

**PA13-121**

HB6562

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**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**HIGHER EDUCATION  
AND  
EMPLOYMENT ADVANCEMENT  
PART 3  
484 - 730**

**2013**

REP. WILLIS: Okay. Wonderful.

Seeing no questions on these, thank you very much, gentlemen, always a pleasure to see you.

DAVID LEVINSON: Okay. Good afternoon, everyone.

Senators Bye and Boucher, Representative Willis and LeGeyt and members of the Higher Ed and Employment Advancement Committee, I'm David Levinson. I serve as the vice president for community colleges under the Board of Regents and also president of Norwalk Community College.

And what I would like to do this afternoon is to testify on behalf of House Bill 6562, AN ACT CONCERNING ADULT EDUCATION AND TRANSITION TO COLLEGE and also at the end of my testimony, as suggested and requested by Representative Willis to testify on House Bill 6655, AN ACT CONCERNING CAMPUS SAFETY AND SECURITY.

We support House Bill 6562, which provides an important opportunity for high school students with diplomas to seek additional remedial support from adult education programs, if such remedial education is needed in order to provide a streamlined, effective, and efficient approach for a transition to post-secondary education.

As you are aware the Board of Regents for Higher Education has been working collaboratively across our 17 institutions during the last year to provide a framework and foundation in support of Public Act 1240 that was passed last year reforming the way in which we provide remedial education.

Representatives from all of our institutions have worked together to create regional teams to review, discuss, analyze and create potential approaches to support imbedded remedial instruction at the post-secondary level rather than separate and distinct remedial course work.

We support the need for external partnerships to assist in the collaborative and creative solutions to this issue. Eastern Connecticut State University President Elsa Nunez, who also serves as vice president for the state universities, and I met with a number of our key state wide partners, such as representatives from Workforce Investment Board, adult education, community based partners and organizations and industry associations.

Only through diligent efforts supported by all concerned parties can institutions be successful in creating and implementing a model that most effectively provides remedial education services and increases student achievement completion and other important parts of our student's success initiative.

In late April the Board of Regents for Higher Education and the Connecticut Employment and Training Commission, CETC for short are co-hosting a conference entitled, Collaboration Conference on Returning Adults Partnering to Meet the Requirements of Public Act 1240.

This conference will feature presentations by many of our external statewide partners on the subject of current remediation efforts and successful programs and will also allow or regional institutional teams the opportunity to meet and to further discuss approaches to

collaborative efforts that will benefit all of our students.

I would say at the meeting that recently had Dr. Nunez and I were very impressed with the amount of remedial work going on by CETC partners, especially in terms of this embedded remediation often referred to as I-BEST. And we are very excited and energized by the interest and support of our partners in this effort and we believe that legislation such as HB6562 will help our students to be better served in supporting their transition to all 17 of our institutions hopefully with little or no remediation.

In addition to this I do want to comment on House Bill 6655, AN ACT CONCERNING CAMPUS SAFETY AND SECURITY. Two of its most critical crisis preparedness needs are planning and communication and we heartily endorse the importance of both of those aspects; however, we do request some small changes to the bill.

Section Three requires the Board of Regents to consult with the Department of Emergency Services and Public Protection to study the effectiveness of converting campus security to campus police. We request that the language be broadened to allow the board to study and report the most effective method of providing a security (inaudible) on campus and the cost of doing so.

We can imagine a scenario where some campus safety functions would be best operated by campus security and others by campus police and broader language in the bill would allow for such a scenario and that is the case at some of our colleges today.

We also request that language in Section Six be

because it -- there's not residential halls.

DAVID LEVINSON: Right. And also I would say that the community colleges given the tremendous difference in where they are located in the state and what is going on in their surrounding communities. The needs are quite different, so I think some flexibility would be good because in the community colleges I -- I highly doubt that there's one model that's going to serve all 12 institutions.

REP. WILLIS: Okay. Well, that was -- that's very helpful to hear.

In terms of conducting the audit, much of what's in this bill mirrors what we're doing for K through 12 and I believe our subcommittee, Senator Boucher, on campus security put in for the cost of audits and also what grants -- so there's an existing statute that hasn't been funded and so maybe we need to put a component into that for our universities when we do the -- do the omnibus bill.

DAVID LEVINSON: That would be very helpful.

REP. WILLIS: Okay.

DAVID LEVINSON: Thank you.

REP. WILLIS: Thank you.

Oh, Senator.

SEN. BYE: Thank you for your testimony.

DAVID LEVINSON: You're welcome.

SEN. BYE: Couple of questions. Thank you for your testimony about adult education. I know we've

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had a number of conversations about what are the combinations of different stakeholders who can be a part of this remediation --

DAVID LEVINSON: Sure.

SEN. BYE: -- you know, workforce development boards, adult ed, and -- and such. What -- what has been adult ed involvement to date and where do you see it going forward to help us sort of think about what we need to be doing?

DAVID LEVINSON: Yeah, I mean, in -- in terms of adult education there has been no systemic involvement. I mean, different institutions have different relationships with the local school districts who are providing that.

I think what would be very good would be to looking at our efforts to reform remedial education to look at adult ed as a really key component in that and again, you know, I've been very impressed with what I've been learning going on and it's some adult ed programs and also at our -- our workforce investment boards.

I think it would be really critical to engage them and to have something which would allow us to expect some commonality amongst the, I guess, 147 some odd different school districts, which is always the challenge.

What would be very helpful is for adult ed to play a component of that, because one of the things and of course they need resources too, but relatively speaking those are low cost, non-credit bearing alternatives that I think is very useful especially for the non-traditional populations that are attending our community colleges, because what I would really recommend

is a largely (inaudible) to really one of adult literacy and adult degree completion which adult education in our school districts can really provide a very important part.

So I would really recommend a greater incorporation of their role in that process.

SEN. BYE: Yes, I mean, we -- I -- I've seen the value in -- in my community. I'm sure others here do as well, so my hope would be that somehow these regional groups that are strategizing would -- would include adult ed in those regional, even host the meeting for the adult ed and the workforce investment boards -- I think I said workforce development before -- there's so many things to keep straight.

So I would just --

DAVID LEVINSON: Bless you.

SEN. BYE: Okay. So that's my first question. The second question is we are -- you know, as we are talking about this school safety and campus safety and I think the past few weeks have brought this to our attention even more, what do you think the cost would be per campus to do some sort of assessment like you're talking about? I -- I think I'm remembering from a public hearing that it was about \$200,000 per campus, but that -- that might not be accurate. That's --

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DAVID LEVINSON: Yeah, the -- the risk figure I thought I saw it would be maybe 200,000 for all of the campuses.

SEN. BYE: Oh, that's what --

DAVID LEVINSON: Yeah, I -- I think --

DAVID LEVINSON: Good afternoon.

REP. WALKER: And thank you for -- for your -- your testimony.

I wanted to talk to you about the -- the one from House Bill 6562. I was -- I was -- it was kind of hard, but I was listening to the testimony upstairs and -- and trying to rush down here to answer. You mentioned the fact that you were in support of it, but to -- to this point you did not know about any really systemic programming that they've been doing and I know that the adult educations have been doing a -- a PIP grant -- program improvement grant for the last six years, which did just that.

