

**PA13-169**

HB6365

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**CONNECTICUT  
GENERAL ASSEMBLY  
HOUSE**

**PROCEEDINGS  
2013**

**VOL.56  
PART 13  
4177 – 4511**

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HOUSE OF REPRESENTATIVES

27  
May 16, 2013

Those voting yea 132

Those voting Nay 0

Those absent and not voting 18

DEPUTY SPEAKER BERGER:

The bill as amended passes.

Would the Clerk please call Calendar Number 527.

THE CLERK:

Mr. Speaker, on Page 28 of the House Calendar, House Calendar Number 527, Favorable Report of the Joint Standing Committee on Appropriations, House Bill Number 6365 AN ACT CONCERNING THE ISSUANCE OF INITIAL TEACHER CERTIFICATES TO GRADUATES OF THE CONNECTICUT ALTERNATIVE ROUTE TO CERTIFICATION PROGRAM.

DEPUTY SPEAKER BERGER:

Thank you, Mr. Clerk. The esteemed Chair of Higher Education, Representative Willis.

REP. WILLIS (64th):

Good morning, Mr. Speaker. Good afternoon, I should say.

DEPUTY SPEAKER BERGER:

Good afternoon, Madam Chair.

REP. WILLIS (64th):

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

DEPUTY SPEAKER BERGER:

The motion before the Chamber is the acceptance of the Joint Committee's Favorable Report and passage of the bill. Will you comment further?

REP. WILLIS (64th):

Yes, thank you very much, Mr. Speaker. The Alternative Route to Certification Program prepares talented, well-educated adults to become certified teachers in Connecticut public schools.

The ARC is it's known, was created in 1986 to encourage mid-career adults with strong subject area backgrounds to become teachers, and it currently focuses on addressing areas of teacher shortages.

This bill would require the State Board of Education to issue an initial certificate to any person who has graduated from a summer or weekend or evening program of the ARC, which is administered by the Office of Higher Education.

I urge my colleagues to support the bill. Thank you.

DEPUTY SPEAKER BERGER:

Thank you, Madam Chair. Will you comment further on the bill before us? Will you comment further on the bill before us? Representative LeGeyt of the 17th.

REP. LEGEYT (17th):

Thank you, Mr. Speaker. Good afternoon, sir.

DEPUTY SPEAKER BERGER:

Good afternoon, sir.

REP. LEGEYT (17th):

I have a comment and then some questions for the proponent of the bill.

DEPUTY SPEAKER BERGER:

Please proceed.

REP. LEGEYT (17th):

The process of providing our schools with quality, caring teachers is one that we can't take lightly and the process of providing a mechanism for teachers to become certified is crucial in maintaining the standards that we need to maintain in Connecticut and in our nation to ensure that every student has the best possible opportunities when it is his or her turn to be at a particular level in school.

In my career as a teacher of young children, I remember when the Alternative Route to Certification

was first instilled and that was in the late eighties, I believe, and there were questions about whether or not someone could acquire the skills that they needed to be an effective teacher in such a short course.

And truly, one of the problems with this process is that teaching is an art, not a science, and it's a difficult job to instill the qualities and the strategies and the abilities that a teacher needs to effectively reach his or her students and help them to progress.

Notwithstanding those concerns, I do appreciate the need for the Alternative Route to Certification, especially because it is for people who already have demonstrated proficiency and experience in a particular subject matter, be it engineering, other forms of science, history, so forth, and there lies the rub because to be proficient in a particular subject matter area is not even half the job of becoming a capable teacher.

The ability to relate to students, help them find where a student is, and go to that place and help them progress from there and determine what impediments are in the way for them to make steady progress is not

something that comes with a degree in a subject matter area.

Yet, we need this program because there are teacher shortages from time to time. There are people who want to transition from a career in business, industry and this program allows them to make that transition.

Through you, Mr. Speaker, to the proponent of the bill if I may.

DEPUTY SPEAKER BERGER:

Yes, sir. Madam Chair, please prepare yourself. Proceed.

REP. LEGEYT (17th):

Thank you. There is some criteria for being accepted into this program and for successfully passing out of it, aside from the classroom duties, be it summer or evenings and weekends and one of them appears to be teacher training equivalence.

