



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

2014 Legislative Summary

June 10, 2014

MEMO

TO: Dr. Gregory Gray, President, Board of Regents for Higher Education
Members of the Board of Regents for Higher Education
CSCU Presidents
CSCU Legislative Liaisons
BOR Executive Staff Members

FROM: Kyle Thomas, Legislative Program Manager

DATE: June 10, 2014

SUBJECT: Summary of the 2014 Legislative Session

The 2014 Regular Session of the General Assembly adjourned on May 7, 2014. The following is a summary of bills that passed during the 2014 session and that impact the Connecticut State Colleges and Universities (CSCU) and the Board of Regents for Higher Education (BOR) or may be of interest. This is only a small portion of the legislation that was tracked during the course of the legislative session. These bill summaries were taken from the text of the Public Acts, as well as reports prepared by the Offices of Legislative Research and Fiscal Analysis and adapted for BOR purposes.

The highlight of the 2014 legislative session was passage of the Transform CSCU 2020 Initiative, providing \$83.5 million in bond funding and \$42 million in operating funding in FY 2015 alone to promote an enhancement of technology across all institutions, a unified academic and facilities master plan, increased enrollment and degree attainment, and developmental education reform.

I encourage you to distribute this summary and contact me with any questions you may have.

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Transform CSCU 2020

House Bill 5596 (Public Act 14-47) – An Act Making Adjustments to State Expenditures and Revenues for the Fiscal Year Ending June 30, 2015. The Act appropriates \$23 million and further transfers an additional \$19 million from the Connecticut Student Loan Foundation to the Board of Regents for Higher Education. Legislative intent requires the funding to be used to serve the following initiatives:

\$24.2m	Operations and Tuition Support
6.0m	Go Back to Get Ahead
1.0m	Early College Program
10.8m	Developmental Education
\$42.0m	Total

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00047-R00HB-05596-PA.pdf>

Senate Bill 29 (Public Act 14-98) – An Act Authorizing and Adjusting Bonds of the State for Capital Improvements ... and the Board of Regents for Higher Education Infrastructure Act. In sections 50 to 57, the Act changes the name of the CSUS 2020 program to the Connecticut State Colleges and Universities (CSCU) 2020 program, while expanding the program to cover community colleges and Charter Oak.

The Act adds \$103.5 million in funding to the existing CSUS 2020 funds. \$83.5 million is new funds, and \$20 million is a reauthorization of community college bonds that previously existed outside of the program. The inclusion of these existing bonds enhances the authority the BOR has to spend the funds in a timely manner.

The Act additionally requires the board, biannually beginning July 1, 2015, to report to the Finance and Higher Education committees on how it allocated proceeds for each BOR project among each state university and regional community-technical college.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00098-R00SB-00029-PA.pdf>

House Bill 5597 (Public Act 14-217) – An Act Implementing Provisions of the State Budget for the Fiscal Year Ending June 30, 2015. Sec. 68 requires the BOR to report to legislative committees and also submit monthly written reports to them on four initiatives:

- developmental education;
- the Go Back to Get Ahead program;
- the state's early college/dual enrollment program;
- Transform CSCU 2020

The Act requires the BOR to appear twice before the Higher Education and Appropriations committees to report on these topics by September 1, 2014 and again by December 1, 2014. It also requires the BOR to submit monthly written reports on these topics to these committees and OPM by October 1, 2014 and ending June 1, 2015.

Sec. 176 establishes the Go Back to Get Ahead program, to provide up to three free three-credit courses and credit for certain fees to students that reside in Connecticut; have either (a) previously enrolled in an associate's or bachelor's degree program at any public or private college or university and left before completing it or (b) received an associate's degree and seek to enroll in a bachelor's degree program; have not attended any college or university for at least 18 months, as of June 30, 2014; and enroll in an associate's or bachelor's degree program by September 30, 2016 at a Connecticut State University System institution, a Connecticut community college, or Charter Oak State College.