They did remediation between the community colleges of which I know New Haven does it -- we've been doing it and I know Manchester has been doing it and I believe Norwalk has been doing it. Stanford has been doing it with -- with Norwalk Community College, so I know we have some statistics to demonstrate that these programs have been established and there has been some sort of history.

I think what -- what I've seen in these evolutions is the fact that it's not -- it's been driven by the administrative forces as opposed to being driven by the actual adult educations in collaboration with the community colleges, but it has worked in -- in many, many areas and I think it's an -- it's a pretty obvious area for us to go in trying to address, especially with the expectation of reduction in the remediation courses that we have.

It's better to put it in those institutions

because they can do -- it's like -- it's like post-secondary high school or something to that effect, so I would ask that you look into some of those programs. I know I've talked to Elsa Nunez about some of these too and so we do have some out there so I don't --

DAVID LEVINSON: Yes, we do.

REP. WALKER: -- want us to just assume that there's not there, but just look at what our statistics are and sort of maybe build from that, so I hope that we do that.

DAVID LEVINSON: Yeah, sure I would be happy to.

REP. WALKER: Okay.

DAVID LEVINSON: That's very important. Thank you.

REP. WALKER: Thank you.

Thank you, Madam Chair.

REP. WILLIS: Thank you.

Thank you, Dr. Levinson.

DAVID LEVINSON: Great. Thank you very much.

REP. WILLIS: Sharon Palmer and after Commissioner Palmer goes we will switch to the public list.

Good afternoon, Commissioner.

COMMISSIONER SHARON PALMER: Good afternoon,  
Representative Willis.

REP. WILLIS: (Inaudible)

COMMISSIONER SHARON PALMER: Oh, Representative --

time the license and accredited institutions in the state of Connecticut are all on our website and students ought to beware that's where you go to make sure that you have an -- that you go to an institution that has quality standards.

SEN. CASSANO: Thank you.

REP. WILLIS: Thank you.

Any other questions or comments from members of the committee?

Thank you, Jane.

JANE CIARLEGLIO: Thank you.

REP. WILLIS: And talks will continue on this.

Moving to the public list is David Downes followed by Jeff Asher.

SEN. BYE: Hi, David. Welcome.

DAVID DOWNES: Thank you.

Madam Chairs, members of committee, my name is David Downes. I am the director ad adult education for West Hartford Public Schools and vice president of CAACE, which is the Connecticut Association for Adults and Continuing Education. I have submitted testimony on three bills. The key one is the 6562 bill having to do with providing adult education transition to college remedial services and I'll start with that.

The other two are -- are kind of quick, but I do want to bring up -- it's kind of a devil in the details kind of thing for us in adult education programs in that the bill as it is

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put forward in changing current legislation wording does a couple of things. It -- while it does attempt to provide a less expensive way for students attain standing in a community or a state college, it adds college preparation classes to the other mandated programs that adult education provides as a mandated service.

It just adds it in there as -- as a fifth one. Currently adult education is required to provide services having to do with citizenship, having to do with basic skills, some form of diploma, those kinds of very basic programs. This would add another one to that.

If it is added in there then it is something that is funded with the -- the monies that we already have. The problem with that is that the monies we already have barely cover the services that we're trying to provide and so we feel that this bill as it's written would stretch current -- current funding too -- too thinly for us.

If we are going to provide it -- we have provided these services. It's been mentioned that it's been provided with other funding, mainly Nellie Mae funding in the past. It's been funded with STEM grants. It -- we've shown that we can do remediation for folks intending to go on to credit bearing courses in college.

It's more the way that it needs to be approached. What we are trying to do, as mentioned in my testimony, is we are trying to work with the community colleges, with the Workforce Investment Boards, as was mentioned by Dr. Levinson's presentation in more a regional kind of group so that funds can be leveraged, federal funds, state grants -- state

grants perhaps, but more likely private grants, major funders that have met with us, including United Way, including the regional foundations that are in the area, such as Hartford Foundation.

Those are the ways -- coming together those are the ways -- those are the ways that we could get the funds. Another way that we could have funding is through our -- what's -- continuing ed, which is a broader term, but those are the courses that include the things that we offer in catalogs that you might get at home having to do with all sorts of things -- foreign language -- learning a foreign language, gardening, and all the rest of that, but in that system we can offer at a fee for service basis adult ed courses, but we would do that as a part of a solution because clearly there are folks that can't afford that kind of charge, but it would be considerably less than what is going on now for remedial courses.

It would also allow us to be a part of a solution with community colleges, so it's -- that's what we're looking for is a more -- more nuance type of approach to this so that we're not draining current funds.

The other two bills I understand that 904 will be substantially changed. That it was kind of put together not in a way it was supposed to be.

And the final bill 6430, it's a broad bill. It -- it says some good things about putting things together so that technical education is coordinated with local needs and services that can be provided.

Basically, that's my testimony and I certainly

open to answering questions.

SEN. BYE: Thank you, David. And thanks for the time you give outside of here on policy matters and the time I know you've taken with me in West Hartford as I come to try to understand this and so I think what you're saying is that as the bill is currently worded you're required to provide college readiness not sort of enabled to do college readiness, which I think was the goal?

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DAVID DOWNES: Right. Yeah. We're -- we're currently enabled to do it, but we can't attach -- we can't access adult ed funding for it and, as you know, adult ed funding is a mix of local and state funding. If we start bringing out that funding for remediation, local folks would see that as not what they intend their funding to go for -- or what the agreement has been for local funds so that concerns us.

SEN. BYE: So -- so as I understand it from previous conversations with you, and correct me if I'm wrong, because really what we're looking for is other sort of hands on deck to help us with this issue of remediation that -- that aren't costly to students who are currently burning up thousands of dollars in Pell Grants and loans for some of these remedial classes.

As I understand it works say you're West Hartford, you would say to the State Department of Ed we expect that it's going to cost \$100,000 this year for adult ed. I know it's more than that, but I'm just making that up. You would then get a percentage of that from the state based on your estimate and then the state would contribute their percentage -- or the town would have to contribute the rest that the state doesn't, so it puts a little bit of a

drag on it, but explain to me --

DAVID DOWNES: Well --

SEN. BYE: -- if works that way?

DAVID DOWNES: Yeah, we -- we provide the -- each -- each district or its cooperative entity if it's a regional group provide -- provides to the -- the local boards their budget -- total budget -- the amount total it would take to run their program, understanding that part of that is going to come from the local district, part of it is going to come from the state.

The state -- the locals would approve that budget with the understanding that the state percentage that is going to be reimbursed is roughly what the state says it will be when they publish the most likely percentage that's it's going to be, which varies slightly year to year. It's based solely on more or less an ability to pay kind of thing. Similar to special ed that each -- each district from essentially nothing to 65 percent if funded. It's sort of the same thing for adult ed.

So if we submit an entire budget of \$100,000 and the state percentage for us is 30 percent then the town expects to pay 70,000, the state will pay the 30,000.

SEN. BYE: Okay. So -- so where I was going with this -- and because it's dependent on a fixed appropriation it probably doesn't matter, but so if -- if you determine and -- and Board of Regents could tell you that X percentage of students leaving West Hartford Public Schools are likely to need remedial education and you would say, oh, X percent so now we know we need to add 20 more students, this is what that

costs us.