Does the Chairperson of the Higher Education Committee happen to know if those teacher training equivalents are incorporated into the summer, weekend or evening program, or is it an addendum that requires other time during the day when school, classrooms are in session? Through you.

DEPUTY SPEAKER BERGER:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, I do not have a definitive answer to that question.

SPEAKER SHARKEY:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Mr. Speaker. I pose that as a, not even a potential problem, but clearly a problem that's right there in the forefront because aside from the classroom study, in my experience and in the experience of anybody who's a classroom teacher, the teacher training process, practice teaching and training in the classroom is crucial to any course of study that's going to allow someone to be certified to teach in the public schools, private schools, public schools mostly.

There's also a situation that expresses an urgency for the benefits of this program in that a teacher shortage can occur and that's one of the criteria for this program to address.

So I'm wondering, Mr. Speaker, through you, how a teacher shortage is going to be determined such that



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the applicants for the ARC program, or the graduates of the ARC program can be better used? Through you.

DEPUTY SPEAKER BERGER:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, I believe that is determined by the State Board of Education.

DEPUTY SPEAKER BERGER:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Mr. Speaker. I appreciate that.

Since a teaching certificate, especially through the ARC program, expects that someone has already mastered a subject area major and that regardless of how effective the course of study for the Alternative Route is, it is abbreviated and much shorter than for someone who wants to get a baccalaureate degree in teaching.

So I'm wondering if there's, if there is a threshold grade-wise, under which an Alternative Route Certificate is not to be used? Through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Willis.

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REP. WILLIS (64th):

Through you, Mr. Speaker, I believe it is a grade point average of 3.0.

DEPUTY SPEAKER BERGER:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Mr. Speaker, that wasn't quite the focus of my question, but certainly answers another one that I might have offered.

May I rephrase?

DEPUTY SPEAKER BERGER:

Please proceed.

REP. LEGEYT (17th):

Can a graduate of the Alternative Route Program get an appointment to teach in any classroom, any public school classroom at any grade level in Connecticut?

Through you, Mr. Speaker.

REP. WILLIS (64th):

Through you, Mr. Speaker.

DEPUTY SPEAKER BERGER:

Representative Willis.

REP. WILLIS (64th):

It is only for teachers within, who would be teaching from seventh to twelfth grade.

DEPUTY SPEAKER BERGER:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you. I think that's important to clarify that subject area major is great preparation, but a shortened form of teacher preparation with regard to the strategies and methods of teaching needs to be reserved for those students who have already passed through their very most formative years when reading, especially, is in the forefront of their learning and needs to be prepared so that when they do get to seventh through twelfth, they can use the reading skills that they've developed to learn through the subject area majors that they might be instructed in by an Alternative Route graduate. Those are the only questions I have. I'd like to just make a comment.

DEPUTY SPEAKER BERGER:

Please proceed, Representative.

REP. LEGEYT (17th):

Even though the Alternative Route is abbreviated and even though it doesn't prepare a person to teach as completely or as thoroughly as a four-year program,

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there's still a need for the graduates of this program and protecting and limiting their involvement to grades seven through twelve is a proper way to limit their exposure, and so considering the concerns that I have about this, I'm satisfied that this program is structured such that it allows Alternative Route graduates to focus on those areas where they have the best expertise.

And therefore, Mr. Speaker, I am in favor of this bill and I would encourage my colleagues to support it. Thank you.

DEPUTY SPEAKER BERGER:

Thank you, Representative. Will you comment further on the bill before us? Will you comment further on the bill before us? Representative Lavielle of the 143rd, the Ranking Member of Commerce.

REP. LAVIELLE (143rd):

Thank you, Mr. Speaker, good afternoon. Nice to see you.

DEPUTY SPEAKER BERGER:

Good afternoon, Representative.

REP. LAVIELLE (143rd):

I have a couple of questions for the proponent of the bill.

DEPUTY SPEAKER BERGER:

Please proceed.

REP. LAVIELLE (143rd):

Thank you. So, I, looking at the place where the bill actually has the, it's guts, if you will, and makes its important change in the statute, Lines 10 to 13 where someone who has gone through this program now can get an initial educator certificate.

What I'd like to find out is, the program was obviously founded for this reason. What was happening to people up until now who went through the program? Were they ineligible and if so, was there a reason?

