



Agency Legislative Proposal – 2024 Session
Document Name: CSDE Adult Education Credit Requirements

Document Name	CSDE Adult Education Credit Requirements [1 of 6]
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Naming Format: AGENCY ACRONYM PROPOSAL NUMBER - TOPIC

Please insert a copy of the fully drafted bill at the end of this document (required for review)

Legislative Liaison	Laura Stefon
Division Requesting This Proposal	Academic Office
Drafter	Marcy Reed

Title of Proposal	Adult Education Credit Requirements
Statutory Reference, if any	C.G.S. 10-69 (b) (1)
Brief Summary and Statement of Purpose	C.G.S. CH 170 Section 10-221a caused Connecticut Public High Schools to require twenty-five (25) credits for graduation. This change was intended to increase the value of a Connecticut high school diploma. As Adult Education and specifically the Adult High School Credit Diploma Program (AHSCDP) functions as part of a school district the diplomas granted by the LEA's to adult education students should represent equal value. The intent of this proposed change in legislation is to align Adult Education credits with the current graduation requirement for Connecticut public high schools. It is proposed that C.G.S. 10-69 (b)(1) be revised to state that the number of adult education credits required for graduation increase from twenty (20) to twenty-five (25) for students graduating on or after July 1, 2024.



SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

Graduation requirements for students in K-12 high schools have increased, most recently in 2022, while adult education graduation credits have remained unchanged since 2004. We are amending G.S. 10-69 (b)(1) to bring those requirements in line.

BACKGROUND

Origin of Proposal New Proposal Resubmission

If this is a resubmission, please share the prior bill number, the reason the bill did not move forward, and any changes made or conversations had since it was last proposed:

This never received a bill number.

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency's mission?	
How will we measure if the proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	



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<p>Has this proposal or a similar proposal been implemented in other states? If yes, to what result?</p>	
<p>Have certain constituencies called for this proposal?</p>	<p>A representative committee of Adult Education directors convened and met regularly over a two-year period to discuss the Credit Diploma Program and requirements for graduation credits. The committee arrived at credit requirements that align with those of K-12 while adjusting for the needs of the adult learners and the limitations of the provider’s ability to offer courses. It was agreed that the twenty (20) credit minimum was no longer appropriate and that a twenty-five (25) credit minimum will enable Adult Education providers to incorporate coursework related to workforce preparation as required under the Workforce Innovation and Opportunities Act (WIOA). At this time, all Adult Education providers by mutual agreement require the twenty-five (25) credit minimum for the Class or 2024.</p>

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[] Check here if this proposal does NOT impact other agencies

<p>Agency Name: Department of Corrections – Unified School District #1 Agency Contact (name, title, phone): Veron Beaulieu, Acting Superintendent of Schools, 860-692-7526 Date Contacted: July 26, 2022 Approve of Proposal <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Talks Ongoing</p>
<p>Summary of Affected Agency’s Comments USD#1 currently makes request under C.G.S. 10-5 for students to receive diplomas under the twenty (20) credit minimum. Making the official change effective for the class of 2024 will provide adequate time to make needed adjustments and to provide students notice and information regarding the change. The proposed required subjects are relevant to the USD#1 students. Overall it should be beneficial. Students that graduate by the end of the 2022-23 school year will be eligible with 22 credits, and those who need to continue studies after July 1, 2023 will graduate in 2024 with 25 credits.</p>
<p>Will there need to be further negotiation? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>



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Agency Name: Department of Children and Families – Unified School District #2
Agency Contact (name, title, phone): Matt Folan, Superintendent of Schools, 860-550-6375
Date Contacted: July 20, 2022
 Approve of Proposal **YES** **NO** **Talks Ongoing**

Summary of Affected Agency’s Comments
 Unified School District #2 (USD#2) rarely has cases that fall under adult education, and when that occurs the students enroll through the local adult education program in the local school district. Students enrolled in USD#2 under the Department of Children and Families (DCF) participate in regular K-12 public school settings and graduate commensurate with those requirements. Therefore requests made under C.G.S. 10-5 for students whose official year of graduation is 2023 and beyond will adhere to the K-12 graduation requirement of twenty-five (25) credits.

Will there need to be further negotiation? **YES** **NO**

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[x] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	



MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?

Under C.G.S. CH 163 Section 10-5, a person has the right to petition for receipt of a diploma from the Commissioner of Education by demonstrating that the required educational requirements have been met. With the current statute still only requiring the minimum twenty (20) credits, a person could withdraw from a high school requiring twenty-five (25) or more credits and apply to the Commissioner of Education through Adult Education for a diploma, thus circumventing K-12 graduation requirements. In addition, students at USD#1 and USD#2 could continue to petition for diplomas under the twenty (20) credit minimum. It should be noted that adult education providers currently require the same number of credits as the district under which they function, so all adult education providers currently require a minimum of twenty-five (25) credits.

INSERT FULLY DRAFTED BILL HERE

C.G.S. 10-69 (b)(1) should be revised as follows:

(b) (1) Prior to July 1, 2004, no providing school district shall grant an adult education diploma to any adult education program participant who has not satisfactorily completed a minimum of twenty adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American history; not fewer than two in science; and not fewer than one in the arts or vocational education. On and after July 1, 2004, but prior to July 1, 2024, no providing school district shall grant an adult education diploma to any adult education program participant who has not satisfactorily completed a minimum of twenty adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American history and at least a one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education. On and after July 1, 2024, no providing school district shall grant an adult education diploma to any adult education program participant who has not satisfactorily completed a minimum of twenty-five adult education credits, of which not fewer than nine credits in the humanities, including civics and art and one-half credit in personal financial management and financial literacy; not fewer than nine credits in Science, technology, engineering, and mathematics, and seven elective credits.



