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SB0340

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**JOINT
STANDING
COMMITTEE
HEARINGS**

**GOVERNMENT
ADMINISTRATION
AND ELECTIONS
PART 2
326 - 639**

2012

LYNDA POPOOLA: Well, as I stated, I'm a student at the University of Connecticut's School of Social Work, and one of our courses is political advocacy. We had to come and testify and so Fiona and I were researching a bill to testify on, and we realized, oh, as social workers what -- what would be better than to testify on this. And speaking of Ms. Linda Meyer, she just really, you know, spoke very passionately about the work that she wants to do with the inmates, and like you said, Representative Morin, you know, education is everything so.

SENATOR MEYER: Thank you. It's nice to have you with us.

REP. MORIN: Thank you. Anyone else? Thank you very much for testifying. We're going to go to next Senate Bill 339. I don't see Commissioner Defranzo so -- okay, we'll keep - - we'll go right over that. Senate Bill 340 - AN ACT CONCERNING THE USE OF STATE EMPLOYEES OF SERVICES PROVIDED BY TECHNICAL HIGH SCHOOL SYSTEM STUDENTS, and I have, I believe, Dan Thibault. And just for people testifying today, many of us have different committees that are holding the meetings of public hearings so you will see people coming and going so don't take it as an affront. We are just running back and forth. Thank you.

DANIEL THIBAUT: Good morning. My name is Dan Thibault. I am the Automotive Collision Repair and Refinishing Instructor at Oliver Wolcott Tech in Torrington.

It is my job to educate my students on how to get a job in the workplace doing collision repair in the automotive industry. This task not only involves providing the information

and developing the skills necessary to be a successful, but also gives them the experience of working with customers.

For this reason, production work is an important part of our students' education. Members of the community bring their cars to have body work, windshield replacement, paint jobs and other things for my students to be able to work on. There is no better training than real-world experience of production work. Not only do we teach them theory, we teach them the hands-on.

Though everyone can bring in their car for service, we are losing an important source of production work by the current prohibition on state workers being able to have no more than \$100 of work done in the school year, and you know \$100 to have your car repaired doesn't fix much more than getting an oil change or getting a tire fixed. It has gone up from \$9.50 to \$18.00 in the last 10 years so that eliminates a state worker from only have five hours of work done on a particular vehicle or anything else done by a technical high school.

A teacher, a custodian or an administrator who has significant damage to their car and want our students to gain from the experience of repairing it could not do so. We do not advertise our services to the community. There is no money in our budget to do so, and therefore, the people within the school are an ideal customer base for us. And our teachers are -- are our first contact with our students, and our teachers want to have the students work on their cars and the students want to work on those teachers' cars. They have pride after -- once they work on it.

In addition to the invaluable experience our students gain through working on customers' cars, production work is an important source of funding for us well. As you undoubtedly know, our budgets have been slashed, and we can barely provide even essential supplies and tools for the students. Much of production money stays with that particular school and shop, and it is only with these funds can I provide my students the materials we need to repair cars or teach them.

Allowing state workers to actually get work done on their vehicles, whether in my shop or automotive repair, is both educationally valuable and financially necessary. The current law reflects ethical concerns that can be addressed through policies and oversights. Like all my fellow shop teachers, we want to provide our students with the best technical education possible.

Senate Bill 340 addresses this obstacle to that goal, and I strongly urge that you support our students and our system in supporting this bill. Thank you.

REP. MORIN: Thank you, Dan. I appreciate you taking time out of your day to come up here and testify. Now, help me out a little bit. If -- if I'm from the public, and I'm familiar with the technical school so you have food services and you have, you know --

DANIEL THIBAUT: Yeah, it's 30 some odd trades between the schools.

REP. MORIN: If I want to -- if I wanted to have the carpenters do -- build a shed at my home, what's --

DANIEL THIBAUT: I'm the expert in automotive.

REP. MORIN: But okay, theoretically, okay, so we'll say I need you to do something about my car. I need -- I need a four-wheel drive system overhauled or something crazy. As a legislator I call on the same thing, the same rules, how about is there any charge at all to say somebody from my neighbor who is not a state employee want to go, is there a charge to them at all to have this work done?