Through you, Mr. Speaker.

DEPUTY SPEAKER BERGER:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, yes, they would be ineligible until the certificate, final certificate. They would not have been given an initial certificate like other students who graduate with a baccalaureate degree from a four-year institution.

DEPUTY SPEAKER BERGER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Mr. Speaker. And what then did they have to do in order to become eligible?

DEPUTY SPEAKER BERGER:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, sorry about that. It was the pitch of your voice. Threw me.

DEPUTY SPEAKER BERGER:

Please proceed, Representative.

REP. WILLIS (64th):

I forgot the question. Representative Lavielle, would she mind repeating the question? I apologize. Now she can't speak.

DEPUTY SPEAKER BERGER:

Representative Lavielle. I was thrown there for a moment, Representative.

REP. LAVIELLE (143rd):

Thank you, Mr. Speaker. Am I correct?

DEPUTY SPEAKER BERGER:

Thank you for that recognition. Please proceed, Representative Lavielle.

REP. LAVIELLE (143rd):

I'm enjoying this too much. What was my question? My question was --

DEPUTY SPEAKER BERGER:

I'm sure you'll recall it, Representative.

REP. LAVIELLE (143rd):

Yes. My question was, since they have not up until now been eligible once they finish this program, what did they then have to do to become eligible for the initial certificate after completing the program in order to get it? Through you, Mr. Speaker.

DEPUTY SPEAKER BERGER:

Representative Madam Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, they had to wait a significant period of time. I think it was something like six months in order for the final certificate to be issued, so they weren't eligible. So they'd graduate from the program and then they'd have to wait, you know, a half a year or a year, until they could be hired by a school system.

DEPUTY SPEAKER BERGER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you. So it was just an administrative waiting period? They didn't have to do anything during that time, or have an additional qualification?

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Through you, Mr. Speaker.

DEPUTY SPEAKER BERGER:

Representative Willis.

REP. WILLIS (64th):

Through you, Mr. Speaker, that is my understanding.

DEPUTY SPEAKER BERGER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you. That really seems inefficient, doesn't it? It would seem to me that with, the whole purpose of a program like this is to offer people who are doing something else while they're becoming qualified or who have done something else before and want to expedite the process to go on and get on with it, and it actually would seem that a way just to be waiting would almost defeat the whole purpose.

I think that Representative LeGeyt flushed out a number of the other questions that we might have had about the content of the program and the prerequisites that someone would need to have in order to enter into it in the first place, and I find that information from the good Chair of the Committee very useful as well.



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I stand in support of the bill. I did before in Committee and I do now. Thank you, Mr. Speaker.

DEPUTY SPEAKER BERGER:

Thank you, Representative. Will you comment further on the bill before us? Will you remark further on the bill before us?

If not, will staff and guests please come to the Well of the House. Will the Members please take your seats. The machine will be opened.

THE CLERK:

The House of Representatives is voting by Roll.

The House of Representatives is voting by Roll.

Will Members please return to the Chamber immediately.

DEPUTY SPEAKER BERGER:

Have all the Members voted? Have all the Members voted?

If all the Members have voted, the machine will be locked and the Clerk will take a tally. Will the Clerk please announce the tally.

THE CLERK:

Bill Number 6365.

Total Number Voting 133

Necessary for Passage 67

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HOUSE OF REPRESENTATIVES

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Those voting Tea	131
Those voting Nay	2
Those absent and not voting	17

DEPUTY SPEAKER BERGER:

The bill passes. Representative Kiner of the 59th, for what purpose do you rise, sir.

REP. KINER (59th):

Thank you, Mr. Speaker. Good afternoon. For the purposes of an introduction.

DEPUTY SPEAKER BERGER:

Please proceed, Representative.

REP. KINER (59TH):

Thank you, Mr. Speaker. Ladies and gentlemen, up in the Gallery are, sitting with one of our colleagues and my counterpart from Enfield, Representative Alexander are around 50 fourth graders from Parkman Elementary School in Enfield, Connecticut.

(APPLAUSE.)

I thank you guys for giving them a warm welcome. Welcome students, hoping you're enjoying your time here at our State Capitol. Enjoy your day.

