than 1% of total population get a minimum 80% reimbursement. For FYs 2001-02 and 2002-03, for purposes of determining eligibility for the 80% reimbursement, a new act freezes the count of children on welfare at the number on Temporary Family Assistance for FY 1996-97. **(PA 01-1, June Special Session, effective July 1, 2001)**

Educational Technology Fund

A new act changes the name of the Educational Technology Fund to the Educational Technology Account. The account contains private donations to supplement appropriations for the state's educational technology goals and activities. The same act authorizes the Department of Information Technology to make grants for furthering the use of technology, including education in technology. **(PA 01-9, June Special Session, effective July 1, 2001)**

INTERDISTRICT PROGRAMS AND GRANTS

Open Choice Program

A new act makes several major changes in the public school Open Choice Program. It limits the districts that must participate to Bridgeport, Hartford, New Haven, and New London and their surrounding areas, makes participation in the program voluntary for the other 10 priority districts, and delays the start of the voluntary program in those 10 districts until September 2003.

It restricts the maximum percentage of white students from Bridgeport, Hartford, New Haven, and New London who may transfer to other districts to the percentage of white students enrolled in public schools in the four districts in the preceding school year. The regional education service centers (RESCs) operating the program for the four districts must comply with the restrictions in making program participation decisions and administering any lottery when demand exceeds the number of spaces available.

For districts participating voluntarily, the new act allows only transfers into the districts, not out. Thus, students from other districts may transfer to schools in the voluntarily participating districts but their own students may not leave. Students transferring in may do so only if they bring racial, ethnic, and economic diversity to the districts.

Finally, the act gives students from New London who participated in the program in 2000-01 the right to continue in their new districts until they graduate from high school but requires the state grants to support these students to be paid through the interdistrict cooperative grant program rather than the Open Choice Program.

The act also makes several changes in RESC funding and requirements for the program. It (1) allows SDE to provide planning grants in FY 2002-03 to help applicable RESCs plan for the voluntary program in the districts that choose to participate; (2) requires SDE to provide unspecified, instead of \$175,000, annual grants to RESCs in areas where the program is operating; and (3) requires program admission policies to comply with both the act's racial and ethnic enrollment restrictions and an existing state law that prohibits discrimination in public school programs and activities on the basis of race, color, sex, religion, national origin, or sexual orientation. (**PA 01-1, June Special Session**, effective July 1, 2001)

Private School Students In Interdistrict Magnet Schools

A new act allows private school students to enroll in public, part-time interdistrict magnet school programs as long as (1) they make up no more than 5% of the magnet school's full-time-equivalent enrollment and (2) they are not

counted for purposes of the state magnet school transportation grant of \$1,200 per student. (PA 01-173, effective July 1, 2001)

Interdistrict Cooperative Grant Eligibility

A new act makes nonsectarian, nonprofit organizations approved by the education commissioner eligible for state grants for establishing and operating interdistrict cooperative programs. It also allows interdistrict magnet schools to receive such grants for their programs if they (1) are conducted at the magnet school and (2) primarily serve children not enrolled at the school. (PA 01-173, effective July 1, 2001)

Funding Formula For RESC-Run Interdistrict Magnet Schools

A new act distributes the budget appropriation for RESC-operated magnet schools as follows: (1) at least \$600,000 for each new magnet school opening in FY 2001-02 if it enrolls more than 100 full-time-equivalent students, (2) at least \$250,000 for each school that operated under a RESC's jurisdiction for the first time or expanded to a new location in FY 2000-01, and (3) an amount the education commissioner determines for remaining schools that operated in FY 2001-02. (PA 01-1, June Special Session, effective July 1, 2001)

Waterbury Performing Arts Magnet School

Regardless of the city charter and state education laws, a new act establishes a seven-member committee to oversee development of the Interdistrict Magnet School for the Performing Arts in Waterbury in conformity with an overall plan for the city's Downtown Arts and Education Cluster. The committee consists of three members each from the Waterbury Board of Education and Naugatuck Valley Development Corporation and one from the Waterbury Parking Authority. It exempts the school from regular school construction requirements and requires only that it be (1) built within the limits of state fiscal authorizations and (2) designed to provide an interdistrict education program for a racially, ethnically and economically diverse student body.

The act requires the Naugatuck Valley Development Corporation to apply for the state school construction grant authorized for the school in 2000 and to be the applicant for all other school construction grant requirements. It allows the corporation to make and receive state school construction grant payments and decide about, and fund, construction and change orders, with the approval of the state financial oversight board for Waterbury. (PA 01-9, June Special Session, effective July 1, 2001)

SPECIAL EDUCATION

Funding

Starting July 1, 2002, the act implementing the education budget reduces local school districts' share of the funding for high-cost special education students from five to four and a half times their average per-pupil expenditure for the preceding fiscal year. The state is responsible for all costs exceeding that amount. **(PA 01-1, June Special Session, effective July 1, 2001)**

Medicaid Payments For Special Education-Related Services

Starting with FY 2001-02, the act implementing the social services budget requires all federal matching funds DSS receives for special education-related services rendered in schools to be deposited in the General Fund and credited to a nonlapsing account in DSS, 60% of which is to be used to pay towns where the schools are located and the rest to pay Medicaid claims. Previously, DSS made payments for these services to the local or regional school boards using a grant established in DSS, with an annual appropriation of 60% of federal reimbursements. In turn, the total revenue the state received for these claims was deposited in the General Fund. **(PA 01-2, June Special Session, effective July 1, 2001).**

