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**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 2
369 - 735**

2012

Good morning Mr. Hosch. How are you today?

BRADEN J. HOSCH: Good morning, Senator Bye and Representative Willis and members of the Higher Education and Employment and Advancement Committee. For the record I am Braden Hosch, director of policy and research for the Connecticut Board of Regents for Higher Education.

I'm here today to speak on behalf of our 17 institutions and I'd like to thank you very much for the opportunity to testify today on Senate Bill 237, An Act Concerning the Sharing of Information Between the Department of Labor and Institutions of Higher Education.

The passage of this bill can revolutionize higher education in our state. I do not say this lightly nor will I claim that the only end of higher education is simply for individuals to make more money. You have an opportunity with this legislation, however, to provide students and parents, faculty members and administrators, policymakers and employers with a way to externally validate how colleges and universities, as well as their programs, prepare students to become productive citizens and leaders in our state.

Given the rising costs of higher education and the state's priority for effectively developing our economy and the careers of our citizens, this is an opportunity that should not pass us by.

Now, at present, colleges and universities gain most of their information about where their students and graduates work and how successful they are in their careers through surveys of

students and alumni. These are blunt instruments at best. They are expensive to administer, response rates are low, typically under 30 percent for public institutions, and as a result, the institution -- or the -- the information has limited value for program evaluation because the number of respondents is so small that you can't draw meaningful conclusions from the results you get.

Perhaps even more importantly the survey practice limits our ability to convey to students what kinds of outcomes they might expect if they pursue a particular field of study. And we have almost no way of discussing the outcomes of those who don't follow through and finish a degree or certificate.

This bill provides a different, better and 21st century way for us to invig -- for us to integrate comprehensive, accurate information about labor market outcomes more reliably, more quickly and at a lower cost by connecting with the state agency that already has this information. Armed with information about employment prospects and wages of graduates, and even of non-graduates, prospective students will be able to make better choices about what they study, where they study, and perhaps even how hard they study.

Colleges and universities will be able to evaluate their programs more effectively, demonstrate their successes to their stakeholders and accreditors and adjust their programs when outcomes lag. And policymakers will better understand how state resources increase educational capital and how this then translates into economic capital.

To facilitate sharing of data and maintaining a

single point of con --

SENATOR BYE: (Inaudible).

BRADEN J. HOSCH: Thank you. We at the -- we at the Board of Regents would prefer to have employment information routed through the Board of Regents for our institutions. We have an integrated data warehouse for our 17 colleges and universities operational now for the 12 community colleges with the addition of the four-year institutions expected to be completed by summer.

To that end it would be valuable to add the phrase quote or its governing board to the proposed legislation in each instance where the language presently mentions just an institution of higher education.

Finally, passage of this bill is urgent. While our state law has prevented Connecticut -- the Connecticut Department of Labor from sharing unit record data with colleges and universities, at least 26 other states connect employment data with higher education data. In particular, California shares labor market data with their unemploy -- from their unemployment insurance database at the unit record level with their community colleges.

Various other states have built linkages between higher education and labor data including Alaska, Florida, Idaho, Indiana, Kentucky, Maine, Maryland, Mississippi, North Carolina, North Dakota, Oklahoma, Rhode Island, Texas and Washington. These states are passing us by. We cannot remain competitive if we do not make strategic and effective use of existing informational resources. Now is the time to make that happen.

And I would be happy to answer any questions you may have.

SENATOR BYE: My co-chair, Representative Willis.

REP. WILLIS: Thank you.

Nice to see you here today.

BRADEN J. HOSCH: Thank you.

REP. WILLIS: Thank you for your testimony. It's good to have you here and support this initiative. I do want to give credit to my co-chair who raised this particular issue here. Although I have to say this is similar to what we've been trying to get at, program review and investigation, the alignment, you know workforce and higher education. You know I've always felt that we have -- we have all these silos of information and, as a policymaker, it's really hard for us to make decisions on programs or what we're supposed to be investing in.

You know do you create a new program for, you know, engineering and, you know, what's the need out there? So those are some of our challenges. I also think that the case studies that came out of the jobs bill has a nexus here too so I'm hoping with -- as all of these stars align -- align that we can start to get our handle -- get a handle on, you know, aligning our students program with the -- with the workforce needs.

And also not promising something that's not there at -- at the end of the day and that's -- you -- as we just finished talking about with -- with scholarships, we spend all this money and -- and students borrow all this money and at the end of the day there may not be a job in that

field because nobody told them there was no job in that field.

So this is a good thing -- good thing and it should pass. Thank you.

SENATOR BYE: Thank you, Madam Co-Chair.

And I know Senator Boucher has a question. I have a few but I'm going to wait. You -- you go ahead.

SENATOR BOUCHER: Thank you, Madam Chair.

And thank you for your very enthusiastic testimony this morning on this. And certainly the information on this could be extremely beneficial, however, I do have one serious concern about confidentiality and how that information can be used on -- on several levels and there is a section in this bill, Section K, that has in there a statement that the Regional Workforce Development Board, nonpublic entity or institution of higher education, as appropriate, shall reimburse the administrator for all costs incurred by the administrator in making the requested information available and in conducting periodic audits of the Board on their procedures in safeguarding the information.