DANIEL THIBAUT: Yes, it's \$18 an hour.

REP. MORIN: \$18 an hour so say --

DANIEL THIBAUT: And the average labor rate to have your car worked on is anywhere from \$90 to \$110 an hour now.

REP. MORIN: Okay. So I'm -- I'm definitely in support. I appreciate the work that you as instructors in the vocational technical schools that provide, but I also appreciate the work because somebody like me that doesn't have the skills to do these things, I -- I'm glad that there's young people that want to get into that line of work and take care of it. So I do appreciate what you're bringing to the table.

Is there anyone that would like -- would like to comment? Representative Lesser.

REP. LESSER: Thank you, Mr. Chairman. I think it's an interesting proposal. I just wanted to know if thought there should be any limits on the amount that students should be allowed to contract with the -- with the --

DANIEL THIBAUT: Well, the -- the limits should be

is it educational for the students, will it keep a lot of students on task, will it give them a lot of things to do. You know, small jobs doesn't give a lot of students a task. I want late-model collision cars. I'm not here to restore somebody's antique car. I want to teach my students how to do repair, late model collision cars, because that's what they're going to do when they get out there.

So the limits should be set on -- on the educational value and what it is.

REP. LESSER: But not on a dollar value?

DANIEL THIBAUT: Not so much on a dollar value.

REP. LESSER: Right, gotcha.

REP. MORIN: Anyone else? Thank you very much for coming.

DANIEL THIBAUT: Thank you.

REP. MORIN: We are going to go back to SENATE BILL 339 because I see Commissioner DeFronzo here, and if you're ready commissioner. If you need a minute, we'll keep going. He's a scout. He's always prepared.

COMMISSIONER DONALD J. DEFRONZO: I forgot, you know, so quickly. My name is Don DeFronzo, Commissioner of the Department of Administrative Services. I'd like to thank the committee for raising the bills that I'm going to speak on this morning.

First, SENATE BILL 339 - AN ACT REVISING STATUTES CONCERNING THE DEPARTMENT OF ADMINISTRATIVE SERVICES. This bill makes a number of changes to the DAS statutes to

HB5396
HB5397
SB286



STATE OF CONNECTICUT OFFICE OF STATE ETHICS

TESTIMONY PRESENTED BEFORE THE GOVERNMENT ADMINISTRATION AND ELECTIONS COMMITTEE

March 9, 2012

Carol Carson, Executive Director, Office of State Ethics (860) 863-2400

**Senate Bill 340 – AAC THE USE BY STATE EMPLOYEES OF SERVICES PROVIDED
BY CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM STUDENTS.**

The Office of State Ethics ("OSE") respectfully requests that the following comments be considered concerning Raised Bill No. 340. The primary purpose of this bill is to permit public officials, state employees and their immediate family members to contract, outside of the normal bidding process, with the regional-technical school system for the provision of services by students that exceed one hundred dollars in value.

Although the OSE is not opposed to the concept of exempting contracts for student services performed in the context of vocational, technical or technological education, the current language should be strengthened to assure the citizens of the state of Connecticut that any such contracts obtained by public officials and state employees outside of the normal bidding process are without any preferential considerations and under the same terms made available to the general public. Despite established prohibitions imposed on public officials and state employees on the use of state office or position for financial benefit, it is not difficult to envision situations where even though a public official or state employee may be paying the same price for student services as any member of the public, he or she may still receive preferential treatment otherwise, e.g., availability of students, scheduling, etc.

Therefore, to assuage any concerns that the citizens of Connecticut may have, the OSE strongly recommends that the ability to contract for student services outside of the bidding process be based on the same terms as made available to the general public. The OSE believes that the proponents of the bill can achieve their policy goals without diluting the Code of Ethics for Public Officials.

Thank you for your consideration.



CONNECTICUT AFL-CIO

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Testimony of Lori Pelletier
Secretary-Treasurer Connecticut AFLCIO
Before the Government, Administration and Elections Committee
Friday, March 9, 2012

Senator Slossberg and Representative Morin and members of the Government Administration and Elections Committee my name is Lori Pelletier and I am the elected Secretary-Treasurer of the Connecticut AFL-CIO and I am here to offer comments on behalf of the 900 affiliated local unions who represent over 200,000 working men and women from all 169 cities and towns.