Agency Legislative Proposal – 2024 Session
Document Name:

Document Name	CSDE Academic Office Seal of Biliteracy Language Modifications [2 of 6]
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Naming Format: AGENCY ACRONYM PROPOSAL NUMBER - TOPIC

Please insert a copy of the fully drafted bill at the end of this document (required for review)

Legislative Liaison	Laura Stefon 860-713-6493 Laura.Stefon@ct.gov
Division Requesting This Proposal	Connecticut State Department of Education, Academic Office – Adult Education
Drafter	Dr. Megan Alubicki Flick Irene Parisi

Title of Proposal	A Language Modification to the Seal of Biliteracy Statute to Broaden Access
Statutory Reference, if any	P.A. 17-29
Brief Summary and Statement of Purpose	P.A. 17-29 created the State of Connecticut Seal of Biliteracy. This legislative proposal seeks to update the statutory language to ensure <u>broader access for students</u> obtaining high school diplomas through alternative pathways and by removing 'federally recognized' where Native American tribes are referenced. The statute (with bolded words where changes are proposed) currently states that:

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate



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Section 1 (f) - The current language limits the issuance of the Seal of Biliteracy to public schools, as well limits the issuance to only federally recognized Native American Tribes.

BACKGROUND

Origin of Proposal **New Proposal** **Resubmission**

If this is a resubmission, please share the prior bill number, the reason the bill did not move forward, and any changes made or conversations had since it was last proposed:

Please consider the following, if applicable:

<p>How does this proposal connect to the 10-year vision for the agency’s mission?</p>	<p>The changes increase access to the Seal of Biliteracy, making the Seal initiative more equitable and accessible in general, and for historically marginalized groups, specifically. This change also allows for public <i>and</i> private schools to increase access to the Seal of Biliteracy.</p> <p>This proposal provides for statutory language “clean up” and revision to ensure increased access for learners.</p>
<p>How will we measure if the proposal successfully accomplishes its goals?</p>	<p>The CSDE is now collecting data on the Seal of Biliteracy through formalized Performance Office collections. These collections enable us to evaluate and interpret student-level information to better understand demographic data about the students that are accessing assessments for the Seal and earning the Seal.</p>
<p>Have there been changes in federal/state laws or regulations that make this legislation necessary?</p>	<p>While there have not been changes to laws or regulations that make this necessary, these changes will align Connecticut’s program more closely with other states’ Seal of Biliteracy programs around the country and make it possible for more students to access the Seal of Biliteracy in CT.</p>



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<p>Has this proposal or a similar proposal been implemented in other states? If yes, to what result?</p>	<p>Other states’ Seal of Biliteracy programs typically include both public and private high schools and diploma-issuing institutions and include Native American tribes, regardless of federally recognized status. By making these changes, we are broadening access and aligning with most other states’ Seal of Biliteracy initiatives.</p>
<p>Have certain constituencies called for this proposal?</p>	<p>To review and update the Connecticut Seal of Biliteracy Guidelines document, a work group representing a broad range of interest holders was convened in the Spring of 2023. In reviewing the document, the work group made both requests for language changes included in this legislative proposal.</p>

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	<input type="checkbox"/> Approved <input type="checkbox"/> Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
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Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

The CSDE is now collecting data on the Seal of Biliteracy through formalized Performance Office collections. These collections enable us to evaluate and interpret student-level information to better understand demographic data about the students that are accessing assessments for the Seal and then ultimately earning the Seal.

ANYTHING ELSE WE SHOULD KNOW?

INSERT FULLY DRAFTED BILL HERE

Section 1. Section 10-5

(f) Not later than September 1, 2017, the State Board of Education shall establish criteria by which a [local or regional board of education] Connecticut diploma issuing entity may affix the Connecticut State Seal of Biliteracy on a diploma awarded to a student who has achieved a high level of proficiency in



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English and one or more foreign languages. For purposes of this subsection, "foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a [federally recognized] Native American tribe.



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Document Name	SDE Sheff Magnet Enrollment Standards Extended [3 of 6]
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Naming Format: AGENCY ACRONYM PROPOSAL NUMBER - TOPIC

Please insert a copy of the fully drafted bill at the end of this document (required for review)

Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Colombo Cecere Phone: 860-713-6518 Email: robin.cecere@ct.gov

Title of Proposal	An Act Extending the Dates for Magnet Enrollment Standards
Statutory Reference, if any	C.G.S. §10-264/(b), as amended by PA 23-160 §29
Brief Summary and Statement of Purpose	This proposal extends the dates for application of statutory provisions relating to enrollment standards for interdistrict magnet schools in the pursuant to C.G.S. §§10-264/(b).

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal continues the period that the enrollment requirements for *Sheff* interdistrict magnet schools will apply to such schools from June 30, 2021 to June 30, 2025 to remain consistent with the settlement agreement in the *Sheff v. O’Neill* case, and extends the date for applying a fiscal penalty on interdistrict magnet schools for noncompliance with enrollment standards for two consecutive years.

For C.G.S. §10-264/(b)(2), the proposal extends the period that interdistrict magnet schools, which are subject to the stipulation in the *Sheff v. O’Neill* case, must meet residency and reduced-isolation standards set by the Commissioner of Education and the governing stipulation to qualify for the



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magnet operating grant beyond the existing end date of June 30, 2021, to the fiscal year ending June 30, 2025. The proposal also updates the language used in subsection (b)(2) from “reduced isolation setting standards” to “enrollment standards” to remain consistent with the governing stipulation and 10-264r.

For C.G.S. §10-264/(b)(4), the proposal extends the date through fiscal year 25 that the Commissioner may impose a fiscal penalty or other measure on interdistrict magnet schools for noncompliance with magnet enrollment standards for two consecutive years to enable enforcement of residency standards to comply with the interdistrict structure of magnet schools. The proposal also updates the language used in subsection (b)(4) from “reduced isolation setting standards” to “enrollment standards” to remain consistent with the 10-264r.