Interpreters For the Deaf

Until July 1, 2003, a new act exempts interpreters who provide interpreting services in educational settings from new credentialing requirements enacted in 1998. The 1998 law required interpreters to meet certain requirements, such as passing the National Registry of Interpreters for the Deaf written generalist test and hold a Level III certification provided by the National Association for the Deaf, among other things, and was scheduled to take effect July 1, 2001. The act covers interpreters working in a school or other educational institution, including elementary, high school, and post-secondary school where interpretive services are provided to students. **(PA 01-2, June Special Session, effective July 1, 2001)**

Special Education Grant Payment Schedule

Two acts change the schedule for state grants to school districts for special education costs for children placed by state agencies or residing on state property and for high-cost special education placements. It delays the filing deadline for districts to submit claims for additional children not included in their initial December 1 filing with SDE from February 1 to March 1.

The law requires the state to pay 75% of the costs in February. The act requires the state to pay the balance in May rather than April. **(PA 01-173**

and PA 01-1, June Special Session, both effective July 1, 2001)

Special Education Advisory Council

A new act requires the Special Education Advisory Council to perform any activity required by federal special education law and updates terminology and statutory references to conform to federal law. (PA 01-173, effective on passage)

SCHOOL CONSTRUCTION

Bonus for Full-Day Kindergarten and Class-Size Reduction Facilities

A new act doubles the school construction reimbursement bonus, from 5% to 10%, for any part of an elementary school building project in a priority school or priority district to be used primarily for a full-day kindergarten program or to reduce K-3 class sizes to no more than 18 students. By law, to be eligible for the higher reimbursement, a school board must (1) include the project in its early reading success grant plan, (2) use the money for a particular full-day kindergarten or smaller class funded by the grant, and (3) show SDE that the building project is cost-efficient and the best choice for meeting the need for more space. The project must also meet all the regular school construction project requirements. (PA 01-1, June Special Session, effective July 1, 2001)

Plainfield High School

A new act exempts Plainfield from a regular requirement that a town repay the state when it stops using a building for which it received a school construction grant as a school within a certain period after receiving the grant. The state amortizes school construction grants for projects costing less than \$2 million over 10 years and those for larger projects over 20 years. If, during the amortization period, a school district abandons or otherwise redirects the school project to a nonpublic-school use, it usually must refund the unamortized grant balance to the state. Under the act, Plainfield does not have to refund its grant for a code violation and heating, ventilation and air conditioning (HVAC) project for Plainfield High School as long as it uses the building for some other public use. (PA 01-1, June Special Session, effective July 1, 2001)

Other Changes

An act makes the following changes in the school construction grant program:

1. It transfers, from SBE to the education commissioner, authority for approving the lease of improved buildings to school boards for 20 years or more.
2. It allows the commissioner to approve school construction grant applications for districts to buy and install portable classroom buildings without

3. It allows buildings built before July 1, 1951, rather than only those built before 1950, to qualify for a 25% increase in the maximum square-footage-per-pupil limit for computing school construction grants. To claim the increase, the local school board must apply to SDE by June 30, 2002.
4. It allows a town or regional school district to submit final plans and specifications for network wiring projects costing less than \$1 million to local officials, instead of SDE, for code-compliance review and written approval.
5. It allows a school district to receive a regular school construction reimbursement grant for designing and building a central kitchen to provide public school food service, including the cost of altering, expanding, or creating kitchens in individual schools to facilitate centralized food preparation. It exempts these projects from standard space limits as long as the education commissioner finds

the project's size and scope to be reasonable.

6. It requires school superintendents applying for state grants for new school construction or renovations to affirm in their proposals that they considered how to maximize natural light.
7. It requires all building projects eligible for school construction grants and put out to bid on or after July 1, 2004 to include an automatic fire extinguishing system for each floor. The system must be approved by the state fire marshal.
8. It removes an obsolete school construction bonus for secondary regional school districts under the school construction law and makes all regional school districts eligible for a 10% school construction bonus. (PA 01-173, effective July 1, 2001)

SCHOOL READINESS, EARLY READING, ACCOUNTABILITY, AND OTHER EDUCATION PROGRAM CHANGES

School Readiness Program

A new act expands the goals of the state school readiness program to include improving coordination between school readiness programs and child-care services and allows the SDE to include pre-literacy development as part of its curriculum content standards for local school readiness programs. It also requires school readiness

programs to have plans for incorporating appropriate pre-literacy practices and for teacher training in those practices and requires their plans for staff professional development to include training (1) in developing children's pre-literacy skills and (2) designed to assure respect for racial and ethnic diversity.

Finally, it (1) requires a superintendent of schools and town chief executive officer to consult with either a regional or local school readiness council, instead of just the latter, in developing the spending plan for a priority or former priority district's school readiness grant and (2) allows such a district to either convene a local school readiness council or establish a regional one, rather than only the former, when applying for a state school readiness grant. (**PA 01-1, June Special Session**, effective July 1, 2001)

Full-Day Kindergarten And Intensive Early Reading Programs In Priority Districts

Under a new act, priority districts seeking funding for full-day kindergarten programs from the Early Reading Success grant program must include in their plans information on how the kindergarten and school readiness programs will be coordinated to provide information on a child's transition from preschool to kindergarten, including information on preschool records. The kindergarten programs must also

refer eligible children without health insurance to the state's HUSKY Program, which subsidizes health coverage for low-income children.