DEPUTY SPEAKER BERGER:

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**CONNECTICUT  
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SENATE**

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4130 - 4472**

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SENATE

129  
June 1, 2013

THE CHAIR:

The Senate will stand at ease.

(Chamber at ease.)

THE CHAIR:

The Senate will come back to order.

Senator Looney.

SENATOR LOONEY: .

Thank you, Mr. President.

Mr. President, would like to mark as an item as go, to be called as the next item and that is on Calendar page 18, Calendar 623, House Bill 6365, from the Higher Education Committee.

Thank you, Mr. President.

THE CHAIR:

Thank you, Senator.

Mr. Clerk.

THE CLERK:

Page 18, Calendar 623, House Bill Number 6365, AN ACT CONCERNING THE ISSUANCE OF INITIAL TEACHER CERTIFICATES TO GRADUATES OF THE CONNECTICUT ALTERNATE ROUTE TO CERTIFICATION PROGRAM, Favorable Report of the Committee on Higher Education and Employment Advancement.

THE CHAIR:

Senator Bye, good afternoon.

SENATOR BYE:

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Good afternoon, Mr. President.

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

THE CHAIR:

Acceptance and passage, will you remark?

SENATOR BYE:

Yes. Mr. President, this bill requires the State Board of Ed to issue an initial educator certificates to persons who graduate from summer or weekend programs offered -- what's commonly referred to as the ARC and administered by the Office of Higher Education.

I urge passage.

Through you.

THE CHAIR:

Thank you.

Senator Boucher.

SENATOR BOUCHER:

Thank you, Mr. President.

I also rise to support the bill and urge its passage as well.

THE CHAIR:

Thank you, Senator.

Will you remark further on the bill? Will you remark further on the bill?

Senator Bye.

SENATOR BYE:

Mr. President, if there's no objection, I ask that this be moved to Consent.

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THE CHAIR:

Seeing and hearing no objection, so ordered.

Senator Looney.

SENATOR LOONEY:

Thank you, Mr. President.

Mr. President, I would ask the Clerk to call as the next item Calendar -- an item, I believe, that was passed temporarily earlier. That is Calendar page 32, Calendar 351, House Bill 6416.

Thank you, Mr. President.

THE CHAIR:

Thank you, Senator.

Mr. Clerk.

THE CLERK:

On Calendar page 32, Calendar Number 351, House Bill Number 6416, AN ACT CONCERNING STATE CHARTER SCHOOL EMPLOYEES. It's amended by Senate "A," Favorable Report of the Committee on Labor and Public Employees.

THE CHAIR:

Senator Osten.

SENATOR OSTEN:

Thank you very much, Mr. President.

Mr. President, I move acceptance of the Joint Committee's Favorable Report and passage of the bill as previously amended.

THE CHAIR:

On acceptance and passage, will you remark?

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Thank you, Madam President.

Madam President, if the Clerk would list the items on the first Consent Calendar and then if we might call for a vote on that Consent Calendar.

THE CHAIR:

Thank you.

Mr. Clerk.

It's not open, I'm not opening it. I'm waiting for you to call the (inaudible).

THE CLERK:

On Page 3, Calendar 209, Senate Bill 1033.

Page 5, Calendar 355, House Bill 6023.

Page 7, Calendar 460, House Bill 6506.

On Page 11, Calendar 505, House Bill 6406.

On Page 18, Calendar 617, House Bill 5441; Calendar 620, House Bill 6683; Calendar 623, House Bill 6365.

And on Page 19, Calendar 624, House Bill 6151.

On Page 20, Calendar 635, House Bill 5926.

Page 23, Calendar 659, House Bill 5358.

On Page 26, Calendar 680, House Bill 5666.

And on Page 29, Calendar 182, Senate Bill 1000.

Page 33, Calendar 384, Senate Bill 1067.

And on Page 36, Calendar 649, House Bill 5113.

THE CHAIR:

Thank you.

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

THE CLERK:

Immediate roll call has been ordered in the Senate.  
Senators please return to the Chamber. Immediate roll call on Consent Calendar Number 1 has been ordered in the Senate.

THE CHAIR:

If all members have voted, if all members have voted, the machine will be closed.

Mr. Clerk, will you please call a tally.

THE CLERK:

On the first Consent Calendar of the day.