S.B. No. 340 (RAISED) AN ACT CONCERNING THE USE BY STATE EMPLOYEES
OF SERVICES PROVIDED BY CONNECTICUT TECHNICAL HIGH SCHOOL
SYSTEM STUDENTS.

We support his legislation. The whole idea behind our technical high school system including our adult education programs were for real world experience that students can get and then in turn be more employable upon graduation. Current statutes prohibit 45,000 people and their families from utilizing the skills provided by these very competent students.

By adjusting the threshold we will be catching up with the rise in prices for services and this can only help with the promotion of our technical high schools and adult education programs. Our Connecticut Technical high school system is a valuable resource and we look forward to working with this committee to pass this bill and to further enhance the public's awareness of our schools and their skills.

Thank you for holding this public hearing and if you have any questions I would be glad to address them.

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Testimony of Dan Thibault, Oliver Wolcott THS
Automotive Collision Repair and Refinishing Department Head

**S.B. No. 340 (Raised) AN ACT CONCERNING THE USE BY STATE
EMPLOYEES OF SERVICES PROVIDED BY CONNECTICUT TECHNICAL
HIGH SCHOOL SYSTEM STUDENTS.**

Government Administration and Elections Committee
March 9, 2012

My name is Dan Thibault, and I am the Automotive Collision Repair and Refinishing Department Head at Oliver Wolcott THS in Torrington. It is my job to educate my students on how to work in the Collision Repair Industry. This task not only involves providing the information and developing the skills necessary to be a successful technician, but also giving them the experience of working with customers. For this reason, production work is an important part of my students' education. Members of the community bring in their cars for body work, windshield replacement, or paint jobs; my students are able to do that work. There is no better training than the real-world experience of production work.

Though anyone can bring their car in for service, we are losing an important source of production work by the current prohibition on State workers being able to have more than \$100 of work done in the school per year. At our current labor charge of \$18 per hour, State workers are limited to jobs that take no more than five hours of work. In my trade, that prohibition eliminates all but the simplest of jobs, jobs which are usually not educationally valuable. A teacher, a custodian, or an administrator who had a significantly damaged car and wanted our students to gain from the experience of repairing it could not do so. We do not advertise our services to the community – there is no money in the budget to do so – and therefore the people within the school are an ideal customer base for us.

In addition to the invaluable experience our students gain through working on customer's cars, production work is an important source of funding for us as well. As you undoubtedly know, our budgets have been slashed, and we can barely provide even essential supplies and tools to students. Much of the production money stays within the shop, and it is only with these funds that I can provide my students the material they need.

Allowing State workers to actually get work done on their vehicles, whether in my shop or automotive repair, is both educationally valuable and financially necessary. The current law reflects ethical concerns that can be addressed through policies and oversight. Like all of my fellow shop teachers, we want to provide our students with the best technical education possible. Senate Bill 340 addresses an obstacle to that goal. I strongly urge you to support our students and our system by supporting this bill.

Thank you

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Testimony of Brian Bisson, Windham THS
Carpentry Instructor

**S.B. No. 340 (Raised) AN ACT CONCERNING THE USE BY STATE
EMPLOYEES OF SERVICES PROVIDED BY CONNECTICUT TECHNICAL
HIGH SCHOOL SYSTEM STUDENTS**

Government Administration and Elections Committee
March 9, 2012

My name is Brian Bisson, and I am a carpentry instructor at Windham THS. I also graduated from the same Windham Tech carpentry department. My experiences as both a teacher and student have convinced me that there is no better way to develop the skills and knowledge necessary to be an expert carpenter than production work, in which our students go to a job site and build everything from porches to cabinets to additions to entire houses. The range of tasks, the use of math and language skills, the need for problem solving, and the combination of working as a team while still being self-directed cannot be replicated in the shop itself. When I graduated from Windham Tech I was immediately employable. I was able to be successful at the job site because I had been at job sites as part of my trade education.