BACKGROUND

Origin of Proposal

New Proposal

Resubmission

If this is a resubmission, please share the prior bill number, the reason the bill did not move forward, and any changes made or conversations had since it was last proposed:

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	The parties to the <i>Sheff v. O’Neill</i> litigation entered a new stipulated agreement on January 26, 2022, which was approved by the General Assembly by operation of law on March 17, 2022, and approved by the Superior Court as a Court Order on March 21, 2022. The stipulated agreement sets enrollment goals for reducing isolation of Hartford-resident students through integrated educational options as articulated in the Comprehensive School Choice Plan (CCP).



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<p>Has this proposal or a similar proposal been implemented in other states? If yes, to what result?</p>	
<p>Have certain constituencies called for this proposal?</p>	

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

<p>1. Agency Name</p>	
<p>Agency Contact (name, title)</p>	
<p>Date Contacted</p>	
<p>Status</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Talks Ongoing</p>
<p>Open Issues, if any</p>	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

<p>State</p>	
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Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

ANYTHING ELSE WE SHOULD KNOW?

INSERT FULLY DRAFTED BILL HERE

Subsection (b) of section 10-264l of the general statutes, as amended by PA 23-160 §29, is repealed and the following is substituted in lieu thereof (Effective July 1, 2024):

(b) (1) Applications for interdistrict magnet school program operating grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes, except that on and after July 1, 2009, applications for such operating



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grants for new interdistrict magnet schools, other than those that the commissioner determines will assist the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan. The commissioner shall submit such comprehensive state-wide interdistrict magnet school plan on or before October 1, 2016, to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations.

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education, the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner determines that there are extraordinary programmatic needs. For the fiscal years ending June 30, 2017, to June 30, [2018] 2025, inclusive [June 30, 2020, and June 30, 2021], in the case of an interdistrict magnet school that will assist the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the commissioner, the commissioner shall also consider whether the school is meeting the [reduced-isolation setting] enrollment standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 10-264r, as amended by this act, in accordance with decision of *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect. If such school has not met such [reduced-isolation setting] enrollment standards, it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years and approves a plan to bring such school into compliance with such [reduced-isolation setting] enrollment standards. If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

(3) For the fiscal years ending June 30, 2018, to June 30, 2025, inclusive, the commissioner shall not award a grant to an interdistrict magnet school program that (A) has more than seventy-five per cent of the total school enrollment from one school district, or (B) does not maintain a total school enrollment that is in accordance with the reduced-isolation setting standards for interdistrict magnet school programs, developed by the Commissioner of Education pursuant to section 10-264r, as amended by this act, except the commissioner may award a grant to such school for an additional year or years if the commissioner finds it is appropriate to do so and approves a plan to bring such school into compliance with such residency or reduced isolation setting standards.



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(4) For the fiscal years ending June 30, 2018, to June 30, [2021] 2025, inclusive, if an interdistrict magnet school program does not maintain a total school enrollment that is in accordance with the [reduced-isolation setting] enrollment standards for interdistrict magnet school programs, developed by the commissioner pursuant to section 10-264r, as amended by this act, for two or more consecutive years, the commissioner may impose a financial penalty on the operator of such interdistrict magnet school program, or take any other measure, in consultation with such operator, as may be appropriate to assist such operator in complying with such [reduced-isolation setting] enrollment standards.



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Document Name	SDE Magnet Tuition	[4 of 6]
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Naming Format: AGENCY ACRONYM PROPOSAL NUMBER - TOPIC

Please insert a copy of the fully drafted bill at the end of this document (required for review)

Legislative Liaison	Laura Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Office of Strategic Planning and Partnership
Drafter	Robin Colombo Cecere/Shola Freeman Phone: 860-713-6518 Email: robin.cecere@ct.gov

Title of Proposal	An Act Concerning Magnet School Tuition
Statutory Reference, if any	C.G.S. §10-264/(k) and §10-264o
Brief Summary and Statement of Purpose	This proposal authorizes Goodwin University Magnet Schools, Inc. (GUMS) to charge tuition to local boards of education for resident students enrolled in interdistrict magnet schools operated by GUMS.

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

This proposal amends 10-264/(k) and 10-264o to specifically name GUMS to the list of operators which may charge tuition to local boards of education for resident students enrolled in magnet schools operated by GUMS. GUMS, like Regional Educational Service Centers (RESCs), requires the authority to charge tuition to compensate for underfunding from the per pupil operating grant since GUMS is not a taxing authority, does not receive ECS for students enrolled in magnet schools, and receives a lower per pupil magnet operating than magnet schools operated by local boards of education.



BACKGROUND

Origin of Proposal New Proposal Resubmission

If this is a resubmission, please share the prior bill number, the reason the bill did not move forward, and any changes made or conversations had since it was last proposed:

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	
How will we measure if the proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	
Have certain constituencies called for this proposal?	



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INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

[X] Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	<input type="checkbox"/> Approved <input type="checkbox"/> Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

[X] Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	
Additional notes	



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Document Name:

[Empty box for document name]

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

[Empty box for monitoring and evaluation plan details]

ANYTHING ELSE WE SHOULD KNOW?

Goodwin University previously charged tuition to local boards of education for resident students enrolled in magnet schools operated by Goodwin, as a RESC entity for purposes of tuition since it operates magnets pursuant to a contract with the RESC, LEARN. This proposal provides express authority for GUMS to charge tuition since the contract with LEARN expires after the 2023-24 school year.