The act requires priority district proposals for intensive early reading programs to incorporate the state Early Reading Success Panel's findings on (1) skills required for early reading success, (2) critical indicators for teacher intervention, and (3) the components of a high-quality early reading curriculum. District proposals must also align performance indicators and teacher training with the reading panel's findings. (**PA 01-1, June Special Session**, effective July 1, 2001)

YMCA Day Care Programs

A new act requires unaccredited YMCA day care programs that receive DSS facility expansion grants for FY 2001-02 to develop plans to become accredited, either by the National Association for the Education of Young Children for programs with a preschool component or, for programs with no preschool component, by an organization the DSS commissioner approves. Programs must report their accreditation status to DSS by June 30, 2002. (**PA 01-1, June Special Session**, effective July 1, 2001)

Schools In Need Of Improvement

A new act delays, from October 1, 2001 to February 1, 2003, the date by which the education commissioner must issue a new list of elementary

and middle schools in need of improvement and requires him to issue subsequent lists every three, rather than every two, years thereafter. It also delays the date when superintendents of districts with schools on the new list must begin meeting with the commissioner to discuss how to improve school performance from January 1, 2002 to April 1, 2003, and requires the meetings to be held every three, instead of every two, years thereafter.

The act requires schools to submit their improvement plans to SDE as well as the local school board and to include criteria for measuring progress. SDE must comment on the plans before boards approve them. **(PA 01-1, June Special Session, effective July 1, 2001)**

Youth Camps and School Programs

A new act (1) exempts most classroom-based summer instructional programs from licensure as youth camps; (2) exempts most college facilities camps from annual safety inspections requirements; and (3) allows school physicals to satisfy camp physical exam requirements. **(PA 01-94, as amended by PA 01-4, June Special Session, effective on passage)**

Duties of the Commission For Educational Technology

A new act gives the commission the additional duty to provide all public schools with access to a core set of on-line full text resources, just as it already must do for public libraries and libraries at institutions of higher education. It also requires the commission to allow public schools to purchase other collections in collaboration with public libraries and libraries at institutions of higher education to maximize their buying power. **(PA 01-173, effective July 1, 2001)**

International Education Programs

A new act establishes a state policy to encourage students, teachers, administrators, and educational policy makers to participate in international study, exchange programs, and other activities abroad. It requires the education commissioner to establish an advisory committee to explore, investigate, and compile information on international educational opportunities and related curriculum materials. The committee must also recommend ways to expand international educational opportunities and encourage participation in them. It must advise SDE and the Education Committee about international program opportunities and the availability of federal and nonprofit agency funding. SDE must provide information about the opportunities

to local and regional boards of education. (PA 01-173, effective July 1, 2001)

Longitudinal Study Of Early Reading Success Programs

A new act delays by one year, from January 1, 2001 to January 1, 2002, the education commissioner's report to the Education Committee on a longitudinal study of the educational progress of children during and after their participation in programs funded by Early Reading Success grants. (PA 01-1, June Special Session, effective July 1, 2001)

TEACHERS AND SCHOOL EMPLOYEES

Early Childhood Education Professionals

A new act requires DSS to develop initiatives to increase child day care providers' pay, including (1) pay incentives for workers at centers receiving state or federal funds to obtain additional education and (2) supporting the labor commissioner's establishment of a child-care worker apprenticeship program administered by labor and management. DSS must evaluate how effective the initiatives are in improving staff retention rates and the quality of children's education and care (PA 01-206, effective October 1, 2001).

Notice Regarding Serious Juvenile Offenders

A new act requires the Department of Children and Families (DCF), the Judicial Department, entities with which these agencies contract, and boards of education to provide school superintendents with any educational records in their custody about a serious juvenile offender entering or returning to school from placement in a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement. They must do this before the child returns to or enters school. The new act specifies that receipt of these records cannot delay a child from enrolling in school. It requires the school superintendent to provide the records to the principal of the school the child will attend. The principal, in turn, must disclose them to appropriate staff. (PA 01-176, effective October 1, 2001)

Professional Development And Computer Education For Teachers

A new act exempts teachers who can show they successfully completed a national board certification assessment in their subject area from the minimum 90 hours of continuing education they must take every five years to maintain state certification. It also requires certified high school teachers to comply with the same 15-hour requirement of computer

training already mandated every five years for certified elementary and middle school teachers. But it exempts any teacher, regardless of grade level, who can demonstrate technology competency, in a manner his school board determines, based on statewide standards for teacher competency in the use of instructional technology. (PA 01-173, effective July 1, 2001)

Denying Or Revoking Educator Certificates And Other Educator Credentials

An act extends the State Board of Education's (SBE) power to deny or revoke educator certificates to cover authorizations and permits, such as those held by athletic coaches, substitute teachers, and teachers teaching outside their endorsement area. The grounds for denial or revocation are the same as for certificates.