To your knowledge is -- are there restrictions implicit in this about how that information is used and particularly I'm thinking of how valuable this might be to say an institution of higher learning development board --

BRADEN J. HOSCH: Right.

SENATOR BOUCHER: -- checking on their alumni to see who has, you know, a certain level of income that they might want to target for fund-raising

purposes or others or you name it there could be any sorts of purposes that might be out there, including by the Regent Board itself.

BRADEN J. HOSCH: And -- and I don't have the language immediately in front of me. My recollection is that the -- the purpose of this, and I think where -- where the Board of Regents was pursuing this, is for the purposes of program evaluation and consumer information. It is not, I think, anywhere in the statute authorizing an institution to be able to use it for the purposes of development.

Now were -- were language like that added certainly we would not have a problem with it because ultimately we're not interested in using it to raise money but really interested to be able to evaluate our programs.

SENATOR BOUCHER: So what I'm hearing is that your -- you would support some further language to safeguard that information so it can't be used in a retail fashion by any of the parties that get the information.

BRADEN J. HOSCH: Absolutely. I mean if safeguarding the information both in that fashion and just back at the agencies is a sacred trust and we have to make sure that we have that protected because it distracts from the -- the work at hand which is really to make things better and as -- as we are -- are caught in those little distractions we're unable to advance as a state, so --

SENATOR BYE: Thank you.

That was an excellent point, Senator Boucher, and -- and we will work to incorporate that when we meet after this meeting.

Well I should -- I'm -- I'm happy to take credit from my co-chair but I should really give you credit, Mr. Hosch, for your leadership on all things data with the Board of Regents. Clearly from your testimony your PhD is in English because you're such a good writer but --

BRADEN J. HOSCH: Ah yes.

SENATOR BYE: -- your passion is data.

BRADEN J. HOSCH: Yes, thank you.

SENATOR BYE: So I just wanted to ask a couple of questions. I think Senator Boucher covered one which is the privacy issues but you heard the prior discussion talking about how complex the higher ed landscape is in Connecticut. And as a legislature you can see with CICS and other initiatives that we do take the private institutions into account and they're a really important part of our higher ed landscape.

So with that said you talked about the state colleges, the community colleges, you know, UConn, you have a data warehouse of folks, how -
- how could we capture the employment data of the independent colleges or the private colleges?

BRADEN J. HOSCH: Well the data are there in -- well for -- for individuals who work in the State of Connecticut. Their data are maintained in the unin -- unemployment insurance database by the State Department of Labor so that it is there.

The real question is how do you link it to a private college's data system in a way that privacy can be maintained. The legislation that you have essentially says it's -- it's not

illegal to do that. It doesn't necessarily say that it will happen.

There are a number of initiatives in -- in place that could facilitate that data sharing. One is a state longitude -- it's a state-wide longitudinal data system grant through the -- it's through the Department of Education, although we have a sub-grant portion of it at the -- at the Board of Regents where a system could be used to pass that information and it would actually remain de-identified.

But that would need to be built. I -- I don't think this -- this bill addresses that but it makes it legally possible to happen.

SENATOR BYE: Do you think that's something we should address in this bill?

BRADEN J. HOSCH: I -- I hesitate to -- to speak for the private colleges, they're -- they're here.

SENATOR BYE: They're here so hopefully we can get some of this from them because I think one of the things my co-chair was stating is the great graduation rates that our private colleges have in comparison to other colleges and how important that is.

You know it'd be also really important for this Committee to understand next steps and workforce and who stays in Connecticut.

BRADEN J. HOSCH: Oh absolutely.

SENATOR BYE: And I think that's other data that our independent colleges have from their surveys but this would be from a independent source. And I think the biggest concern is the one that Senator Boucher raised. These inde -- you know

people keeping the privacy over their data is really important to them.

So are you saying that now, we passed a bill last year about unique identifiers, that college students throughout Connecticut will have a unique identifier?

BRADEN J. HOSCH: If they came from a Connecticut public school.

SENATOR BYE: If they came -- oh excellent point if they came from a Connecticut public school. At any point in that public school data is that unique identifier linked with a social security number that could be linked with the workforce data?

BRADEN J. HOSCH: Here I will have to speak for the Department of Education and what has been reported to me is that they do not capture social security number in -- in their database. But that's really second-hand information from me. You would have to confirm that with them.

SENATOR BYE: I mean I think again there's a lot of concern around these privacy issues. I've been in meetings for hours about privacy issues --

BRADEN J. HOSCH: Right.

SENATOR BYE: -- so it's not that I don't think it's important but I do think it can be overcome and it's important for us as policymakers to understand how our investments are working. For example, there have been concerns in the higher ed community about proprietary institutions and graduation rates and are people actually getting the jobs that they're promised when they get out.

If we had that data, we could see that and -- and we could make our investments and things like CICS and other things follow along with workforce outcomes and student loan debt, for example. You know my co-chair and I, not right now, but, you know, we are interested in significant work on financial-based -- I'm not getting it --

REP. WILLIS: Performance.

SENATOR BYE: -- performance-based financial aid.

BRADEN J. HOSCH: And -- and the -- the gainful employment regulations passed by the federal -- established by the federal government last year will -- will help with some of the proprietary programs and -- and being able to monitor their successes. Having this data as a way to check that would be useful.