INSERT FULLY DRAFTED BILL HERE

Subsection (k) of section 10-264l of the general statutes, as amended by PA 23-204 §341, is repealed and the following is substituted in lieu thereof (Effective upon passage):

(k) (1) For the fiscal year ending June 30, 2014, and each fiscal year thereafter, any tuition charged to a local or regional board of education by a regional educational service center operating an interdistrict magnet school, or any tuition charged to a local or regional board of education Goodwin University Magnet Schools operating an interdistrict magnet school, or any tuition charged to a local or regional board of education charged by the Hartford school district operating the Great Path Academy on behalf of Manchester Community College, for any student enrolled in kindergarten to grade twelve, inclusive, in such interdistrict magnet school shall be in an amount equal to the difference between (A) the average per pupil expenditure of the magnet school for the prior fiscal year, and (B) the amount of any per pupil state subsidy calculated under subsection (c) of this section plus any revenue from other sources calculated on a per pupil basis, , except for the fiscal year ending June 30, 2025, and each fiscal year thereafter, the per student tuition charged to a local or regional board of education shall not exceed fifty-eight per cent the per student tuition charged during the fiscal year ending June 30, 2024. If any such board of education fails to pay such tuition, the commissioner may withhold from such board's town or towns a sum payable under section 10-262i in an amount not to exceed the amount of the



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unpaid tuition to the magnet school and pay such money to the fiscal agent for the magnet school as a supplementary grant for the operation of the interdistrict magnet school program. In no case shall the sum of such tuitions exceed the difference between (i) the total expenditures of the magnet school for the prior fiscal year, and (ii) the total per pupil state subsidy calculated under subsection (c) of this section plus any revenue from other sources. The commissioner may conduct a comprehensive financial review of the operating budget of a magnet school to verify such tuition rate.

(2) (A) For the fiscal years ending June 30, 2013, and June 30, 2014, a regional educational service center operating an interdistrict magnet school offering a preschool program that is not located in the Sheff region may charge tuition to the Department of Education for a child enrolled in such preschool program in an amount not to exceed an amount equal to the difference between (i) the average per pupil expenditure of the preschool program offered at the magnet school for the prior fiscal year, and (ii) the amount of any per pupil state subsidy calculated under subsection (c) of this section plus any revenue from other sources calculated on a per pupil basis. The commissioner may conduct a comprehensive financial review of the operating budget of any such magnet school charging such tuition to verify such tuition rate. For purposes of this subdivision, "Sheff region" means the school districts for the towns of Avon, Bloomfield, Canton, East Granby, East Hartford, East Windsor, Ellington, Farmington, Glastonbury, Granby, Hartford, Manchester, Newington, Rocky Hill, Simsbury, South Windsor, Suffield, Vernon, West Hartford, Wethersfield, Windsor and Windsor Locks.

(B) For the fiscal year ending June 30, 2015, a regional educational service center operating an interdistrict magnet school offering a preschool program that is not located in the Sheff region may charge tuition to the parent or guardian of a child enrolled in such preschool program in an amount that is in accordance with the sliding tuition scale adopted by the State Board of Education pursuant to section 10-264p. The Department of Education shall be financially responsible for any unpaid portion of the tuition not charged to such parent or guardian under such sliding tuition scale. Such tuition shall not exceed an amount equal to the difference between (i) the average per pupil expenditure of the preschool program offered at the magnet school for the prior fiscal year, and (ii) the amount of any per pupil state subsidy calculated under subsection (c) of this section plus any revenue from other sources calculated on a per pupil basis. The commissioner may conduct a comprehensive financial review of the operating budget of any such magnet school charging such tuition to verify such tuition rate.

(C) For the fiscal year ending June 30, 2016, and each fiscal year thereafter, a regional educational service center operating an interdistrict magnet school offering a preschool program that is not located in the Sheff region shall charge tuition to the parent or guardian of a child enrolled in such preschool program in an amount up to four thousand fifty-three dollars, except such regional educational service center shall not charge tuition to such parent or guardian with a family income at or below seventy-five per cent of the state median income. The Department of Education shall, within available appropriations, be financially responsible for any unpaid tuition charged to such parent or guardian with a family income at or below seventy-five per cent of the state median income. The commissioner may conduct a comprehensive financial review of the operating budget of any such magnet school charging such tuition to verify such tuition rate.

Section 10-264o of the general statutes, as amended by PA 23-204 §342, is repealed and the following is substituted in lieu thereof (Effective upon passage):



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(a) Notwithstanding any provision of this chapter, interdistrict magnet schools that begin operations on or after July 1, 2008, pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, may operate without district participation agreements and enroll students from any district through a lottery designated by the commissioner.

(b) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, any tuition charged to a local or regional board of education by a regional educational service center or by Goodwin University Magnet Schools operating an interdistrict magnet school assisting the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, for any student enrolled in kindergarten to grade twelve, inclusive, in such interdistrict magnet school shall be in an amount equal to the difference between (1) the average per pupil expenditure of the magnet school for the prior fiscal year, and (2) the amount of any per pupil state subsidy calculated under subsection (c) of section 10-264i, plus any revenue from other sources calculated on a per pupil basis, except for the fiscal year ending June 30, 2025, and each fiscal year thereafter, the per student tuition charged to a local or regional board of education shall not exceed fifty-eight per cent the per student tuition charged during the fiscal year ending June 30, 2024. If any such board of education fails to pay such tuition, the commissioner may withhold from such board's town or towns a sum payable under section 10-262i in an amount not to exceed the amount of the unpaid tuition to the magnet school and pay such money to the fiscal agent for the magnet school as a supplementary grant for the operation of the interdistrict magnet school program. In no case shall the sum of such tuitions exceed the difference between (A) the total expenditures of the magnet school for the prior fiscal year, and (B) the total per pupil state subsidy calculated under subsection (c) of section 10-264i, plus any revenue from other sources. The commissioner may conduct a comprehensive review of the operating budget of a magnet school to verify such tuition rate.

(c) (1) For the fiscal year ending June 30, 2013, a regional educational service center operating an interdistrict magnet school assisting the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, and offering a preschool program shall not charge tuition for a child enrolled in such preschool program.

(2) For the fiscal year ending June 30, 2014, a regional educational service center operating an interdistrict magnet school assisting the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, and offering a preschool program may charge tuition to the Department of Education for a child enrolled in such preschool program in an amount not to exceed an amount equal to the difference between (A) the average per pupil expenditure of the preschool program offered at the magnet school for the prior fiscal year, and (B) the amount of any per pupil state subsidy calculated under subsection (c) of section 10-264i, plus any revenue from other sources calculated on a per pupil basis. The commissioner may conduct a comprehensive review of the operating budget of any such magnet school charging such tuition to verify such tuition rate.

