

PA 11-181

SB1103

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**JOINT
STANDING
COMMITTEE
HEARINGS**

**EDUCATION
PART 3
673 – 986**

2011

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mrc/gbr EDUCATION COMMITTEE

March 7, 2011
11:00 A.M.

REP. FLEISCHMANN: And next comes our interim State Commissioner of Education, Mr. George Coleman, to be followed by Representative David Baram.

GEORGE A. COLEMAN: Good morning. I wanted to take the opportunity to testify on at least two bills and to answer any questions that you might have on any others that you might have.

Given so much I know of your agenda has special education, I've asked my Chief of the Bureau of Special Education, Anne Louise Thompson, to support me should there be more technical questions that I might need support on.

But first, I wanted to testify relative to Bill Number 1105, and that in terms of our concerns -- excuse me -- regarding the supervision of individuals who, who, who practice applied behavioral analysis services in the context of the school, and the -- our concern and our recommendation is that individuals who practice the service, that if they are not employed by the school or under contract with the school, having credentials that are either established by the State Department of Education or the Department of Health, that in school settings those individuals practice under the supervision of a school person who has the appropriate responsibility to the school system.

This practice is consistent with the -- with the method and the accountability of other practitioners who do work on behalf of students and at the behest of schools in the school setting.

So, our issue is making sure that individuals who are acting on behalf of schools, that they do so -- if they're not employed by the

HB 6502
SB 1103
SB 1106
HB 6500
SB 1102
HB 6498

-- it's an opportunity that would be -- the Department would review every application, speak with the community. In many cases, communities are -- in fact, we know are very, very cognizant of the growing minority population that they have, and their assessment of the likelihood that they could be in compliance given their own large minority population is something that both they are aware of and that we are aware of, so that the declarations are made very consummate of that particular fact, what is the potential for these school districts to be in compliance, to assist with compliance, given the demographics of their own communities. In fact, in some communities in this area, they excluded from the settlement agreement because of the large -- because of demographic considerations at that time and others are even more so now.

SENATOR BYE: . Thank you. Thank you for that.

My next question is something you didn't talk about, but Raised Bill 1103, An Act Concerning Early Childhood Education. Now, when you read the Office of Legislative Research summary of the bill, it said this bill would require school districts to provide preschool when you go on-line, and as I'm looking at it, that doesn't, you know, look like what's trying to happen, so I just wanted some clarification from you if that's your understanding of this particular bill.

GEORGE A. COLEMAN: That it would require -- yes, I got that understanding that the bill -- part of the bill's goal is to make sure that every youngster get preschool education. We know that that is very much a desired outcome across the state. Part of what our concern is the cost that's associated with it and the

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need to develop other enabling institutions in order to make that happen at the quality that we believe is necessary in Connecticut.

SENATOR BYE: Okay. So, does this bill as you read it require priority school districts to offer preschool to every student?

GEORGE A. COLEMAN: I would have to read the bill a little more closely and read it with that -- with that direct intent.

SENATOR BYE: Yes.

GEORGE A. COLEMAN: I think our goal is, however, to make sure that any priority school district acknowledging the liability that youngsters inherit when they don't have preschool education, that that is the priority that each of them would have, preschool education, and I certainly would support that.

SENATOR BYE: As you know, I'm a big supporter of --

GEORGE A. COLEMAN: I understand.

SENATOR BYE: -- universal preschool, but I think -- I think we need to be clear to the public and to our school districts what this bill is saying, so I'd appreciate your further analysis --

GEORGE A. COLEMAN: I will.

SENATOR BYE: -- when you get a chance. That would be great.

And then there's a bill that you're not testifying about, which is the -- an Act concerning a Department of Early Childhood Education. So, just a couple of questions

SB 1106

one. So, in other words, are there methods or ways in which people who are deaf have a means of communicating outside of American Sign Language?

REP. LAVIELLE: No. All I was trying to do was to find out whether there was an additional argument on top of the very good ones you've already made for that -- if you were fluent in American Sign Language and you were fluent in, say, Spanish sign language, would you be able to communicate, whereas if you were two people who were fluent only in the two verbal, oral languages, you could not.

LINDA PELLETIER: No. There's -- they're entirely distinct languages.

REP. LAVIELLE: Okay.

LINDA PELLETIER: The other thing I forgot to add is because of the interest at the University of Connecticut, there's a wait list for the ASL courses. As a result, there are now courses being offered for interpreter training and education so that folks like we have here will be trained to work as sign language interpreters. Because that is significant, I just wanted to add that one little piece as well.

REP. LAVIELLE: Thank you very much. It's interesting. Thank you, Mr. Chairman.

REP. FLEISCHMANN: Thank you. Any other questions for the witness? If not, thank you very much for your time and effort.

We go now to Linette Branham to be followed by Iris Heidar.

LINETTE BRANHAM: Good afternoon, Senator Stillman, SB1106 SB1103
SB1105

Representative Fleischmann, and members of the Committee. My name is Linette Branham. I'm an education issues specialist with the Connecticut Education Association I'd like to comment today on Raised Bills 1106, 1103 and 1105.

CEA supports the work to expand school readiness programs and early childhood education as we see this as being necessary to be part of a comprehensive public school system.

The Department of Early Education and Childhood Development and the early education -- the Early Childhood Education Cabinet that are proposed in these bills should, we believe, reside within the State Department of Education as that will help provide greater consistency in programming and also at the same time have the bonus of aligning with the Governor's wish to consolidate.

The one thing that we did notice is that the Early Childhood Education Cabinet, however, does not include teacher representation. CEA has been a part of other early childhood councils in the past, and we would like to request a seat on that cabinet.

Regarding Bill 1105, An Act Concerning Special Education, this would expand the -- or clarify the language, so we're told, regarding who in particular can provide services in applied behavior analysis, and in particular it would include special education teachers.

We have questions regarding the inclusion of special education teachers in this group right now because we want to assure that they are well qualified to provide such services. The current law states that ABA service providers

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language that expands who, indeed, can provide under law applied behavioral analysis services to student. We would like to assure that we have adequate preparation in place before such language is included.

Thank you very much.

REP. FLEISCHMANN: Thank you, and may I say I know that there are many who will be testifying who share your concerns about that ABA language.

Are there questions from members of the Committee? Senator Bye?

SENATOR BYE: Thank you, Mr. Chair. Good afternoon.

Just a quick question. In the Early Childhood Cabinet, which some people call the state advisory committee, it was just sort of reformed last year, and membership was lined up to meet with the Head Start -- federal Head Start guidelines thing exactly who needs to be on that council, slash, cabinet, and now we have multiple folks coming and saying, well, DCF should be on; well, you know, this parent should be on; and now, well, CEA should be on, and, you know, the minute you open something, you get a lot of that, all very good suggestions, and then the group gets so big that it can be hard to maneuver. So I just with that sort of caveat at the start, when you say a teacher should have a seat at the table, I would say the vast majority of school readiness classrooms are staffed by non-certified teachers.