Effective: Immediately

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00217-R00HB-05597-PA.pdf>

Academic Affairs

Senate Bill 19 (Public Act 14-91) – An Act Establishing Uniform State Academic Degree Standards. The Act clarifies that the Board of Regents, in approving academic programs, must follow regulations promulgated by the Office of Higher Education in addition to any other statutory requirements.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00091-R00SB-00019-PA.pdf>

House Bill 5597 (Public Act 14-217) – An Act Implementing Provisions of the State Budget for the Fiscal Year Ending June 30, 2015. The Act allows the Department of Education, Board of Regents for Higher Education, and UConn, in consultation with the Department of Banking (DOB), to develop a plan to provide students in public high schools and state higher education institutions financial literacy instruction, including the impact of using credit and debit cards. The financial literacy instruction may occur (1) during a public high school student's final year and (2) by the end of the second semester for students at state higher education institutions.

The Act also requires (1) SDE, BOR, and UConn, to work with the DOB to secure federal, state, or private funding to implement the plan and (2) the SDE commissioner, BOR president, BOT chairman, and DOB commissioner to report on the plan status to the Banks Committee by

January 1, 2015.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00217-R00HB-05597-PA.pdf>

House Bill 5377 (Public Act 14-225) – An Act Implementing the Recommendations of the Legislative Program Review and Investigations Committee on the Reemployment of Older Workers as they Relate to the Labor Department. Beginning in section 5, the Act requires the BOR, as part of its academic master plan, to examine the potential for expanding the advanced manufacturing center model to create centers of excellence in other career areas.

The Act also requires institutions to implement, within available resources, the Plus 50 initiative.

By January 1, 2015, BOR must establish consistent parameters for noncredit vocational courses and programs to be recognized by each institution.

Finally, the Act adds information on the availability and utilization of financial aid for noncredit vocational courses and programs as a requirement to an existing report.

Effective: July 1, 2014, with the exception of financial aid availability reporting being October 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00225-R00HB-05377-PA.pdf>

Board Affairs

Senate Bill 402 (Public Act 14-208) – An Act Concerning Faculty Representation on the Board of Regents for Higher Education. This Act adds the faculty advisory committee (FAC) vice-chairperson to serve as an ex-officio, non-voting BOR member for a two-year term but excludes the vice-chairperson from BOR executive sessions.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00208-R00SB-00402-PA.pdf>

Campus Safety

House Bill 5029 (Public Act 14-11) – An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, as amended by Sec. 163 of House Bill 5597 (Public Act 14-217). PLEASE SEE SUMMARY UNDER STUDENT AFFAIRS.

Financial Aid

Senate Bill 18 (Public Act 14-21) – An Act Concerning the English Language Learner Educator Incentive Program. This Act redesigns the English Language Learner Educator

Incentive Program administered by the Office of Higher Education. The following table details the modifications:

	<i>CURRENT LAW</i>	<i>PA 14-21</i>
Eligible Participants	Up to 20 teachers	Unlimited number of undergraduate students
Eligibility Requirements	<p><i>Loan reimbursement.</i> A person must do the following to receive a loan reimbursement:</p> <ol style="list-style-type: none"> (a) graduate from a higher education teacher preparation program and complete state teaching certification requirements or (b) hold a teaching certificate and complete an in-state program to obtain endorsement in bilingual education or the teaching of English to speakers of other languages, obtain such an endorsement if he or she has not already done so, be employed by Connecticut public schools in a position that requires such an endorsement, and make a written commitment to remain employed in such a position for at least five years. 	<p><i>Grants.</i> On or after July 1, 2014, a person must do the following to receive a grant:</p> <ol style="list-style-type: none"> be enrolled at any four-year Connecticut college or university in the final two years of a teacher preparation program that leads to teacher certification, and pursue an endorsement in bilingual education or the teaching of English to speakers of other languages. <p><i>Loan reimbursement.</i> To receive loan reimbursement upon graduation from such a program, a person must teach in a Connecticut public school in a position that requires that endorsement. Employment commitment for a specified number of years is not required, but the number of annual loan reimbursements is capped at four.</p>
Maximum Award	\$25,000 (five years of teaching at \$5,000 per year in loan reimbursement)	\$20,000 (two years as an undergraduate at \$5,000 per year in grants, plus four years of teaching at \$2,500 per year in loan reimbursement)
Employment Commitment	Recipients must fulfill a five-year teaching commitment or repay at least 20% of the reimbursement for each unmet year of employment in a manner determined by the OHE executive director.	Recipients are not required to make an employment commitment to participate.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00021-R00SB-00018-PA.pdf>