(3) For the fiscal year ending June 30, 2015, a regional educational service center operating an interdistrict magnet school assisting the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the



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Commissioner of Education, and offering a preschool program may charge tuition to the parent or guardian of a child enrolled in such preschool program in an amount that is in accordance with the sliding tuition scale adopted by the State Board of Education pursuant to section 10-264p. The Department of Education shall be financially responsible for any unpaid portion of the tuition not charged to such parent or guardian under such sliding tuition scale. Such tuition shall not exceed an amount equal to the difference between (A) the average per pupil expenditure of the preschool program offered at the magnet school for the prior fiscal year, and (B) the amount of any per pupil state subsidy calculated under subsection (c) of section 10-264i, plus any revenue from other sources calculated on a per pupil basis. The commissioner may conduct a comprehensive review of the operating budget of any such magnet school charging such tuition to verify such tuition rate.

(4) For the fiscal year ending June 30, 2016, and each fiscal year thereafter, a regional educational service center or Goodwin University Magnet Schools operating an interdistrict magnet school assisting the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, and offering a preschool program shall charge tuition to the parent or guardian of a child enrolled in such preschool program in an amount up to four thousand fifty-three dollars, except such regional educational service center shall not charge tuition to such parent or guardian with a family income at or below seventy-five per cent of the state median income. The Department of Education shall, within available appropriations, be financially responsible for any unpaid tuition charged to such parent or guardian with a family income at or below seventy-five per cent of the state median income. The commissioner may conduct a comprehensive financial review of the operating budget of any such magnet school charging such tuition to verify such tuition rate.



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Document Name:

Document Name	Farm to School Program	[5 of 6]
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Naming Format: AGENCY ACRONYM PROPOSAL NUMBER - TOPIC

Please insert a copy of the fully drafted bill at the end of this document (required for review)

Legislative Liaison	Laura Stefon 860-713-6493 Laura.stefon@ct.gov
Division Requesting This Proposal	Division of School Health, Nutrition, and Family Services
Drafter	Shannon Yearwood

Title of Proposal	Farm to School Field Trips
Statutory Reference, if any	22-38d
Brief Summary and Statement of Purpose	To adjust the language pertaining to the requirements for the CSDE to arrange for student field trips to farms and in-school presentations by farmers, to reflect our role more accurately in supporting those activities.

SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

Section 22-38d requires the CSDE to: “arrange for interaction between students and farmers, including field trips to farms and in-school presentations by farmers.” State auditors have indicated that their interpretation of this is that the state agency is required to coordinate such field trips. The CSDE works with partners and school districts to support Farm to School activities but should not be responsible for coordinating the activities directly.



BACKGROUND

Origin of Proposal New Proposal Resubmission

If this is a resubmission, please share the prior bill number, the reason the bill did not move forward, and any changes made or conversations had since it was last proposed:

Please consider the following, if applicable:

How does this proposal connect to the 10-year vision for the agency’s mission?	Meeting the non-academic needs of students.
How will we measure if the proposal successfully accomplishes its goals?	The requirements for the CSDE to arrange student field trips to farms and in-school presentations by farmers will be adjusted to reflect our provision of technical assistance and support to schools that would like to coordinate field trips to farms and in-school presentations by farmers.
Have there been changes in federal/state laws or regulations that make this legislation necessary?	No
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	No
Have certain constituencies	No



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called for this proposal?	
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INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

Check here if this proposal does NOT impact other agencies

1. Agency Name	
Agency Contact (name, title)	
Date Contacted	
Status	<input type="checkbox"/> Approved <input type="checkbox"/> Talks Ongoing
Open Issues, if any	

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

Check here if this proposal does NOT have a fiscal impact

State	
Municipal (Include any municipal mandate that can be found within legislation)	
Federal	



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Additional notes	
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MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

[X] Check here if this proposal does NOT lead to any measurable outcomes

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ANYTHING ELSE WE SHOULD KNOW?

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INSERT FULLY DRAFTED BILL HERE

Sec. 22-38d. Farm to school program. Connecticut-Grown for Connecticut Kids Week. (a) There is established, within the Department of Agriculture, a farm to school program. In consultation with the Department of Education, the program shall facilitate and promote the sale of Connecticut-grown farm products by farms to school districts, individual schools and other educational institutions under the jurisdiction of the Department of Education. Through the farm to school program, the Department of Agriculture shall (1) encourage and solicit Connecticut farmers to sell their products to such districts, schools and other educational institutions, (2) develop and regularly update a database of farmers interested in selling their products to Connecticut schools, including the types and amounts of products the farmers want to sell and the time periods during which the farmers want to sell, (3) in consultation with the Department of Education, facilitate purchases from local farmers by such interested districts, schools and other educational institutions, provided any person who sells any farm product as Connecticut-grown to such a district, school or educational institution shall offer proof to such district, school or educational institution that such farm product was produced in Connecticut, including, but not limited to, the name of the person or business that produced the farm product and the name and address of the farm where such farm product was produced, and (4) provide outreach and guidance to farmers



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concerning the value of and procedure for selling their products to such interested districts, schools and other educational institutions.

(b) The Department of Education, in consultation with the Department of Agriculture, school food service directors and interested farming organizations, shall (1) establish a week-long promotional event, to be known as Connecticut-Grown for Connecticut Kids Week, in late September or early October each year, that will promote Connecticut agriculture and foods to children through school meal and classroom programs, at farms, farmers' markets and other locations in the community, (2) encourage and solicit school districts, individual schools and other educational institutions under its jurisdiction to purchase Connecticut-grown farm products, (3) provide outreach, guidance and training to districts, parent and teacher organizations, schools and school food service directors concerning the value of and procedure for purchasing and incorporating into their regular menus Connecticut-grown farm products, and (4) in consultation with the Department of Agriculture, arrange for local, regional and state-wide events where potential purchasers and farmers can interact. and (5) provide technical assistance and support to schools that would like to coordinate field trips to farms and in-school presentations by farmers.