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Would it be okay with you if it was a teacher in a classroom who was not certified? Do you just want to have a teacher representative, or is it your particular interest to have a

teacher from a public school setting sitting there?

LINETTE BRANHAM: Our preference would be that it be a certified teacher from a public school setting because this brings implications for teacher certification and other issues.

SENATOR BYE: Okay, because currently there's no requirement about certification which you're probably --

LINETTE BRANHAM: Right.

SENATOR BYE: -- of which you're probably aware, and if we were to pick one out of hat, probably we'd pick two non-certified teachers for every one based on where the programs are located, and even public schools that have school readiness programs often run them as a separate entity --

LINETTE BRANHAM: Understood.

SENATOR BYE: -- and the teacher in the room right next to them is making much less money and is not a certified teacher, so --

LINETTE BRANHAM: Right, and --

SENATOR BYE: So I understand your point.

LINETTE BRANHAM: May I respond to that?

SENATOR BYE: Yes, please.

LINETTE BRANHAM: Our perspective is that if we truly want to have a comprehensive public education system that includes pre-school, our preference, of course, is that those teachers be certified teachers, which is why we would like to see them included in any such council

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that's established.

SENATOR BYE: Okay. Well, thank you for your
testimony and --

LINETTE BRANHAM: Thank you.

SENATOR BYE: -- and I hear you.

LINETTE BRANHAM: Good. Thank you.

SENATOR STILLMAN: Thank you very much. Any other
questions? Thank you.

LINETTE BRANHAM: Thank you.

SENATOR STILLMAN: All right. Next is Iris Heidar.

IRIS HEIDAR: Good afternoon.

SENATOR STILLMAN: Good afternoon. May I ask you
just quickly? Are you -- you have children
with you because you're a day care provider.

IRIS HEIDAR: Yes.

SENATOR STILLMAN: Is there anyone else here that
is a provider that has little children with
them? Okay. I was going to have them follow
you so we don't keep the children too long.

IRIS HEIDAR: Thank you.

SENATOR STILLMAN: Please go right ahead.

IRIS HEIDAR: Thank you. I am a licensed day care
provider in the city of Hartford. I've done
this very rewarding profession for over 25
years. The last ten of those have been right
here in Hartford.

SB1106

I began doing day care in order to stay home

What we know about child development is that when kids suffer trauma at home -- and that trauma could be parents losing their job and, therefore, losing their housing, or there are lots of things we ought to be looking at as how can we kind of protect kids from this kind of trauma, how can we figure out how to organize state services so that it's rational and good for kids as opposed to all of these different funding streams that have their own different sets of rules.

We also have local -- we have silent services where people don't talk to each other.

In New Britain, we've done a community blueprint for young children. You've heard it mentioned. There are 15 communities that have done them, and a bunch more that are still working on them. Those are really local work-arounds to the fact that we don't have a coordinated system, and while I think it's really important that we get the people on the ground who run the WIC program and all of the various other programs to talk, it would be a whole lot better if there was direction from the top, telling them this is how you're going to organize this so that it's rational for families.

Thank you.

REP. FLEISCHMANN: Thank you for that very sensible, rational testimony. Questions from members of the Committee? If not, thank you for your testimony and your good work in New Britain.

Kachina Walsh-Weaver to be followed by Jennifer Alexander.

KACHINA WALSH-WEAVER: Good afternoon, Mr.

SB 1103
HB 6498

Chairman, and members of the Committee. A couple of (inaudible) I'm just kind of go through very quickly. For the record, Kachina Walsh-Weaver with the Connecticut Conference of Municipalities.

CCM has some significant concerns about Senate Bill 1103, which would mandate pre-kindergarten in all towns effective July 1 of this year. While certainly some additional funding is being offered in the bill, in no way would we expect that that would fully cover the large costs associated with implementing such a mandate. As we all know, many of the cost drivers for local school districts are a result of unfunded and partially funded state and federal mandates. The list of mandates is large, and it grows every year, and for those of you who have been reading our mandates report, there are a number of new unfunded mandates already being proposed this year.

Attached to this testimony and other testimony is a report that the town of Bristol -- that Bristol and Monroe have done for us on the current education mandates, and this was as of two years ago.

So, we would urge you to be very careful about imposing any new mandates no matter what the purpose of them are.

6498, Raised Bill 6498 CCM is very much in support of. It would, among other things, provide some relief for the high school (inaudible) mandate that was set forth by Public Act 10-111. As we all know, the state was hoping to get Race To The Top funds to help pay for the huge costs associated with this. The Office of Fiscal Analysis has indicated that this new mandate would cost

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HEARINGS**

**EDUCATION
PART 4
987 – 1286**

2011

Education Committee
March 7, 2011

TESTIMONY OF
GEORGE A. COLEMAN, ACTING COMMISSIONER OF EDUCATION

ON

RAISED BILLS 1102, 1103, 1105, 6498, 6499, 6500, 6501, 6502

RAISED BILL 1102: AN ACT CONCERNING AUTHORIZATION OF STATE GRANT COMMITMENTS FOR SCHOOL BUILDING PROJECTS AND CONCERNING CHANGES TO THE STATUTES CONCERNING SCHOOL BUILDING PROJECTS

The State Department of Education (CSDE) supports Raised Bill #1102, *AAC Authorization of State Grant Commitments for School Building Projects and Concerning Changes to the Statutes Concerning School Building Projects*, to authorize state grant commitments for school building projects and to establish the School Building Projects Advisory Council.

Section 1 of this bill contains the school construction priority list that CSDE submits annually to the General Assembly for approval.

Section 2 of this bill establishes a School Building Projects Advisory Council. Input from and discussion among agencies and industries involved with construction and state financing is extremely valuable for the school construction grant. The CSDE Bureau of School Facilities has been engaged with design professionals and construction managers and town and school business finance representatives for years on a more informal basis.

However, with that said, this advisory council conflicts with the Governor's bill outlining changes to school construction. That expertise would be provided by the new Department of Construction Services.

As such, CSDE supports Raised Bill # 1102.

RAISED BILL 1103: AN ACT CONCERNING EARLY CHILDHOOD EDUCATION

The State Department of Education (CSDE) strongly supports Raised Bill #1103, *AAC Early Childhood Education*, as it represents a number of the State Board of Education's Legislative proposals for this Legislative session.

Section 2 of this bill allows for the distribution of unallocated competitive school readiness funds to *any* eligible grantee that may serve additional children. Current law allows for the distribution of unallocated competitive school readiness funds to towns with two or more priority schools if they can provide additional spaces for children. The fifty poorest towns are also eligible to receive a competitive school readiness grant; however, they are currently ineligible to receive additional unallocated funds, even if they have the ability to serve more children. This change will allow more children to be served.

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Sections 3 and 4 of this bill seeks to eliminate the Office of Early Childhood Planning, Outreach and Coordination, for which funds have not been appropriated, and redistribute responsibilities to the Early Childhood Education Cabinet and CSDE.

