



Acts Affecting Education

By: John D. Moran, Principal Analyst
Marybeth Sullivan, Senior Legislative Attorney
July 5, 2022 | 2022-R-0132

Notice to Readers

This report provides summaries of new laws (public acts and special acts) significantly affecting education enacted during the 2022 legislative session. OLR's other Acts Affecting reports, including Acts Affecting Children, are, or will soon be, available on OLR's website:

<https://www.cga.ct.gov/olr/actsaffecting.asp>.

Each summary indicates the public act (PA) or special act (SA) number. Not all provisions of the acts are included. Complete summaries of public acts are, or will soon be, available on OLR's website: <https://www.cga.ct.gov/olr/olrsums.asp>.

Readers are encouraged to obtain the full text of acts that interest them from the Connecticut State Library, House Clerk's Office, or General Assembly's website: <http://www.cga.ct.gov>.

Table of Contents

Curriculum and Instruction.....	7
Asian American and Pacific Islander Studies.....	7
Climate Change Curriculum	7
Model Curriculum Development	7
Early Childhood Education	7
Early Childhood Cabinet Members	7
Early Childhood Teacher Credential	7
Enrollment Requirements for State-Contracted Child Care Centers and Homes.....	8
Family Child Care Staffing and Enrollment	8
OEC Early Childhood Development Initiative.....	8
OEC Technical Assistance and Business Consulting Services Employees	8
Out-of-Pocket Medical Costs for Child Care Facility Employees	8
Year-Round Child Care Programs	9
Grants and Funding.....	9
Adult Education Grant Cap	9
ARPA Funds for School-Based Health Centers	9
Bilingual Grant.....	9
Charter School Operating Grants.....	9
Education Cost Sharing (ECS) Grants and Phase-In Schedule	10
Grants for State-Contracted Child Care Centers for Disadvantaged Kids	10
Learner Engagement and Attendance Program	10
Mental Health Specialists and Services Grant	10
OEC Emergency Stabilization Grant Program	11
Open Choice Program – Guilford	11
Open Choice Program – Hartford Region.....	11
School-Based Health Center Grant Expansion Program	11
Special Education Excess Cost Grant.....	12
Survey and Grant for School Social Workers, Psychologists, Counselors, and Nurses	12
Wage Supplement and Child Care Program Enhancement Grant.....	12
Zero-Emission School Buses.....	13
Health and Safety	13
Behavior Intervention Meetings.....	13
Boards of Education Policies and Training on Reporting Child Abuse and Neglect.....	13
Children’s Mental Health Day	14
Family Care Coordinators	14
Free Menstrual Products.....	14
Mental Health Specialist Employment Survey.....	14

Opioid Antagonists in Schools.....	14
Regional Student Trauma Coordinators and Training Program.....	15
School Breakfast and Lunch	15
Student Sexual Assault and Abuse Risk Assessment	15
Student Trauma Assessment Added to the Strategic School Profile	15
School Construction.....	16
Bidding Requirements and Construction Management Services.....	16
CREC Long-Range Capital Improvement Plan.....	16
Emergency Project Approval.....	16
EV Charging Requirements at School Construction Projects.....	16
HVAC System Pipeline Training Program.....	16
Indoor Air Quality Grant and Inspection Programs	17
Priority List Addendum.....	17
Project Completion and Closure	17
School Construction Grant Commitments.....	17
School Construction Penalty for Failing to Meet Minority Business Enterprise (MBE) Goals.....	18
School Construction Project Waivers and Modifications	18
School Safety Infrastructure Council	18
Space Standards for Pre-1959 Schools.....	18
School Districts and Boards of Education	18
Access to Schools of Choice Programs	18
Alliance District Program Renewal.....	19
Cap on Magnet Tuition for Certain Towns	19
Remote Meetings Under the Freedom of Information Act (FOIA).....	19
Stratford Minimum Budget Requirement (MBR) Exemption.....	19
Special Education	20
Paraeducators at Planning and Placement Team (PPT) Meetings.....	20
Social Emotional Disability and Special Education	20
Special Education Age Limit Raised	20
Special Education Expenditure Study.....	20
State Department of Education & State Board of Education	20
Pathways Programs	20
Pipeline for Connecticut’s Future.....	21
Private School Curriculum Accreditation	21
Recovery High Schools	21
State Education Resource Center (SERC)	21
SERC Programs and Activities.....	21
Students	21
Denial of Recess as a Form of Student Discipline.....	21

Mental Health Plan for Student Athletes.....	22
Middle and High School Student Identification Cards.....	22
Parent Access to Student Class Rank	22
Student Truancy and Behavioral Health Interventions	22
Task Forces, Working Groups, and Studies	23
CIAC Task Force	23
Human Services Permit Feasibility Report.....	23
Minority Teacher Recruitment.....	23
Professional Development Working Group	23
School Indoor Air Quality Working Group	23
School Resource Officer Impact Study on Students With Disabilities.....	24
Task Force to Combat Ableism	24
Teacher Certification Law Review.....	24
Teacher Shortage and Retention Task Force.....	24
The Gilbert School Study	25
UConn Social Media and Telephone Impact Study.....	25
Unified School District #1 Study	25
Teachers and Other Education Employees	25
Career and Technical Pathways Instructor Permit	25
Minimum Lunch Period for Teachers and Other School Workers	25
Minority Teacher Candidate Scholarship Program	26
Paraeducator Professional Development	26
Teachers' Retirement System (TRS) Changes	26
Teaching Certificate Validity Extension.....	26
Technical Education and Career System High Schools and Career Education	27
Conforming Changes Making CTECS an Independent State Agency	27
Model Student Work Release Policy.....	27
Technology and Remote Learning	27
Remote Learning.....	27
Higher Education.....	27
BOR Budgeting Process.....	27
BOR Study of School Resource Officer Impact	28
Child Care Centers Near College and University Campuses	28
College and University Identification Cards.....	28
Distance Learning Programs.....	28
Food-Insecurity at Public Higher Education Institutions.....	28
Free Menstrual Products	29
Governing Board Training.....	29
Health Care Career Training Initiative	29

In-State Tuition Rates for Veterans and Eligible Dependents.....	29
Name, Image, and Likeness of Student Athletes	30
Office of Higher Education (OHE) Executive Director.....	30
OHE Fees and Fines.....	30
OHE Grants for Mental Health Services	30
Oversight of Higher Learning Programs.....	31
Postsecondary Education Opportunities	31
Postsecondary Education Program Financial Assistance	31
Postsecondary Prison Education Task Force	31
Private Career School Application Process	32
Private Career School Student Benefit Account	32
Psychology Doctoral Student Clerkship Program.....	32
Roberta B. Willis Scholarship Program Task Force.....	32
Small Business Seminars.....	32
Student Loan Payment Tax Credit	33
Study of Ways to Encourage Students to Pursue Careers as Building Officials	33
UConn Social Media and Telephone Student Impact Study	33
Additional Minor Changes	34
Various Acts.....	34

Curriculum and Instruction

Asian American and Pacific Islander Studies

New legislation requires, starting with the 2025-26 school year, all local and regional boards of education to include Asian American and Pacific Islander (AAPI) studies in their social studies curriculum. The same law also adds AAPI studies to the state's existing required program of instruction for public schools as part of the social studies curriculum ([PA 22-80](#), §§ 32 & 33, effective July 1, 2022, for the new board of education requirement and July 1, 2025, for AAPI studies as part of the state's required program of instruction).