Currently, State workers cannot have more than \$100 of work done per year, which means that they cannot have jobs done by our students. Our department has had to turn down production requests from people in our community – work that would have been educationally valuable to our students – because the homeowner was a State Trooper or worked for

Department of Transportation. Losing those educational opportunities over the \$100 limit was very disappointing for our department, and the rule seemed arbitrary at best. I am certain there were abuses of production work in the past, but there are levels of financial oversight on every production job, both within the school and from Central Office. The current ethics restriction seems like a protection that is no longer relevant.

Not only do our students lose out on learning opportunities because of this restriction, but our school loses much-needed funding. The rate for labor for our entire department is \$18 per hour. A job that takes 100 hours allows us to buy the supplies and tools our students need in the shop; there is simply no money to provide the necessities for the underclassmen that do not usually go out on production. When our seniors go out on production, not only are they learning in a real-world situation, making them job-ready when they graduate, but they are also helping fund the work the freshmen are doing back in the shop and also helping to fund other students in the non-production shops. Any unnecessary restriction on production work hurts the education of every Carpentry student. I became a carpenter, and then a carpentry teacher, because of the skills and experiences I gained going out on production when I was a student at Windham. I am hoping my students have those same positive experiences. Senate Bill 340 helps make it easier for that to happen.

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Testimony of Valerie Stewart, Aero Tech
Aviation Maintenance Instructor

**S.B. No. 340 (Raised) AN ACT CONCERNING THE USE BY STATE
EMPLOYEES OF SERVICES PROVIDED BY CONNECTICUT TECHNICAL
HIGH SCHOOL SYSTEM STUDENTS**

Government Administration and Elections Committee
March 9, 2012

My name is Valerie Stewart, and I am an aviation maintenance instructor at CT Aero Tech in Hartford. As a recent employee of the Connecticut Technical School System, I have been amazed at the high level of technical education our system provides. As a homeowner, I would love to give our students in carpentry, masonry, electrical, and hvac opportunities to do some of the renovations and projects I have long wanted to have done. These projects would be educationally valuable to our students. They would be a demonstration of my commitment to technical education, and specifically the CTHSS. As importantly, the money I spent would go directly back into the schools, so students could get the supplies and materials they need. As a trade instructor, I know how spare our budgets are. I would be happy to have the money I spend go to good use.

Unfortunately, under the current rules I could not have any of this work done. The restriction on State employees being prohibited to spend more than \$100 in the schools means I cannot have any significant work done by the students. I think my situation is fairly typical. Last year I worked for Pratt and Whitney. I could have students work on my home, but I didn't know the level of expertise the students have, or the type of jobs they can do. When I became a State employee with the CTHSS, I wanted them to work for me, but no longer could. This problem is easily solved. Senate Bill 340 eliminates this restriction. It exempts contracts with the CTHSS from the \$100 limit, and allows me, and you, to have our cars fixed, work done on our homes, and to take advantage of many of the other services our students provide. It allows State employees to provide educational and financial support to the only State high school system.

In my short time in the system, I have become assured that there are sufficient policies and oversight to ensure that production jobs are appropriately chosen and funded. The current law does not prevent abuse, it impedes education. I want to support technical education for our students by providing them production opportunities. I ask you to support technical education by voting for Senate Bill 340.

Thank you.

H – 1147

**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2012**

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

Representative Brendan Sharkey, House Majority
Leader, sir, for what reason do you rise?

REP. SHARKEY (88th):

Thank you, Mr. Speaker.

Mr. Speaker, just to be safe, I move that we
immediately transmit all items that we've taken up here
in the House that require additional action in the Senate.

SPEAKER DONOVAN:

The motion is to immediately transmit all items that
need any further action to the Senate.

Any objection?

Hearing none, all items are immediately transmitted.

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker.

Mr. Speaker, we're going to now do -- begin our work
on a consent calendar. There are a number of bills that
will not require amendments and I'd like to read them now
by calendar number.

They would be Calendar Number 204, Calendar Number
412, Calendar Number 425, Calendar 426, Calendar 442,
Calendar 460, Calendar 495, Calendar 507, and Calendar
508.

SPEAKER DONOVAN:

HB 308
SB 157
SB 339
SB 340
SB 41
SB 116
SB 188
SB 371
SB 391

Motion is to place these items on the consent calendar.

Is there any objection?

Any objection?