SENATOR BYE: Yeah that's -- I mean that's certainly how I'm feeling. I think this is a -- an incredibly good thing that you raised to our Committee who's very worried about student loan debt, graduation and then workforce that's in our title.

So this connects all the dots. We've got the unique identifier bill last year in terms of following students from high school through higher ed, this would really help us track through workforce for policy reasons, not -- not for any other reason.

So I think the -- we have to safeguard the privacy but I really appreciate you bringing this forward and we've got to catch up to those other states that are already looking at this.

Other questions?

Thank you very much.

BRADEN J. HOSCH: Thank you.

SENATOR BYE: Now because of the time -- oh I have -- we have one more public and -- okay -- so we're going to have time because we started late. My co-chair is fixing --

Jeffrey Asher from CHEFA. Good morning, Mr. Asher, so nice to see you.

Good afternoon, thank you for correcting me.

JEFFREY A. ASHER: Good afternoon, Senator Bye, Representative Willis and members of the Higher Education Committee. I want to thank you for the opportunity to offer testimony in support of Senate Bill Number 29, An Act Concerning the Connecticut Health and Educational Facilities Authority.

My name is Jeffrey Asher and I'm here speaking on behalf of CHEFA and its board of directors in support of this legislation. On February 23rd, last week, I had a conversation with Michael McKeeman who is chairman of the board of CHESLA and during that conversation he did give me permission to mention in my testimony that he is committed to this consolidation and that he personally supports this proposed legislation.

I understand he has also submittin -- submitted written testimony to that effect. He's out of the country on vacation and not able to attend.

The purpose of this legislation is to affect the administration consolidation of CHEFA and CHESLA. Since its inception, CHESLA has been managed by the Connecticut Conference of



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**Testimony for the
 Higher Education & Workforce Advancement Committee
 From
 Judith B. Greiman
 Connecticut Conference of Independent Colleges
 February 28, 2012**

On behalf of the member institutions of the Connecticut Conference of Independent Colleges (CCIC), I am submitting testimony regarding two bills before you today.

We oppose section two of **SB 28, AA Implementing the Governor's Recommendations Concerning Higher Education** and have concerns regarding section three. Section two of the proposed bill would exempt students attending institutions with more than \$200 million in endowment assets from the Connecticut Independent College Student Grant program.

CICS funds students in need--not institutions.

- This cut will directly affect Connecticut students from middle- and low-income families. CICS recipients are needy kids from Connecticut going to college in Connecticut. These educated students are most likely to stay here after graduation thereby enhancing our workforce.
- Studies have shown that CT lags among its peers in degree productivity. CT needs its high school graduates to pursue higher education if the state is to have a highly-qualified workforce to meet the needs of the state's employers. Private colleges are far more productive than their public counterparts, especially the six institutions that would be eliminated from the program if this bill is to pass. These six schools have four year graduation rates of 68%-89% and six year graduation rates of 75%-98%; these numbers far exceed the average graduation rates for Connecticut's public higher education institutions: [http://www.theccic.org/Customer-Content/WWW/CMS/files/2010 Grad Rates- CT Schools all.pdf](http://www.theccic.org/Customer-Content/WWW/CMS/files/2010%20Grad%20Rates-CT%20Schools%20all.pdf). Further, eliminating six of the nation's best universities from the CICS program will only cause more of Connecticut's best and brightest students to leave the state upon graduating from high school and never return. SB 237
- In today's economy, the relationship between income and employment and educational attainment has strengthened such that higher education is far more important to the economic welfare of individuals than it has ever been. Add to that Connecticut's need for an educated workforce to attract the technology, bioscience and other employers that are the bedrock of our economic future.

Albertus Magnus College, Connecticut College, Fairfield University, Goodwin College,
 Mitchell College, Quinnipiac University, Rensselaer at Hartford, Sacred Heart University, Saint Joseph College, St. Vincent's College,
 Tnnity College, University of Bridgeport, University of Hartford, University of New Haven, Wesleyan University, Yale University

Focusing on higher education endowments is bad public policy.

- Endowments are already being utilized to support the academic and physical needs of campuses as well as scholarships and community investments. They are under increased stress from the downturn in the economy as both earnings and large donations decreased and are only now starting to climb back up. Additionally, endowment revenues have already been called on to fund higher levels of need-based institutional aid than in the past due to the increase in student need since 2008.
- The legislature has recognized the critical need for college endowments by aggressively supporting growth through matching funds for fundraising efforts at the state's public universities, acknowledging that building endowments is the right thing to do for colleges and universities that cannot be run on tuition and fees alone.

CICS grants leverage other financial aid dollars.

- As the state struggles to maintain a balanced budget, the return on investment from the CICS program simply cannot be beat. The FY10 state cost per degree was only \$1,349 at Connecticut's private colleges compared to \$45,130 per degree in the public sector.
- The \$23 million state investment in CICS leveraged an additional \$55 million in need-based institutional aid that was awarded to CT undergraduate students.

Section three of the bill gives authority to the Office of Financial & Academic Affairs to collect any data it deems necessary for purposes of reporting on higher education matters. This unfettered grant of power flies in the face of a careful approach to data collection in which the data questions and other policies are determined upfront. As noted in Fordham Law School's Center on Law and Information Policy's seminal research on student databases,

- The collection of information by the state should be minimized and specifically tied to an articulated audit or evaluation purpose;
- Clear data retention policies should be instituted and made mandatory;
- Access and permissible use policies should be well articulated and specific in nature.