Total Number Voting	35	
Necessary for Adoption	18	
Those Voting Yea	35	
Those Voting Nay	0	
Those Absent and Not Voting		1

THE CHAIR:

Consent Calendar passes.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if the Clerk would please call as the next item Calendar Page 10, Calendar 495, Senate Bill 840 from the Finance, Revenue and Bonding Committee.

THE CHAIR:

Good evening, Senator Fonfara.

SENATOR FONFARA:



**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**HIGHER EDUCATION  
AND  
EMPLOYMENT ADVANCEMENT  
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LAURA CUMMINGS: It is my first session.

REP. WILLIS: All right. Well, welcome.

LAURA CUMMINGS: Thank you. Thank you.

Good afternoon. Good afternoon Senator Bye, Senator Willis, members of the Higher Education Committee. As you said, my name is Laura Cummings and I am here today to testify on behalf of the Connecticut Business and Industry Association.

CBIA's 10,000 member companies represent a broad diversity of Connecticut businesses and the vast majority of our members are small companies with fewer than 15 employees. And I thank you for allowing me to testify today in support of House Bill 6365, AN ACT CONCERNING ISSUANCE OF INITIAL TEACHER CERTIFICATION TO GRADUATES OF THE CONNECTICUT ALTERNATIVE ROUTE TO CERTIFICATION PROGRAM.

This bill seeks to allow any person who has graduated from a summer or weekend and evening Alternative Route Program administered by the Office of Higher Education to be eligible to receive an initial teacher's certificate. We support this bill as a way to improve the quality of Connecticut teaching course.

The ARC program for -- prepares talented, well-educated adults to become certified teachers in Connecticut's Public Schools. It was created in 1986 to encourage mid-career adults with strong subject area background to become teachers and currently focuses on areas of teacher shortages.

I know as a personal quip, as a sophomore in high school at East Hartford High my chemistry

professor was an ARC individual and he is probably one of the most effective and interesting people I have met and was able to be taught by.

He had spent 20 years as a pharmaceutical chemist and then decided that his passion was to become a high school teacher. And I think if he didn't have access to a program like ARC he wouldn't of had the ability to pursue that passion, because he was shackled by the fact that he had to earn money to -- to support his family. So I think it's very important that programs like ARC are -- are in existence and are able to certify our teachers.

It's also important to note that these -- these people are put through a rigorous initial evaluation, so they're only the most qualified candidates are -- are allowed to participate.

We know from research that our teachers are one of the most important school based factors for driving student achievement. And excellent teachers can transform children's lives.

The ARC program offers a way for those who have developed strong subject matter knowledge and acquired prior professional experience to become engaged in the classroom and we whole heartedly support this bill.

And I thank you for allowing me to testify.

REP. WILLIS: Our pleasure. Thank you very much.

Have you been following this particular program in the proposed budget?

LAURA CUMMINGS: I have not noticed (inaudible).

REP. WILLIS: Okay. I believe it is seeing some cuts.

LAURA CUMMINGS: Some changes.

REP. WILLIS: So we are going to need the help of CBIA, who always wants us to cut, to help us --

LAURA CUMMINGS: We do have a reputation.

REP. WILLIS: Yes, you're in the cutting business and so now we need you to help us advocate for the need of this program. So I hope you'll take a look at the budget and maybe when we're -- actually our hearing is tonight, so you may want to take a look at it and offer some testimony.

I know you don't have it prepared, but it might be worth for you to look at tonight.

LAURA CUMMINGS: Sure. Thank you.

REP. WILLIS: Thank you.

Any other questions or comments from a member of my committee.

Representative McCrory, are you sure this time?

REP. MCCRORY: Yes, (inaudible)

REP. WILLIS: Okay.

MR. MILLER: Yes, Madame Chair.

A question for you. Being a graduate of our program myself, which I think is an outstanding program and actually it shouldn't be cut, it should be more dollars should be added to it. Currently, what type of certification are they

receiving when they graduate?

LAURA CUMMINGS: It looks under the statute that they can apply, or waiver to receive the same initial certification, but it's just a longer process for them and adding this language into the bill would allow them to be treated just as any other four-year student.

REP. MCCRORY: So if I'm understanding you correctly, currently they can apply to receive the -- the certification, but this legislation will grant them the certification? They don't have to -- they don't have to apply for it? They'll -- they'll --

LAURA CUMMINGS: That was my reading of it.