You go to the Board of Ed and you say, instead of 70 we need 80 and -- or instead of 100 you say 120, but then I think what you're saying is if that happened across the state the appropriation percentage to each town would go down?

DAVID DOWNES: It would be the amount the -- yes -- well, the pot of money is -- is pretty --

SEN. BYE: Is set.

DAVID DOWNES: -- solid -- at locally too, so that they would say, well, yeah, we'll give you 85,000, but and -- all that rest of the money that's got to come out of what you're already spending for citizenship, learning to speak English, getting your high school diploma, and so it would just -- it would mean I would have less money to pay for the services of the other things that I already have to do --

SEN. BYE: Right.

DAVID DOWNES: -- is -- is one problem.

The other problem is that local boards would really look a stance at why are we paying for higher education's problem, essentially is the way it's been (inaudible) --

SEN. BYE: Well -- well, I -- I would say if I was higher education I would say that they have been paying for the town's problems because they're getting students who aren't prepared from those districts. You know what I'm saying? So --

DAVID DOWNES: I know what you're saying, but I

think it's also the two-way issue that the locals would say, what have we been doing to -- with our -- with our teachers, with -- with what we are teaching, how we are teaching. We've changed. We've spent a fortune in professional development to make our teachers able to deal with a wider range of kids that are coming to us had they done the same at the higher level.

I -- the -- the thing goes on and on and on.

SEN. BYE: Well -- well --

DAVID DOWNES: All I know it's a lot of blow back --

SEN. BYE: Right.

DAVID DOWNES: -- from the local district.

SEN. BYE: Well, right. Right. I -- I just think local districts do hold some culpability when students arrive at college unprepared and they -- they have a diploma and sometimes a, you know, a 3.4 average and they're not able to pass the ACCUPLACER, so -- but that's not -- that's not why you're here.

I -- I ask these questions because it's a complicated morass.

DAVID DOWNES: Absolutely.

SEN. BYE: And I just think you guys have successfully gotten students college ready with your diploma work and with some of the work that you do, so when we originally talked it was trying to find ways to work collaboratively so, like I said, to -- to President Levison, I hope that you all become part of these regional planning or regional -- regional think tanks,

if you will, so that we can come up with some regional solutions and local solutions to this challenge of students arriving unready, but I -  
- I think that your point about the mandate that is not what we intended.

As -- as we understood it you weren't able to provide these kinds of services so we wanted to make sure it was clear that you could with this bill, so that was our intent, but I'm happy to talk to you further and I'll stop in your office when I'm in Town Hall and -- and we can --

DAVID DOWNES: And -- and my -- my understanding --

SEN. BYE: -- (inaudible).

DAVID DOWNES: -- is that in Eastern Connecticut there has been some of that cooperation happening already. We would like to see it state wide. We're hoping this April conference that's happening -- which we have just found out about -- would -- is -- is a good step in the right direction.

SEN. BYE: Well, I'm glad you found out about it.

Senator Cassano.

SEN. CASSANO: Yes, just one question. Historically, adult ed has prepared students who haven't graduated through the "normal" process of high school to reach that same equivalency. If they reach that same equivalency haven't they gone through a "college prep" program? Because if they have the equivalency of a high school diploma they should be able to go on.

DAVID DOWNES: I think, you know, you have all kinds

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of variations on that. You have students that have through IEPs have -- have received a high school diploma that perhaps allows them to graduate, to take the courses necessary, but may have difficulties, particularly in passing an ACCUPLACER test, which is kind of been called into question anyway.

And as well, we -- we have a lot of folks that have come up through our ESOL program and then have gotten a diploma so they've gotten to a standard, but then the college standard may be higher for what they want to do and it's that -- it's that gap and that's why the -- the GED is being changed because over time they've seen it -- what's required of high school students have grown.

We're -- we're kind of -- we're still kind of aiming at this level and the new GED will make us aim at that level, make the students aim for that level, that will improve things. A similar thing is going on with the external diploma program is another way this -- students can get their diplomas.

So part of it is -- part of it is, you know, what are we aiming at and do we need to aim higher, but generally if you're talking about preparing somebody for college education it goes beyond what GED is in terms of being able to take notes, write extensive essays, being organized, it's a whole different process, because even the students that are semi-well prepared, let's say and -- and gotten their regular high school diploma with their programs with a B average, still can have a -- an awful difficult time with some programs.

I think part of our other discussion will be with community colleges and to the state

colleges as well, is what other programs do you have that allow people to -- instead of stepping up here, step here in terms of certification programs and in terms of the programs that are kind of looked at or talked about in Bill 6430. Things that allow people to slowly stack up some qualifications so that then they get the training or they get the education that they need.

So we're kind of looking at it both ways. What -- what's on the other side that might be changed a little bit as well as us bringing up these -- these folks to a higher level?

SEN. CASSANO: I'm concerned that the term college prep is probably altering this in a probably a negative way, because I know -- I'm from Manchester. I just went to their graduation for adult ed. They had students who had gone through the GED, which wouldn't be that same level and ed students that had gone through a different program within adult ed that basically brought them to the equivalency of a high school diploma.

Those students I would assume are ready to try to go to college and so you're doing that in adult ed with these various programs you already have and I'm wondering if the term college prep is throwing things off because you are successful in providing students a level of -- of education that they can go to college.

DAVID DOWNES: Right. Yeah.

SEN. CASSANO: And -- and I just don't want to see so much emphasis on those two words that -- that it takes away from the program, because the program is working and I've seen other towns doing the same thing. It is working and

they are prepared for college through adult education.

DAVID DOWNES: Yeah. Keep in mind the one thing that -- that's current in the -- in the legislation is that we -- we work -- or the policies -- we only work with -- with students who don't yet have their diploma unless they're coming in for ESOL, in which they might have a diploma from another country and -- and so that's a difference, but we do it because the colleges are talking about people who already have a diploma, but aren't ready. They may not have come through our program. They may have come from another state or another country, so it's a -- it's a multilevel issue.

But I -- I appreciate and agree with you that many of our students are ready because our teachers are certified teachers and they give all of themselves in order to make these students be successful.

SEN. CASSANO: Thank you.

REP. WILLIS: Thank you very much.

Oh, I'm --

REP. WALKER: I'm going to yell from now on.

REP. WILLIS: I know -- yeah, exactly.

REP. WALKER: Sorry.

REP. WILLIS: No shrinking violet down there.

REP. WALKER: Good -- good afternoon, David. How are you doing?

DAVID DOWNES: Good, Toni.

REP. WALKER: I -- I also want to echo what Senator Bye was saying. The purpose of the bill was not to spread the -- the programming through the same dollar. It was just to allow the adult eds to have -- be able to do it without having to go through other sources because according to the statute it is limited to the things that you specified, but I also think that we at adult eds have the ability to do that transition better.

We can do the articulation a little bit more -- in a different way than its done through the K-12 system. Many of the adults that we work with they're not really adults, they're kids that have been displaced from the -- the main school system and I think we have an opportunity to continue that.

So I think this was not done in that purpose to -- to try and spread the -- the dollar a little thinner, it was just to broaden this so that when we (inaudible) that we do things and people don't say well, you can't do it because it's in statute we are limited by certain areas, but you're right, Nellie Mae started this about 12 years ago with grants that we did and then we did some program improvement grants that we did.