As such, the CSDE **strongly supports** Raised Bill #1103.

RAISED BILL 1105: AAC SPECIAL EDUCATION

The State Department of Education (CSDE) **supports** Raised Bill #1105, AAC Special Education, with **some concerns**.

Section 1 of this bill simply clarifies who is eligible to provide applied behavior analysis services and who is responsible for supervising such providers of applied behavior analysis services. **CSDE strongly supports this section**, but has some concern that the word "employed" may limit the meaning to employed by a board of education and not "externally contracted" under a personal services agreement. In addition, CSDE has one other suggested minor technical change that will be subsequently provided to the Chairs.

Section 2 of this bill eliminates the requirement that parental consent be secured when a planning and placement team recommends a private school placement for a child eligible for special education. This section aligns state statutes with the proposed revisions to the state special education regulations and IDEA, which only requires consent for initial evaluation, reevaluation and initial receipt of special education services. Parents retain the right to challenge the placement offered by the PPT by filing for due process. **CSDE strongly supports this section of the bill.**

Section 3 of this bill clarifies the requirements relating to the provision of special education services to children enrolled in a private school, to be consistent with IDEA. CSDE strongly supports this section of the bill. However, **CSDE recommends that additional language be added to this section** to clarify the intent of the state in allowing or disallowing the provision of IDEA service plan services to children being home schooled.

Section 4 of this bill clarifies the programmatic and financial responsibility of education for state agency-placed children. **CSDE supports this section with the recommended revision to change the date referenced in Section 4(b)(1) to June 30, 2011.** This correction will allow CSDE to pay out the state agency placement grant for this current fiscal year ending June 30, 2011.

Section 5 of this bill seeks to develop guidelines regarding the prevention of lead poisoning among students and the care of students with lead poisoning.

CSDE has concerns with this section of the bill because CSDE already has a working Lead Poisoning Prevention Committee with representation from Birth to Three, DPH, community organizations and special education; therefore a legislatively mandated task force is not necessary. The CSDE, in collaboration with this existing group, will develop guidelines that include the elements outlined in this section without legislation. Some elements, such as, professional development opportunities for educators and school personnel; lead prevention information and available services for families; and information for families concerning federal due process rights, already exist. The other elements of educational methods for children impacted by elevated lead levels; information related to appropriate developmental or neurological evaluations and assessments; and its interface with eligibility for special education, will be identified through

TESTIMONY OF THE
CONNECTICUT COALITION
FOR **JUSTICE**
IN EDUCATION FUNDING
TO THE
EDUCATION COMMITTEE

March 7, 2011

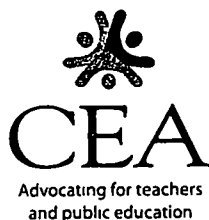
The Connecticut Coalition for Justice in Education Funding appreciates this opportunity to submit comments on the below raised bills:

SB 1103 — An Act Concerning Early Childhood Education

- **Sec. 1:** CCJEF recognizes the value and importance of high-quality school readiness programs for all Connecticut schoolchildren, and considers such programs as essential to educational adequacy and equity. Nevertheless, given the state's current underfunding of public education, CCJEF must reluctantly oppose the mandating of such programs, inasmuch as they would dramatically increase the educational funding burden on local school districts and their municipalities. In other words, requiring all public schools to maintain readiness programs would become still another costly unfunded mandate. (Please see today's written testimony of CCM concerning this bill, as it provides ample rationale for why this additional unfunded mandate is unreasonable at this time.) However, as school finance reform efforts move forward and the state's economy rebounds, CCJEF hopes that school readiness programs will indeed become an integral part of a revamped PK-12 education finance system.
- **Sec. 3 (lines 107-14):** CCJEF commends the proposed longitudinal evaluation of the school readiness program that would examine the educational progress of children from PK-grade 4. Aside from its obvious important uses for improving vital early childhood services and aligning curricula in the early grades to better meet the learning needs of incoming schoolchildren, such a study should also provide findings useful to school finance reform efforts.

HB 6498 — An Act Concerning School Districts

- **Sec. 1:** CCJEF does not support extending the deadline for expansion of the statewide public school information system beyond 2013. This data information system should have been in place years ago. A complete and fully operational system is now extremely urgent, in that the data contained therein will be essential in the close monitoring of an improved school finance system that aims to ensure education equity and adequacy for all schoolchildren and their schools.



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Association**

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Remarks of

***Dr. Linette Branham, Education Issues Specialist
Connecticut Education Association***

Before the

Education Committee

**Re: S.B. No. 1103 "An Act Concerning Early Childhood"
and**

**S.B. No. 1105 "An Act Concerning Special Education"
and**

**S.B. No. 1106 "An Act Concerning the Establishment of the
Department of Early Education and Child Development"**

March 7, 2011

Good afternoon Senator Stillman, Representative Fleischman, and members of the Education Committee. My name is Linette Branham, and I'm an education issues specialist with the Connecticut Education Association. I'm here today to comment on raised bills 1106, 1103, and 1105.

CEA supports the work described in raised bills 1106 and 1103, as all of this is needed as part of a comprehensive public education system. We believe the Department of Early Education and Child Development, and the Early Childhood Education Cabinet proposed in these bills, should reside within the State Department of Education. This would provide greater consistency in providing programs, and align with Governor Malloy's wish to consolidate state agencies. However, as it is described in bill 1103, the Early Childhood Education Cabinet doesn't include teacher representation, which we believe is essential. CEA has had a seat on other early childhood councils, and to assure that the voice of early childhood teachers is heard, requests that CEA be given a seat on any such council that is established.

Raised bill 1105 – An Act Concerning Special Education – expands the group of professionals who can provide applied behavior analysis services (ABA) to include special education teachers. This raises the following questions and concerns:

-over-

1. The bill states this expanded group includes, *but is not limited to*, special educators. Who will determine which other professionals will be able to provide ABA services? Using such open-ended language opens the door to inconsistent practice, with the possibility of providers who are not fully qualified.
 2. The certification regulations of current special educators – whether through the early childhood integrated certificate or the comprehensive special education certificate - don't specifically require ABA as part of the preparation program. Language in the regulations regarding the assessment of student behavior, and adapting the environment for children with special needs, is general. How can we be sure, then, that teachers currently certified through Connecticut preparation programs are well qualified to provide ABA services to students?
 3. The proposed special education certification regulations, which wouldn't go into effect until July 2016, require study of applied behavior analysis in only two of the four special education preparation programs. The cross endorsement for teachers of severely disabled students is a 15-credit program covering six areas of study, one of which includes ABA. The proposed Special Education Intervention Specialist certificate, for which a teacher must be an experienced special education teacher, includes three areas of study, two of which include ABA. Special education preparation programs for a grades preK-12 special education teacher certificate, or for a certificate to teach mild to moderately disabled students, don't specifically require *any* preparation in ABA. Considering that current law requires that ABA service providers have at least nine credits of coursework approved by the Behavior Analyst Certification Board, how can parents be assured that these certificates will adequately prepare special educators?
 4. The State Department of Education has stated in the past that as many as 50% of our special education teachers come from out of state. How can we be assured that *they* have appropriate training in providing applied behavior analysis services to students?
- While we realize that some special education preparation programs require study in applied behavior analysis, not all do to the extent defined in current law. Until there are certification regulations in place that require all special educators to have study in ABA, no matter what special education certificate they hold, or whether they received their training in CT or another state, CEA believes it is in the best interest of children to avoid language such as that in raised bill 1105. Thank you.