Facilities

Senate Bill 318 (Public Act 14-44) – An Act Concerning Electronic Prevailing Wage Notices, Information, and Records. The Act allows monthly certified payroll records to be submitted to the BOR electronically. It also allows the prevailing wage enforcement agency to electronically

notify a contractor of a termination of the right to work on a job due to non-compliance with prevailing wage restrictions.

Effective: July 1, 2015

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00044-R00SB-00318-PA.pdf>

Senate Bill 247 (Public Act 14-202) – An Act Eliminating and Modifying Certain Reporting and Regulatory Requirements of the Department of Administrative Services and Repealing Obsolete Provisions. The Act transfers, from the BOR to DAS, the requirement to report annually to the State Bond Commission secretary and the Finance, Revenue and Bonding Committee concerning the completion or acceptance during the preceding year of each public works construction project administered by DAS's Division of Construction Services that (1) costs more than \$10,000 and (2) was funded from the proceeds of state general obligation bonds.

Effective: Immediately

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00202-R00SB-00247-PA.pdf>

Governance

Senate Bill 330 (Public Act 14-117) – An Act Concerning the Board of Regents. The Act clarifies that the BOR only appoints vice-presidents for the state university system and the community college system, and also eliminates references to the Board for State Academic Awards, changing these references to Charter Oak State College or the Board of Regents, as appropriate.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00117-R00SB-00330-PA.pdf>

Human Resources

Senate Bill 32 (Public Act 14-1) – An Act Concerning Working Families' Wages. This Act adjusts the minimum wage effective January 1st for years 2015, 2016, and 2017. Under current law, the state's minimum hourly wage is scheduled to increase from \$8.70 to \$9.00 on January 1, 2015. This Act instead increases the minimum wage to (1) \$9.15 on that date, (2) \$9.60 on January 1, 2016, and (3) \$10.10 on January 1, 2017.

Effective: July 1, 2014

<http://cga.ct.gov/2014/act/pa/pdf/2014PA-00001-R00SB-00032-PA.pdf>

House Bill 5029 (Public Act 14-11) – An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, as amended by Sec. 163 of House Bill 5597 (Public Act 14-217). PLEASE SEE SUMMARY UNDER STUDENT AFFAIRS.

House Bill 5269 (Public Act 14-128) – An Act Creating Parity Between Paid Sick Leave Benefits and Other Employer-Provided Benefits. The Act changes the timeframe for accruing paid sick leave. Under current law, employees accrue one hour of sick leave for every 40 hours worked per calendar year. Under the Act, they accrue one hour of paid sick leave for every 40 hours worked during whatever 365-day year the business uses to calculate employee benefits. This allows the employer to start the benefit year on any date, rather than only on January 1. The Act makes conforming changes.

Effective: January 1, 2015

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00128-R00HB-05269-PA.pdf>

House Bill 5040 (Public Act 14-186) – An Act Concerning the Department of Children and Families and the Protection of Children. The Act expands the mandated reporter list to include any paid youth camp director or assistant director and any person age 18 or older who is an administrator, faculty, or staff member, athletic coach, director, or trainer employed by a public or private higher education institution, excluding student employees.

Mandated reporters have a legal responsibility to report suspected child abuse and neglect orally to the Department of Children and Families within 12 hours of suspecting a child has been abused, and to follow up in writing within 48 hours.