And then we now -- other state fund, but (inaudible) and I think we do a very good job. Manchester is one that -- that I know has one and a few others that are -- that are pilots and I think that's a -- the purpose is to allow adult ed to evolve a little more than just keeping it at the same level because we are part of the community and it needs to evolve so I think maybe we'll just have to say, allow that and give you a little bit more

flexibility.

But thank you very much.

DAVID DOWNES: Thank you.

REP. WALKER: Thank you, Madam Chair.

SEN. BYE: Thank you.

I think this is -- this is really interesting and, David, we'll probably call on you again for your expertise, but it -- I think Representative Walker put it well. We want to sort of have everybody working together. Everyone has the same goals for the students and you do a wonderful job in West Hartford, so thank you for coming today.

DAVID DOWNES: Thank you very much.

SEN. BYE: Jeff Asher followed by Bob Trestman.

Hi, Jeff.

JEFFREY ASHER: Good afternoon, Representative Willis and Senator Bye and distinguished members of the committee.

I want to thank you for the opportunity to talk from my testimony in support of the Senate Bill 1044, which is AN ACT CONCERNING MY AGENCY, THE CONNECTICUT HEALTH AND EDUCATIONAL FACILITIES AUTHORITY. I'm executive director of the Authority.

There are two important changes in the statutes -- two of my agency statutes contained in this bill. Both changes are intended to assist CHEFA in meeting capital financing needs and reducing the cost of securing capital for

that was not the intent of this bill, but I think your concerns --

ZULYNETTE MORALES: Yes.

SEN. BYE: -- are well taken and we will take them into consideration. What a wonderful thing to stand up for students.

So I appreciate you coming today.

ZULYNETTE MORALES: Thank you.

SEN. BYE: Okay. Any -- okay. Thank you very much.

ZULYNETTE MORALES: Thank you so much.

SEN. BYE: Liz Dupont-Diehl.

LIZ DUPONT-DIEHL: Good afternoon, Senator Bye, Representative Willis and members of the committee.

I'm Liz Dupont-Diehl and I'm policy director of the Connecticut Association for Human Services. CAHS seeks to end poverty and empower all families to build a secure, economic future. We produce research and analysis on child poverty and other issues as needed to drive advocacy and we work to create fair opportunity and economic success for all families.

CAHS -- CAHS also operates a number of programs to help people become self-sufficient, such as the voluntary income tax assistance program, financial literacy classes and helping people connect with eligible benefits.

I'm here to talk about Bill 6502 and to touch on 6430 and 904. The first would allow adults with a high school diploma to use the adult

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education system as college preparation and the others would, in part, establish councils and working groups to design and develop contextualized learning opportunities and career pathways.

We want to support the intents of all these bills, but urge caution in implementation and say also that resources will be needed for these programs to succeed and prepare workers and learners effectively for jobs.

As advocates devoted to the family economic success CAHS sees a lot to be concerned about lately. We reported this year that the number of working poor families in Connecticut -- that is families earning 200 percent or less of poverty, that's \$45,000 for a family of four, rose in Connecticut five percent since 2007. That was one of the fastest increases in the US.

Now 21 percent of our 389,000 working families are low income and we know that education correlates to income. Connecticut has 597,000 adults aged 16 to 64 who do not have a high school diploma or equivalency and our adult ed systems serve some 24,000 students in 2010 to '11.

We want to support collaboration between the adult education and community college systems believing they have much to learn from each other, but we do not support adding more students to the adult ed system without careful analysis and additional resources to handle them.

We also want to reinforce the 2009 adult literacy leadership board's strategic plan as an excellent analysis of our workforce in adult

education and literacy systems and echo its call for coordinator leadership amongst these three systems. Much of this is already occurring and should be supported and reinforced.

We applaud the goals stated in the bills before you that would articulate and develop pathways between adult ed, higher ed and the workforce investment system. These systems are serving many of the same people and it's imperative that they share best knowledge -- best practices and local knowledge about emerging jobs, employer needs and required training and education.

This must be consistently communicated to adult students as pathways that are clear and articulated and there are a lot of role models as to how to do that. We've testified before you about the current outcomes for many of the adult learners who enter the community college system and don't progress beyond developmental education. Reforms underway have prompted a welcome and thorough analysis of student need and achievement and also spurred coordinating between the three systems mentioned.

We need to continue to this work and keep the focus on access to education for all adult learners and also ensure that it remains affordable and continues to design a system that clearly connects higher ed and work -- to workforce investment and adult education.

Finally, we want to call for publicly accessible reform processes and for data and analysis of these systems, programs and outcomes. This needs to be tracked and reported on a way that is accessible to both the public as well as to all of those working

on reforms.

Thank you and I welcome any questions.

SEN. BYE: Thank you, Liz.

That was -- that was very helpful. It touched on a lot of bills.

Questions?

No, there goes the bill. Thank you.

LIZ DUPONT-DIEHL: Thank you.

SEN. BYE: Sam Hollister followed by Richard Strauss.

Sam, you've been very patient today.

SAM HOLLISTER: Thank you.

Senator Bye, Representative Willis and members of community -- the committee, my name is Sam Hollister and I am student campaign coordinator with the University of Connecticut Public Interest Research Group. Thank you for the opportunity to testify today in support of Raised Bill Number 6604, AN ACT CONCERNING STUDENT FEES.

I am a sophomore at the University of Connecticut studying economics. I first got involved with UCONN PIRG last fall as an intern working on our new voters project campaign.

This semester I am coordinating my own campaign and plan to run for leadership within the organization next year. Being involved with UCONN PIRG has been important to me because it has given me the opportunity to work with

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The Connecticut Association for Human Services  
110 Bartholomew Avenue Suite 4030  
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Luis Caban, President  
James P Horan, Executive Director

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**Testimony before the Higher Education and Employment Advancement Committee**  
**Re. 6502, 6430 and 904**

HB 6502

**March 19, 2013**

Submitted by Liz Dupont-Diehl, Policy Director, Connecticut Association for Human Services  
[ldupont-diehl@cahs.org](mailto:ldupont-diehl@cahs.org), (203) 667-5956

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Good afternoon, Senator Bye and Representative Willis, and members of the committee. My name is Liz Dupont-Diehl and I am the Policy Director for the Connecticut Association for Human Services. CAHS seeks to end poverty and empower all families to build a secure economic future. CAHS produces research and analysis on child poverty and other issues as needed to drive advocacy, and we work to create fair opportunity for economic success for all families. CAHS also operates a number of programs to help people become self-sufficient, such as the Volunteer Income Tax Assistance program, financial literacy classes and helping people connect with eligible benefits to help them access health care, meet basic needs and become self-sufficient.

I am here to address bills 6502 and to touch on 6430 and 904. The first would allow adults with a high school diploma to use the Adult Education System as college preparation, and the others would, in part, establish councils and working groups to design and develop contextualized learning opportunities and career pathways

HB 6502

We want to support the intent of all these bills but urge caution in implementation, and say also that resources will be needed for these programs to succeed and prepare workers effectively for jobs

As advocates devoted to Family Economic Success, CAHS sees a lot to be concerned about lately. We reported this month that the number of working poor families in Connecticut – that is, earning 200% or less of poverty, or \$45,622 for a family of four – rose 5% since 2007. Now, 21% of our 389,000 working families are low-income. We all know education correlates to income. Connecticut has 597,350 adults aged 16-64 who do not have a high school diploma or equivalency, and the state's adult

Ed system served some 24,000 students in 2010-2011. We support collaboration between the adult education and community college systems, believing they have much to learn from each other, but we do not support adding more students to the Adult Education system without careful analysis and additional resources as needed to handle them.