Data breaches do take place, even at institutions that adopt rules and procedures for use and care of data, as evidenced by the recent exposure of student information at Central Connecticut State University. We believe that authority to collect data should only be given in limited and specific ways.

Raised Bill 237--AN ACT CONCERNING THE SHARING OF INFORMATION BETWEEN THE LABOR DEPARTMENT AND INSTITUTIONS OF HIGHER EDUCATION.

This bill allows the Department of Labor to share wage and employment data with institutions of higher education for purposes of program evaluation. It would help colleges and universities to determine how their graduates are faring in Connecticut.

Opportunity • Guidance • Support



Connecticut Department of Labor

Glenn Marshall, Commissioner

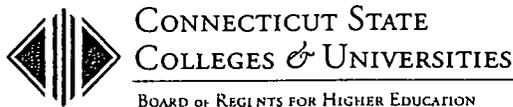
**Written Testimony of
Glenn Marshall, Commissioner
Department of Labor
Higher Education and Employment Advancement Committee
February 28, 2012**

Good Morning Senator Bye, Representative Willis, Senator Boucher, Representative LeGeyt and members of the Higher Education and Employment Advancement Committee. Thank you for the opportunity to provide you with written testimony in support of the concept of ***Senate Bill #237 AAC the Sharing of Information between the Labor Department and Institutions of Higher Education.***

I recognize the value of sharing information as outlined in S.B. # 237. The Department of Labor has always worked with public institutions of higher education to assist them in meeting their workforce development reporting requirements and we will continue to do so.

S.B. # 237 builds upon that process. I look forward to discussing this concept with Committee Members to see if there may be a means of satisfying the need for information while ensuring the compliance with state and federal confidentiality laws.

Thank you again for the opportunity to provide you with this testimony.



Testimony by Dr. Braden J. Hosch
Board of Regents for Higher Education
ConnSCU
Before the Higher Education and
Employment Advancement Committee
February 28, 2012

Good afternoon, Senator Bye, Representative Willis and members of the Higher Education and Employment Advancement Committee. For the record, I am Braden Hosch, Director of Policy and Research for the Connecticut Board of Regents for Higher Education (BOR). I am here today to speak on behalf of the 17 institutions that comprise the Connecticut State Colleges and Universities (ConnSCU) System. Thank you very much for the opportunity to testify today on Senate Bill 237, An Act Concerning the Sharing of Information between the Labor Department and Institutions of Higher Education.

This passage of this bill can revolutionize higher education in our state. I do not say this lightly, nor will I claim that the only end of higher education is simply for individuals to make more money. You have an opportunity with this legislation, however, to provide students and parents, faculty members and administrators, policymakers and employers with a way to externally validate how colleges and universities, as well as their programs, prepare students to become productive citizens and leaders in our state. Given the rising costs of higher education and the state's priority for effectively developing our economy and the careers of our citizens, this opportunity should not pass us by.

At present, colleges and universities gain most of their information about where their students and graduates work and how successful they are in their careers through surveys of students and alumni. Unfortunately, these instruments are expensive to administer, response rates are low (typically under 30% for public institutions), and as a result, the information has limited if any value for program evaluation because the number of respondents is often too small to draw meaningful conclusions. Perhaps even more importantly, this survey practice limits our ability to convey to students what kinds of outcomes they might expect if they pursue a field of study, and we have almost no way of discussing the outcomes of those who don't follow through and finish their studies.

This bill provides a different, better, and 21st century way for us to integrate comprehensive and accurate information about labor market outcomes more reliably, more quickly, and at lower cost, by connecting with the state agency that already has the information. Armed with information about employment prospects and wages of graduates (and even of non-graduates), prospective students will be able to make better choices about what they study, where they study, and perhaps even how hard they study. Colleges and universities will be able to evaluate their programs more effectively, demonstrate their successes to their stakeholders and accreditors, and adjust their programs when outcomes lag. And policymakers will better understand how state resources increase educational capital and how this then translates into economic capital.

To facilitate sharing of data and maintaining a single point of contact, we would prefer that employment information be routed through the Board of Regents. We have an integrated data warehouse for our seventeen colleges and universities, operational now for the twelve

community colleges, with the addition of the four-year institutions expected to be complete by summer. To that end, it would be valuable to add the phrase 'or its governing board' to the proposed legislation in each instance where the language presently mentions an 'institution of higher education.'

Finally, passage of this bill is urgent. While our state law has prevented the Connecticut Department of Labor from sharing unit record data with colleges and universities, at least 26 other states connect employment data with higher education data. In particular, California shares labor market data from their unemployment insurance database at the unit-record level with the California Community Colleges. Various other states have built linkages between higher education and labor data, including Alaska, Florida, Idaho, Indiana, Kentucky, Maine, Maryland, Mississippi, North Carolina, North Dakota, Oklahoma, Rhode Island, Texas, and Washington. These states are passing us by. We cannot remain competitive if we do not make strategic and effective use of existing informational resources. Now is the time for us to make that happen.