REP. MCCRORY: I just want to be clear, because what -- what would be the difference? Is there something we have to do while applying to receive it that they obviously wouldn't have to do if they just automatically received it? That's my question. And I don't -- and I don't know if you have any information or if somebody can (inaudible) --

LAURA CUMMINGS: I think this bill is an opportunity to make it easier for these individuals to -- to receive the same certification they would have any other way, but it's just a faster track. So they're treated as though they were in (inaudible) school.

REP. MCCRORY: Is it -- is it initial or is --

LAURA CUMMINGS: It's the initial -- the initial three year.

REP. MCCRORY: Okay. I'll -- okay, I'll look into it. Thank you.

REP. WILLIS: Thank you.

Any other -- yes, Representative Lavielle.

REP. LAVIELLE: Thank you. Thank you for your testimony.

Just to -- a couple of questions. Do you have any idea off hand how many people have been coming out of this program per year who have wanted a certificate and with (inaudible) --

LAURA CUMMINGS: I don't have a number off the top of my head, but I can definitely find that for you.

REP. LAVIELLE: Any idea of the order of magnitude? I mean, is it, you know, are -- are there egregiously large numbers of people that (inaudible) --

LAURA CUMMINGS: I don't think it's throngs, but it -- it -- I -- I don't even want to --

REP. LAVIELLE: Okay.

LAURA CUMMINGS: -- pair a guess. I don't want to lead you in the wrong direction, but I can find out for you.

REP. LAVIELLE: That's all right. it's just -- if you could clarify for me it -- it just seems that I've -- at looking at this that the -- that a really arbitrary line has been drawn in the sand up until now. It just -- just correct me if -- if this is the wrong perception, that they're receiving the same training, the same material and all that, but it's the -- the time of day and week that they're receiving the information in that caused them to be viewed

differently by the system? Is that it?

LAURA CUMMINGS: That's probably the case. It's an accelerated program. So it's -- it's one summer or they take it during evenings and on the weekend so.

REP. LAVIELLE: So there's some perception that the -- the information has been coming at them too fast and therefore, they couldn't -- they're -- they're not quite at the same level?

LAURA CUMMINGS: (Inaudible) that may be it. I'm not particularly sure of what, you know, the line in the sand was, but that might have been the assumption.

REP. LAVIELLE: Okay. No, I was just -- it -- it seems odd, doesn't it? So and they -- they -- to Representative McCrory's question, there -- is there another procedure that they have to undergo when they're -- do they have to get some additional training or evidence of something before they can apply for certificate now?

LAURA CUMMINGS: It looks under the statute like there's almost a waiver program that they have to go --

REP. LAVIELLE: Okay.

LAURA CUMMINGS: -- procedure that they have to go through.

REP. LAVIELLE: Okay. Thank you very much.

REP. WILLIS: Yes, Senator Bye.

SENATOR BYE: Thank you, Madame Chair.

And welcome, Laura --

LAURA CUMMINGS: Thank you.

SENATOR BYE: -- to our committee and -- and we're happy to have you here and we look forward to your input. It's sort of a rough go when it's a program that has been zeroed out and you're CBIA sitting in front of us. So I know it's a hard start.

But I think that -- I just want to respond in part to what Representative Lavielle was asking about. When -- when students go through a higher education institution and get their degree, there are all sorts of sort -- rules that we've put on what they need to understand about curriculum, how long they have to student teach. And the ARC is a very abbreviated program.

So my guess is that this extra step is in place because the students haven't been through the same level of -- of rigor. And you would say why would anyone go through four years as an education major? Why not just major in something that's math and then go for nine weeks and be done with it?

So I guess my question is, is -- is that -- is that a concern? There's a lot of concern on this committee about the quality of teachers. And you've had a great one. I'm sure that Representative McCrory is a great teacher.

REP. WILLIS: And example (inaudible)

SENATOR BYE: And example of the success of the program. But do you have any sense if -- as we're trying to understand why this extra step was there, why it was there, or do you think my



reasoning that it's a -- it's a faster route and so trying to make you go through another step?