Effective: October 1, 2014

<http://cga.ct.gov/2014/ACT/PA/2014PA-00186-R00HB-05040-PA.htm>

Public Health

House Bill 5146 (Public Act 14-15) – An Act Concerning the Use of Public School Health Assessment Forms by Youth Camps and Day Care Centers. This Act allows licensed youth camps, as well as child or group daycare facilities to use a child's physical examination required for school purposes and either his or her school health assessment form or State Department of Education early childhood health assessment record form to satisfy any physical examination or health status certification they require. It requires that the physical examination be completed within a time the Office of Early Childhood (OEC) commissioner establishes.

Effective: July 1, 2014

<http://www.cga.ct.gov/2014/ACT/pa/pdf/2014PA-00015-R00HB-05146-PA.pdf>

House Bill 5537 (Public Act 14-231) – An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes. PLEASE SEE SUMMARY UNDER STUDENT AFFAIRS.

Purchasing

Senate Bill 182 (Public Act 14-106) – An Act Conforming Public Higher Education Purchasing Statutes with Department of Administrative Services Purchasing Statutes and Practice. The Act allows the president of an individual institution to join with federal agencies, other states, Connecticut political subdivisions, or private or nonprofit organizations in cooperative purchasing plans when it is in the state's best interests to do so.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00106-R00SB-00182-PA.pdf>

Reporting

House Bill 5028 (Public Act 14-65) – An Act Concerning Revisions to the Higher Education Statutes and Military Occupational Licensing Data. This Act rescinds the requirement that the Board of Regents prepare the annual report of the Planning Commission for Higher Education.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00065-R00HB-05028-PA.pdf>

House Bill 5361 (Special Act 14-11) – An Act Concerning a Plan for Participation in a State Authorization Reciprocity Agreement Regarding Distance Learning Programs. This item is for information only and requires no action on the part of the BOR.

The Act requires the Office of Higher Education to report in January a plan to enter into a multistate or regional reciprocity agreement that will allow for participation by the state and Connecticut institutions of higher education in a nation-wide state authorization reciprocity agreement establishing uniform standards for distance learning programs across states and eliminating the need for a state participating in such nation-wide state authorization reciprocity agreement to assess the quality of a distance learning program offered by an out-of-state institution of higher education through such participating state's traditional authorization, licensing and accreditation process.

Effective: Immediately

<http://cga.ct.gov/2014/ACT/SA/2014SA-00011-R00HB-05361-SA.htm>

Student Affairs

House Bill 5029 (Public Act 14-11) – An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, as amended by Sec. 163 of House Bill 5597 (Public Act 14-217). This summary is written by Act section.

Sec. 1: By law, each institution must annually publish a uniform campus crime report and make it available on request to students, employees, and applicants for admission. The report must include information about certain crimes committed in the immediately preceding calendar year within the geographical limits of property the institution owns or controls. The Act requires the

report to additionally include information about incidences of (1) 1st, 2nd, and 3rd degree stalking (See. CGS 53a-181c to 53a-181e) and (2) family violence (which includes various crimes committed against a family or household member – see CGS 46b-38h). It also requires the report to be published annually by October 1, rather than September 1.

Sec. 2: Under existing law, institutions, **excluding Charter Oak**, must offer, within existing budgetary resources (1) sexual assault and intimate partner violence primary prevention and awareness programming for all students and (2) ongoing prevention and awareness campaigns.

The Act:

- eliminates the requirement that the programming and campaigns be within existing budgetary resources;
- requires the programming and campaigns to also address stalking;
- requires the programming to be provided (a) annually and (b) to all employees, not just students as under current law;
- specifies that prevention and awareness programming may include poster and flyer campaigns, electronic communications, films, guest speakers, symposia, conferences, seminars, or panel discussions; and
- specifies that the programming must include strategies for bystander intervention.