We also want to reference the 2009 Adult Literacy Leadership Board Strategic Plan as an excellent analysis of our workforce and adult education and literacy systems and echo its call for **coordinated leadership amongst the Adult Education, Workforce Investment and Higher Educational systems**. Much of this is occurring and it should be supported and reinforced.

We applaud the goals stated in bills before you that would articulate pathways between adult education, higher education and the workforce investment system. These systems are serving many of the same people and it is imperative that they share best and local knowledge about emerging jobs, employer needs and required training and education. This critical information must be consistently communicated to adult students as "pathways" that are clear and articulated.

CAHS has testified to you before about the current outcomes for the many adult learners who enter the community college system and don't progress beyond developmental education. Reforms underway have prompted a welcome and thorough analysis of student need and achievement and also spurred coordination of the three systems mentioned. We need to continue this work and keep the focus on **access to education for all adult learners**, and continue to design a system that clearly connects higher education and workforce investment to adult education

Finally, we want to issue a call for a publicly accessible reform process, and for data and analysis of these systems, programs and outcomes. We know that working adult students are often juggling jobs and family and need support in order to succeed academically. In the words of one provider: "Life Happens." We need to offer supports, coordinate with other community resources, and track and report on what is working, and this information must be accessible to the public as well as to those working on reforms.

Thank you for the opportunity to offer testimony .

###



Higher Education Committee  
 Amy Miller, Program & Public Policy Director, Connecticut Women's Education and Legal Fund  
 HB 6562 An Act Concerning Adult Education and Transition to College  
 March 19, 2013

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My name is Amy Miller and I am the Program & Public Policy Director at the Connecticut Women's Education and Legal Fund (CWEALF). CWEALF is a statewide non-profit organization dedicated to enhancing the personal and professional lives of women, girls and their families. For decades, CWEALF has evaluated and researched workforce issues in Connecticut.

I submit this testimony on behalf of the Campaign for a Working Connecticut, which CWEALF has led since its founding in 2006. The Campaign shares an aligned vision: to promote Connecticut's economic competitiveness through the development of sustainable, effective workforce solutions to increase workers' skills and advance families to self-sufficiency. The Campaign works to accomplish this goal through a unique and diverse statewide coalition of over 50 members including education and training providers, workforce investment boards, advocates, unions and chambers of commerce. The Campaign's legislative agenda advocates for investments in career pathway programs.

Our experience has taught us that in order to meet the needs of the diverse population of Connecticut, an array of options must be available for individuals to access lifelong learning opportunities. Therefore, we are submitting this testimony in support of the concept of HB 6562, An Act Concerning Adult Education and Transition to College. HB 6562 allows for local adult education centers to begin providing college preparation classes to individuals who have already obtained a high school diploma. Some reports indicate that 312,000 CT residents with high school diplomas have demonstrated skill deficits in math and English which will limit their ability to pursue secondary training opportunities and employment. Additionally, with 61 percent of individuals who enrolled in Connecticut Community Colleges in 2012 being placed in developmental classes this is an issue that deserves attention.

Last year, Connecticut made reforms to the K – 12 educational system; however, as noted above, there are a significant number of people who have already graduated that will not be helped by these reforms. In an effort to address the skills deficit in adult learners, there was also legislation was passed last year (unfunded) that required community colleges to imbed additional support into courses, so students did not have to spend Pell grants and other resources in remediation classes as they sought to enroll in post-secondary education. While these efforts are important, there is more we can and should be doing.

We are all very familiar with the statistics, the more educational obtainment, the more likely the individual is to work and generally earn higher wages. For example, according to the Bureau of Labor Statistics 2012 Current Population Survey, adults without a high school diploma have an unemployment rate of 12.4%. For individuals who had finished high school, that number drops to 8.3% and to 6.2% with an associate's degree. Women with high documented literacy are 94 percent more likely than women with low documented literacy to make between \$650 and \$1,149 per week and 353 percent more likely to make between \$1,150 and \$1,949 per week (Institute for Women's Policy Research, *Low Literacy Means Lower Earnings, Especially for Women*, February 2012)

As Connecticut has implemented new programs and designed different strategies to address the current workforce shortages, by necessity, the system has to be flexible in its approach. This bill expands the range of tools available to maintain that flexibility and provides more options for residents to increase their skills and employability. However, as currently written, it seems to require them to serve more people without additional resources and without clearly delineated roles and connections to other systems.

Adult Education programs are excellent resources for people to develop skills and prepare for new journeys. The teachers are certified, professional and innovative. Unfortunately, this bill fails to make resources available to support its intention. At present, the adult education programs in Connecticut are stretched to meet the current demands. Reports have found that while 32,000 individuals are served through the state's Adult Education system, another 181,000 could be enrolled if resources existed.

Without investments in the educational and occupational skills of low income adults, we will continue to miss the opportunity to provide Connecticut employers with skilled workers. Reports in Connecticut have shown that businesses across our state need workers with basic skills in reading and math as well as transferable skills such as problem-solving, team work and decision-making combined with specific occupational skills which meet the technical needs of industry. Without a multi-pronged approach to career pathways, which include job readiness training, basic skill and language instruction and work supports, we will not address the needs of residents or businesses in the state. Therefore, I urge you to continue to explore options like the one outlined in 6562 but do not pass an unfunded mandate.



STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION



Higher Education and Employment Advancement Committee  
Testimony of Chief Operating Officer Charlene Russell-Tucker  
March 19, 2013

Senator Bye, Representative Willis, Senator Boucher, and Representative LeGeyt:

Thank you for the opportunity to comment on HB 6562, An Act Concerning Adult Education and Transition to College.

The Department of Education's Adult Education grant supports Local Education Agencies' (LEAs) current fiscal commitments to the requirements of C.G.S. 10-69(a). Because we do not expect an increase in this grant, we would caution adding new requirements for LEAs in the area of Adult Education.

We would advise that remedial courses be offered as an Adult Education Enrichment program. Such programs are offered according to community need. While fee-based, these programs are less expensive for students who would otherwise be required to use Pell grant funds for developmental/remedial classes at the community college level.

We support the intent of this proposal. We look forward to working with you and other stakeholders to ensure that our students graduate from high school college-ready, and when remedial courses are required, that they are offered equitably and efficiently. We would also welcome the opportunity to examine this issue more closely with you in a forum and format convenient and workable for you.

Thank you for your consideration.

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**Testimony by David Levinson**  
**Vice President for Community Colleges**  
 Board of Regents for Higher Education  
 Connecticut State Colleges & Universities  
 Before the Higher Education and  
 Employment Advancement Committee  
 March 19, 2013

HB6562

Good afternoon Senators Bye and Boucher, Representatives Willis and LeGeyt, and members of the Higher Education and Employment Advancement Committee. My name is David Levinson and I am the Vice President for the Community Colleges at the Board of Regents for Higher Education, which governs our state's four state universities, 12 community colleges and Charter Oak State College. Collectively, we are known as the Connecticut State Colleges & Universities. I am also the President of Norwalk Community College. I am here to offer testimony regarding **House Bill 6562, *An Act Concerning Adult Education and Transition to College***.