Thank you for giving me the opportunity to speak today and I would be happy to answer any questions you may have.



Senator Bye, Representative Willis and distinguished members of the Higher Education and Employment Advancement Committee, the Data Quality Campaign (DQC) appreciates the opportunity to submit testimony regarding Senate Bill 237, An Act Concerning the Sharing of Information Between the Labor Department and Institutions of Higher Education. DQC applauds the legislation proposed by the Connecticut legislature to permit the sharing of wage and employment data with institutions of higher education to improve higher education programs and student outcomes. The majority of states are exploring ways to leverage their state data systems to improve higher education and workforce programs' effectiveness in ensuring positive student outcomes. Passage of this bill would position Connecticut to make continued progress and be competitive for federal funding (the Department of Labor recently announced new applications for Workforce Data Quality Initiative grants).

Permitting the Labor Department to share wage and employment data with institutions of higher education for purposes of program evaluation marks a step in the right direction. In 2011, 26 states reported to DQC that they connect higher education data with wage and employment data. DQC strongly encourages the legislature to address the following issues to strengthen the positive impact of the proposed legislation:

- 1) Cross-agency data sharing requires shared purpose and ongoing management and as such demands a body that can be tasked with and held accountable for decision making.
 - a. This proposed bill permits the sharing of data between Labor and higher education and includes necessary provisions for privacy, security and confidentiality of data. However, without laying out the expectation that this data sharing will happen, one or both parties may prove reluctant to participate. Furthermore, establishing a cross-agency governance body helps to create a culture of shared responsibility, promotes transparency for the good of those in the system rather than gatekeeping for the protection of each agency's interests, and ensures that data sharing remains policy-driven. Finally, the comprehensive processes that sharing data involves require a body with the authority to make the necessary decisions and manage the cross-agency relationships over time.
 - i. *Recommendation: Establish a P-20W data governance body with the authority to make the necessary decisions to ensure data quality and appropriate data sharing. This group should be comprised of agency heads and senior leaders focused on strategic priorities. This high-level policymaker group must then ensure that the appropriate resources are dedicated to implementing the vision they set.*
 - ii. See Maryland's SB 275 (<http://dataqualitycampaign.org/resources/details/1237>) for an example of establishing cross-agency governance.
- 2) Further clarify the purposes of linking higher education and workforce data.
 - a. Sharing data for the effective administration and evaluation of programs is a necessary but insufficient statement of purpose. Sharing higher education and workforce data can provide vital information to multiple stakeholders for improved decision making and policy making. Detailing the questions that various stakeholders need to answer will aid in setting boundaries for data sharing, thus mitigating privacy, security, and confidentiality concerns; building buy-in among participating agencies and institutions; and providing focus for the development of data linkages. Prioritizing the policy and research questions, and establishing a process for updating these questions regularly, will ensure that data systems and sharing processes are developed in a manner that meets immediate needs while also including flexibility to account for evolving information needs over time.
 - i. *Recommendation: Lay out the questions that the legislature and other stakeholders seek to answer with shared data OR task the aforementioned P-20W data governance body with developing a cross-agency consensus around the priority policy and research questions.*
 1. Examples of questions that can be answered with linked higher education and workforce data include:
 - a. How do students' course-taking patterns correlate to students' employment and earnings patterns?



- b. The costs of higher education are escalating with more costs being reimbursed by tuition and fees that impact students. How do these increases correlate to patterns of state financial aid, and changes in the employment patterns of students while they are employed?
 - c. How are the employment patterns, earnings, persistence, and employment stability different for dropouts, and graduates with different types of secondary and postsecondary graduation credentials?
2. For more information about linked higher education and workforce data see: Preparing Every Citizen for the Knowledge Economy: A Primer on Using Early Childhood, K-12, Postsecondary and Workforce Data (<http://dataqualitycampaign.org/files/DQC%20P-20%20primer.pdf>)

The enactment of Senate Bill 237 will provide critical enabling conditions for the development of data linkages that can inform Connecticut's efforts to improve student outcomes. The DQC stands ready to support Connecticut's efforts to build and use a high quality data infrastructure.

H – 1147

**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2012**

**VOL.55
PART 25
8215 - 8555**

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

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May 9, 2012

THE CLERK:

On page 25, Calendar 500, Substitute for Senate Bill Number 237, AN ACT CONCERNING THE SHARING OF INFORMATION BETWEEN THE LABOR DEPARTMENT AND INSTITUTIONS OF HIGHER EDUCATION, favorable report by the Committee on Labor.

SPEAKER DONOVAN:

Representative Roberta Willis, how are you doing, madam?

REP. WILLIS (64th):

How are you, Mr. Speaker?

Mr. Speaker, I move for the acceptance of the joint committee's favorable report and passage of the bill in concurrence with the Senate.

SPEAKER DONOVAN:

The question is on acceptance and passage in concurrence with the Senate.

Will you remark?

REP. WILLIS (64th):

Yes. Thank you, Mr. Speaker.

This bill permits the Department of Labor to share employment data with institutions of higher education for the purposes of programming program development to benefit the students' educational planning. This bill will link post secondary education systems to employer need and

workforce development.

We need to ensure that we're growing talents into the 21st century occupations by determining what careers there are and identifying the workplace workforce shortage needs. It will also guide the retraining of existing workers or assisting unemployed, identifying their options.