Climate Change Curriculum

In this year's budget implementer act, the legislature requires, rather than allows, climate change to be taught as part of the science requirement in public schools' program of instruction. As under existing law, the curriculum must follow the Next Generation Science Standards adopted by the State Board of Education (SBE) ([PA 22-118](#), § 263, effective July 1, 2023).

Model Curriculum Development

A new law establishes new reporting requirements and deadlines for the State Department of Education (SDE) and the State Education Resource Center's (SERC) collaborative effort to create a model curriculum for grades kindergarten to eight. Under the new law, the curriculum is due January 1, 2024, rather than January 1, 2023 ([PA 22-38](#), §§ 4-5, effective July 1, 2022).

Early Childhood Education

Early Childhood Cabinet Members

A new law increases the Early Childhood Cabinet membership from 25 to 27. It adds (1) an individual who is a licensed family child care home provider and a member of a staffed family child care network identified by the Office of Early Childhood (OEC) commissioner and (2) a parent recommended by an OEC-appointed parent advisory group. It also specifies that the cabinet's appointed parent or guardian members may be compensated for their time at, and travel to, cabinet meetings ([PA 22-100](#), § 1, effective July 1, 2022).

Early Childhood Teacher Credential

A new law makes the early childhood teacher credential issued by OEC to certain people with associate degrees valid indefinitely by removing the statutory expiration date ([PA 22-100](#), § 3, effective upon passage).

Enrollment Requirements for State-Contracted Child Care Centers and Homes

Beginning July 1, 2022, a new law requires any contracts that OEC enters into for financial assistance for childcare centers and homes for disadvantaged children to include a provision requiring that at least 60% of the children enrolled are from families that are below 75% of state median income ([PA 22-116](#), § 5, effective July 1, 2022).

Family Child Care Staffing and Enrollment

A new law regarding family child care homes maintains the base maximum number of enrolled children at six throughout the year, including the provider's own children who are not enrolled in school full time, in situations where the provider does not employ an OEC-approved assistant or substitute. But if an assistant or substitute is employed, the law allows for up to nine children to be cared for, even if none of the children attend school full time ([PA 22-81](#), § 7, effective July 1, 2022).

OEC Early Childhood Development Initiative

A new law requires OEC to establish and administer the Start Early - Early Child Development Initiative and allows OEC to use American Rescue Plan Act (ARPA) funds for this purpose. Among other things, the new law requires OEC to develop a grant program for research and early education service providers to support the growth and enhancement of a system of high-quality early childhood care and education and support services ([PA 22-118](#), § 459, effective July 1, 2022).

OEC Technical Assistance and Business Consulting Services Employees

A new law requires OEC, for FY 23, to hire two full-time employees to provide technical assistance and business consulting services for child care services providers, including certain child care centers, group and family child care homes, and night-care and year-round programs ([PA 22-81](#), § 44, effective July 1, 2022).

Out-of-Pocket Medical Costs for Child Care Facility Employees

New legislation requires the DSS commissioner, in consultation with the state comptroller, to study ways the state can financially assist child care facility employees with out-of-pocket medical costs, and report the study's findings to the Children's Committee by January 1, 2023. The study must include an analysis of whether child care facility employees are eligible to participate in any state employee health insurance plan under development and any legislative recommendations ([PA 22-81](#), § 23, effective upon passage).

Year-Round Child Care Programs

A new law reduces the number of weeks a child care program must operate to be a “year-round” program, lowering the threshold from 50 to 48 weeks per year. This new definition broadens the potential number of (1) school readiness programs that must use the excess portion of their per-pupil school readiness grant for salary staff increases and (2) child care programs to which the OEC commissioner must give preference when (a) purchasing services and (b) awarding a supplemental quality enhancement grant ([PA 22-100](#), § 4, effective July 1, 2022).

Grants and Funding

Adult Education Grant Cap

The budget implementer act removes the cap on the state’s adult education program grant for FY 23 and the following years. Under the cap, the grant had been reduced proportionally if state budget appropriations did not fund the full amounts required by the statutory formulas ([PA 22-118](#), § 255, effective July 1, 2022).

ARPA Funds for School-Based Health Centers

The budget adjustment act specifies that its ARPA funding allocation for certain school-based health centers (SBHCs) must be distributed as grants to four SBHCs in East Hartford (expanding hours at two centers and establishing two new centers) ([PA 22-118](#), § 490, effective July 1, 2022).

Bilingual Grant

Recognizing the state’s growing bilingual student population, the legislature increased the annual state bilingual education grant from \$1.9 million to \$3.8 million, beginning with FY 23. By law, grants are distributed proportionally to school districts that must provide bilingual education. Existing law, unchanged by the new act, requires school districts to do this when there are at least 20 students in a public school who are classified as dominant in a language other than English and are not proficient in English ([PA 22-118](#), § 260, effective July 1, 2022).

Charter School Operating Grants

This year’s budget implementer act increases the charter grant adjustment percentage, from 14.76% to 25.42%, in the FY 23 charter school per-student operating grant formula. This moves the schools closer to a fully funded grant based on student need ([PA 22-118](#), § 256, effective July 1, 2022).

Education Cost Sharing (ECS) Grants and Phase-In Schedule

The ECS grant program is the state's largest aid program for towns. The budget implementer act changes some of the factors used in the multi-year ECS phase-in schedule for ECS grant increases and decreases, but essentially keeps the yearly changes the same as under prior law. It also modifies the method for determining the ECS grant for alliance districts ([PA 22-118](#), §§ 267-269, effective July 1, 2022).

Grants for State-Contracted Child Care Centers for Disadvantaged Kids

A new law creates an alternative per-child grant for children age three and younger enrolled in toddler or infant care. It also requires excess funding under one of the three grant options for these centers in existing law to be used for educators' salary increases. Lastly, it requires the OEC commissioner to enter into contracts to expand spaces at these centers for infants and toddlers in FY 23 ([PA 22-80](#), § 2, effective July 1, 2022).

Learner Engagement and Attendance Program

New legislation requires SDE to provide, within available appropriations, assistance, and support for FY 23 to the 15 school districts participating in the Learner Engagement and Attendance Program (LEAP). LEAP is a state program, expanded in 2021, that is aimed at engaging K-12 students who struggle with absenteeism and disengagement as a result of the COVID-19 pandemic ([PA 22-80](#), § 13, effective upon passage).

Mental Health Specialists and Services Grant

A new law requires SDE to administer a new grant program for FYs 23-25 to provide boards of education with funding to hire student mental health specialists. Applicant boards must submit a plan for grant fund spending, and grant recipients must file annual expenditure reports with SDE. The commissioner determines grant amounts using the guidelines established in the law for each FY.

Districts that receive this grant to hire school counselors must have counselors meet one-on-one with students in grades 11 and 12 about Free Application for Federal Student Aid (FAFSA) completion. If the district can show that its FAFSA completion rate has increased by at least 5%, then the board will receive an additional grant for 10% of the grant amount received that fiscal year ([PA 22-47](#), § 13, effective July 1, 2022; and [PA 22-116](#), § 10, effective upon passage).