This section also requires institutions, **excluding Charter Oak**, annually beginning October 1, 2015, to submit a report to the Higher Education Committee that includes, for the immediately preceding calendar year, the following information concerning sexual assault, stalking, and intimate partner violence:

- a copy of the institution's (a) most recently adopted policies and (b) most recent concise written notification of a victim's rights and options under these policies;
- the number and type of prevention, awareness, and risk reduction programs at the institution;
- the type of prevention and awareness campaigns at the institution;
- the number of incidents reported to the institution;
- the number of confidential or anonymous reports or disclosures; and
- the number of disciplinary cases and the final outcome of these cases, including the outcome of any appeals, to the extent that reporting the outcomes does not conflict with federal law.

Under existing law, each institution, **including Charter Oak for the remainder of this section**, must adopt one or more policies concerning sexual assault and intimate partner violence. The policies must include provisions for (1) providing information to students about their options for

assistance if they are victims of such violence, (2) disciplinary procedures, and (3) possible sanctions. Institutions must include the policies in their uniform campus crime report.

The Act expands the scope of the policies by applying them to (a) stalking and (b) institutions' employees. Under current law, stalking is addressed by the institutions' policies only in the context of intimate partner violence, which is limited to harm against an individual by a current or former spouse or by a partner in a dating relationship.

The Act specifies that the institutions' policies apply to incidences of sexual assault, stalking, and intimate partner violence wherever they occur (i.e., on or off campus). It also specifies that the policies apply to people who report or disclose being a victim.

The Act allows all higher education institutions to permit victims to report or disclose incidents anonymously. The institution must notify the victim of its obligations under state or federal law, if any, to (1) investigate or address the alleged sexual assault, stalking, or intimate partner violence and (2) assess whether the report triggers the need for a timely warning or emergency notification pursuant to federal regulations.

Under current law, an institution's disciplinary proceedings must be conducted by an official trained in issues relating to sexual assault and intimate partner violence. The Act requires that this training be annual and that it also include stalking.

Under current law, institutions' policies must have a provision for giving contact information for and, if requested, professional assistance in accessing and using campus, local advocacy, counseling, health, and mental health services. The Act requires the contact information to be concise and in writing. By law, the policies must also provide written information about a victim's rights to (1) notify law enforcement and receive assistance from campus authorities in making the notification and (2) obtain a protective order, apply for a temporary restraining order, or seek enforcement of an existing order. The Act specifies that this information must be concise and written in plain language.

The Act requires all higher education institutions to provide concise notification, written in plain language, to each student and employee who has been the victim of sexual assault, stalking, or intimate partner violence regarding his or her rights and options under the institution's policy or policies. The institution must provide this notification immediately upon receiving a report of the incident. In addition to the rights listed above, the victim's rights and options under existing law include, among other things, reasonably available opportunities to change academic, living, campus transportation, or working situations.

Sec 3: The Act requires each institution, **excluding Charter Oak**, to establish a campus resource team by January 1, 2015. The team must have representatives from, and be responsible for, each

of the institution's campuses. The institution's president selects the team members, who must include the institution's Title IX coordinator (under federal law, each institution receiving federal student aid must designate a Title IX coordinator) and chief student affairs officer, or their designees, and, to the extent they exist on campus, at least one representative from the institution's: (1) administration; (2) counseling services office; (3) health services office; (4) women's center; (5) special police force, campus police force, or campus safety personnel; (6) faculty; (7) senior and mid-level staff; (8) student body; (9) residential life office; and (10) judicial hearing board.

The team may also include any other members designated by the institution's president. Additionally, the president must invite to serve on the team at least one representative from (1) a community-based sexual assault crisis service center; (2) a community-based domestic violence agency; and (3) the criminal justice system in the institution's judicial district, including state and local police and state prosecutors.