The act also expands grounds for revoking a credential to include convictions for (1) a capital felony; (2) arson murder; (3) any class A felony; (4) a class B felony, except first-degree larceny, computer crime, or vendor fraud; (5) risk of injury to a minor; (6) deprivation of a person's civil rights by a person wearing a mask or hood; (7) second-degree assault of an elderly, blind, disabled, pregnant, or mentally retarded person; (8) third- or fourth-degree sexual assault; (9) third-degree promoting prostitution; (10) substitution of children; (11) third-degree burglary with a firearm; (12)

crimes involving child neglect; (13) first-degree stalking; (14) incest; (15) obscenity as to minors; (16) importing child pornography; (17) criminal use of a firearm or electronic defense weapon; (18) possession of a weapon on school grounds; or (19) manufacture or sale of illegal drugs.

Finally, the act also expands the convictions for which SBE may deny or refuse to reissue a certificate to include the applicant's conviction for (1) a crime involving an act of child abuse or neglect and (2) second-, third-, or fourth-degree sexual assault. (PA 01-173, effective July 1, 2001)

Criminal History Record and Reference Checks

A new act reduces, from 90 to 30 days, the time public school employees have after they are hired to submit to state and national criminal history record checks. It extends the check requirement to include workers placed in a school under a public assistance employment program, if they will have direct contact with students. These employees also have 30 days to submit to criminal history record checks. Students employed by the school district where they attend school are not subject to the requirement.

Under the act, school boards that receive notice that a person holding a certificate, authorization, or permit issued by the SBE has been convicted of a crime, must send that notice to

SBE. In addition, SBE must periodically submit to the State Police Bureau of Investigation databases of (1) all applicants seeking an initial certificate, authorization, or permit as a teacher, school business administrator, occupational instructor, or coach and (2) all those holding an SBE certificate, authorization, or permit. The bureau must check the state criminal history records against the databases and notify SBE of any person with a criminal conviction. The act prohibits SBE from issuing a certificate, authorization, or permit until it receives and evaluates the results of the check, and allows SBE to deny an application or revoke a credential if the person has been convicted of a crime of moral turpitude or another crime that would impair SBE credentials.

Finally, the act requires school boards to make a documented, good-faith effort to contact an applicant's former employers for recommendations and information about a job candidate's fitness for employment before hiring him. (PA 01-173, effective July 1, 2001)

Alternate Route To Teacher Certification

Two budget-implementing acts require the Department of Higher Education (DHE), within available appropriations and with the education commissioner's approval, to expand its summer and weekend and evening alternate route to certification (ARC) programs. DHE

must use the additional weekend and evening program spaces for participants seeking certification in subject shortage areas identified by the education commissioner. DHE must also collaborate with SDE to develop regional ARC programs targeted to subject shortage areas and an ARC program for former teachers whose certificates have expired but who wish to return to teaching.

One of the acts transfers \$200,000 of the appropriation for higher education and health initiatives to DHE to expand the ARC program for teachers. (PA 01-1, June Special Session, as amended by PA 01-9, June Special Session, effective July 1, 2001)

Cross-Endorsement Programs

A new act requires SDE, in cooperation with DHE, to establish, within available appropriations, (1) an accelerated cross-endorsement program in subject shortage areas identified by the education commissioner to allow certified teachers to add new endorsements to their certificates and (2) a program for formerly certified teachers to regain their certification. (PA 01-1, June Special Session, effective July 1, 2001)

Expanded Mortgage Assistance Program for Certified Teachers

A new act allows certified teachers employed by regional vocational-technical (V-T) schools in

priority or transitional school districts to qualify for the Connecticut Housing Finance Authority's mortgage assistance for teachers program. In order to be eligible for the mortgage assistance, the house the teacher wants to buy must be located in the district. The program already applies to teachers who (1) are employed by a priority school district, (2) are employed by a transitional school district, or (3) teach in a subject matter shortage area. (PA 01-173, effective July 1, 2001)

Training in Reading

A new act requires SDE's Early Reading Success Institute teacher training curriculum to incorporate the findings of the Early Reading Success Panel on comprehensive reading instruction and to cover:

1. instructional strategies adaptable to student needs;
2. early screening and ongoing assessments to determine which students need more help;
3. teaching oral language competencies, including awareness of sounds in spoken words (phonological awareness), vocabulary, listening comprehension, and grammar;
4. systematic teaching of how to identify written words, including instruction that emphasizes the correspondence between letters and spelling and word sounds (phonics) and the ability to break words down into individual sounds and blend sounds into a

spoken word (phonemic awareness); and

5. teaching reading comprehension, including how to use context to tell what a word means.

The act also expands professional development requirements for elementary school personnel in priority districts. Under prior law, by July 1, 2001, priority school districts had to develop and implement three-year plans to train school librarians, elementary school principals, and at least 70% of their K-3 teachers in how to teach reading. By October 1, 2001, the new act requires the districts to revise their plans to provide for school-based, in-service training in reading instruction over five years for all of the following elementary school personnel: librarians, principals, reading specialists, special education teachers, speech and language specialists, and K-3 classroom teachers. Plans must (1) use the school-based training model the state reading panel developed and (2) require the board to designate a new or existing employee as a school-based content specialist coordinator.

SDE must:

1. oversee curriculum development for the Early Reading Success Institute,
2. establish qualifications for teacher training providers,
3. recommend how to align SBE's reading competency standards for grades 1 through 3 with the reading panel's research,

4. specify the knowledge and skills a person needs to be certified as an elementary education teacher or as a reading specialist, and
5. examine curriculum module designs and teacher training implementation based on the reading panel's report.