The department must also administer a second new grant program to fund boards of education, youth camps, and other summer program operators for the delivery of student mental health services. This program follows the same parameters for the same fiscal years as the one described above ([PA 22-47](#), § 14, effective upon passage).

OEC Emergency Stabilization Grant Program

This year's budget implementer act requires OEC to administer an emergency stabilization grant program for certain school readiness programs and child care centers receiving state financial assistance. OEC must provide grants-in-aid to eligible applicants for their programmatic or administrative needs ([PA 22-118](#), § 259, effective July 1, 2022).

Open Choice Program – Guilford

Open Choice is a voluntary inter-district attendance program that allows, on a space-available basis, students from urban school districts to attend suburban school districts, and vice versa. A new law expands the program's New Haven-area to include a state grant for Guilford public schools to participate and creates new earmarks for nonlapsing Open Choice funds appropriated to SDE ([PA 22-80](#), §§ 27 & 28, effective July 1, 2022).

Open Choice Program – Hartford Region

The budget implementer act increases by \$2,000 per student the grant for Hartford-region school districts that accept public-school students through the Open Choice program. SDE provides a per-student grant for all school districts that receive Open Choice students ([PA 22-118](#), § 270, effective July 1, 2022).

School-Based Health Center Grant Expansion Program

A new law requires the Department of Public Health (DPH) to administer a SBHC grant expansion program in FY 23 to provide grants to certain SBHC operators to expand the centers and services they provide.

Applicants are eligible for a program grant if they operate a SBHC for any of the (1) 36 sites recommended for expanded mental health services in the School-Based Health Center Expansion Working Group's final report or (2) 124 schools recommended for expanded SBHC medical and mental health services in the final report ([PA 22-80](#), § 12, effective July 1, 2022).

Special Education Excess Cost Grant

Under law, SBE reimburses school districts for special education costs that are more than four and a half times the school district's net current expenditure per student (also referred to as the "excess cost grant"). But the law also states that the grant amount for each district is reduced proportionately when the annual appropriation does not meet the amount necessary to fully fund the grant.

New legislation modifies this reimbursement method, beginning with FY 23, when the appropriation is not sufficient to fully fund the grant to instead create three tiers of reimbursement based on each town's adjusted equalized net grand list per capita ([PA 22-118](#), § 265, effective July 1, 2022).

Survey and Grant for School Social Workers, Psychologists, Counselors, and Nurses

Driven by concerns over student mental and physical health, the legislature enacted a new law that (1) requires school districts to annually complete surveys of how many school social workers, psychologists, counselors, nurses, and marriage and family therapists they employ at each school and (2) creates a new grant to help school districts hire more of these professionals.

The law requires SDE, by July 1, 2023, to develop and distribute a survey to school boards to determine not just how many school social workers, psychologists, counselors, nurses, and marriage and family therapists they employ, but also how many students receive direct services from each of the five types of professionals during the previous five-year period. The survey results will be included in a district's application for the new grant that SDE must administer to help hire and retain more of these professionals.

The grants will be provided for FYs 23-25 and by January 1, 2026, the education commissioner must recommend to the General Assembly whether the program should be renewed after that ([PA 22-80](#), §§ 3-5, and [PA 22-116](#), §§ 6-8, effective upon passage effective upon passage).

Wage Supplement and Child Care Program Enhancement Grant

A new law requires OEC to create and administer a "wage supplement and child care program enhancement grant program" for FY 23. These grants may be used by early childhood program operators and child care services providers to (1) supplement their employees' salaries and (2) address program or administrative needs ([PA 22-80](#), § 1, effective July 1, 2022).

Zero-Emission School Buses

New legislation contains several provisions intended to facilitate the transition to zero-emission school buses, including the following:

1. allowing boards of education to enter into school transportation contracts for up to 10-year terms if the contract includes at least one zero-emission bus (the law generally limits these contracts to five-year terms);
2. requiring that all school buses be zero-emission by (a) January 1, 2030, in school districts entirely within, or that contain, an environmental justice community and (b) January 1, 2040, in the remaining districts;
3. requiring the Department of Energy and Environmental Protection (DEEP) to establish and administer a grant program to provide matching funds necessary for municipalities, school districts, and school bus operators to submit federal grant applications and maximize federal funding for lease zero-emission school buses and EV charging or fueling infrastructure; and
4. requiring DEEP to provide administrative and technical assistance to the above-listed entities when applying for grants ([PA 22-25](#), §§ 12 & 13, effective July 1, 2022, except that the school bus contract provision is effective October 1, 2022).

The bond bill also authorizes an additional \$20 million in bonds to fund the school bus matching grant program ([PA 22-118](#), § 314, effective July 1, 2022).

Health and Safety

Behavior Intervention Meetings

A new law allows classroom teachers, beginning in the 2022-23 school year, to request behavior intervention meetings for students exhibiting harmful or disruptive behavior. The school's crisis intervention team must hold the meeting ([PA 22-47](#), § 19, effective July 1, 2022).

Boards of Education Policies and Training on Reporting Child Abuse and Neglect

A new law generally requires boards of education to annually distribute the board's mandated reporter policy electronically to all school employees. It also requires these boards to annually distribute electronically, to all school employees, board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-23 school year, and (2) information on the Department of Children and Families' (DCF) sexual abuse and assault awareness and prevention program, starting in the 2023-24 school year.

Starting July 1, 2023, the new law also requires school employees to complete training every three years on the (1) prevention and identification of, and response to, child sexual abuse and assault and (2) DCF's bystander and appropriate interaction with children training programs ([PA 22-87](#), § 5, effective July 1, 2022).

Children's Mental Health Day

A new law requires (1) the governor to proclaim May 26 of each year to be "Get Outside and Play for Children's Mental Health Day" and (2) starting with the 2022-2023 school year, SDE to provide annual notice about the day to school boards, including any suggestions or materials for suitable exercises that may be held to observe it ([PA 22-81](#), §§ 10 & 11, effective October 1, 2022, and the SDE notice requirement is effective July 1, 2022).

Family Care Coordinators

New legislation requires each board of education, beginning in the 2022-23 school year and for each subsequent school year, to hire or designate an existing employee to serve as the district's family care coordinator. This coordinator will work with the school district's school social workers, school psychologists, and school counselors and serve as the school system's liaison with mental health providers to (1) provide students with access to mental health resources in the community and (2) bring mental health services to students in school ([PA 22-81](#), § 8, effective July 1, 2022).

Free Menstrual Products

A new law requires certain agencies, including school districts, to start providing free menstrual products without stigmatizing the individuals requesting the products, in accordance with guidelines the DPH must develop ([PA 22-118](#), §§ 83 & 84, effective July 1, 2022).

Mental Health Specialist Employment Survey

Recent legislation requires SDE to annually survey boards of education about their employment of various student mental health specialists. Based on the survey results, the SDE commissioner must calculate student-to-specialist ratios for districts and schools and report them to the Education and Children's committees ([PA 22-47](#), § 12, effective upon passage).

Opioid Antagonists in Schools

A new law generally allows school nurses and qualified school employees to maintain and administer opioid antagonists to students who do not have prior written authorization to receive the medication and requires SDE to develop related guidelines by October 1, 2022.