Mr. Speaker, the Clerk has an amendment, LCO 4137. I move the reading of the amendment be waived and I be allowed to summarize.

SPEAKER DONOVAN:

Will the Clerk please call LCO 4137, previously designated Senate "A."

THE CLERK:

LCO 4137, Senate "A," offered by Representative Willis and Senator Bye.

SPEAKER DONOVAN:

Is there objection to summarization?

Hearing none, Representative, you may proceed.

REP. WILLIS (64th):

Thank you very much, Mr. Speaker.

This amendment ensures compliance with federal law regarding disclosure of employment information. Without taking this action we would risk loss of federal funding.

mr/ch/rgd/gdm/gbr
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Disclosure of employment information to anyone other than a public official is not permitted under federal law.

Under this amendment the Department of Labor information can be disclosed only to the board of regents' presidents who will be required to sign a confidentiality agreement.

I move adoption.

SPEAKER DONOVAN:

Question is on adoption.

Care to remark further on the amendment? Care to remark further on the amendment?

If not, let me try your minds.

All those in favor of the amendment, please signify by saying aye.

REPRESENTATIVES:

Aye.

SPEAKER DONOVAN:

All those opposed, nay.

The ayes have it. The amendment is adopted.

Remark further on the bill as amended? Remark further?

Representative Willis.

REP. WILLIS (64th):

Mr. Speaker, if there's no objection I move that this

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

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item be placed on the consent calendar.

SPEAKER DONOVAN:

The question -- the motion is to put this bill on the -- item on the consent calendar.

Any objection? Any objection?

Hearing none, the item is placed on the consent calendar.

Will the Clerk please call Calendar Number 501.

THE CLERK:

On page 26, Calendar 501, Substitute for Senate Bill Number 299, AN ACT CONCERNING MINOR REVISIONS TO THE EDUCATION STATUTES, favorable report by the Committee on Appropriations.

SPEAKER DONOVAN:

Representative Andrew Fleischmann, you have the floor, sir.

REP. FLEISCHMANN (18th):

Thank you, Mr. Speaker.

Mr. Speaker, I move acceptance of the joint committee's favorable report and passage of the bill in concurrence with the Senate.

SPEAKER DONOVAN:

The question is on acceptance and passage in concurrence with the Senate.

mr/ch/rgd/gdm/gbr
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calendar.

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker..

Mr. Speaker, I'm about to call the items again that are on the consent calendar, but I would like to alert the Clerk to two bills that we will be taking off the consent calendar. They are Calendars 380, and Calendars 431. Those are Calendars 380 and Calendar 431.

HB5333
SB130

SPEAKER DONOVAN:

Will the Clerk please call Calendar 204.

THE CLERK:

On page 6, Calendar 204, Substitute for House Bill Number 530, AN ACT CONCERNING THE BOARD IN CONTROL OF THE CONNECTICUT AGRICULTURAL EXPERIMENT STATION, favorable report by the Committee on Government Administration and Elections.

SPEAKER DONOVAN:

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker.

With that, let me -- I was looking to just list the calendar numbers again that we are planning to put on the consent calendar before I move them. I'll be doing this

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in numerical order by calendar number.

They are Calendar Number 71, Calendar 204, Calendar 205, Calendar 287, Calendar 292, Calendar 330, Calendar 402, Calendar 407, Calendar 412, Calendar 417, Calendar 425, Calendar 426, Calendar 442, Calendar 458, Calendar 460.

Calendar 463, Calendar 492, Calendar 495, Calendar 499, Calendar 500, Calendar 501, Calendar 506, Calendar 507, Calendar 508, Calendar 512, Calendar 515, Calendar 516, Calendar 530, Calendar 538 and Calendar 545.

And I'd also like to add to that -- I'm sorry. I omitted one which is Calendar 275.

SPEAKER DONOVAN:

The question before us is passage of the bills on today's consent calendar.

Will you remark? Will you remark?

If not, staff and guests please come to the well of the House. Members take their 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 the consent calendar by roll call. Members to the Chamber, please.

HB5025
HB5368
HB5326
HB5539
HB5146
SB328
HB5534
HB5555
SB157
SB232
SB339
SB340
SB41
SB98
SB116
SB196
SB97
SB188
SB234
SB237
SB299
SB347
SB371
SB391
SB345
SB383
SB384
SB29
SB354
HB5320
SB254

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SPEAKER DONOVAN:

Have all the members voted? Have all the members voted?

Please check the roll call board to make sure your vote has been properly cast.

If all the members have voted the machine will be locked. The Clerk will please take a tally.

The Clerk please announce the tally.

THE CLERK:

On today's consent calendar.

Total Number Voting	150
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Necessary for Adoption	76
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Those Voting Yea	150
------------------	-----

Those Voting Nay	0
------------------	---

Those Absent and Not Voting	1
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SPEAKER DONOVAN:

The consent calendar passes.

Will the Clerk please call Calendar 443.

THE CLERK:

On page 20, Calendar 443, Senate Bill Number 60, AN ACT PROHIBITING PRICE GOUGING DURING SEVERE WEATHER EVENTS, favorable report by the Committee on the Judiciary.