TESTIMONY
of the
CONNECTICUT CONFERENCE OF MUNICIPALITIES
to the
EDUCATION COMMITTEE
March 7, 2011

CCM is Connecticut's statewide association of towns and cities and the voice of local government - your partners in governing Connecticut. Our members represent over 90% of Connecticut's population. We appreciate this opportunity to provide testimony to you on issues of concern to towns and cities.

CCM opposes SB 1103 "*An Act Concerning Early Childhood Education*", which would mandate pre-kindergarten in all towns effective July 1, 2011.

While some additional funding is being offered, in no way could we expect that it would fully cover the large costs associated with implementing such a mandate. **Many of the cost drivers for local school districts are a result of unfunded and partially funded state and federal mandates.** The list of mandates is large - and growing - and complying with them is a daunting task under any circumstance, but even more so given the current economic and fiscal environment.

Bristol Public Schools did an analysis of the cost of mandates on their district. It estimated that complying with these mandates cost the district almost \$15 million. Information on the mandates and their associated costs can be found in the attachment.

Another worthy but unfunded proposal, Public Act 10-111 imposed new graduation and other requirements on local school districts - which, according to the Office of Fiscal Analysis will cost local school districts an estimated \$12 to \$18 million. While the hope was that the State would receive funds from the federal Race to the Top (RTTT) program, the reality is that the state was not awarded these funds, and this unfunded mandate now fully lies on the backs of local property taxpayers - unless it is repealed or funded by the state. Of course it is important for education results to improve - but a new multi-million dollar mandate is absurd when the State is already underfunding existing education programs.

In Connecticut, the State's share of public elementary and secondary education costs is too low. According to the U.S. Census, Connecticut's towns and cities contribute a larger portion of funds for public education than do municipalities in all but one other state - and that portion is

growing. The cost for public education across the state for the current school year exceeds \$10.4 billion. Municipal property taxpayers already:

- Finance 54.4 percent of that amount (at least \$5.7 billion). The State contributes an estimated 37.8 percent and the federal government 7.4 percent. The rest comes from private sources.
- Pay about \$0.64 of every \$1.00 raised in property taxes toward K-12 public education.
- Pay for at least 60 percent of Connecticut's over \$1.5 billion in special-education costs.
- Pick-up the bill for numerous other state-mandated education priorities that are not fully funded by the State.

The State, which has chronically cutback its funding commitments for K-12 public education, instead forces municipalities by the MBR and other mandates to pay for the State's underfunding through even higher property taxes. No wonder Connecticut is the most reliant state in the nation on property taxes to fund K-12 public education.

In fact, the general government side of municipalities in Connecticut has shrunk in size over the last decade due to chronic state underfunding and the need to transfer scarce local resources to the always increasing education side of local budgets.

CCM urges this committee to oppose this bill and take no action on it.

Thank you for your consideration.

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If you have any questions Kachina Walsh-Weaver, CCM Senior Legislative Associate,
at kweaver@ccm-ct.org or (203) 710-9525.

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**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2011**

**VOL.54
PART 29
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HOUSE OF REPRESENTATIVES

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June 8, 2011

the machine will be locked, Clerk will take a tally.

Clerk will announce the tally.

THE CLERK:

Senate Bill Number 1083, in concurrence with the
Senate.

Total Number voting	145
Necessary for passage	73
Those voting Yea	100
Those voting Nay	45
Those absent and not voting	6

DEPUTY SPEAKER ARESIMOWICZ:

The bill passes in concurrence.

Representative Olson.

REP. OLSON (46th):

Thank you, Mr. Speaker. Mr. Speaker, I request
that Item 604 be removed from the Consent Calendar and
that the Clerk call Calendar 604. Thank you, Mr.
Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Clerk, please call Calendar 604.

THE CLERK:

On page 30, Calendar 604, substitute for Senate
Bill Number 1103, AN ACT CONCERNING EARLY CHILDHOOD
EDUCATION. Favorable report of the Committee on

pt/tj/lxe/gbr
HOUSE OF REPRESENTATIVES

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June 8, 2011

Government Administration and Elections.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Fleischmann, you have the floor,
sir.

REP. FLEISCHMANN (18th):

Mr. Speaker, I move acceptance of the Joint
Committee's Favorable Report and passage of the bill.

DEPUTY SPEAKER ARESIMOWICZ:

Question is on acceptance of the Joint
Committee's Favorable Report and passage of the bill.
Representative Fleischmann, you have the floor, sir.

REP. FLEISCHMANN (18th):

Thank you, Mr. Speaker. The bill now before us
eliminates an office that has no funding. It also
changes the membership of the Early Childhood
Education Cabinet to expand it in conformance with
federal requirements.

The Clerk is in possession of an amendment
previously designated Senate Amendment "A", LCO Number
7915. I ask that the Clerk please call and I be given
permission to summarize.

DEPUTY SPEAKER ARESIMOWICZ:

pt/tj/lxe/gbr
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Will the Clerk please call LCO Number 7915 which will be designated as Senate "A", please.

THE CLERK:

LCO Number 7915, Senate "A", offered by Senator Stillman, Representative Fleischmann, et al.

DEPUTY SPEAKER ARESIMOWICZ:

Representative -- seeks leave of the Chamber to summarize the amendment. Is there objection to summarization? If not, Representative Fleischmann, please proceed.

REP. FLEISCHMANN (18th):

Thank you, Mr. Speaker. The amendment now before us does a number of things. Most importantly, it creates coordination of the many agencies that are involved in early childhood education for a couple of reasons. Number one, to make sure that we have a coordinated system, and second and more importantly, to make sure that we are in good position for new Race to the Top funding.

There is \$500 million in federal funding available for early childhood education. This will allow Connecticut to move forward and be best-positioned for that competition. I move adoption.

DEPUTY SPEAKER ARESIMOWICZ:

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The question before the Chamber is on adoption of Senate Amendment "A". Will you remark further on the amendment? If not -- Representative Fleischmann.

REP. FLEISCHMANN (18th):

I hope the Chamber will join me in supporting the amendment.

DEPUTY SPEAKER ARESIMOWICZ:

Will you remark further? Will you remark further? If not, staff and guests please to the Well of the House, the machine -- oops. Oh, my apologies.

The question before the Chamber is on -- adoption of Senate Amendment "A". All those in favor, please signify by saying Aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER ARESIMOWICZ:

Those opposed? The Ayes have it. Amendment's
adopted.