The law also authorizes certain prescribers and pharmacists to enter into agreements with school boards to distribute and administer opioid antagonists and requires the Department of Consumer Protection (DCP) to provide school boards with information on how to acquire the medication from manufacturers ([PA 22-80](#), §§ 7-9, various effective dates).

Regional Student Trauma Coordinators and Training Program

The legislature took steps to address a growing concern that some students have experienced trauma that can hinder their education. New legislation requires, for FYs 23 and 24, each regional educational service center (RESC) to hire a regional trauma coordinator. Each coordinator is responsible for, among other duties, developing and implementing a trauma-informed care training program, as required under the same legislation, and providing technical assistance in implementing the program with the boards of education. The legislation requires the coordinators to train student mental health specialists at the local level to train teachers, administrators, and other staff ([PA 22-47](#), §§ 17 & 18, effective July 1, 2022).

School Breakfast and Lunch

A new law grants the education commissioner temporary authority to waive provisions or modify requirements in state laws about school feeding programs in response to changes in federal law or federally-issued agency waivers ([PA 22-38](#), §§ 6-7, effective upon passage).

Student Sexual Assault and Abuse Risk Assessment

A new law creates a survey to assess the risk of students becoming victims of sexual assault or abuse by adults. The law requires DPH, starting with the 2022-23 school year, to biennially administer the Connecticut School Health Survey to randomly selected high schools, provided DPH receives funding for the survey from the Centers for Disease Control. It requires SDE, in consultation with DPH, to develop a uniform parent notification policy and form related to the survey ([PA 22-87](#), §§ 1-3, effective July 1, 2022, except the parental notification provision is upon passage).

Student Trauma Assessment Added to the Strategic School Profile

Existing law requires each school district superintendent to annually submit to SDE a strategic school profile that, among other things, provides information on measures of student needs. A new law requires, as part of this category, a needs assessment that identifies resources necessary to (1) address student trauma impacting students and staff and (2) adequately respond to students with mental, emotional, or behavioral health needs ([PA 22-47](#), § 20, effective July 1, 2022).

School Construction

Bidding Requirements and Construction Management Services

This year's budget implementer act eliminates from prior law the (1) newspaper advertising requirement for public invitations to bid on orders and contracts for school construction services and (2) the option for a construction manager to self-perform any school construction project element that was due to take effect under prior law beginning on July 1, 2022. It also requires the construction manager for a school building project to invite bids on project elements on the State Contracting Portal ([PA 22-118](#), § 376, effective July 1, 2022).

CREC Long-Range Capital Improvement Plan

A new law requires the Capitol Region Education Council (CREC) to adopt, every five years, a long-range capital improvement plan for magnet schools and a rolling three-year capital plan. It also requires the plans to be submitted to the Department of Administrative Services (DAS), which in turn submits them to the legislature ([PA 22-118](#), § 365, effective July 1, 2022).

Emergency Project Approval

In this year's budget implementer act, the legislature eliminates the DAS commissioner's authority to approve emergency school construction reimbursement grants for administrative and service facilities and school safety projects. The act also removes the requirement that a superintendent notify the DAS commissioner of the need for an emergency grant and formally apply within a certain timeframe ([PA 22-118](#), § 373, effective July 1, 2022).

EV Charging Requirements at School Construction Projects

A new law requires that level two EV (electric vehicle) charging stations be installed in new construction school building projects on any project list that DAS submits to the legislature beginning July 1, 2023. It does so by prohibiting DAS from approving a school building project plan that does not provide for level two EV charger installation in at least 20% of parking spots for cars or light-duty trucks at the school building ([PA 22-25](#), § 17, effective October 1, 2022).

HVAC System Pipeline Training Program

By March 1, 2023, a new law requires the Office of Workforce Strategy (OWS), in consultation with various state entities, to establish, within available appropriations, a heating, ventilation, and air conditioning (HVAC) system pipeline training pilot program. The program must train people from underserved and underrepresented populations and historically marginalized communities in installing and maintaining HVAC systems ([PA 22-118](#), § 368, effective July 1, 2022).

Indoor Air Quality Grant and Inspection Programs

The legislature passed several initiatives this session to improve schools' indoor air quality in the wake of the COVID-19 pandemic. First, the budget implementer act requires DAS to administer a grant program beginning in FY 23 to reimburse school districts for costs associated with the installation, replacement, or upgrade of HVAC systems or other air quality improvements. The budget implementer act makes \$150 million available for the program (\$75 million in ARPA funds and \$75 million in state bonds) ([PA 22-118](#), §§ 360 & 367, effective July 1, 2022).

Additionally, the act requires boards of education to conduct inspections and evaluations of the HVAC system in each school building under its jurisdiction every five years, make the inspection report public at a board of education meeting, and take any necessary corrective actions ([PA 22-118](#), § 369, effective July 1, 2022).

Priority List Addendum

The budget implementer act requires the DAS commissioner to create an addendum to the school construction priority list project report submitted to the legislature's school construction committee each year. The addendum must include grants awarded by DAS for certain school construction projects without legislative approval (i.e., "emergency grants") ([PA 22-118](#), § 372, effective July 1, 2022).

Project Completion and Closure

This year's budget implementer act requires school construction grant recipients to submit a project completion notice to DAS within three years after the project's certificate of occupancy was issued. If a grant recipient does not submit this notice on time, then the DAS commissioner must deem the project complete and begin a final project audit ([PA 22-118](#), § 374, effective July 1, 2022).

School Construction Grant Commitments

As is done every year, the legislature passed a law approving school construction grant commitments. The law authorizes eight school construction state grant commitments totaling \$137.35 million toward total estimated project costs of \$495.34 million. It also reauthorizes one technical high school renovation project that has changed substantially in scope and cost with an additional state grant commitment of \$59.55 million ([PA 22-118](#), § 362, effective upon passage).

School Construction Penalty for Failing to Meet Minority Business Enterprise (MBE) Goals

The budget implementer act withholds 5% of a school construction project's reimbursement grant if the applicant does not meet MBE set-aside goals already established in law. The same new law reduces the amount of a reimbursement grant held back pending an audit from 11% to 5% ([PA 22-118](#), § 366, effective upon passage).

School Construction Project Waivers and Modifications

The budget implementer exempts school construction projects in 16 towns and one regional school district from certain statutory and regulatory requirements to allow them to, among other things, qualify for state reimbursement grants, receive higher reimbursement percentages for these grants, or have their projects reauthorized due to a change in scope. It also repeals a prior project authorization ([PA 22-118](#), §§ 380-405 & 516, effective upon passage).

School Safety Infrastructure Council

In this year's budget implementer act, the legislature eliminates the School Safety Infrastructure Council and generally transfers its duties to the School Building Projects Advisory Council. The act also adds a ninth member to the advisory council ([PA 22-118](#), §§ 363, 372 & 377-379, effective July 1, 2022).

Space Standards for Pre-1959 Schools

By law, reimbursement grants for school building projects must follow per-pupil square footage limits set in state law or regulation. The budget implementer act extends the allowable 25% increase in per-pupil square footage limits in existing law for school buildings built before 1950 to include those built before 1959 ([PA 22-118](#), § 371, effective July 1, 2022).