The Act requires the institution to ensure that each team member is educated in the following areas:

- the awareness and prevention of sexual assault, stalking, and intimate partner violence;
- communicating with and providing assistance to students or employees who are victims;
- the institution's sexual assault, stalking, and intimate partner violence policies;
- the provisions of (a) Title IX of the federal Elementary and Secondary Education Act of 1972 and (b) the federal Clery Act;
- “victim-centered response” defined as a systematic focus on a victim's needs and concerns that (1) ensures services are delivered in a compassionate, sensitive, nonjudgmental manner, (2) ensures an understanding of how trauma affects victim behavior, (3) maintains victim safety, privacy and, where possible, confidentiality, and (4) recognizes that victims are not responsible for the assault, stalking, or violence committed against them;
- the role of community-based sexual assault victim advocates;
- the role and function of each team member in ensuring a coordinated response to reports of sexual assault, stalking, and intimate partner violence; and
- communicating sensitively and compassionately with victims, including an awareness of responding or providing services to, or assisting in locating services for, victims from diverse cultural backgrounds.

This team is not intended to serve as a rapid response team.

The Act requires the campus resource team, by July 1, 2015, to (1) review the institution's sexual assault, stalking, and intimate partner violence policies, and (2) recommend to the institution protocols for providing support and services to students and employees who report being victims.

The team must meet at least once a semester to review the protocols and ensure that they are updated as necessary.

Sec. 4: Requires institutions, **excluding Charter Oak**, to enter into an MOU with at least one community-based sexual assault crisis service center and one community-based domestic violence agency. The MOUs must (1) establish a partnership with the service and agency, and (2) ensure that a student or employee who reports or discloses being a victim of sexual assault, stalking, or intimate partner violence can access free and confidential counseling and advocacy services, either on or off campus.

The partnership must include (1) involvement of the institution's campus resource team, and (2) training between the institution and service center and agency to (a) understand each other's role in responding to reports and disclosures of sexual assault, stalking, and intimate partner violence against students and employees and (b) the institution's protocols for providing support and services to such students and employees.

Sec. 5: Requires each institution, **excluding Charter Oak**, to ensure that its Title IX coordinator and members of its special police force, campus police force, or campus safety personnel employed directly by the institution are educated in the awareness and prevention of sexual assault, stalking, and intimate partner violence, and in trauma-informed response. The Act defines a “trauma-informed response” as one that understands the complexities of sexual assault, stalking, and intimate partner violence through training centered on (1) the neurobiological impact of trauma, (2) the influence of societal myths and stereotypes surrounding trauma's causes and impact, (3) understanding perpetrators' behavior, and (4) conducting an effective investigation on behalf of trauma victims.

Effective: July 1, 2014

HB 5029: <http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00011-R00HB-05029-PA.pdf>

HB 5597: <http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00217-R00HB-05597-PA.pdf>

House Bill 5149 (Public Act 14-36) – An Act Concerning Cardiopulmonary Resuscitation Certification. This Act allows lifeguards to be certified in cardiopulmonary resuscitation by the American Safety and Health Institute, not just by the American Heart Association or American Red Cross.

Effective: October 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00036-R00HB-05149-PA.pdf>

House Bill 5537 (Public Act 14-231) – An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes. Section 41 of the Act requires on-campus resident students, starting with the 2014-2015 school year, to submit evidence that they received a meningococcal conjugate vaccine within five years of enrollment. The law exempts from the vaccination requirement a student who gets a certificate from a

physician, physician assistant, or advanced practice registered nurse stating that, in his or her opinion, the vaccine is medically contraindicated.

Effective: Immediately

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00231-R00HB-05537-PA.pdf>

Teacher Preparation

House Bill 5562 (Public Act 14-39) – An Act Establishing the Office of Early Childhood, Expanding Opportunities for Early Childhood Education and Concerning Dyslexia and Special Education. The Act requires that all teacher preparation programs that lead teacher certification include instruction on detection and recognition of, and evidence-based interventions for, students with dyslexia.

Effective: July 1, 2015

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00039-R00HB-05562-PA.pdf>

Veterans Affairs

House Bill 5299 (Public Act 14-131) – An Act Concerning the Findings of the Military Occupational Specialty Task Force, as amended by House Bill 5028 (Public Act 14-65) – An Act Concerning Revisions to the Higher Education Statutes and Military Occupational Licensing Data. Section 11 requires higher education institutions to award college credit for military occupational specialty training to service members enrolled at the institution. The applicant must have experience in a military occupation the institution recognizes as substituting or meeting the requirements of a particular course of study.