The commissioner must report on these activities to the Education Committee by February 1, 2002. He must also, within available appropriations, hire a contractor to evaluate teacher training in reading and the curriculum modules formulated by the reading panel and used in the institute. (**PA 01-1, June Special Session**, effective July 1, 2001)

Diversity

A new act requires RESCs to support (1) regional efforts to recruit and retain minority educators and (2) data collection on school district efforts to reduce racial, ethnic, and economic isolation. (**PA 01-1, June Special Session**, effective July 1, 2001)

Technology Commission's Executive Director Retirement Options

Under a new act, the executive director of the Commission for Educational Technology may choose whether to participate in the state employee, alternate, or teachers' retirement system. The alternate retirement program is a special state retirement program for certain

higher education employees. (**PA 01-173**, effective July 1, 2001)

Troops To Teachers

A new act requires SDE to apply for funding and participation in the federal government's Troops to Teachers Program and, upon receiving funding, to establish a program in conformance with federal requirements and encourage participation in it. (**PA 01-173**, effective July 1, 2001)

Teacher Education Program Study

A new act requires the education and higher education commissioners to provide, within available appropriations, for a study of colleges' and universities' teacher education programs on reading instruction. The commissioners must evaluate the programs and how they are implementing the state reading panel's report and report the results of the study and any recommended revisions in teacher preparation programs to the Education Committee by January 1, 2002. The act eliminates a requirement that the Board of Governors of Higher Education continue a 1965 study and evaluation of teacher training programs. (**PA 01-1**, effective July 1, 2001)

TRS Biennial Cost Estimate Deadline

An act requires the Teachers' Retirement Board's biennial actuarial determination of the Teachers' Retirement System's current service and unfunded liability costs to be completed by December 1, starting in 2002. Prior law specified no deadline. (**PA 01-1, June Special Session**, effective July 1, 2001).

K-12 STUDENTS

Mastery Test Exemptions

A new act changes mastery test requirements for special education and bilingual students to comply with federal law. For special education students, the new act requires a student's planning and placement team to decide whether it is appropriate for the student to have an alternate assessment and, if so, to use the assessment the State Board of Education (SBE) specifies. It reduces the test exemption period for bilingual and English-as-a-second language students from 30 to 10 school months.

The act also requires the education commissioner to review availability, utility, and cost of providing bilingual program students with tests in their native languages and report to the Education Committee by December 31, 2001. (**PA 01-205**, effective July 1, 2001)

Asthma Assessments

Beginning with the 2003-2004 school year, a new act requires the health assessments all children must have before enrolling in public school and in the 6th or 7th and 10th or 11th grades to include a chronic disease assessment, including an asthma assessment. The new assessment must include public health-related screening questions for parents to answer and other screening questions for providers.

Beginning in February 2004, the schools must report annually the asthma data they obtain through these assessments, including pupil demographics, to the Public Health Department (DPH) and their local health directors. DPH must report to the Public Health and Education committees every three years, beginning October 1, 2004, on the trends the data show.

By January 2003, the DPH commissioner must establish an asthma monitoring system and use it to estimate annually the incidence and distribution of asthma in the state, breaking it down by demographic characteristics. The system must include the annual school surveys and reports to health care providers. It may include prescription data. The commissioner must report this information annually to the Public Health Committee beginning October 1, 2003. DPH must also establish a comprehensive statewide asthma plan and, by October 1, 2002, develop a "model case definition" of

asthma. (**PA 01-4, June Special Session**, effective July 1, 2002)

For FYs 2001-02 and 2002-03, another act transfers \$300,000 from the Tobacco and Health Trust Fund to DPH to implement the asthma monitoring system and comprehensive statewide asthma plan. (**PA 01-9 June Special Session**, effective July 1, 2001)

Remedial Instruction And Summer School Requirements

A new act limits priority school districts' duty to provide additional instruction to 4th graders to those who fail to meet the remedial standards on the reading component of the 4th grade mastery exam instead of to those who failed any part of the exam. The act also requires only the 4th graders who fail the reading part of the exam to attend summer school. (**PA 01-173**, effective July 1, 2001)

Another act requires mandatory reading programs for priority district students in grades 1 to 3 who are substantially deficient in reading and who are promoted to the 4th grade despite being substantially deficient in reading to incorporate the state early reading success reading panel's findings. (**PA 01-1, June Special Session**, effective July 1, 2001)

Study of Illness And School Performance

A new act requires the education and public health commissioners to convene a task force to study (1) the

relationship between illness and children's school performance and (2) policies and programs that would help sick children improve their school performance. The commissioners must report to the Education and Public Health committees by February 1, 2002 on their recommendations for statutory changes to implement the policies and programs. (**PA 01-173**, effective July 1, 2001)

Parents and Medicine on School Grounds

A new act allows parents or guardians to administer medications to their children on school grounds. (**PA 01-4, June Special Session**, effective July 1, 2001)

LOCAL SCHOOL BOARDS

Policies on Recommending Psychotropic Drugs

A new act requires local and regional school boards to adopt and implement policies prohibiting school personnel from recommending that a child use psychotropic drugs. The new act does not prohibit (1) school medical staff from recommending appropriate evaluation of a student by a medical practitioner or (2) school personnel from consulting with the medical practitioner with the consent of the child's parents or guardian. (**PA 01-124**, effective October 1, 2001)