LAURA CUMMINGS: I would assume that your reasoning is on point. I -- I would assume that, but I think, you know, these aren't just 22 or 23-year old kids for the most part. They're adults who have spent a life's work doing, as my chemistry was a chemist for 20 years and they're very passionate and serious about engaging and teaching.

So although they might not have spent the four immediate years in a teaching program, they were spending their life educating themselves in their topic area and now they're interested in receiving this -- the basic skills that they'll need to be in a classroom. But they are adults who can, you know, I would imagine handle themselves in front of a -- a group of students.

So what they don't have in length of training they have in -- in life lessons and -- and I think that I -- I do agree with you that -- that probably is the -- the hold up and the reason why they might be treated differently under the law.

SENATOR BYE: Yes, okay. Well -- well, you make a really good point and we look forward to hearing from you again. So thanks.

LAURA CUMMINGS: Thank you. Thank you, Senator.

REP. WILLIS: Thank you.

Again, I - I would like you to think about tonight's hearing, Higher Education and the ARC. I -- I did just review the section in

Jane Ciarleglio's testimony saying that she was withdrawing her testimony for this bill, due to EPAC. Is -- do you know what EPAC stands for? We forgot.

Jane, can you come up for a second? Can you come up for a second?

JANE CIARLEGLIO: To Senator Bye's point. EPAC was the -- is the new commission that's been set up by the Governor that has --

REP. WILLIS: Oh.

JANE CIARLEGLIO: -- all -- they're studying all certification across all -- teaching certifications standards, so we just thought instead of changing, you know, the initial certification at this point and you would remember, Representative McCrory, you get initial certification for the first 90 days and that's what this -- this sort of came to heart when Teacher of America got a totally different certification. They have that -- what they call the one year residency.

So in that case, ARC students started to see that they was kind of discriminated against in that you had the one year versus the 90-day. It -- it was perception.

So what we decided to do is just wait until that commission comes back and then -- and they look at the whole certification process, standards, et cetera, before we decided to change the law and maybe had to change it again.

SENATOR BYE: Thank you for that.

JANE CIARLEGLIO: Okay.

SENATOR BYE: And you don't have to change it because it's been zeroed out, right?

JANE CIARLEGLIO: No problem.

SENATOR BYE: Right. Right.

REP. WILLIS: You'll have more free time, Jane.

JANE CIARLEGLIO: (Inaudible).

REP. WILLIS: Yes, we got your back. Okay.

Thank you very much.

LAURA CUMMINGS: Thank you.

REP. WILLIS: And it was a -- it'll -- look forward to working with you.

Okay. Ellen Durnin, the dean of the CSU School -- School of Business.

ELLEN DURNIN: Hi.

REP. WILLIS: Hi. Welcome.

ELLEN DURNIN: Thank you.

Good afternoon, Senator Bye, Representative Willis, and distinguished members of the committee. I'm Ellen Durnin, dean of the School of Business at Southern Connecticut State University and I am joined by James Blake who is our executive vice president for finance and administration.

SB330

A VOICE: (Inaudible).

ELLEN DURNIN: That would be wonderful. Thank you.

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**STATE OF CONNECTICUT**  
Office of Higher Education

Testimony  
by  
Jane A. Ciarleglio  
Executive Director  
before the  
Higher Education and Employment Advancement Committee  
1:30 p.m. – LOB Room 1E  
February 14, 2013

Senator Bye, Representative Willis and distinguished members of the Higher Education and Employment Advancement Committee, thank you for the opportunity to offer testimony in support of Senate Bill 200 - AN ACT CONCERNING HIGHER EDUCATION. We appreciate your support of this legislation with the addition of the substitute language, which we understand you have copies of from LCO, and your willingness to fast-track this legislation on behalf of the students.

SB 200 allows the Office of Higher Education to issue certificates to the students who were affected by the unauthorized closings of the Butler Business School in Bridgeport and the Sawyer Schools in Hamden and Hartford. These certificates will be given to students in the following categories:

1. Students who finished both their didactic and externship portions of the program and were simply waiting for the graduation ceremony to pick up their certificates.
2. Students who have successfully completed their didactic course of study at the school and are currently in the (180 hour) externship phase of the program.
3. Students that are very close to the end of their externship (40 hours or less). The Office of Higher Education may supervise these students in order for them to complete their externship.