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Document Name:

Document Name	SDE Resources and Support Services	[6 of 6]
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Naming Format: AGENCY ACRONYM PROPOSAL NUMBER - TOPIC

Please insert a copy of the fully drafted bill at the end of this document (required for review)

Legislative Liaison	Liaison: Laura J. Stefon Phone: (860) 713 – 6493 E-mail: laura.stefon@ct.gov
Division Requesting This Proposal	Bureau of Special Education
Drafter	Bryan Klimkiewicz/Alycia Trakas and Natalie Jones

Title of Proposal	AN ACT CONCERNING RESOURCES AND SUPPORT SERVICES FOR PERSONS WITH AN INTELLECTUAL OR DEVELOPMENTAL DISABILITY: REVISION
Statutory Reference, if any	Sec. 1 amends Section 26 of public act 23-137 Sec. 2. amends Section 10-74m of the general statutes, as amended by section 28 of public act 23-137 Sec. 3. amends Subsection (a) of section 10-74n of the general statutes, as amended by section 29 of public act 23-137 Sec. 4. amends Subsection (a) of section 31 of public act 23-137 Sec. 5. amends Subdivision (9) of subsection (a) of section 10-76d of the general statutes, as amended by section 40 of, public act 23-137 Sec. 6. amends Section 48 of public act 23-137
Brief Summary and Statement of Purpose	Purpose: The Purpose of these changes are to ensure consistency within PA 23-137, as well as within state/federal regulations. Summary: PA 23-137 “AN ACT CONCERNING RESOURCES AND SUPPORT SERVICES FOR PERSONS WITH AN INTELLECTUAL OR DEVELOPMENTAL DISABILITY” extends the IDEA eligibility for students with disabilities through the end of the school year during which the student turns age 22, or until they graduate with a regular high school diploma, whichever occurs first. However,



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	<p>the legislation language is not consistent with this change – one edit needs to be made to the Section 26 (NEW).</p> <p>Secondly, PA 23-137 includes additional requirements that require state agencies to collaborate to develop information about transition resources, transition services, and public transition programs which they operate, and requires school districts to share such information with students and families within the planning and placement team (PPT) process. However, public transition programs are operated by local and regional boards of education and regional educational service centers, not by state agencies – this needs to be fixed within Sections 26 (NEW), 28 (CGS 10-74m), 31 (NEW), and 40 (CGS 10-76d(a)(9)). Furthermore, transition services, transition resources, and public transition programs are defined. Minor edits need to be made to Section 26 (NEW) remain in line with the state/federal definitions (e.g., IDEA definition of transition services).</p> <p>Additionally, PA 23-137 requires the State Education Resource Center develop an online listing for such information. However, the Connecticut State Department of Education (CSDE) already has structures in place to house such information. Moreover, the specific state agencies identified as having to post the online listing are not the required collaborators to develop such online listing – edits need to be made to Section 29 (CGS 1074n(a)).</p> <p>Finally, PA 23-137 requires the CSDE to perform unannounced site visits of special education programs and public transition programs. This requirement is not possible due to a variety of reasons. First, for general school and student safety. Secondly, to ensure efficiency and effectiveness of the site visits. Districts will need to plan for on-site visits in order to arrange school and staff schedules so as to not disrupt the learning environment. Therefore, minor changes are needed to Sections 26 (NEW) and 41 (NEW).</p>
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SECTION-BY-SECTION SUMMARY

Summarize sections in groups where appropriate

<p>Sec. 1.</p> <p>(a)</p> <ul style="list-style-type: none"> • Change to definition of “Transition service” to align with the IDEA (34 CFR § 300.43). • Change to definition of “Public transition program” to align with Connecticut’s current program description, and to align with the change in IDEA eligibility. • Change to definition of “Transition coordinator” to align with change of public transition program definition. • Addition of definition of “Transition program”. • Addition of definition of “Transition service provider”. <p>(b)</p> <ul style="list-style-type: none"> • Removed “unannounced” from site visits.
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Sec. 2 Section 10-74m

(a) and (c)

- Removed “public” from transition programs, as state agencies do not operate PTPs.

Sec. 3. Subsection a of Section 10-76n

(a)

- CSDE will house the online listing of transition resources/transition services and transition programs, as they already exist – Easing Into Secondary Transition and EdSight, respectively.
- The CSDE Statewide Transition Coordinator will work with state agency liaisons to create the online listing, and those state agencies (required to identify a liaison to develop the online listing) will post a link to the online listing on its agency web site.

Sec. 4.

- Removed “public” from transition programs, as transition coordinators are required to provide information about programs operated by state agencies, and state agencies do not operate public transition programs.

Sec. 5. Subdivision (9) of subsection (a) of section 10-76d

- Inserted that transition coordinators are providing information about public transition programs that they operate, and that are operated by their regional educational service center.

Sec. 6

- Removed “unannounced” from site visits.

BACKGROUND

Origin of Proposal

New Proposal

Resubmission

If this is a resubmission, please share the prior bill number, the reason the bill did not move forward, and any changes made or conversations had since it was last proposed:

Please consider the following, if applicable:

How does this proposal connect



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to the 10-year vision for the agency’s mission?	
How will we measure if the proposal successfully accomplishes its goals?	
Have there been changes in federal/state laws or regulations that make this legislation necessary?	Yes , PA 23-137. The proposed changes align with state/federal definitions of transition services, transition programs, and public transition programs, and ensure consistency throughout the legislation with regards to the creation/sharing of information, as well as the change in IDEA eligibility.
Has this proposal or a similar proposal been implemented in other states? If yes, to what result?	<p>Yes, many state education agencies are the hub, where information for students, parents, and educators related to secondary transition is posted.</p> <p>As part of the General Monitoring and Supervision responsibilities identified in the IDEA, state education agencies utilized a variety of planned, announced site visits, in order to ensure that all components of programs can be prepared by the local education agencies for review and verification during such site visit.</p>
Have certain constituencies called for this proposal?	Yes, the Education Committee (see PA 23-137).