Hearing none, those items are placed on the consent calendar.

Will the Clerk please call Calendar 71.

THE CLERK:

On page 2, Calendar 71, Substitute for House Bill Number 5025, AN ACT CONCERNING THE OWNERSHIP OF PUBLIC ACCOUNTING FIRMS, favorable report by the Committee on Government Administration and Elections.

SPEAKER DONOVAN:

Representative Russ Morin.

REP. MORIN (28th):

Good evening, Mr. Speaker.

SPEAKER DONOVAN:

Good evening, sir.

REP. MORIN (28th):

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

SPEAKER DONOVAN:

The question is on acceptance and passage.

Will you remark?

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

429
May 9, 2012

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

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
HB5327
SB254

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

431
May 9, 2012

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
Necessary for Adoption	76
Those Voting Yea	150
Those Voting Nay	0
Those Absent and Not Voting	1

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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**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2012**

**VOL. 55
PART 4
942 - 1311**

cah/med/gbr
SENATE

4
April 18, 2012

Senate Bill Number 320, Madam President, would move to place that item on our Consent Calendar

THE CHAIR:

Seeing no objection, sir, so ordered.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, on Calendar Page 7, Calendar 187 is marked go.

Madam President, on Calendar Page 8, Calendar 203 is marked go.

THE CHAIR:

Seeing no objection, so ordered.

SENATOR LOONEY:

Thank you, Madam President.

Calendar Page 9, Calendar 224 is marked go. Calendar Page 9, Calendar 226 is go.

Calendar Page 10, Calendar 232 is marked go.

Calendar Page 11, Calendar 238 is marked go.

Moving to Calendar Page 12, Madam President, Calendar 258, Senate Bill Number 340, Madam President, would move to place that item on our Consent Calendar.

THE CHAIR:

Seeing no objection, so ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

Continuing on Calendar Page 12, Calendar 259, Senate Bill Number 157, Madam President, would move to place that item on our Consent Calendar.

cah/med/gbr
SENATE

237
April 18, 2012

Madam President, if we might call now to have the Clerk read the items on the Consent Calendar and then to move to a vote on the Consent Calendar.

THE CHAIR:

Mr. Clerk, will you please read the items on the Consent Calendar.

THE CLERK:

On page 1, Calendar 300, House Joint Resolution Number 78; page 1, Calendar 301, House Joint Resolution Number 79.

Page 2 Calendar 302, House Joint Resolution Number 80; page 2, Senate Bill -- Calendar Number 64, Senate Bill 37.

Page 3, Calendar 89, Senate Bill 56.

Page 4, Calendar 110, Senate Bill 184; page 4, Calendar 91, Senate Bill Number 276.

Page 5, Calendar 127, Senate Bill 320.

Page 8, Calendar 203, Senate Bill 408.

Page 9, Calendar 226, Senate Bill 411; also, on page 9, Calendar 224, Senate Bill Number 339.

Page 10, Calendar 232, Senate Bill Number 186.

On page 11, Calendar 238, House Bill 5250.

On page 12, Calendar 258, Senate Bill 340; also on page 12, Calendar 259, Senate Bill 157; page 12, Calendar 265, Senate Bill 176.

Page 13, Calendar 271, Senate Bill 350; page 13, Calendar 273, Senate Bill 293; page 13, Calendar 274, Senate Bill 294.

Page 14, Calendar 285, Senate Bill 404.

Page 15, Calendar 296, Senate Bill Number 307.

cah/med/gbr
SENATE

238
April 18, 2012

And page 24, Calendar 132, Senate Bill 337.

THE CHAIR:

The Senate will stand at ease for a second.

(Chamber at ease.)

THE CHAIR:

Okay. Those are the items listed. The machine will be open.

Mr. Clerk, will you please call for a roll call vote on the Consent Calendar. Thank you.

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:

Have all members voted? If all members voted, the machine will be locked.

And Mr. Clerk, will you please call the tally.

THE CLERK:

On today's Consent Calendar.

Total Number Voting	35
Necessary for passage	19
Those voting Yea	35
Those voting Nay	0
Those absent and not voting	1

THE CHAIR:

Consent Calendar has passed.

Senator Looney.

SENATOR LOONEY.