SPEAKER DONOVAN:

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THE CLERK:

On page number 4, Calendar Number 205, Substitute for Senate Bill Number 237, AN ACT CONCERNING THE SHARING OF INFORMATION BETWEEN THE LABOR DEPARTMENT AND INSTITUTIONS OF HIGHER EDUCATION, favorable report of the Committees on Higher Education and Labor and Public Employees.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you Madam President.

I move acceptance of the joint committee's favorable report and passage of the bill.

THE CHAIR:

Motion is on acceptance and passage.

Will you remark?

SENATOR BYE:

Thank you Madam President.

The Clerk is in possession of LCO 4137. I ask that the amendment be called and I be allowed to summarize.

THE CHAIR:

Mr. Clerk.

THE CLERK:

LCO Number 4137, Senate A, offered by Senator Bye and Representative Willis.

THE CHAIR:

Senator Bye.

SENATOR BYE:

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Thank you Madam President.

This amendment was actually a vital part of this bill. There were some privacy concerns and concerns about conflicts with federal law. The bill is about sharing information between higher education and labor so that we can see colleges that are effective, if our overall system is effective in different job classifications and in students obtaining jobs and I think it's a very important part of our information sharing.

We're starting -- last year we did a bill about connecting education with higher education with unique identifiers and this connects higher education with workforce information and the amendment was worked on by our Department of Labor, by the Board of Regents led by Mike Meotti and also with the U.S. Department of Labor to assure that the language in the bill complies with federal laws because privacy is so important.

But also so that the Board of Regents can obtain information about workforce in the same way that workforce development boards do at this time.

So I -- I move adoption of the amendment, Madam President.

THE CHAIR:

Will you remark? Will you remark? Senator Boucher.

SENATOR BOUCHER:

Thank you Madam President.

And I thank the good Chairman of the Committee for raising this issue in this bill. However there was some concern being expressed both by the nonpartisan staff regarding this bill and also within our Caucus as well around the issue of privacy and whether or not this amendment does take care of the concerns that were stated.

In fact the reason for this concern is that there might be a conflict with federal law as was just alluded. Federal regulations generally prohibit disclosing confidential unemployment compensation wage information and that regulations established several exceptions to

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this prohibition including the disclosure to a public official or his or her agent for use in performing official duties.

However on March 19th in 2012 a letter to the Connecticut Department of Labor the U.S. Department of Labor stated that disclosing confidential unemployment compensation or wage information to higher educational institutions or their governing boards is not permitted under public official exemption or presumably any other -- now -- I -- we just need to clarify exactly how this language takes care of that concern, in fact, satisfies the concern of this and how this would not lead to possible conflicts that might arise down the road.

Through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you Madam President.

And I thank the gentlewoman for her question. Our fine screening committee, as Senator Boucher's fine screening committee, found those concerns in March when they first looked at this bill and the nonpartisan staff as well and that is why we went back to the Board of Regents and asked that they work with the Department of Labor and with the federal Department of Labor to assure that this would be legal and also would protect the confidentiality of student information.

I would direct Senator Boucher to lines 5 through 12 which is the language that was agreed to and I think you'll notice that it's very clear about for what purposes and that there need to be written agreements for the purposes of the data in those lines and that -- that was the addition to the bill to make it comply with all federal laws.

Thank you Madam President.

THE CHAIR:

Senator Boucher.

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SENATOR BOUCHER:

Thank you Madam President.

And I do read the language there that specifically asks for a letter from I believe our -- our higher educational institutions. Now was this language vetted with the Federal Department of Labor? Did they sign off on this? Does -- did they commit to us that this would satisfy their concerns?

Through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you Madam President.

Through you, yes they did and just to put it in a national context there are about six states that adopted this last year so the U.S. Department of Labor has been working with those states and I know that Vice President Meotti spent a lot of time with the U.S. Department of Labor to assure that this would meet all of those requirements that -- that we are -- think are very important.

Thank you Madam President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Yes, thank you Madam President.

My concern is was their commitment given verbally or did they send us a letter saying that this more than met their concerns?

Through you, Madam President.

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Senator Bye.

SENATOR BYE:

Thank you Madam President.

Through you, I -- I simply received the language with the approval and the indication that the U.S. Department of Labor, the Board of Regents and our Department of Labor had signed off in working on this bill so I don't have an official letter but I take them at their word that this an agreement and this is what's been used in the other states who've added this important element to their workforce.

The other -- I think the follow-up point is if you look at the underlying bill, through you, Madam President, that this is exactly what our workforce development boards are doing now. So it's a -- it's -- it's working in the same way that workforce development boards are working and I think we have this ongoing disconnect between workforce and our higher education system that many businesses have certainly come to me and said we need to do a better job of lining up our jobs with our higher ed programs and so it basically mimics what our workforce development boards are doing now so it's the same thing but it allows our Board of Regents to act in the same way that workforce development boards do protecting confidentiality.

Thank you Madam President.

THE CHAIR:

Thank you.

Senator Boucher.

SENATOR BOUCHER:

Thank you Madam President, for the clarification. It's -- it's much appreciated. I absolutely concur and we've had many long discussions about the need for our higher educational institutions to have an articulation both with K12 much better than we do now with regards to core requirements that can be more seamless as well as what happens after someone graduates our higher educational

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institutions or even beforehand to make sure that what we are providing actually is the right content for a good job.