INTERAGENCY IMPACT

List each affected agency. Copy the table as needed.

Check here if this proposal does NOT impact other agencies

1. Agency Name	Children and Families, Labor Department, Mental Health and Addiction Services, Public Health, Correction, and the Office of Early Childhood
Agency Contact (name, title)	Liaisons for each



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Date Contacted	9/29/23
Status	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Talks Ongoing
Open Issues, if any	This proposal only requires the affected agencies to post on their website a list of the transition services they offer.

FISCAL IMPACT

Include the section number(s) responsible for the fiscal impact and the anticipated impact

Check here if this proposal does NOT have a fiscal impact

State	No cost to the State Department of Education, or other State Agencies.
Municipal (Include any municipal mandate that can be found within legislation)	LEAs are required to share information developed by the State Department of Education. Costs associated with this revision would be included in the required trainings and information developed for staff and for students and parents, which are already required as part of this act.
Federal	Federal funds would be used for training and information purposes to support the LEAs in building their capacity, and to ensure that information is available and accessible for students and families.
Additional notes	

MONITORING & EVALUATION PLAN

If applicable, please describe the anticipated measurable outcomes and the data that will be used to track those outcomes. Include the section number(s) responsible for those outcomes

Check here if this proposal does NOT lead to any measurable outcomes



ANYTHING ELSE WE SHOULD KNOW?

INSERT FULLY DRAFTED BILL HERE

Section 1. Section 26 of public act 23-137 is repealed and the following inserted in lieu thereof (Effective July 1, 2024):

(a) As used in this section and sections 30 and 31 of public act 23-137:

(1) "Transition service" means a **[service]** coordinated set of activities for a student who requires special education that (A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate **[facilitates]** the student's **[transition]** movement from school to **[postsecondary]** post-school activities **[such as]** including postsecondary education **[and training]**, vocational education, integrated employment including supported employment, continuing and adult education, adult services,**[or]** independent living or community participation; and (B) is based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation;

(2) "Transition resources" means sources of information, counseling or training concerning transition services or programs;

(3) "Public transition program" means a program operated by a local or regional board of education or a regional educational service center to provide transition-only services as recommended by the planning and placement team for a student who requires special education and is eighteen [to twenty-two years of age, inclusive,] until such child has graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first, based on the goals set forth in such student's individualized education program; and

(4) "Transition coordinator" means a director of pupil personnel or other person employed by a local or regional board of education, as designated by such director, who assists parents and students in the school district governed by such board navigate the transition resources, transition services and **[public]** transition programs available for such students.



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(5) “Transition program” are programs or providers that provide transition-only services to a student who requires special education, who has met academic requirement to graduate, and is age eighteen until such child has graduated from high school or at the end of the school year during which such student reaches age twenty-two, whichever occurs first, based on the goals set forth in such student’s individualized education program; and

(6) “Transition or vocational service provider” means a non-public organization, who either holds a current and valid contract as a vendor of the Departments of Developmental Services or Aging and Disability Services or is a Connecticut State College and University, that serves as a provider to a public school district for transition services as recommended by the planning and placement team for a student who requires special education and is eighteen [to twenty-two years of age, inclusive,] until such child has graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first, based on the goals set forth in such student's individualized education program.

(b) The Department of Education shall employ a State-wide Transition Services Coordinator within the Bureau of Special Education. The State-wide Transition Services Coordinator shall (1) coordinate the provision of transition resources, transition services and public transition programs throughout the state in collaboration with the liaisons appointed by other state agencies pursuant to section 10-74m of the general statutes, as amended by this act, (2) establish minimum standards for public transition programs and metrics for measuring such standards, (3) perform [unannounced] site visits of public transition programs for the purpose of determining the effectiveness of and suggesting improvements to such programs and post data on the department's Internet web site related to how such public transition program measured against the minimum standards established pursuant to subdivision (2) of this subsection, (4) develop and make available on the department's Internet web site a course for educators and school staff who do not provide transition services to inform such educators and staff about transition services and programs, including, but not limited to, about the purpose, essential programming and deadlines of such programs, (5) establish minimum standards for the training of transition coordinators and maintain a record of each transition coordinator completing the training program developed by the Department of Education pursuant to section 31 of public act 23-137, and (6) establish best practices for the provision of transition services and distribute such best practices to each transition coordinator.

Sec. 2. Section 10-74m of the general statutes, as amended by section 28 of public act 23-137, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(a) The Department of Education shall enter into memoranda of understanding the Office of Early Childhood and the Departments of Developmental Services, Aging and Disability Services, Children and Families, Social Services and Correction regarding the provision of special education and related services to children, including, but not limited to, education, health care, transition resources, transition services and [public] transition programs, as those terms are defined in section 26 of public act 23-137.



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Such memoranda of understanding shall account for current programs and services, utilize best practices and be updated or renewed at least every five years.

(b) The Office of Early Childhood and the Departments of Developmental Services, Aging and Disability Services, Children and Families, Social Services and Correction shall, as necessary, enter into memoranda of understanding regarding the provision of special education and related services to children as such services relate to one another. Such memoranda of understanding shall account for current programs and services, utilize best practices and be updated or renewed at least every five years.

(c) The Office of Early Childhood and the Departments of Developmental Services, Aging and Disability Services, Children and Families, the Labor Department, Mental Health and Addiction Services, Public Health, Social Services and Correction shall each appoint an employee to act as a liaison to the Department of Education's State-wide Transition Services Coordinator, established pursuant to section 26 of public act 23-137. Each liaison shall provide information and advice to such coordinator concerning the transition resources, transition services and [public] transition programs provided by the agency such liaison represents.