HB 6365SB 850HB 5423HB 6364

We have also worked closely with the accrediting agency for the school, the Accrediting Commission of Independent Colleges and Schools (ACICS), who revoked their accreditation on January 3, 2013, to arrange for a special accreditation period for the students who are in their externship to allow them to complete, receive their certificates and be able to sit for their programmatic exam (The National Center for Competency Testing exam). A student must be graduated from a licensed and accredited institution to be eligible to register and take the exam.

Many of these students have taken out loans for financial aid, and all of them have dedicated countless hours to their course of study. This legislation eliminates the need for some students to transfer to another school and spend more time and money for a program which they have already completed. Without this legislation, the Office of Higher Education is unable to issue certificates to these students.

In addition, this legislation allows for students who were in the process of completing his or her externship to finish through the facilitation of another school, and still attain a certificate from the Butler Business School in Bridgeport or the Sawyer Schools in Hamden and Hartford. This allows students to finish their hands-on training under the guidance of another school without asking that school to issue its own certificate and possibly charge additional tuition.

At this time I would also like to publicly thank Porter and Chester Institute, Lincoln Technical Institute, Branford Hall Career Institute, American Institute, Stone Academy, and Ridley-Lowell who participated in helping the students at our Information Session and for offering to teach-out students in their externship with no additional tuition or fees.

I have also attached testimony for three other bills on today's agenda.

We are withdrawing our testimony for House Bill 6365 – AN ACT CONCERNING THE ISSUANCE OF INITIAL TEACHER CERTIFICATES TO GRADUATES OF THE CONNECTICUT ALTERNATE ROUTE TO CERTIFICATION PROGRAM due to EPAC and the new certification proposal that will be amended through this recommendation; we will revisit this next year.



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**TESTIMONY  
BEFORE THE  
HIGHER EDUCATION AND EMPLOYMENT ADVANCEMENT COMMITTEE  
LEGISLATIVE OFFICE BUILDING  
FEBRUARY 14th, 2013**

Good Morning Senator Bye, Representative Willis and members of the Higher Education and Employment Advancement Committee. My name is Laura Cummings and I am testifying today on behalf of the Connecticut Business and Industry Association. CBIA's 10,000 member companies represent the broad diversity of Connecticut's businesses, and the vast majority of our members are small companies with fewer than 50 employees.

Thank you for allowing me to testify in support of H.B. 6365: AN ACT CONCERNING THE ISSUANCE OF INITIAL TEACHER CERTIFICATES TO GRADUATES OF THE CONNECTICUT ALTERNATIVE ROUTE TO CERTIFICATION PROGRAM.

This bill seeks to allow any person who has graduated from the summer or weekend and evening Alternate Route to Certification Program administered by the Office of Higher Education to be eligible to receive an initial teacher certificate. CBIA supports H.B. 6365 as a way to improve the quality of Connecticut's teaching force.

The Alternate Route to Certification Program (ARC) prepares talented, well-educated adults to become certified teachers in Connecticut public schools. ARC was created in 1986 to encourage mid-career adults with strong subject area backgrounds to become teachers, and currently focuses on addressing areas of teacher shortage.

This program is a way for those who would like to become Connecticut teacher, but cannot take three to four years out of their lives to enter a university based program, to do so. One example, Patricia, a mid-career entrant to the ARC program from a scientific field, was attracted to the abbreviated program which fit well with her family's needs and financial constraints. She explained that the fact that she could get her initial certification in one summer - allowing her to commit three months of her life as opposed to three years - was appealing as it fit with her family's needs, schedule and financial situation.

The Alternate Route to Certification Program has specific preliminary requirements for applicants, including:

- BA degree from an accredited institution, with a major in the intended teaching field
- "B" grade point average
- Passing score on the Praxis I examination
- Passing score on the Praxis II examination

Thus, only well qualified candidates are invited to participate in the program.

We know from research that teachers are one of the most important school-based factors for driving student achievement, and excellent teachers can transform children's lives. As the Alternative Route to Certification Program offers a way for those who have developed strong subject matter knowledge and acquired prior professional experience to become engaged in Connecticut classrooms, CBIA supports H.B. 6365 as a way to improve the quality of Connecticut's teaching force.

Thank you for allowing me the opportunity to testify on this important matter.