Will you remark further?

REP. FLEISCHMANN (18th):

Mr. Speaker. Through you, Mr. Speaker.

DEPUTY SPEAKER ARESIMOWICZ:

Representative Fleischmann.

REP. FLEISCHMANN (18th):

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I move that this item be placed on Consent.

DEPUTY SPEAKER ARESIMOWICZ:

Is there objection to placing this item on
Consent? Hearing none, so moved.

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker. Just to take a pause for
a second. We inadvertently called the wrong Calendar
number on Consent, so what I'd like to do is call the
correct Calendar number and then withdraw the other so
we're clear.

A VOICE:

Mr. Speaker?

DEPUTY SPEAKER ARESIMOWICZ:

Yes. Just for clarification, there was a motion
to place it on Consent. Representative Cafero and
others, there was no objection to Consent. That item
was placed on the Consent so there is no business
currently -- Representative Cafero.

REP. CAFERO (142nd):

Mr. Speaker, forgive me if I didn't speak loud
enough. The bill that Representative Fleischmann put
up, we objected to Consent. We'd love to have a vote
as soon as possible and then we can take care of this

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other stuff.

DEPUTY SPEAKER ARESIMOWICZ:

The Clerk will please call Calendar 604.

THE CLERK:

On page 30, Calendar 604, substitute for Senate Bill 1103, AN ACT CONCERNING EARLY CHILDHOOD EDUCATION, as amended by Senate -- Amendment Schedule "A".

DEPUTY SPEAKER ARESIMOWICZ:

Will you remark further on the bill as amended? If not, staff and guests please come to the Well of the House, members take your seats, the machine will be open.

THE CLERK:

The House of Representatives is voting by roll call. Members to the Chamber. The House is voting by roll call. Members to the Chamber, please.

DEPUTY SPEAKER ARESIMOWICZ:

Have all the members voted? Have all the members voted? If all the members have voted, please check the board to ensure your vote has been properly cast. If all the members voted, the machine will be locked, Clerk will take a tally. Clerk will please announce the tally.

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THE CLERK:

Senate Bill Number 1103, as amended by Senate,
"A", in concurrence with the Senate.

Total Number voting	146
Necessary for passage	74
Those voting Yea	130
Those voting Nay	16
Those absent and not voting	5

DEPUTY SPEAKER ARESIMOWICZ:

The bill as amended is passed.

The distinguished Majority Leader, Representative
Sharkey, you have the floor, sir.

REP. SHARKEY (88th):

Well, thank you, Mr. Speaker. We'd like to just
come back to that inadvertent mistake. We'd like to
swap out these two bills so I would like to, if I may,
call a calendar -- or add a -- Calendar 517 which is
Senate Bill 1062 to the Consent Calendar.

DEPUTY SPEAKER ARESIMOWICZ:

Is there objection?

REP. CAFERO (142nd):

No.

DEPUTY SPEAKER ARESIMOWICZ:

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GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
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THE CHAIR:

The Senate will come back to order.

Mr. Clerk.

THE CLERK:

Calendar page 38, Calendar Number 293, File
Number 507 and 840, substitute for Senate Bill
1103, AN ACT CONCERNING EARLY CHILDHOOD
EDUCATION, Favorable Report on the Committees on
Education, Human Services, Appropriations and
Government Administrations and Elections. The
Clerk is in possession of an amendment.

THE CHAIR:

Senator Stillman.

SENATOR STILLMAN:

Thank you, Mr. President.

I move the Joint Committee's Favorable
Report, in passage of the bill.

THE CHAIR:

On acceptance and passage, will you remark?

SENATOR STILLMAN:

Yes. Thank you, sir.

This bill that is before us really is going
to become quite a comprehensive early childhood
education bill. The underlying bill addresses

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the early childhood education cabinet and in its role in a school readiness program.

There is an amendment that I would like to ask if the Clerk would kindly call. It's LCO Number 7915.

THE CHAIR:

Mr. Clerk.

THE CLERK:

LCO 7915, which will be designated Senate Amendment Schedule "A" is offered by Senator Stillman of the 20th District.

THE CHAIR:

Senator Stillman.

SENATOR STILLMAN:

Thank you, sir.

I move adoption of the amendment.

THE CHAIR:

On the adoption, will you remark?

SENATOR STILLMAN:

Yes. Thank you.

This -- because this now has become a rather comprehensive early childhood education bill, it -- it makes some adjustment, by adding two representatives to the Early Childhood Education

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Cabinet.

But, actually, more importantly, it takes the substance of the amendment, addresses what was in a different bill, having to do with creating a coordinated system of early care and education and child development, for our children here, in the state.

This is an issue that has had many months, if not years of work behind it, on behalf of Senator Bye. And I must say that her work on this issue is so very important, to now positioning the State of Connecticut, to hopefully receive some federal dollars, under a new Race to the Top Program, which will address an opportunity for states to compete for early childhood education dollars.

They're looking -- for the Federal Department of Education is looking for coordinated systems of early care, as they will be evaluating the applications that they will receive. So this -- this issue then, I must say she was ahead of the curve on, really, well positioned us very well, I believe, to receive those federal dollars, which can address so much

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of the needs that we have here in Connecticut, in terms of providing opportunities for early childhood education for our children, which is vital, as we close the -- as we work to close the achievement gap. It has to start when they're young and not wait until middle and high school, to address the issue on the achievement gap.

With that, Mr. President, I would like to yield to Senator Bye and ask her if she would kindly go through some of the aspects of this amendment before we adopt it.

THE CHAIR:

Senator Bye, will you accept a yield?

SENATOR BYE:

Thank you, Mr. President.

I will accept a yield.

And -- and I want to thank Senator Stillman for her leadership and her patience. As -- as we worked through this bill, it was a very inclusive process of: Legislators, advocates, parents, and philanthropy. And I will go through that later.

The goal of this bill is to create a coordinated early childhood system in Connecticut. In 1997, Connecticut led the

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nation, with the passage of school readiness. And school readiness reached across multiple departments, with memorandum of agreement, to work together toward an early childhood system.

There was always a hope that what would happen was these multiple departments would get together and -- and work together, which they have, actually. There are many good folks in all those departments. But the system, after 14 years, is highly discoordinated.

You have so many different programs for children and -- and many of you have heard me speak about this through the process this year, as this bill has moved along. And so it's not so accessible to families, to figure out, what program do I fit in. And it's very difficult for our small businesses to fill out 47 pieces of paper, per child, per year, to get the funding that they qualify for, to pay for the students that are in their care. So we currently have six agencies providing direct services and multiple other agencies with memorandum of agreement, et cetera, leading, as I've spoken about, to complex coordination.

By estimates, we've spent a billion dollars, as a state, on early childhood education, since school readiness passed. And we don't have child outcome data yet. And that's not responsible public policy. I believe they've been dollars well spent, but I don't believe we've made the most of our dollars, because it was spread across so many different agencies.