Sec. 3. Subsection (a) of section 10-74n of the general statutes, as amended by section 29 of public act 23-137, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(a) The Department of Education's State-wide Transition Services Coordinator, established pursuant to section 26 of public act 23-137, in collaboration with the liaisons appointed by other state agencies pursuant to section 10-74m of the general statutes, as amended by this act, [State Education Resource Center, established pursuant to section 10-357a, in collaboration with the Departments of Education, Developmental Services, Social Services and Aging and Disability Services and the Offices of Workforce Strategy and Policy and Management,] shall: (1) Develop and maintain an easily accessible and navigable online listing of the transition resources, transition services and [public] transition programs, as those terms are defined in section 26 of public act 23-137, provided by each such center, department or office, including, but not limited to, for each resource, service and program (A) a plain language description, (B) eligibility requirements, and (C) application deadlines and instructions, and (2) annually collect information related to transition resources, programs and services provided by other state agencies. The Departments of Aging and Disability Services, Developmental Services, Children and Families, the Labor Department, Mental Health and Addiction Services, Public Health [and] Social Services, and Correction and the Office of Early Childhood [Policy and Management] shall each post a link to such online listing on an easily accessible location of said departments' Internet web sites.

Sec. 4. Subsection (a) of section 31 of public act 23-137 is repealed and the following inserted in lieu thereof (*Effective July 1, 2024*):

(a) Not later than January 1, 2024, each local and regional board of education shall ensure that a transition coordinator has been designated, who may be the director of pupil personnel or another employee of such board appointed as transition coordinator by such director. Each transition



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coordinator shall (1) complete the training program developed by the Department of Education pursuant to subsection (a) of section 30 of this act, provided (A) each transition coordinator appointed prior to the date upon which the training program commences shall complete such training program during the three-year period immediately following such date, and (B) each new transition coordinator appointed after such date shall complete such training program not later than one year after being appointed, and (2) ensure that parents of students requiring special education receive information concerning transition resources, transition services or **[public]** transition programs in accordance with section 10-74n of the general statutes, as amended by this act, and are aware of the eligibility requirements and application details of such resources, services and programs that specifically apply to such student.

Sec. 5. Subdivision (9) of subsection (a) of section 10-76d of the general statutes, as amended by section 40 of, public act 23-137, is repealed and the following is substituted in lieu thereof (*Effective July 1, 2024*):

(9) (A) The planning and placement team shall, in accordance with the provisions of the Individuals With Disabilities Education Act, 20 USC 1400, et seq., as amended from time to time, develop and include a statement of transition service needs in the individualized education program for each child requiring special education, beginning not later than the first individualized education program to be in effect when such child becomes fourteen years of age, or younger if the planning and placement team determines it is appropriate. Such individualized education program shall include (i) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and (ii) the transition services, including courses of study, needed to assist such child in reaching those goals. Such individualized education program shall be updated annually thereafter in accordance with the provisions of this subdivision. Nothing in this subdivision shall be construed as requiring the Department of Aging and Disability Services to lower the age of transitional services for a child with disabilities from sixteen to fourteen years of age.

(B) At the first planning and placement team meeting when a child reaches the age of fourteen and has a statement of transition service needs included in such child's individualized education program pursuant to subparagraph (A) of this subdivision, the planning and placement team shall for each public transition program, operated by such local or regional board of education and the regional educational service center where the local or regional board of education is located, as defined in section 26 of public act 23-137, and each program for adults for which such child may be eligible after graduation, (i) upon the approval of the parent or guardian of such child, or a surrogate parent of such child appointed pursuant to section 10-94g, or such child if such child is an emancipated minor, notify the state agency that provides such program about the potential eligibility of such child, and (ii) provide such parent, guardian, surrogate parent or child a listing of such programs that includes, but is not limited to, (I) a plain language description of such program, (II) eligibility requirements for such program, and (III) deadlines and instructions for applications for such programs.



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(C) Not later than the planning and placement team meeting that occurs approximately two years prior to a child's anticipated graduation from high school or the end of the school year in which a child will reach twenty-two years of age, whichever is expected to occur first based on such child's individualized education program, the planning and placement team shall (i) upon the approval of the parent or guardian of such child, or a surrogate parent of such child appointed pursuant to section 10-94g or such child if such child is an emancipated minor or eighteen years of age or older, (I) notify any state agency that provides a program for adults for which such child may be eligible about the potential eligibility of such child, (II) invite a representative from each such agency to attend the planning and placement team meeting for the purpose of establishing contact with and counseling the parent, guardian, surrogate parent or child on the process for the anticipated transfer of services upon such child graduating from high school or upon the end of the school year in which such child reaches twenty-two years of age, whichever is sooner, and (III) permit and facilitate contact and coordination between each such agency and such parent, guardian, surrogate parent or child for the purpose of easing the process for the transfer of services, (ii) provide such parent, guardian, surrogate parent or child a listing of each program for adults for which such child may be eligible that includes, but is not limited to, (I) a plain language description of such program, (II) eligibility requirements for such program, and (III) deadlines and instructions for applications to such programs, and (iii) assist such parent, guardian, surrogate parent or child in completing an application to any such programs.

Sec. 6. Section 48 of public act 23-137 is repealed and the following inserted in lieu thereof (*Effective July 1, 2024*):

The Department of Education shall conduct audits of special education programs in randomly selected school districts each year to oversee the implementation of the Individuals with Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time. Such audits shall include, but need not be limited to, (1) interviewing teachers and staff who provide special education services and parents or guardians of children requiring special education, (2) conducting **[unannounced]** on-site visits to observe classroom practice and any other facet of the administration or provision of special education services in order to ensure compliance with individual education plans and all state and federal law and guidance, and (3) reviewing individualized education programs.