We support House Bill 6562 which provides an opportunity for high school students with diplomas to seek additional remedial support from adult education programs if such remedial education is needed in order to provide a streamlined, effective and efficient approach for transition to postsecondary education.

As you are aware, the Board of Regents for Higher Education has been working collaboratively across our 17 institutions during the last year to provide a framework and foundation in support of the legislation passed last year reforming the way in which we provide remedial education. Representatives from all of our institutions have worked together to create regional teams to review, discuss, analyze and create potential approaches to support embedded remedial instruction at the postsecondary level rather than separate and distinct remedial coursework.

We support the need for external partnerships to assist in the collaborative and creative solutions to this issue. Eastern Connecticut State University President Elsa Núñez and I met with a number of our key partners state-wide, such as representatives from the Workforce Investment Boards, adult education, community-based partners and organizations, and industry associations. Only through diligent efforts supported by all concerned parties can institutions be successful in creating and implementing a model that most effectively provides remedial education services and increases student achievement and completion.

In late April, the Board of Regents for Higher Education and the Connecticut Employment and Training Commission (CETC) are co-hosting a conference entitled "*Collaboration Conference on Returning Adults: Partnering to Meet the Requirements of Public Act 12-40*." This conference will feature presentations by many of our external state-wide partners on the subject of current remediation efforts and successful programs and will also allow our regional institutional teams the opportunity to meet to further discuss approaches to collaborative efforts to best support all our students.

We are excited and energized by the interest and support of our partners in this effort, and we believe, through legislation such as HB 6562, our students will be better served in receiving the support and engagement necessary to better transition to all 17 of our institutions.

Lastly, I would also like to offer our support for House Bill 6655, *An Act Concerning Campus Safety and Security*. Two of the most critical crisis preparedness needs are planning and communication. This bill emphasizes both.

However, we do request small changes to this bill. Section three requires the Board to consult with the Department of Emergency Services and Public Protection to study the effectiveness of converting campus security to campus police. We request that the language be broadened to allow the Board to study and report the most effective method of providing a security force on campus and the cost of doing so. We can imagine a scenario where some campus safety functions would best be operated by campus security, and still others by campus police, and broader language would allow for this scenario. We also request that language in section six be modified to allow for the Board of Regents to access state funding to pay for the cost of conducting such an evaluation.

Thank you for the opportunity to provide testimony today on these two bills, and I will be happy to answer any questions.

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March 18, 2013

Testimony on the following bills:

**Raised Bill HB 6562**: AN ACT CONCERNING ADULT EDUCATION AND TRANSITION TO COLLEGE

**Raised Bill SB 904**: AN ACT CONCERNING REGIONALLY COORDINATED CONTEXTUALIZED LEARNING AND CAREER PATHWAYS PARTNERSHIPS

**Raised Bill HB 6430**: AN ACT ESTABLISHING A REGIONAL COUNCIL TO SUPPORT WORKFORCE DEVELOPMENT

Submitted by: David Downes, Vice President, Connecticut Association for Adult and Continuing Education and Director of Adult and Continuing Education, West Hartford Public Schools

*The following testimony is submitted on behalf of the Connecticut Association for Adult and Continuing Education, a statewide professional organization representing providers of mandated adult education.*

Representative Willis, Senator Bye and members of the Higher Education and Employment Advancement Committee:

**HB 6562**: While CAACE has been a strong advocate for better approaches to help adult learners access postsecondary education, we do not support the proposed changes to current state law in this bill. By adding college preparation classes to the other mandated programs that adult education provides, this bill has the unintended consequence of stretching the current funding for basic skills, ESL, citizenship and high school diploma programs to a breaking point. If adult education funding is now barely adequate to meet these needs of the most disenfranchised of our population, how can we dip into the same pot of local and state funds to pay for added college remediation courses?

The issue is not that adult education programs need a change in current law in order to provide college preparation; our programs have done such work for many years with the help of other funding, such as Nellie Mae grants, and we could provide such programs through our enrichment programs on a sliding scale fee basis or in partnership with state colleges and workforce investment boards, along with private funders. Some of this cooperation is already happening in at least one of the regional partnerships set up by the state colleges under the law passed last year to limit college remediation for entering students. Our only issue at this time is that this regional cooperation is just beginning. If

this bill could be improved to make adult education more of a partner in the college remediation issue, then the language that amends state statutes should be removed and the bill should mandate that adult education services be considered in the remediation planning by the regional groups that higher education has already set up. Ideally, the legislation should also provide a reasonable sum of new money to support the regional higher ed groups that devise a workable and comprehensive remediation program. that effectively deals with the problem of student preparation for higher education.

SB 904: This bill speaks to regional coordination, and the intent of the bill is to have the general statutes empower the regional adult literacy partnerships, authorized under Executive Order 35, to direct multiple public funding sources toward proven models of successful career pathways programs. Unfortunately, the wording of SB 904 mistakenly authorizes just one of the regional workforce boards, Capital Workforce Partners, to be coordinating all of these regional efforts. Otherwise, the bill advances the goals of these regional groups as intended in the original Executive Order.

HB 6430: This is an ambitious bill that establishes a regional council to coordinate educational and training efforts under the Office of Workforce Competitiveness. CAACE supports the general intentions of this bill because it focuses and aligns efforts to improve the state's workforce development efforts.

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Welcome to you, Kate. Are there any further announcements or introductions? Announcements or introductions? If not, we will return to the Call of the Calendar, and would the Clerk please call Calendar Number 326.

THE CLERK:

Madam Speaker, Calendar Page 47, Calendar Number 326, House Bill Number 6562 AN ACT CONCERNING ADULT EDUCATION AND TRANSITION TO COLLEGE.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Good afternoon.

DEPUTY SPEAKER ORANGE:

Good afternoon.

REP. WILLIS (64th):

Nice to see you, Madam Speaker. Madam Speaker, I move for acceptance of the Joint Committee's Favorable Report and passage of the bill.

DEPUTY SPEAKER ORANGE:

The question before the Chamber is on acceptance of the Joint Committee's Favorable Report and passage of the bill. Representative Willis.

REP. WILLIS (64th):

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Thank you, Madam Speaker. This bill permits adult education programs in local and regional schools to offer college prep, preparation course for those persons with either a GED or a high school diploma.

It is hoped that this option could help alleviate the need for some students who may have required remedial or developmental education non-credit courses when they enter college.

This will help students be successful in college and save them time and money. Madam Speaker, the Clerk has an amendment, LCO 5804. I move that the reading of the amendment be waived, and I be allowed to summarize.

DEPUTY SPEAKER ORANGE:

Will the Clerk please call LCO Number 5804, which will be designated as House Amendment Schedule "A".

THE CLERK:

Madam Speaker, LCO Number 5804 offered by  
Representatives Willis and Bye.

DEPUTY SPEAKER ORANGE:

The Representative seeks leave of the Chamber to summarize. Is there objection? Objection? Seeing none, Representative Willis.