So what this bill does, is it sets up a planning process, a two-year planning process, where a lead planner will work and look at all the different funding streams, look at the federal funding streams, and put together recommendations to the General Assembly and the administration, about how to best create a coordinated early childhood system. And the bill calls for that system to be in place by 2013.

The bill also brings together what are now, various early childhood planning entities and statewide quality-improvement entities, into one place, so that the planner is working with the other planners, who are funded by federal dollars and state dollars.

Specifically, the state receives about

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\$700,000 from the federal government, for a State Advisory Council, a Head Start State Advisory Council, referred to as a Cabinet. And that person -- it's a grant with East CONN -- will be located in the State Department of Ed. Early Childhood Department.

We have something called the Head Start Collaboration, which is another federal initiative, where Head Starts are meant to be collaborating with other programs serving low-income children; and that program will move to the State Department of Education and be located there, to work on the planning.

There's a program called the Accreditation Facilitation Project, which works with programs across the state, improving quality, helping them get accredited, so it has a state-wide region, and a program-level reach. That, too, will be based out of the State Department of Education.

So you're sort of bringing the brain trust into one room and spending two years with a lead planner within available appropriations. And -- and just to be clear, as we've worked on this bill, we've been working with philanthropy. Our

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philanthropic organizations are ahead of the curve on this. They've been looking at developing systems of early childhood education. The federal government has been giving signals that they're going to be looking to support states that are building comprehensive coordinated systems. And the foundations have been working on this for years already. And so they have an interest in supporting us with a funding for a lay planner, when that is all worked out. So there is the planning element.

This bill, as many of you know, started as an ambitious plan, to start a new department of early education and that recommendation came out of the Simmons Commission, which did work looking at how to close the achievement gap. It was a group put together by Governor Rell. And they didn't even start looking at early childhood, in their plans. But as they studied, how can we close the achievement gap; how can we best improve our schools, they said the best thing we can do is investment in early childhood. So they looked at the system. And they said this is such a mess. You need a whole department of early

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childhood in Connecticut.

And we made that aggressive push, in a difficult year for a department, but we had input from many of the colleagues around the Circle here, in our hearings with advocates and philanthropy and childcare directors; working with those folks, we came up with a plan that we think gets at the same issue and gives two years to plan for a coordinated system. And that's what this bill does.

It also sets out very clear goals about what that coordinated system is to do. And many of -- much of it's outlined in the bill, is about outcomes. It's about being responsive to family needs. And I'm happy to answer questions about that.

So we're leveraging the resources of philanthropy here. We're setting clear goals for a coordinated system. We're moving to a statewide planning process and quality improvement. And as Senator Stillman mentioned, it couldn't have been more timely. One week ago, President Obama, through Arne Duncan, announced \$500 million in competitive grants to states,

with a focus on states that are working on system building.

And so what this bill says to the federal government is: In Connecticut, we're very interested in building a system that makes sense for families, a system that leads to quality outcomes that we can show. And we have data to show that these programs are working. And we're going to reach as many children as we can with our resources.

And it may well mean, as this gets coordinated, we will be cutting down on the administrative costs and sending those dollars to the classroom.

So I'll stop there. And I'm happy to answer any questions, but I can't stop without thinking about so many people who gave every single Monday, all session, busy childcare directors came here every Monday. The Early Childhood Alliance came every Monday. And they brought in members from phones, who were working at their centers. Parent Power came every week. The Commission on Children helped at so many levels, on drafting this. And they're very connected to

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what's happening federally and helped. The Simmons Commission, the Grostein Foundation, the Hartford Foundation for Public Giving, the Community Foundations of Connecticut, our family resource centers, our school readiness centers, our state-funded childcare centers -- I think, listing them off and thanking them. This bill would not be nearly what it is without them. It probably wouldn't exist without them. And though sometimes, when you're working in a big group like that, there are a lot of change orders, if you will.

I believe the bill before us today is an incredibly strong bill and a testament to what happens when you allow people doing the work and interfacing the system, to have a voice in developing a comprehensive policy shift that improves -- will improve the quality of the education, for our youngest children, at a place, at a time, when their brains are both vulnerable, but also they are ready to take advantage. They're like sponges. And if you give them high-quality care that pays off for years to come. And this Legislature has showed national

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leadership on this front in the past. And I believe this bill will move this state forward and we'll be a leader again.

Thank you, Mr. President. And thank you for yielding, Senator Stillman.

THE CHAIR:

Thank you, Senator Bye.

Senator Hartley.

SENATOR HARTLEY:

Thank you and good evening, I guess, Mr. President.

I rise in support of this merged legislation. And I, first of all, want to recognize the incredible work of our Chairs in this Circle; that is Senator Stillman and Senator Bye, who were very quick studies, but got it really quick.

Now, I happen to remember, actually, when we first adopted and when we first sat in the room and crafted this legislation. And at that time, we actually had a smattering around the state of early childhood examples, if you will, of the right way to do things, of the -- the merit-based kind of early childhood programs, and they were

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in Stamford. Stamford was a large part of this model, and Hartford also was in front of the curve.

I would have to say my own community -- and I'm very proud of this now -- but we went from zero slots -- we had zero early childhood slots, to something like 1,200 right now. And the difference is being manifested every single day in those classrooms.

Yes. We have some longevity studies. And they have borne fruit. And they do bear testament to the fact that if you reach these children early, in a very organized, credential-based program, the investment is a 7 to 1; for every dollar that you invest, you are reaping a return of \$7.00 in terms of retentions, special education referrals. We saw some even -- numbers showed us about teen pregnancy rates and drop-out rates. It is a, indeed, a merit-based program.

And I am in great debt to the chairs that I have mentioned and their committees, Senator Boucher, also, who's been very very much a leader on this that have poised us to be very viable in this round of assuming federal money.

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And if I might, because this a merged bill now, Senate Bill 1106, now being part of Senate Bill 1103, there we have gone through great strides and to achieve these economies and once again, to refine a great concept and to make it better and to have that accountability. What do we call that "results-based accountability?"
Right?

Anyhow, it's Section 3 of SB 1106, which I believe is once again, Section 3, in our -- the new bill that's before us speaks about the planning process and the coordinating and the realigning of some of the early childhood functions; one of which is the Accreditation Facilitation Project of the Connecticut Charts of Course, based in the community colleges.

And if I might, Mr. President, I would like to address my question to Chairman Stillman. It is my understanding that the legislation will be basing the facilitation process in SDE. And this will be accomplished through a memorandum of agreement between SDE and the community colleges. Is -- is that a correct understanding --

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Senator Stillman.

SENATOR HARTLEY:

-- Mr. President?

SENATOR STILLMAN:

Yes. Thank you, Mr. President.

Through you, yes; that is correct.

THE CHAIR:

Senator Hartley.

SENATOR HARTLEY:

Thank you, Senator Stillman and Mr.
President.