Weapons Possession on School Grounds

A new act exempts anyone who lawfully possesses a firearm for use in a school-sponsored activity from the crime of "weapons possession on school grounds." People commit this crime when they possess firearms or dangerous weapons on school property or at school-sponsored activities (those a board of education sponsors or authorizes, held on school property or elsewhere) knowing that they are not licensed or privileged to do so. But people who lawfully have guns on school property for use in a school-sponsored activity (such as a school's rifle club) are exempt. It was unclear under prior law whether such people were exempt when the activity was held off campus. (PA 01-84, effective July 1, 2001)

High School Graduation and the Connecticut Academic Performance Test

A new act requires local and regional school boards, by September 1, 2002, to (1) specify the basic skills students in the Class 2006 and thereafter need to graduate from high school and (2) include a process for assessing students in those skills. Boards must use the 10th grade Connecticut Academic Performance Test as one, but not the exclusive, assessment. They must also identify courses for students who have not successfully completed the assessments to help them reach

satisfactory levels before graduating. (PA 01-166, effective October 1, 2001)

Dental Hygienists and Preschool Programs

Dental hygienists with at least two years experience can work without a dentist's supervision in "public health facilities." A new act expands the definition of "public health facilities" to include preschools operated by local boards of education and Head Start programs. (PA 01-2, June Special Session, effective July 1, 2001)

Regional School District Expenses

A new act specifies that the "net expenses" (estimated expenditures minus estimated receipts) each member of a regional school district must pay after the district's budget is approved include estimated capital expenditures and that each town's share of the regional district's capital outlay includes costs for school building projects eligible for state school construction grants. (PA 01-173, effective July 1, 2001)

Hartford Board Of Education Appointments

Special Act 01-7 established a partly elected, partly appointed Hartford board of education to manage the Hartford school system from December 3, 2002, when the state-appointed board of trustees for the system expires, to December 5,

2005, when an all-elected board of education takes control. The transition board consists of four elected members and three Hartford voters appointed by the Hartford mayor and approved by the city council. This act requires the mayor to make his appointments in consultation with the governor, the Senate president pro tempore and majority and minority leaders, and the House speaker and majority and minority leaders. (PA 01-9, June Special Session, effective July 1, 2001)

HIGHER EDUCATION

Meningitis Information and Vaccinations

Beginning with the 2002-03 academic year, a new act requires all public and private colleges and universities in the state to require all students who live in on-campus housing to be vaccinated against meningitis unless (1) a doctor certifies that a student's physical condition contraindicates vaccination or (2) a student presents a statement that vaccination is against his religious beliefs.

The act also requires each public and private college and university to (1) inform all prospective students before they matriculate about meningitis and the vaccine's availability and benefits and (2) develop procedures for receiving and keeping records of students' vaccination status. (PA 01-93, effective October 1, 2001)

Independent College Purchasing

A new act allows independent colleges and universities to purchase supplies, material, equipment, and contractual services at the state's cost by contracting with the Department of Administrative Services. (PA 01-106, effective July 1, 2001)

Penalty for False Statements on Applications for Financial Assistance

A new act requires the Connecticut Health and Educational Facilities Authority and the Connecticut Higher Education Supplemental Loan Authority to make anyone who requests financial assistance from them sign the application or other document on which they base their decisions under the statutory penalty of false statement. That penalty is imprisonment for up to one year, a maximum \$2,000 fine, or both. A person is subject to the penalty if he (1) intentionally makes a false statement under oath or on a form warning him that these statements are punishable, (2) intends the statement to mislead a public servant performing his duties, and (3) does not believe the statement is true. (PA 01-184, effective October 1, 2001)

Connecticut Independent College Student (CICS) Grant Appropriation

Starting with FY 2003-04, a new act requires the Board of Governors of Higher Education (BOG) to

increase its annual appropriation request for CICS grant program from 17% to 25% of General Fund spending for each full-time-equivalent University of Connecticut (UConn) and Connecticut State University (CSU) undergraduate. CICS funds annual grants based on merit and financial need to Connecticut undergraduate students attending independent colleges in Connecticut. Students apply for grants at college financial aid offices. (PA 01-89, effective July 1, 2001)

Student Loans and Loan Defaulters

A new act requires the state to withhold the state income tax refund of anyone who has defaulted on a student loan made or guaranteed by the Connecticut Student Loan Foundation (CSLF). It extends the existing notice and appeal procedure that applies when a taxpayer's refund is withheld to satisfy a state debt or obligation to refunds withheld to pay student loan defaults. The tax refund must be applied to any debts the taxpayer owes to the state before being credited against the defaulted student loan.

The act also expands the loans CSLF may acquire, sell, and service to include all types of student loans for postsecondary education, not just federally subsidized and insured ones. (PA 01-102, effective upon passage for the CSLF loan expansion and October 1, 2001 for the income tax refund withholding)

Education Doctoral Degrees, Higher Education Endowment Funds, Boards of Trustees, and Board for State Academic Awards

The General Assembly dealt with several higher education issues in one act. That act:

1. authorizes the BOG to allow CSU to award education doctoral degrees for five years, to students entering the program between May 1, 2002 and January 30, 2007;
2. extends the state commitment to match contributions to the CSU, community-technical college (CTC), and Charter Oak State College endowment funds for an additional five, and to UConn's endowment fund for an additional seven, years;
3. increases the total state matching grant commitments for UConn endowment fund contributions by \$115 million and reduces that for Charter Oak College's endowment by \$100,000;
4. increases some annual matching grant limits for CSU, CTC, and UConn endowment fund donations;
5. allows certain past alumni donations to the individual endowments of CSU universities to be eligible for state matching grants;
6. changes qualifications for future student members of the CSU and UConn boards of trustees, requiring that one of the two UConn student members be an undergraduate and one a

graduate student and also requiring the CSU student member to leave the board if he ceases to be a student in good standing at the university he represents;