My final clarification is that this language was provided to the Higher Education Committee through the department -- our -- our state Department of Labor or through our higher educational constituent unit.

Through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you Madam President.

And I appre -- I appreciate the gentlewoman's questions and she's had a focus on aligning education and higher education. I think it's why we both appreciate being on both committees because it allows us to see a big picture.

Vice President Meotti led the discussions and -- and I was with him during some of these conversations when we were together at one point with -- when he was setting up appointments with the Department of Labor so he really was the center for the Board of Regents to assure that everything worked together but he worked with our Department of Labor and the Undersecretary of Labor in Washington.

Through you, Madam President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you very much, Madam President.

And for the good Chairman's patience on the question on this bill. It is I think very supportable and I think it's a good measure and I think we should support it.

Thank you very much.

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THE CHAIR:

Thank you very much.

Will you remark? Senator Cassano.

SENATOR CASSANO:
Thank you Madam President.

I rise to support the bill.

THE CHAIR:

Senator we're on the amendment.

SENATOR CASSANO:

On the amendment, I'm sorry.

THE CHAIR:

Thank you.

SENATOR CASSANO:
And particularly I want to address Senator Boucher's questions. I wear another hat and chair the legislative committee for the Greater Hartford Workforce Board and we've actually worked with all five boards as one. About six weeks ago the Undersecretary, Jane Oates, was here in fact in the building for a meeting. She has been working with the State of Connecticut to develop this program and she's been very, very helpful. It's been impressive to see how agencies and organ -- you know a brand new higher Board of Regents for instance coming together with the Department of Labor and so on to work for the betterment of Connecticut.

It has been a very enlightening process to see and for the committee to endorse this I think is wonderful.

Thank you.

THE CHAIR:

Thank you.

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Will you remark? Will you remark on Senate A?

Seeing -- will all in favor of Senate A, please say aye.

SENATORS:

Aye.

THE CHAIR:

Opposed?

Senate A passed.

Senator Bye.

SENATOR BYE:

Thank you Madam President.

I believe that we summarized the bill fairly thoroughly through the questioning on the amendment so if there is no objection I ask that it be moved to Consent.

THE CHAIR:

Seeing no objection, so ordered.

Mr. Clerk.

THE CLERK:

On page 25, Calendar 233, Substitute for Senate Bill Number 371, AN ACT CONCERNING THE ADMINISTRATION OF INJECTABLE VACCINES TO ADULTS IN PHARMACIES, favorable report of the Committees on Public Health and General Law.

THE CHAIR:

Senator Gerratana, good afternoon.

SENATOR GERRATANA:

Good afternoon, Madam President.

Madam President, I move acceptance of the joint committee's favorable report and passage of the bill.

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Thank you, madam.

And if there's no objection, I'd ask that this be put on
the consent calendar.

THE CHAIR:

Seeing no objection, so ordered.

Mr. Clerk --

Oh, sorry. Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President. Madam President.

THE CHAIR:

Yes. Yes, Senator Looney.

SENATOR LOONEY:

Yes, Thank you, Madam President.

Madam President, if the Clerk would now read the items on the consent calendar so that we might proceed to a vote on that consent calendar.

THE CHAIR:

Mr. Clerk.

THE CLERK:

Let's see. On today's consent calendar we have on page 1, Calendar 85, Senate Bill Number 43; page 3, Calendar 189, Senate Bill 323; page 4, Calendar 205, Senate Bill Number 237; on page 5, Calendar 237, House Bill Number 5057; on page 6, Calendar 294, Senate Bill 111.

Also on page 6, Calendar 298, House Bill 5225; on page 11, Calendar 365, House Bill Number 5094; on page 11, Calendar 370, House Bill 5287; on page 13, Calendar 385,

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House Bill 5123; on page 15, Calendar 401, House Bill 5516; on page 19, Calendar 421, House Bill 5107.

On page 21, Calendar 59, Senate Bill Number 97; also on page 21, Calendar 90, Senate Bill 188; on page 21, again, Calendar 72, Senate Bill 63; page 21, Calendar 73, Senate Bill 195; on page 22, Calendar 104, Senate Bill 207; on page 24, Calendar 197, Senate Bill Number 315; also on page 24, Calendar 183, Senate Bill 234.

Page 25, Calendar 208, Senate Bill 347; on page 25, Calendar 233, Senate Bill 371; on page 26, Calendar 275, Senate Bill 391; on page 27, Calendar 288, Senate Bill 299; on page 27, Calendar 292, Senate Bill 156; and on page 28, Calendar 333, Senate Bill Number 426.

THE CHAIR:

Okay. Mr. Clerk, would you please call for a roll call vote and the machine will be open.

THE CLERK:

Immediate roll call has been ordered in the Senate.
Senators please return to the Chamber. Immediate roll call has been ordered in the Senate.

THE CHAIR:

If all members have voted -- all members voted. The machine will be closed. And Mr. Clerk, will you call this great tally?

THE CLERK:

On today's consent calendar.

Total Number voting	36	
Necessary for adoption	19	
Those voting Yea		36
Those voting Nay		0
Those absent and not voting	0	

THE CHAIR:

The consent calendar passed.