I, once again, am very grateful for the
incredible amount of work. And I eagerly await
our being anointed by this federal grant.

Thank you, sir.

THE CHAIR:

Thank you, Senator.

Senator Boucher.

SENATOR BOUCHER:

Thank you, Mr. President.

Mr. President, I rise to support the
amendment. It is absolutely appropriate that the
focus and attention on this body and our
government should be on the youngest of our

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children, where we get the most return on investment of state and federal dollars that we could be putting into this.

It is, certainly, a far cry from where we originally started with this bill. Some of the original components of 1106 were highly controversial. At a time when we're trying to consolidate and streamline agencies, it seemed -- and for probably very good reasons -- was seeking to create a new state agency, with a new commissioner and staffing and so forth, along with some other controversial components to it that talked about union rights for daycare providers in the home; that did raise a lot of objections by many different parts.

But by revisiting the issue, looking at the best and most appropriate components and, again, looking to take the best of what we have and consolidate it, put it under one roof and still be able to accomplish the goals that it set out to do was, certainly, the right direction to go and why this is -- can be so supported at this time. It -- it does continue the mission, which is appropriate. And I think in -- and the right

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way to do it.

I do have a question, if I could, through our good Senator Bye, with regards to Section 502 in this bill that talks about -- and I wonder if she could explain a little bit more -- about the role of the new planning director, for the planning and development of the coordinated system of care, and how that person will discharge their duties and under whose auspices would they function, and who they report to and how they plan to interact in their -- their role in -- in this process.

Through you, Mr. President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Mr. President, thank you. And thank you for your question, Senator Boucher.

The planning director, their role is, really, sort of like a -- it's a -- it's a stint. And we perceive it as a two-year stint. As I stated in my opening remarks, we've been in conversations with philanthropy about funding such a position, and those details will be worked

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out. The bill had to be paid, had to be passed first.

But this person will be appointed by the Governor. And would work out of the Office of Policy and Management, where all those pieces come together. Though it is anticipated that like the Cabinet Director from East CONN and the Accreditation Facilitation Director from -- from Connecticut Charts of Course and the Head Start Collaboration Director, who is now in DDS and will move over to SDE that the planning -- that's the point of bringing all those people together -- that the planning director will work in a place near all of these directors and professionals, who have a statewide reach and will work in OPM and with the agencies, to try to map out all the pieces, to look at ways that we can cut down on red tape. And those of you who saw my picture, saved some of those squiggly lines of funding and support and make a system that make sense. So they'll be within the State Department of Education, seated, but they will report to the Office of Policy and Management.

Through you, Mr. President, and appointed by

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the Governor.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you, Mr. President.

And Mr. President, further, a question regarding -- and we just had an extensive conversation about trying to get certification and also B.A.s and associate's degrees and to professionalize that whole area and operation -- do -- does this organization new -- under this new umbrella, anticipate actually having a roll, in trying to promote better coordination, certification and professionalization of that area?

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Mr. President, I'm glad that Senator Boucher asked this question, because it gives me a chance to mention a group that in my name -- the problem with mentioning anyone is you don't mention everyone, no matter how much you try -- Connecticut Charts of Course is an

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organization within our community colleges that has been working on workforce issues. And the Accreditation Facilitation Project has been located within that group. So there is a very tight relationship with workforce issues and this new planning office.

As I stated earlier, the teacher's -- the qualities about the teacher and that's been a struggle for our state, to build up that workforce, so any planning director who's focused on the goals outlined in these bills and on the quality for the children will be focused on: How do we improve our workforce and enhance the quality in the classrooms?

Through you, Mr. President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you, Mr. President.

Mr. President, I certainly commend and thank the good Senator of the Higher Education Committee and the distinguished Chairman of the Education Committee, for moving what was a problematic bill for many of us, taking out the

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pieces that were perceived as being an obstacle, to a very very good mission and a goal to bring all of these parts together, so that they can get better coordination and better outcome, because with that critical mass and those individuals being together, good things can happen: better communication, better transparency and better accountability, so that we can actually serve that population better and move Connecticut forward with education improvement here in Connecticut.

So for that reason, I'm going to be supporting the amendment and hope everyone else will be doing the same.

Thank you.

THE CHAIR:

Thank you, Senator.

On the amendment, Senator Crisco, on the amendment.

SENATOR CRISCO:

Thank you, Madam President, through you --

THE CHAIR:

Mr. President, thank you.

SENATOR CRISCO:

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-- through you, to Senator Stillman, for a clarification on legislative intent.

THE CHAIR:

Senator Stillman.

Please proceed, sir.

SENATOR CRISCO:

Mr. President, through you to Senator Stillman, with the accreditation and facilitation, a process still remains with the Charts of Course?

THE CHAIR:

Senator Stillman.

SENATOR STILLMAN:

Thank you, Mr. President.

Through you, yes.

SENATOR CRISCO:

And --

THE CHAIR:

Senator Crisco.

SENATOR CRISCO:

Through you, Mr. President, to Senator Stillman. I appreciate her patience.

I wasn't sure what -- when Senator Hartley asked a question, are we talking about a

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memorandum of agreement, or a memorandum of understanding?

THE CHAIR:

Senator Stillman.

SENATOR STILLMAN:

Through you, Mr. President, I believe it's a memorandum of agreement.

SENATOR CRISCO:

Mr. President --

THE CHAIR:

Senator Crisco.

SENATOR CRISCO:

-- my deep appreciation to Senator Stillman.

SENATOR STILLMAN:

Thank you.

THE CHAIR:

Thank you, Senator.

Senator Roraback.

SENATOR RORABACK:

Thank you, Mr. President.

I rise in support of the amendment and to express, publicly, my gratitude to Senator Bye and Senator Stillman, for hanging tough over a very uncertain, lengthy, thorough process.

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And, Mr. President, it always heartens me when constituents of mine refer to other Senators by their first name. And Senator Bye has been good enough, every Monday morning, to be welcoming people, not just from her district, but from throughout the state of Connecticut, to make sure that we get this right.

And I see Representative Cook's and Representative Abercrombie's name on the amendment. I support the amendment, Mr. President, for a number of reasons, but not the least of which is to include a representative of Connecticut state-funded daycare community on the task force. Many children, have for many many years, been very well served by our state-funded Senators. And they deserve a seat at the table. This amendment gives that to them.

And I'm sure it represents one of the change orders that Senator Bye referred to, but it's a good change order. It will make the process even more complete.

Mr. President, the other thing I wanted to do, publicly, is to thank Connecticut's family of community foundations, which are finding that the

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whole is, indeed, greater than the sum of their parts. When our community foundations collaborate, in pursuit of a common goal, in this case, to enhance and improve Connecticut's early childhood education infrastructure, we are all the beneficiaries of the enormous pool of talent resources, energy, commitment and time that they're prepared to invest, as partners with all of us, in preparing Connecticut's young people for very bright futures.

So, again, thanks to Senator Stillman, Senator Bye, Senator Boucher, everyone who has put their fingerprints on a very good bill. I look forward to supporting the amendment and the bill.