REP. WILLIS (64th):

pat/gbr

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Thank you, Madam Speaker. This is a simple Amendment. It just permits schools that they may charge a fee for the course as they presently do for their other course offerings.

I move adoption, Madam.

DEPUTY SPEAKER ORANGE:

The question before the Chamber is on adoption of House Amendment Schedule "A". Will you remark? Will you remark on the Amendment? Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker. Good to see you up there, ma'am.

DEPUTY SPEAKER ORANGE:

Thank you, sir.

REP. LEGEYT (17th):

I would like to encourage my colleagues to support this Amendment. It makes a lot of sense and should be included as part of the bill. Thank you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Thank you, sir. Will you care to remark further on the Amendment before us? Representative Rovero. Representative Rovero. Light's on. Okay.

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Will you care to remark further on the Amendment?

On the Amendment? Representative Lavielle on the  
Amendment.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker. Good evening to you.

DEPUTY SPEAKER ORANGE:

Good evening, madam.

REP. LAVIELLE (143rd):

I have a question or two for the proponent if I  
may.

DEPUTY SPEAKER ORANGE:

Please proceed.

REP. LAVIELLE (143rd):

Thank you so much. So as I understand it and  
understood it in Committee, this is an option for  
local continuing education programs to offer college  
preparatory classes.

And my question is really, what is the, what is  
the accrediting authority for these courses? How do  
we make sure that they actually do provide adequate  
college preparation for the purposes they are intended  
for, I guess? Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Is this on the Amendment?

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REP. LAVIELLE (143rd):

Oh, I'm so sorry. It was on the bill. I will refrain and wait until we finish with the Amendment. I'm sorry. I must have been on the moon.

DEPUTY SPEAKER ORANGE:

Okay, with that, anyone care to remark on the Amendment? On the Amendment? Okay.

If not, let me try your minds. All those in favor please signify by saying Aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER ORANGE:

All those opposed, Nay? The Ayes have it. The Amendment is adopted.

Will you care to remark further on the bill as amended? Representative LeGeyt.

REP. LEGEYT (17th):

Madam Speaker, thank you. For the second time, but the first time on the bill. I'd like to state my support for this bill and the facility that it allows to adult learners to progress in their chosen course of study, age irrelevant and encourage my colleagues to support this bill as well.

Thank you.

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DEPUTY SPEAKER ORANGE:

Thank you. the esteemed Ranking Member of the Higher Education Committee. Will you care to remark further on the bill as amended? Representative Lavielle, good evening.

REP. LAVIELLE (143rd):

Well, re good evening. I'm so sorry and I apologize to the Chair and the Ranking Member. Sorry about that. But I do return to my former question.

And for legislative intent, I'm interested to know. We have of course in our K-12 curriculum, we have standards and oversight by the State Department of Education and I just was seeking some clarification about the oversight of what we would term college preparatory courses and how the standards for those are defined so that the students are sure that they are indeed getting, I guess, what they are investing their time and possibly funds for.

Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

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Through you, Madam Speaker, the adult ed programs throughout our state are run by our local schools, so that would be the oversight body.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you. And is there some communication therefore or collaboration between the local school boards and the well, some institution of higher education to ensure that what these courses are preparing the students for is somehow aligned with what's being offered in the higher education system. Through you, Madam Chair.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, the bill does not address that. It simply is enabling legislation that would give a local adult education program the ability to offer a college prep course.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP. LAVIELLE (143rd):

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Thank you. And the students, this is not free, am I correct? It's not free to the students. They do pay a fee to take the courses? Through you, Madam Chair. Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, yes, they would pay a fee for this continuing, excuse me, not continuing. Adult ed does charge for their courses unless they are corporate courses that are being offered through the State Department of Education, which are funded through their grant.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you and I thank the good Chair for her answer. I do believe the intent of the bill is a good one and I think that this is, it's fortunate to have, to offer access to college preparatory courses through the system, particularly since we have such high rates of needed remediation in both our community colleges and our CSUs, where the rates respectively are something like 70 percent of the students who need

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remediation in reading and math at the community colleges and about 50 percent at the CSUs.

So if they can get it out of the way before they get there, it's truly a good thing.

And as the Chair says, the bill addresses only the enabling aspect of this and allows these programs to offer such courses.

I would however, outside the context of the bill, in future discussions, I would hope that we would address how well these courses actually correspond with the needs or the requirements of our college and community college curricula to ensure that what's being offered here really does prepare these students for what they're about to confront in their higher education. Otherwise, they might be paying for something that while it furnishes them some further education, doesn't really prepare them for anything.

So I think that's a need that we will need to address. I hope we will and I just bring it to our collective attention. Thank you very much, Madam Speaker.

DEPUTY SPEAKER ORANGE:

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Thank you, madam. Will you care to remark further on the bill as amended? Representative Abercrombie.

REP. ABERCROMBIE (83rd):

Thank you, Madam Speaker. Madam Speaker, I rise in support of this legislation and I can answer some of the questions that Representative Lavielle had.

There has been a pilot program that's going into its second year in three communities, Meriden, Manchester, and New Haven and we've been working with our community colleges to make sure that the curriculum is in line so that these students after they take these classes have a smooth transition into their higher education.

We've even aligned the Accu Placer to help these students, which I think are some of the questions that you had, Representative.

I think this is good legislation. I think this legislation helps all of our students that may need to take some of these classes. You know, we don't want our community colleges to have these kids on the three, four year plan and by them taking these remedial classes through adult ed, it saves on their

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financial aid, their grants and it also gives them a better structure to go into the higher education.

So I rise in support of this and I hope my colleagues will support it also. Thank you, Madam Chair.

DEPUTY SPEAKER ORANGE:

Thank you, Madam. Will you care to remark further on the bill as amended. Will you care to remark? Representative Debra Lee Hovey, you have the floor, madam.

REP. HOVEY (112th):

Thank you, Madam Speaker, and I guess this is just a comment, more than a question, Madam Speaker.

For a while now, I've had significant concerns about what a high school diploma has actually meant. And if you look under the terms of what that high school diploma has, it's supposed to have you prepared for either life or that next step, and while I will be supporting this legislation, I have concerns that this then adds in another step that kind of lets our K through 12 system off the hook a little bit.

And you know, there are skills that the diploma is supposed to represent, and those skills are thinking skills, study skills, writing skills,

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reading, writing and mathematical skills at a proficiency letter that the Accu Placer actually assesses for placement at the next level.

I wonder how we continue to grant individuals high school diplomas who do not have basic proficiency at all of these skills and who are not prepared, especially for the community college level of academic rigor.

And so I will be supporting this legislation, but I don't think that we should be backing off at all our K through 12 curriculum, and demanding that the rigor be there and that that diploma represents that those individuals are ready for a community college placement or a university or college placement. Thank you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Thank you, madam. Will you care to remark further on the bill as amended? Will you care to 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 opened.

THE CLERK:

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The House of Representatives is voting by Roll.

The House of Representative is voting by Roll.

Will Members please come to the Chamber  
immediately.

DEPUTY SPEAKER ORANGE:

Have all Members voted? Have all Members voted?  
Have all Members voted? If all the Members have  
voted, please check the board to determine if your  
vote has been properly cast.

If so, the machine will be locked and the Clerk  
will take a tally. And will the Clerk please announce  
the tally.

THE CLERK:

Bill Number 6562 as amended by House "A".