School Districts and Boards of Education

Access to Schools of Choice Programs

A new law requires school boards to require their school counselors to provide grades 6-12 students and their parents on the availability of vocational, technical, and postsecondary training at technical high schools and agriscience education at agriscience schools ([PA 22-125](#), § 3, effective July 1, 2022).

Alliance District Program Renewal

Under prior law, the alliance district designation for 33 school districts was set to expire July 1, 2022. The budget implementer act requires the education commissioner to designate 36 alliance districts for five more years, beginning with FY 23. The new designation applies to (1) the 33 school districts with the lowest accountability index scores and (2) districts that were previously designated, but may not be among the 33 with the lowest scores ([PA 22-118](#), § 266, effective July 1, 2022).

Cap on Magnet Tuition for Certain Towns

This year's budget implementer act lowers the enrollment threshold that triggers the cap on East Hartford tuition due to magnet schools and applies the same enrollment threshold and tuition cap to Manchester beginning in FY 23. It also applies the same enrollment threshold and tuition cap to all other *Sheff* region towns, New Britain, and New London for FY 23 only. Under the act, SDE is responsible for magnet tuition losses from these caps within available appropriations ([PA 22-118](#), § 254, effective July 1, 2022).

Remote Meetings Under the Freedom of Information Act (FOIA)

The state's FOIA generally requires public agencies to make their meetings, other than executive sessions, open to the public. This session the legislature extended indefinitely a 2021 law passed in response to the COVID-19 pandemic that temporarily, until April 30, 2022, allowed agencies to meet open meeting requirements through electronic equipment (e.g., by telephone, video, or other conferencing platforms) or electronic equipment combined with an in-person meeting (hybrid meetings) (PA 21-2, June Special Session, § 149). The new law also explicitly authorizes regional school districts, which are under FOIA, to hold remote or hybrid public meetings to present a proposed budget in the same way as other public agencies under the act ([PA 22-3](#), §§ 1 & 2, effective upon passage).

Stratford Minimum Budget Requirement (MBR) Exemption

This year's budget implementer act exempts Stratford's board of education from the MBR in FY 23. This requirement prohibits towns from budgeting less for education than they did in the previous fiscal year ([PA 22-118](#), § 491, effective upon passage).

Special Education

Paraeducators at Planning and Placement Team (PPT) Meetings

This year, the legislature passed a law requiring school districts to provide (1) advance notice to a paraeducator of a parent invitation to a PPT meeting and (2) training on his or her role at the meeting upon request. The law also requires that the paraeducator attending the meeting, or any other paraeducator serving the student, to be allowed to view the individual education program that results from the meeting ([PA 22-116](#), § 9, effective July 1, 2022).

Social Emotional Disability and Special Education

This session the legislature passed a law requiring SDE and boards of education, beginning July 1, 2022, to use the term “emotional disability” instead of “emotional disturbance” when administering and providing special education ([PA 22-47](#), § 67, effective upon passage).

Special Education Age Limit Raised

A new law requires school districts to provide special education services to qualifying students until they reach age 22, rather than 21, if they have not yet graduated from high school ([PA 22-80](#), § 31, effective July 1, 2022). This aligns state law with a court ruling that special education services must be provided to students until they reach age 22.

Special Education Expenditure Study

By law, the state reimburses, at a prorated amount, boards of education for special education expenditures that are more than four and a half times the given school district’s net current expenditures per student (NCEPS). A new law requires SDE to compile and analyze information from boards of education on the costs of special education at several different expenditure levels in addition to the four and a half times level. SDE must submit the report to the Appropriations and Education committees by July 1, 2023 ([PA 22-118](#), § 264, effective upon passage).

State Department of Education & State Board of Education

Pathways Programs

A new law requires the SDE commissioner to review existing state laws and regulations related to school boards setting up pathways programs and identify any obstacles or prohibitions that may limit a board’s ability to build partnerships with local businesses towards creating a successful program ([PA 22-125](#), § 2, effective upon passage).

Pipeline for Connecticut's Future

A new law requires SDE, in collaboration with the Department of Labor (DOL), to administer the Pipeline for Connecticut's Future program, which under prior law allowed boards of education to create student onsite training with local businesses. SDE must help boards of education enhance existing partnerships or make new ones with child care providers and early childhood education programs, as well as partnerships with more fields, such as manufacturing, computer programming, or culinary arts, and one or more local businesses, to offer a pathways program.

A related act requires SDE, by July 1, 2023, to develop best practices that school boards may use when setting up a Pipeline for Connecticut's Future program ([PA 22-125](#), § 1, and [PA 22-81](#), § 5, effective July 1, 2022).

Private School Curriculum Accreditation

Beginning July 1, 2023, the budget implementer act requires SBE to allow a private school's supervisory agent to accept curriculum accreditation from Cognia, a nonprofit accreditation and certification agency ([PA 22-118](#), § 300, effective July 1, 2022).

Recovery High Schools

A new law requires SDE to develop a report about high schools designed for students in recovery from substance use disorder or co-occurring disorders. The report must address (1) how other states implemented and integrated recovery high schools into their public school system and (2) these schools' potential implementation in Connecticut ([PA 22-116](#), § 1, effective July 1, 2022).

State Education Resource Center (SERC)

SERC Programs and Activities

A new law expands SERC's list of required programs and activities and removes the requirement that its real estate leases be subject to DAS approval, review, or regulation ([PA 22-80](#), § 26, effective July 1, 2022).

Students

Denial of Recess as a Form of Student Discipline

Recent legislation requires each local and regional board of education to adopt a policy it deems appropriate concerning the circumstances when, as a form of discipline, a school employee may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise (i.e., recess) in the regular school day. The policy must allow school employees to prevent

or restrict recess under certain circumstances, including when a student poses a danger to the health or safety of other students or school personnel ([PA 22-81](#), § 9, effective upon passage).

Mental Health Plan for Student Athletes

A new law requires SDE to establish a mental health plan for student athletes in collaboration with the intramural and interscholastic athletics governing authority (i.e., the Connecticut Interscholastic Athletic Council (CIAC)). The plan must be made available to boards of education to inform them about available mental health resources for student athletes. Boards of education must implement the plan beginning in the 2023-24 school year ([PA 22-81](#), §§ 3 & 4, effective July 1, 2022).

Middle and High School Student Identification Cards

A new law requires public schools to include the National Suicide Prevention Lifeline number on student identification cards for grades 6-12. This requirements takes effect in the 2023-24 school year; however, if the number has not been operational for one year before that school year begins, then it takes effect immediately after the number has been operational for 366 days ([PA 22-47](#), § 28, effective July 1, 2022).

Parent Access to Student Class Rank

A new law allows parents and guardians to access the class rank of their minor student. As under prior law, parents or guardians must submit a written request for this student information to the board of education ([PA 22-116](#), § 2, effective July 1, 2022).

Student Truancy and Behavioral Health Interventions

Existing law requires each school district to adopt and implement policies and procedures related to truant students and specifies various requirements. This session, a new law added several new requirements, including that, beginning July 1, 2023, an appropriate student mental health specialist evaluate each child who is a truant to determine if more behavioral interventions are necessary for the child's well-being.