The Act requires, by July 1, 2016, the Board of Regents for Higher Education, to develop and adopt guidelines on awarding college credit for a student's military training, coursework, and education. The guidelines must include course equivalency recommendations adopted by the American Council on Education and other institutions or organizations deemed reputable by BOR and the UConn board.

Until the guidelines are adopted, any higher education institution that awards college credit for such training, when assigning college credit to a military occupation, must use course equivalency recommendations adopted by the American Council on Education, a portfolio assessment process when appropriate, or the institution's transfer and articulation policies. The Act requires the guidelines be adopted as policies by the Board of Regents.

Section 14 HB 5028 modifies Sec. 14 of HB 5299 to require an annual report to the Committee on Veterans Affairs beginning on July 1, 2016. The report must include:

- information on (a) the number of service members who applied for a military training evaluation or educational credit and (b) the number of service members whose applications were approved (the Act limits this to information about credentials that fall within BOR authority and where military training or experience is relevant and could be applied);
- information on their efforts to inform and assist service members in accessing programs that provide the education and training necessary for meeting the requirements for educational credit;
- information on whether existing law effectively addresses the challenges that service members face when applying for educational credit upon discharge from military service or relocating to the state; and
- recommendations on improving their ability to meet the occupational needs of service members who were issued or denied a recommendation for review or a deduction from the hours of apprenticeship training.
- in aggregate, the types of military training presented, the types of credit awarded for such training, and the types of military training for which credit was not awarded.

Effective: July 1, 2014

HB 5299: <http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00131-R00HB-05299-PA.pdf>

HB 5028: <http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00065-R00HB-05028-PA.pdf>

Workforce Development

House Bill 5559 (Public Act 14-38) – An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force, Licensure Exemptions for Certain After School Programs and Expanding Opportunities Under the Subsidized Training and Employment Program. The Act creates a “new apprentice” grant program under the STEP to provide grants for small businesses and manufacturers to hire high school and college students. Under the STEP program, the Department of Labor (DOL) provides grants to small businesses to help offset the cost of hiring people who were previously unemployed.

Under the Act a “new apprentice” is a student at a public or private high school, preparatory school, or institution of higher education.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00038-R00HB-05559-PA.pdf>

House Bill 5597 (Public Act 14-217) – An Act Implementing Provisions of the State Budget for the Fiscal Year Ending June 30, 2015. This item is for information only and requires no action on the part of the BOR.

Sec. 197 requires the Connecticut Employment and Training Commission (CETC) to develop, in collaboration with regional workforce development boards, a statewide plan and funding proposal to implement, expand, or improve on (1) contextualized learning programs, (2) career certificate programs, (3) middle college programs, and (4) early college high school programs. The Act describes this plan as a way to provide education, training, and placement in available jobs in manufacturing, health care, construction, green industries, and other emerging sectors of the Connecticut economy.

It also requires CETC to report to the Higher Education and Employment Advancement Committee on the plan by January 1, 2015 and on the status of the four programs under the plan by September 1, 2015 and annually thereafter.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/pa/pdf/2014PA-00217-R00HB-05597-PA.pdf>

House Bill 5434 (Special Act 14-19) – An Act Concerning a Plan for Career Readiness and Manufacturing Apprenticeship Preparation Programs at the Technical High Schools. The Act requires the technical high school system to collaborate with DOL, SDE, and BOR to develop a plan to utilize technical high school manufacturing centers during off-hours for career readiness programs and DOL approved apprenticeship training. The Act requires ten items to be considered in the development of such a plan. The report is due from the Commissioner of Education by January 1, 2015.

Effective: July 1, 2014

<http://cga.ct.gov/2014/ACT/SA/2014SA-00019-R00HB-05434-SA.htm>