Total Number Voting 144

Necessary for Passage 73

Those voting Yea 144

Those voting Nay 0

Those absent and not voting 6

DEPUTY SPEAKER ORANGE:

The bill as amended passes. Will the Clerk  
please call Calendar Number 233.

THE CLERK:

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Thank you.

THE CHAIR:

Thank you.

Will you remark? Will you remark?

If not, Senator Bye.

SENATOR BYE:

Thank you, Madam President.

If there's no objections, I move that we move this to Consent.

THE CHAIR:

Seeing no objections, so ordered.

Mr. Clerk.

THE CLERK:

On Page 21, Calendar 575, Substitute for House Bill Number 6562, AN ACT CONCERNING ADULT EDUCATION AND TRANSITION TO COLLEGE. It's a Favorable Report of the Committee on HIGHER EDUCATION AND EMPLOYMENT ADVANCEMENT.

THE CHAIR:

Senator Bye.

SENATOR BYE:

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:

Yes.

Madam President, through you.

This bill we think is an important follow up to Public Act 1240 that was passed last year, which it adds a curriculum option to the adult ed. programs and allows them to charge a fee to work on remedial education skills for students who already have a high school degree, but who may not be ready for college. We think this is an important sort of tool to add to our remediation challenges in the State.

I urge passage.

THE CHAIR:

Will you remark? Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Good afternoon, Madam President.

Madam President, I rise to support the Amendment, which I do believe also include House Amendment --

THE CHAIR:

(Inaudible) the bill.

SENATOR BOUCHER:

Pardon?

On the bill?

THE CHAIR:

On the bill. You're --

SENATOR BOUCHER:

On the bill that includes House Amendment "A" that was passed just recently.

THE CHAIR:

Okay.

SENATOR BOUCHER:

Yes. And -- and it actually does allow, as was just stated by our Chairman of our Higher Education Committee, to actually provide in our Adult Education Courses College Preparatory Courses. And I believe that the reason that we're able to entertain this bill today is that -- that there is a fee now that is being able to be charged that was put in there through the House Amendment.

Previously, it did have a price tag and knowing the problems that we have at the local level with mandates, particularly in light of the fact that many school systems are concerned about losing funding, most recently in the transportation area, it was a good idea to put that in there. In addition, it is a may, not a shall, which also leaves quite a bit of discretion. And I do believe it was very clearly pointed out the need for such a course. We -- we do have students that graduate from high school that aren't ready for college and might need to come back and possibly take some college preparatory courses. And they can do so in an adult education class.

So this bill is a good bill. It does serve a current purpose that has just been stated. And given the economic times that we're living in, the anemic recovery that we're having in our State, and the loss of jobs that we have, it is really critical for us to be able to provide a path to higher education for those students in a college preparatory course will do a lot for them to be able to attain that kind of level of course instruction that will give them a job that pays a little bit more or would be outside of what they currently know as a skill set.

So given the economic condition of Connecticut, the need for this type of program and course is very important. We hope that the cost structure that's

embedded will be affordable enough for those students to take advantage of it. And of course, that will probably be decided on a local level.

So again, this is a bill that we do support. And I thank the good Chairwoman for bringing it out today.

Thank you.

THE CHAIR:

Thank you.

Will you remark further?

Senator Stillman.

SENATOR STILLMAN:

Thank you, Madam President.

I rise in support of this bill.

I want to thank Senator Bye for her work on this bill, as was -- as well as Senator Boucher.

You know, over and over again, we hear about students who are accepted into community colleges or even institutions -- four-year institutions and they're not quite ready. And this is a -- a wonderful opportunity to prepare our -- our students better who have -- who might not have grasped certain subject matters properly to attend college.

And yet, at the same time, save the student some money. Because we hear over and over again how the colleges set up remedial classes and then the students are paying for those far more expensive college classes than they would in -- in Adult Ed.

And so I thank them very much for addressing this issue. Both Chairs of Higher Ed. I see Representative Willis is here as well. And -- and I thank them for addressing an issue that is a long-standing one and that I hope will -- will resolve this and we can make sure that when our -- our -- the

students hit that first year of college that they're prepared, as -- as best as they can be.

So I do support this.

Thank you.

THE CHAIR:

Thank you.

Will you remark further? Will you remark further?

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

If there's no objections, I ask that this be moved to the Consent Calendar.

THE CHAIR:

Seeing no objections, so ordered.

Mr. Clerk.

THE CLERK:

On Page 46, Calendar 137, Substitute for Senate Bill Number 837, AN ACT CONCERNING THE DEPARTMENT ON AGING. It is as amended and it's the Favorable Report of the Committee on AGING.

THE CHAIR:

Good afternoon, Senator Ayala.

SENATOR AYALA:

Good afternoon, Madam President.

I move acceptance of the Joint Committee's Joint Favorable Report and urge passage of the bill as amended by the House of Representatives.

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**CONNECTICUT  
GENERAL ASSEMBLY  
SENATE**

**PROCEEDINGS  
2013**

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3813 - 4129**

Would move to place that item also on the Consent Calendar.

THE CHAIR:

Seeing no objection, so ordered sir.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, now would ask the Clerk to call the items on the first Consent Calendar, so that we might proceed to a vote on that Consent Calendar.

Thank you, Madam President.

THE CHAIR:

Mr. Clerk.

THE CLERK:

On Page 5, Calendar 278, Senate Bill 709; Calendar 333, House Bill 5759; Calendar 334, House Bill 6396; Calendar 340, House Bill 6211.

On Page 8, Calendar 357, House Bill 6349 and Calendar 398, Senate Bill 1065.

On Page 11, Calendar 457, House Bill 5564 and Calendar 462, House Bill 5908.

On Page 15, Calendar 516, House Bill 5500; Calendar 521, House Bill 6407.

On Page 19, Calendar 558, House Bill 6340.

Page 21, Calendar 574, House Bill 6534; Calendar 575, House Bill 6562; and Calendar 577, House Bill 6652.

Page 23, Calendar 587, House Bill 6465; Calendar 589, House Bill 6447.

On Page 24, Calendar 599, House Bill 6458.

Page 25, Calendar 602, House Bill 5614.

And on Page 29, Calendar 622, House Bill 5278;  
Calendar 625, House Bill 6624.

Page 39, Calendar 223, Senate Bill 954 and Calendar  
227, Senate Bill 819.

And on Page 46, Calendar 100, Senate Bill 273 and  
Calendar 137, Senate Bill 837.

THE CHAIR:

Mr. Clerk, please call for a roll call vote and the  
machine will be open on the first Consent Calendar.

THE CLERK:

Immediate roll call has been ordered in the Senate.  
Members to the Chamber. Immediate roll call has been  
ordered in the Senate on today's first Consent  
Calendar.

THE CHAIR:

All members have voted, all members have voted.

The machine will be closed.

Mr. Clerk will you please call the tally.

THE CLERK:

On today's first Consent Calendar:

|                             |    |
|-----------------------------|----|
| Total Number Voting         | 34 |
| Necessary for Adoption      | 18 |
| Those voting Yea            | 34 |
| Those voting Nay            | 0  |
| Those absent and not voting | 2  |

THE CHAIR:

Consent Calendar passes.

The Senate will stand at ease.

(Chamber at ease.)