Also, the new law requires (1) SDE to develop a truancy intervention model that accounts for mental and behavioral health and make it available to school districts by September 1, 2023, and (2) SDE, along with DCF, to issue guidance to school districts regarding best practices for behavioral health interventions and when to call the 2-1-1 Infoline program or use alternative interventions ([PA 22-47](#), §§ 16 & 21, effective July 1, 2022).

Task Forces, Working Groups, and Studies

CIAC Task Force

The CIAC is a private, nonprofit organization that regulates high school athletics in the state (almost all Connecticut public and parochial high schools are dues-paying members). A new law establishes an eight-member task force to study CIAC's governance structure and internal procedures, including how (1) leadership positions are filled and (2) the organization resolves complaints from CIAC members or individuals ([PA 22-80](#), § 11, effective upon passage).

Human Services Permit Feasibility Report

This session the legislature considered a number of possible ways to expand the ranks of professionals who can help public school students cope with mental, emotional, and social issues. A new law requires SDE to study the feasibility of creating a temporary human services permit to allow individuals who have specialized training, experience, or expertise in social work, human services, psychology, or sociology (but do not meet the certification requirements to be a school social worker, school psychologist, or other professional under teacher certification law) to work in a public school in order to respond to a school district's emergency need. Under the law, SDE must submit the report with recommendations to the Education Committee by January 1, 2024 ([PA 22-80](#), § 6, effective, July 1, 2022).

Minority Teacher Recruitment

A new law renames the minority teacher recruitment task force as the "Task Force to Diversify the Educator Workforce" and requires it to study existing recruitment and retention programs ([PA 22-80](#), §§ 16-22, effective upon passage).

Professional Development Working Group

A new law requires the Connecticut Association of Boards of Education executive director to convene a working group to examine and make recommendations about consolidating or eliminating obsolete or redundant professional development requirements. The group must report to the Education Committee by January 1, 2024 ([PA 22-116](#), § 4, effective upon passage).

School Indoor Air Quality Working Group

A new law establishes a working group to study and make recommendations related to indoor air quality within schools. The group must submit a report on its findings and recommendations to the governor and the Education, Labor, and Public Health committees by January 4, 2023 ([PA 22-118](#), § 370, effective upon passage).

School Resource Officer Impact Study on Students With Disabilities

A new law requires the Board of Regents for Higher Education (BOR) to select an institute of higher learning to (1) study school resources officers' role and impact on students with disabilities and (2) report its findings to the Judiciary Committee by December 1, 2022. Among other things, the study must: develop metrics for assessing the officers' efficacy, particularly in the context of interacting with students with disabilities and detail the funding mechanisms for employing these officers ([PA 22-114](#), § 3, effective upon passage).

Task Force to Combat Ableism

With new legislation, the General Assembly created a 14-member task force to combat ableism. The task force must identify (1) current efforts to educate all students on disability and combat ableism in classrooms and in the public school curriculum and (2) opportunities to expand these efforts and integrate them into social-emotional learning. Under the new law "ableism" means intentional or unintentional bias, prejudice, or discrimination, against people with physical, psychiatric, or intellectual disabilities. The task force must submit its findings and recommendations to the Children's and Education committees by January 1, 2023 ([PA 22-80](#), § 10, effective upon passage).

Teacher Certification Law Review

A new law that requires SDE to review the state's teacher certification statutes and regulations for obsolete provisions and analyze whether the laws are a barrier to entry into the profession. The law (1) allows SDE to seek input from stakeholder groups and (2) requires SDE to report its recommendations to the Education Committee by January 1, 2023 ([PA 22-80](#), § 23, effective upon passage).

Teacher Shortage and Retention Task Force

By enacting a new law, the General Assembly created a teacher shortage and retention task force responsible for reporting on recommendations that, among other things, address (1) teacher attrition and retention, (2) teacher shortages across subject matter disciplines, (3) streamlining teacher certification without diminishing standards, and (4) issues relating to equity and diversity. The 17-member task force must submit its report to the Education and Children's committees by January 1, 2024 ([PA 22-80](#), § 29, effective July 1, 2022).

The Gilbert School Study

The budget implementer act requires SDE to study the funding process for The Gilbert School and allows the department to consult with the school while conducting the study. The department must report the study results and any recommendations about the funding process for the school to the Education Committee by January 1, 2023 ([PA 22-118](#), § 261, effective July 1, 2022).

UConn Social Media and Telephone Impact Study

A new law requires UConn to study the impact of social media and mobile telephone use on the mental health of K-12 students and report findings and recommendations to the Public Health and Children's committees by January 1, 2024 ([PA 22-81](#), § 6, effective July 1, 2022).

Unified School District #1 Study

A new law requires the Department of Correction (DOC), in consultation with SDE, to conduct a study of how Unified School District #1, the school district within DOC that serves inmates, is funded and how that funding compares to that of other school districts. By January 1, 2023, DOC must submit a report on its findings and recommendations, if any, to the Education and Appropriations committees ([PA 22-80](#), § 30, effective upon passage).

Teachers and Other Education Employees

Career and Technical Pathways Instructor Permit

This year new legislation authorized SBE to issue new career and technical pathways instructor permits when requested by a school district or RESC. Under this law, these permits allow individuals who meet the educational and work-experience criteria to teach part-time in a specialized field (i.e., manufacturing, allied health, computer technology, engineering, or the construction trades) for the 2022 and 2023 school years. To qualify, the employing school district or RESC must provide a program, developed with SDE, to help these permitted instructors with academic and classroom supports ([PA 22-80](#), § 24, effective July 1, 2022).

Minimum Lunch Period for Teachers and Other School Workers

Under prior law, all professional certified employees (e.g., teachers, administrators, school social workers, and school counselors) of a school district who work directly with children must have a guaranteed, duty-free period for lunch scheduled as a single period of consecutive minutes. New legislation also requires that this period be uninterrupted and be the greater of 30 minutes or the amount of time prescribed in the certified employee's collective bargaining agreement ([PA 22-80](#), § 14, effective July 1, 2022).

Minority Teacher Candidate Scholarship Program

In recent years, the legislature has enacted various measures intended to increase the number of minority teachers working in the state's public schools. A new law requires SDE to administer a new minority teacher candidate scholarship program. Under the law, the program must provide an annual grant of up to \$20,000 to minority students who (1) graduated from a priority school district and (2) are enrolled in a teacher preparation program at any four-year higher education institution.

It defines minority as anyone whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for use by the Census Bureau. The law gives SDE until January 1, 2023, to develop a policy for administering the scholarships ([PA 22-80](#), § 15, effective July 1, 2022).

Paraeducator Professional Development

The budget implementer act requires boards of education to provide, and paraeducators to participate in, a professional development program beginning in the 2022-23 school year. In addition to meeting other specific criteria, the program must be free, at least 18 hours long, and delivered mostly as small group or individual instruction ([PA 22-118](#), §§ 257 & 258, effective July 1, 2022).

Teachers' Retirement System (TRS) Changes

A new law makes various changes to the TRS statutes including (1) increasing the TRS monthly health insurance subsidy to boards of education for retirees and their spouses who meet certain conditions, including being Medicare age, (2) changing the general TRS subsidy to boards of education for other retirees, and (3) narrowing the definition of teacher ([PA 22-118](#), §§ 172-192, effective July 1, 2022).