7. eliminates a July 1, 2007 sunset date for the Board for State Academic Awards; and
8. eliminates a \$60 million annual limit on the CSU Board of Trustees' bonding requests to the General Assembly. (PA 01-141, most provisions effective July 1, 2001)

Articulation Agreements

A new act requires the Advisory Council on Student Transfer and Articulation (ACSTA) to develop a plan for coordinating creation of articulation agreements in specific areas among public institutions of secondary and higher education, and report its progress to the General Assembly. Articulation agreements are written arrangements among educational institutions to ensure students a successful transition between them. The ACSTA must develop the plan by July 1, 2002 and implement it by July 1, 2004. The act also requires the boards of trustees of the public and private colleges and universities to plan and implement articulation agreements for students pursuing degrees in nursing. The boards must develop a plan by July 1, 2002 and implement it by July 1, 2004. (PA 01-165, effective on passage)

Higher Education Accountability Reports

A new act requires the constituent units of higher education to submit annual accountability reports to the higher education commissioner by January 1. The commissioner must submit to the Education Committee by February 1, an annual consolidated accountability report for the state higher education system based on individual institution reports. This report must include accountability measures for UConn, the CSU system and its individual institutions, the CTC system and its institutions, and the Board for State Academic Awards. The report must include, for the listed units, (1) accountability measures, (2) updated baseline and peer comparison data, (3) performance improvement targets for each measure, and (4) other information the commissioner considers necessary. (PA 01-173, effective July 1, 2001)

Disclosures To State Agency Foundation Donors

A new act requires anyone soliciting donations for a state agency foundation, including those for public higher education institutions, to disclose that the donation is to benefit the foundation either at the time of solicitation or in the donation receipt, instead of both. (PA 01-173, effective July 1, 2001)

Tuition Waivers

A new act gives dependent children of volunteer firefighters or supernumerary or auxiliary police officers killed in the line of duty free tuition at the CTCs, CSU, and UConn. (**PA 01-173**, effective July 1, 2001)

UConn Capital Projects

A new act exempts all UConn capital projects from the jurisdiction of the Department of Public Works (DPW) and the regular requirements for state building projects from July 1, 2001 until June 30, 2007. It allows the university to plan, design, and construct any project on any of its campuses for the next six fiscal years in accordance with procedures that already apply to UConn 2000 capital improvements. Prior law required any non-UConn 2000 project over \$2 million to be supervised by DPW and meet various other procedural requirements. (**PA 01-173**, effective July 1, 2001)

Board Of Directors For UConn Health Center

An act allows the UConn board of trustees to create a board of directors to govern of the UConn Health Center and delegate to it whatever duties and authority the trustees find necessary and appropriate. It allows the chairman of the board of trustees to designate trustees and others to serve on the board of directors. (**PA 01-173**, effective July 1, 2001)

Minority Teacher Incentive Program

A new act expands the Minority Teacher Incentive Program to allow a student who enters a teacher preparation program in his senior year of college to receive grants for both that year and his first year of graduate school. Under prior law, a student who entered in his senior year could receive a grant only for one year, while students who entered as juniors could receive grants for two years.

Grants are still limited to two years and a student may receive a grant for graduate school only if he received a grant for one year as an undergraduate. The maximum grant is still \$5,000 per year. (**PA 01-1, June Special Session**, effective July 1, 2001)

Another act allows the Department of Higher Education to use up to 2% of the funds appropriated for the program for FYs 2000-01 and 2001-02 to administer and promote the program and for recruitment and retention activities aimed at increasing the number of minority students pursuing teaching careers at Connecticut colleges and universities. (**PA 01-173**, effective upon passage)

TECHNICAL EDUCATION AND WORKFORCE DEVELOPMENT

Information Technology Loan Reimbursement Program

A new act restricts the state's pilot High Technology Student Loan Reimbursement Program to those who meet eligibility requirements for the pilot Information Technology Scholarship Program; that is, those who enrolled in an information technology-related degree or certificate program at a Connecticut public or private higher education institution during FY 2000-01. It also allows DHE to establish additional eligibility requirements.

It allows students to receive reimbursements if they are employed (1) by any state company, not just an electronic commerce or information-technology-intensive company registered or otherwise qualified by the Department of Economic and Community Development (DECD) and (2) in any information-technology-related job, not just an information-technology-intensive occupation as verified by the DECD commissioner and identified in the Connecticut Employment and Training Commission's strategic plan. Under the act, students must be so employed only at the time they apply for reimbursements, not when they made the loan payments for which they are requesting reimbursement. The act also allows reimbursements for any qualifying student loan, not just those made in

the previous tax year.

The act requires that a person receiving the reimbursement have majored and received a degree or terminal certificate in an information-technology-related field from any college or university in this state instead of anywhere. It retains the requirement that the person also be newly employed in the state on or after January 1, 2001. (**PA 01-1, June Special Session**, effective July 1, 2001)

Tax Credit For Computer Equipment Provided To Higher Education Institutions

A new act doubles, from \$2 million to \$4 million, the aggregate sales and use tax credit a certain company may take against taxes owed for certain computer equipment. The credit amount equals the resources the company provides to a Connecticut college or university for buildings and classrooms, computer equipment, or computer programs used for business instruction related to workforce development or electronic commerce.