Thank you, Mr. President.

THE CHAIR:

Thank you, Senator.

Will you remark further on the amendment?
Will remark further on the amendment? If not,
I'll try your minds. All those in favor, please
signify by saying, aye.

SENATORS:

Aye.

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THE CHAIR:

Those opposed, nay. The ayes have it. The amendment is adopted.

Will you remark further on the bill as amended?

Senator Stillman.

SENATOR STILLMAN:

Yes. Thank you, Mr. President.

I truly appreciate all the remarks that have been -- have been made this evening. Again, this is -- this bill that is front of us, today, is a -- is a great example of collaboration, when you can bring as many people to the table, who have the same passion for the topic that goes a long way to creating a very good document.

I'm honored to be the Chair of the Education Committee and have the opportunity to be involved in creating a system that will provide, what I believe, will be an extraordinary opportunity for the best early childhood education that we can provide for our children, because that foundation is so very important.

So, again, I thank Senator Bye, for her hard work, for all the people who've -- who've worked

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so hard on this. I know she rattled off a lot of -- a lot of folks who've -- who've worked with her on this bill.

And I also want to thank the philanthropic organizations for coming forward and helping to fill some of the gaps that we have, because of our sad fiscal conditions.

And I am certainly hopeful that this bill will turn to be -- turn out to be fruitful, in terms of attracting some dollars from the new federal grant that will be -- that has been announced and whose application, I believe, the State will start filling out really soon, if not already and hoping that we'll have a better result than we've had in the past. I believe this bill will help to do that. And I urge my colleagues to support the bill.

THE CHAIR:

Thank you, Senator.

Will you remark further on bill as amended?

Will you remark further on the bill as amended?

Senator Stillman.

SENATOR STILLMAN:

Thank you, Mr. President.

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If there isn't anything else and no one objects, I'd like to ask to place this on the Consent Calendar.

THE CHAIR:

So ordered.

Mr. Clerk.

THE CLERK:

Calendar page 31, Calendar Number 114, File Number 113, substitute of The State Treasurer, Divestment of State or Senate Bill 881, AN ACT CONCERNING THE POWERS OF FUNDS INVESTED IN COMPANIES DOING BUSINESS IN IRAN AND SUDAN AND THE MEMBERSHIP OF THE TEACHER'S RETIREMENT BOARD AND THE CONNECTICUT STATE EMPLOYEES RETIREMENT COMMISSION, Favorable Reporting Committee on Government Administrations and Elections and Human Services. The Clerk is in possession of amendments.

THE CHAIR:

Senator Slossberg.

SENATOR SLOSSBERG:

Yes. Thank you, Mr. President. Good evening to you.

THE CHAIR:

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Thank you, Madam President.

THE CHAIR:

And at this time, I'd ask if there's --
seeing no objection, the bill will be put on
Consent.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President. Good evening,
again, Madam President.

THE CHAIR:

Good evening, sir.

SENATOR LOONEY:

Madam President would like to have the Clerk
call the items on the Consent Calendar, so that
we might move to a vote on that Consent Calendar.

THE CHAIR:

Mr. Clerk.

THE CLERK:

An immediate roll call has been ordered in
the Senate on the First Consent Calendar. Will
all Senators please return to the Chamber?

Immediate roll call has been ordered in the
Senate on the Consent Calendar. Will all
Senators please return to the Chamber?

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Madam President, the items placed on the First Consent Calendar begin on Calendar page 1, Calendar 571, House Joint Resolution Number 122; Calendar 593, Senate Joint Resolution Number 52; Calendar page 3, Calendar Number 130, substitute for Senate Bill 999; Calendar page 5, Calendar Number 221, substitute for Senate Bill 858; Calendar 222, substitute for Senate Bill 973; Calendar page 7, Calendar Number 270, substitute for Senate Bill 212; Calendar 299, substitute for Senate Bill 139; Calendar 304, substitute for Senate Bill 860; Calendar page 10, Calendar Number 439, substitute for Senate Bill 1216; Calendar page 11, Calendar 456, substitute for Senate Bill 927; Calendar page 29, Calendar Number 41, substitute for Senate Bill 98; Calendar page 31, Calendar Number 114, substitute for Senate Bill 881; Calendar page 32, Calendar 140, substitute for Senate Bill 863; Calendar page 34, Calendar Number 201, substitute for Senate Bill 1038; Calendar page 35, Calendar 215, Senate Bill 227; Calendar 236, Senate Bill 371; Calendar page 37, Calendar Number 271, substitute for Senate Bill 1111, Calendar page 38, Calendar

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293, substitute for Senate Bill 1103; Calendar page 39, Calendar 303, substitute for Senate Bill 764; Calendar page 40, Calendar 342, Senate Bill 843; Calendar page 41, Calendar 362, substitute for Senate Bill 1217; Calendar 368, substitute for Senate Bill 882; Calendar 369, substitute for Senate Bill 939; Calendar page 43, Calendar 382, substitute for Senate Bill 1224; Calendar page 44, Calendar 398, substitute for Senate Bill 1044; Calendar page 45, Calendar 410, House Bill 5021; Calendar page 46, Calendar 434, substitute for Senate Bill 1219.

Madam President, that completes the items placed on the First Consent Calendar.

THE CHAIR:

We'll wait a moment. Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, there is one item that we will need to remove from the Consent Calendar, because it needs to be amended and be reconsidered and then amended, and that is Calendar page 5, Calendar 222, Senate Bill 973. If that item might be removed from the Consent

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Calendar and called after the Consent Calendar,
so it can be corrected?

THE CHAIR:

The bill is removed from the Consent
Calendar. At this time, Mr. Clerk, will you re-
announce the roll call vote and the machine will
be open?

THE CLERK:

Immediate roll call has been ordered in the
Senate on the Consent Calendar. Will all
Senators please return to the Chamber? Immediate
roll call has been ordered in the Senate on the
Consent Calendar. Will all Senators please
return to the Chamber?

THE CHAIR:

All members voted? All members have noted.
The machine will be closed. Mr. Clerk, will you
call the tally?

THE CLERK:

Motions on adoption and Consent Calendar

Number 1:

Total number voting	36
Those voting Yea	36
Those voting Nay	0

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Those absent, not voting 0

THE CHAIR:

The Consent Calendar passed. Mr. Clerk, do you want to recall that bill? Senator Looney.

SENATOR LOONEY:

Yes. Thank you, Madam President.

Madam President, if that item might -- might be passed temporarily, I believe the amendment that would be a strike-all that we needed is not -- not here yet. So we will pass that item.

SB913

Madam President would yield the floor for Members for purposes of announcements or points of personal privilege.

THE CHAIR:

Are there any announcements or points of personal privilege? Any point of personal privilege or announcements? Seeing none.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, it's our intention to convene tomorrow at 11:00. Also, advise Members that you should make the weekend, especially Saturday, available for possible session, as