Teaching Certificate Validity Extension

A new law extends the term of validity for each of the three levels of public school teaching certification. Specifically, for the initial (entry-level) certificate, it allows the education commissioner to reissue the initial certificate to anyone who holds the certificate but has not taught under it. For the provisional (mid-level) certificate, the act allows the commissioner to reissue it if the holder can show that he or she meets the preparation and eligibility requirements that were in place when it was originally issued. For the professional (top level) certificate, the act increases its validity and renewability from five-years to 10-years ([PA 22-38](#), §§ 1-3, effective July 1, 2022).

Technical Education and Career System High Schools and Career Education

Conforming Changes Making CTECS an Independent State Agency

By law, the Connecticut Technical Education and Career System (CTECS) (formerly known as the technical high school system) becomes an independent state agency, separate from SDE, on July 1, 2022. The legislature enacted a new law that makes numerous conforming and technical changes necessary for CTECS' transition to an independent agency, including keeping CTECS teachers in TRS ([PA 22-118](#), §§ 271-298 & 514, effective July 1, 2022).

Model Student Work Release Policy

This session, the legislature required OWS's chief workforce officer, in consultation with the education commissioner, the CTECS executive director, and the DOL commissioner, to develop a model student work release policy by July 1, 2023. Beginning with the 2024-25 school year and for each following year, each board of education must adopt the model student work release policy or the most recently updated version of it ([PA 22-50](#), § 7, and [PA 22-118](#), § 160, effective upon passage).

Technology and Remote Learning

Remote Learning

The legislature enacted a law that allows for more remote learning in school districts. The new law permits school districts to authorize remote learning for students in grades kindergarten to 12 beginning with the 2024-25 school year. Under prior law, boards have the option to provide remote learning only for grades nine-12 beginning in the 2022-23 school year. The new law maintains the requirements that districts provide remote instruction in compliance with the education commissioner's standards and adopt a policy on student attendance requirements ([PA 22-80](#), § 25, effective July 1, 2022).

Higher Education

BOR Budgeting Process

A new law requires BOR to make the Connecticut State Colleges and Universities' central office a separate line item in its consolidated operating budget ([PA 22-16](#), §§ 2-5, effective July 1, 2022).

BOR Study of School Resource Officer Impact

A new law requires BOR to select a public higher education institution to (1) study school resource officers' role and impact on students with disabilities and (2) report its findings to the Judiciary Committee by December 1, 2022. Among other things, the study must develop metrics for assessing the officers' efficacy, particularly in the context of interacting with students with disabilities, and detail the funding mechanisms for employing these officers ([PA 22-114](#), § 3, effective upon passage).

Child Care Centers Near College and University Campuses

Recent legislation requires BOR, in consultation with OEC, to develop a plan to increase the number of OEC-licensed child care centers or group child care homes on or near each regional community-technical college and Connecticut State University campus. The act requires BOR to submit the plan, including an estimated budget and implementation timeline for the development of additional child care facilities, to the Appropriations and Higher Education and Employment Advancement committees by January 1, 2023 ([PA 22-101](#), § 8, effective July 1, 2022).

College and University Identification Cards

A new law requires all Connecticut public colleges and universities to include the National Suicide Prevention Lifeline number on student identification cards. This requirement takes effect once the lifeline has been operational in Connecticut for 366 days ([PA 22-47](#), §§ 29 & 30, effective October 1, 2022).

Distance Learning Programs

A new law requires an Office of Higher Education (OHE)-authorized private career school to request authorization to offer existing or new programs through a distance learning program at least 60 days before establishing the new program ([PA 22-123](#), § 17, effective July 1, 2022).

Food-Insecurity at Public Higher Education Institutions

The legislature established various requirements to assess and address food insecurity for the state's public college and university students. Among other things, a new law requires them to (1) biennially administer a survey to enrolled students to collect data on food insecurity and the causes and reasons for it and (2) notify students about eligibility requirements for Supplemental Nutrition Assistance Program (SNAP) benefits ([PA 22-101](#), §§ 4-7, effective July 1, 2022).

Free Menstrual Products

A new law requires public higher education institutions, in at least one designated and accessible central location on each campus starting July 1, 2023, to start providing free menstrual products without stigmatizing the individuals requesting the products. They must follow the guidelines DPH develops and post notice of the products' location on their websites ([PA 22-118](#), §§ 85 & 89, effective July 1, 2022, and upon passage).

Governing Board Training

A new law requires public Connecticut higher education institutions to adopt a policy requiring newly appointed governing board members to complete specified training within a year after their appointment or election to the board. The required instruction and training must include financial, legal and ethical, and institutional operation topics, among others ([PA 22-16](#), § 1, effective July 1, 2022).

Health Care Career Training Initiative

This act requires OWS, with the help of various state agencies, higher education institutions, and health care centers and associations, to develop an initiative to address the state's health care workforce shortage. The initiative must offer expanded and enhanced educational programs at Connecticut higher education institutions to increase the number of health care workers in the state. Additionally, the act requires the state's chief workforce officer to develop a plan to encourage high school students to pursue high demand careers in health care, such as nursing and behavioral and mental health care, among others ([SA 22-9](#), §§ 1 & 2, effective upon passage).

In-State Tuition Rates for Veterans and Eligible Dependents

A new law expands entitlement to in-state tuition rates to veterans who live in Connecticut, regardless of their state of residence. This allows additional veterans to receive the state tuition waiver that covers the amount of tuition that exceeds their federal tuition benefits.

The act also aligns state law with federal law by extending in-state student classification for tuition purposes only to (1) children and spouses of veterans who are entitled to educational assistance pursuant to the Marine Gunnery Sergeant John David Fry Scholarship and live in Connecticut and (2) eligible dependents to whom Post-9/11 G.I. Bill benefits can be transferred ([PA 22-101](#), § 1, effective July 1, 2022).

Name, Image, and Likeness of Student Athletes

Recent legislation eliminates the ban on student athletes using, or consenting to the use of, a higher education institution's institutional marks (i.e., name, logo, trademarks, mascot, unique colors, copyrights, and other defining insignia) when performing an endorsement contract or employment activity. It correspondingly requires higher education institutions in the state to adopt at least one policy on the use of institutional marks. However, the act does not require these policies to allow student athletes to use, or consent to the use of, these marks.

Additionally, the act requires the UConn Board of Trustees and BOR to each prepare a report on the fiscal impact to their respective institutions caused by these policies ([PA 22-11](#), effective July 1, 2022).

Office of Higher Education (OHE) Executive Director

New legislation makes the OHE executive director a "department head" appointed by the governor and subject to legislative approval. Existing law already requires the governor to appoint the executive director with confirmation by the legislature ([PA 22-123](#), § 1, effective July 1, 2022).

OHE Fees and Fines

New legislation sunsets certain fee, fine, and payment amounts for private career schools set in statute and instead requires OHE to set them in regulations. Prior law set the fines, fees, and payments for (1) renewing a certificate, (2) changing ownership, (3) penalties for violations of laws or regulations governing private career schools, (4) operating without a certificate of operation, and (5) failure to comply with school closure requirements. Existing law requires OHE to make regulations to carry out its duties. The act specifies that the regulations may prescribe fines, fees, or penalties instead of the amounts established under prior law ([PA 22-123](#), §§ 14, 15 & 19-22, effective July 1, 2022).