Under prior law and the act, to be eligible for a credit, a company must (1) be selected by the commissioner of higher education and (2) have a permit to pay sales tax directly to the revenue services commissioner rather than through a vendor. The computer equipment purchases against which the credit applies must be made on or after July 1, 2000 for use in electronic commerce in the

state. (PA 01-6, June Special Session, effective July 1, 2003)

Vocational-Technical (V-T) School Admission Test Study, Achievement Goals, and Business Outreach

A new act requires SDE to study the relationship between V-T students' admission scores and their subsequent performance in the V-T system based on students in the classes of 2003, 2004, and 2005. SDE must report periodically to the Education Committee on the progress and results of the study.

It requires SBE to establish achievement goals for V-T school students at each grade level; measure the performance of each V-T school; and identify quantifiable measures to be used, including performance on the 10th grade mastery and trade-related assessment tests, and dropout and graduation rates.

Finally, it requires each V-T school director to meet with business community members in his school's geographic area to develop a plan to assess workforce needs and modify the school's curriculum to address the needs. (PA 01-173, effective July 1, 2001)

V-T System Industrial Account

A new act increases from \$350,000 to \$500,000 the amount that can be left in SBE's industrial account within the Vocational Education Extension Fund before the excess

reverts to the General Fund. The account covers expenses connected with work projects the V-T schools perform as part of their educational programs. (PA 01-173, effective July 1, 2001)

Mental Disability and Marital Status Discrimination

A new act makes it illegal to discriminate on the basis of marital status or mental disability in state education, counseling, vocational guidance, job training, and apprenticeship programs, among others. Under the act, a person has a mental disability if he has a record of, or is regarded as having, one or more mental disorders as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders" (known as the "DSM-IV"). That manual lists approximately 400 disorders of varying degrees of severity. Prior law did not define mental disability. (PA 01-28, effective October 1, 2001)

Information and Technology Workforce Development Needs

A new act creates programs and strategies to address Connecticut's information technology and workforce needs. Among other things, it requires SDE to establish an information technology pilot program and directs it to encourage establishment of a new interdistrict magnet school with a curriculum

emphasizing information technology.

It requires the Office of Workforce Competitiveness (OWC), DHE, and the public colleges and universities to create information technology proficiency and credential pilot programs and an information technology internship and work-study pilot program. Finally, OWC, certain agency commissioners and education leaders, the secretary of the Office of Policy and Management (OPM), and members of the economic clusters must evaluate programs at the CTCs and the V-T schools and recommend ways to improve them to meet the needs of business and industry. (PA 01-193, effective July 1, 2001)

Career Ladder Programs for Critical Employment Areas

A new act requires OWC, with the Department of Labor's (DOL) assistance, to submit an annual report to the governor and the Labor, Education, Commerce, and Workforce Development committees. The report must include DOL's forecast of state occupational workforce shortages for the next two- and five-year periods. It must also recommend (1) ways to generate enough workers to meet the workforce needs DOL identifies, including scholarship, school-to-career, and internship programs and (2) methods secondary and higher education systems and private industry can use to address these

needs. The first report is due by October 1, 2002.

The act also requires the education and higher education commissioners, in consultation with OWC and the constituent units of public higher education, to establish, by September 1, 2003, career ladder programs for high school students who want to pursue careers in occupations that OWC's first annual report projects will have workforce shortages in the next five years. (PA 01-170, effective October 1, 2001)

Waterbury Technical Training Program

For FYs 2001-02 and 2002-03, the education budget-implementing act exempts WACE Technical Training Center in Waterbury from regular adult education grant requirements and allows it to spend up to \$300,000 of the money it receives from the grant for technical training. (PA 01-1, June Special Session, effective July 1, 2001)

ARTS, LIBRARIES, AND MUSEUMS

Revenue Diversions

Starting in FY 2001-02, a new act requires the revenue service commissioner to divert enough revenue from the hotel tax to fund the following arts and historical programs every year:

To	FY	For	Amount
Historical Commission	2001-02 and after	Freedom Trail	\$40,000
Historical Commission	2001-02 and after	Historical Resource Inventory	\$30,000
Dept of Economic and Community Development	2001-02 and after	Freedom Trail	\$50,000
Arts Commission	2001-02 and after	Impressionists Arts Trail	\$50,000

(PA 01-6, effective July 1, 2001)

Connecticut Library Network

A new act eliminates a requirement for the State Library to plan and develop the Connecticut Library Network. (PA 01-173, effective July 1, 2001)

State Historian

A new act specifies the duties of the state historian. It requires the historian to (1) be a member of the Connecticut Historical Commission, (2) edit or supervise editing and publication of the state's public records, (3) inform and advise members of government at all levels, (4) help SBE promote history teaching in schools and teacher preparation programs, (5) respond to requests for advice from historical societies, (6) respond to requests for information on the state's history, (7) make public appearances and addresses on the state's history, (8) prepare bibliographies and other

research aids about the state's history, and (9) create informative and educational programs to promote the celebration or commemoration of significant historical events. Under the act, the state historian serves at the pleasure of the UConn board of trustees instead of the State Library Board. (PA 01-173, effective July 1, 2001)