OHE Grants for Mental Health Services

A new law requires OHE to administer a grant program for FYs 23-25 to provide funding to public and private colleges and universities for delivery of student mental health services. Applicants must submit a plan for grant fund spending, and grant recipients must file annual expenditure reports with the office. The executive director determines grant amounts using the guidelines established in the law for each FY ([PA 22-47](#), § 15, effective upon passage).

Oversight of Higher Learning Programs

New legislation makes various changes to the academic program approval process for independent higher education institutions administered by OHE. Among other things, it does the following:

1. requires OHE to conduct a hearing on the appeal of a denial of an application for licensure or accreditation of a higher learning program or higher education institution;
2. requires the OHE executive director or his designee to conduct a focused or on-site review of an application for program modifications, nonsubstantive changes, or authorizations if he determines that further review is needed due to the institution's imminent closure;
3. requires OHE to enter a memorandum of understanding with one or more accrediting agencies to conduct an annual financial screening of each independent institution.

The act also requires an independent institution's governing board, beginning July 1, 2023, when it receives a summary from OHE indicating risk of imminent closure, to update the institution's closure plan to include plans for, among other things, (1) providing notice of impending closure to relevant stakeholders of the institution and (2) managing the institution's finances and accreditation status ([PA 22-123](#), §§ 3-10, effective July 1, 2022, and July 1, 2023).

Postsecondary Education Opportunities

A new law requires OHE to disseminate information on postsecondary education opportunities throughout the state ([PA 22-123](#), § 2, effective July 1, 2022).

Postsecondary Education Program Financial Assistance

New legislation authorizes the Connecticut Higher Education Supplemental Loan Authority (CHESLA) to provide financial assistance to students and parents of students enrolled in approved, high-value certificate programs. In doing so, the act allows students and parents to take out CHESLA loans and students to receive grants, scholarships, fellowships, or other non-repayable assistance from CHESLA. Existing law allowed CHESLA to only provide financial assistance to (1) students attending in-state nonprofit higher education institutions, or Connecticut residents attending a U.S. nonprofit higher education institution, and (2) their parents ([PA 22-41](#), effective October 1, 2022).

Postsecondary Prison Education Task Force

A new law reduces, from 16 to 10, the membership of the task force to study the costs and benefits of establishing a Postsecondary Prison Education Office. The act does so by reducing each legislative appointment by one. The act also extends the deadline by which the task force must

report its findings to the Higher Education and Employment Advancement and Judiciary committees by one year, from January 1, 2022, to January 1, 2023 ([PA 22-101](#), § 2, effective upon passage).

Private Career School Application Process

The General Assembly modified the private career school authorization certificate application requirements and process. Among other things, it removed the time limit on a private career school's irrevocable letter of credit and requires these schools to provide evidence to OHE that they have the financial resources to serve their students in order to renew an authorization certificate ([PA 22-123](#), §§ 12-14, effective July 1, 2022).

Private Career School Student Benefit Account

New legislation requires the advisory committee tasked with assisting the OHE executive director in administering the Private Career School Student Benefit Account to be established only when there are funds available in the account ([PA 22-123](#), § 26, effective July 1, 2022).

Psychology Doctoral Student Clerkship Program

A new law requires DPH to establish a program to allow two-year license renewal, rather than annual, for four years for psychology doctoral students completing a semester-long clerkship (1) at a DCF-licensed or -operated facility or (2) for other state agencies the DCF commissioner deems appropriate. Under this program, the candidate must work under the supervision of an agency-affiliated psychologist and at least one core faculty member of the doctoral degree program. DPH must establish the program by January 1, 2023 ([PA 22-47](#), § 45, effective July 1, 2022).

Roberta B. Willis Scholarship Program Task Force

This session, the legislature established a 10-member task force to recommend proposed changes to the Roberta B. Willis Scholarship program, which provides merit- and need-based financial assistance to Connecticut undergraduate students attending a two- or four-year college or university in the state. The act requires the task force to propose certain changes in the program, including ensuring prospective and current students are notified of their initial eligibility for a grant based on their FAFSA without additionally applying to OHE ([PA 22-101](#), § 3, effective upon passage).

Small Business Seminars

A new law requires BOR to develop seminars to help small businesses (i.e., with 25 or fewer employees) adapt to the business environment after the COVID-19 pandemic through courses in subject areas including electronic commerce, social media, cybersecurity, and virtual currency. BOR

must do so by September 1, 2022, and within available funds ([PA 22-118](#), § 121, effective July 1, 2022).

Student Loan Payment Tax Credit

Existing law allows businesses that make payments on qualified employees' eligible student loans to claim a tax credit equal to 50% of the payments made, up to an annual credit maximum of \$2,625 per employee. The budget act (1) expands the loans eligible for this credit to include any CHESLA-issued loan and (2) allows "qualified small businesses" (i.e., those with \$5 million or less in gross receipts in the year the credit is allowed) to apply to DRS for a refund equal to the credit's value ([PA 22-118](#), § 419, effective upon passage and applicable to income years beginning on or after January 1, 2022).

Study of Ways to Encourage Students to Pursue Careers as Building Officials

A new law requires DAS's Office of Education and Data Management (OEDM) to study options to encourage students to pursue careers as building officials, including developing (1) expanded community college coursework and programs to train students in this field, (2) financial and other incentives, and (3) internship and apprenticeship programs in cooperation with municipalities and regional councils of governments.

In conducting the study, OEDM must consult with OHE, DOL's Office of Apprenticeship Training, Connecticut Building Officials Association, and one or more regional community-technical college system administrators. The commissioners must submit their findings and any legislative recommendations to the Planning and Development Committee by January 1, 2023 ([SA 22-14](#), § 2, effective upon passage).

UConn Social Media and Telephone Student Impact Study

A new law requires UConn's Neag School of Education to (1) study and evaluate the impact of social media and mobile telephone usage on students' mental health from kindergarten through grade 12 and (2) report its findings and any recommendations to the Children's and Public Health committees by January 1, 2024. The study must include how it impacts the student's educational experience and the school's climate ([PA 22-81](#), § 6, effective July 1, 2022).

Additional Minor Changes

Various Acts

In addition to the acts summarized above, a number of other acts make minor changes affecting education. These acts include the following:

1. [PA 22-100](#), § 2 (makes a technical change to the criminal history records check system that certain child care providers who accept state child care subsidies must use);
2. [PA 22-116](#), § 3 (extends the special education services and funding task force's report due date by two years, from January 1, 2022, to January 1, 2024);
3. [PA 22-118](#), § 364 (eliminates a duplicative provision that required the DAS commissioner to only approve magnet school construction project grant applications if the education commissioner found the school would reduce racial, ethnic, and economic isolation (which, under unchanged existing law, SDE only approves magnet school funding if the school will reduce racial, ethnic, and economic isolation));
4. [PA 22-118](#), § 299 (changes the payment schedule and frequency for supplemental transportation grants to magnet schools that help the state meet its obligations under the *Sheff v. O'Neill* desegregation court decision; and
5. [PA 22-126](#) (makes technical changes to the higher education statutes).

JM:MS:kl