

PA13-68

HB5602

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**JOINT
STANDING
COMMITTEE
HEARINGS**

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REP. MORIN: Well, a funny story. When I took French, there is no French way to say "Russ," so she used to call me "George." So I don't know how the heck you got George out of Russ, but that's what they called me all through high school.

REP. JUTILA: Other questions?

Representative Sear.

REP. SEAR: Yes, I applaud you, and I will support this too. My name is Brian Sear, S-e-a-r, and I come from Upstate New York, and they all knew how to spell it there. But when I came into Connecticut, they always put C-y-r down. So whatever I go, it's always "Sear with an S," so I honor that.

Thank you, so much.

REP. JUTILA: A lot of critical comments and questions on this bill.

REP. MORIN: It's tough getting grilled at GAE Committee.

Thank you, very much.

REP. JUTILA: Anyone else? No?

Okay. Thank you, Russ.

REP. JUTILA: Next to testify is Linda Meyer.

LINDA ROSS MEYER: Senator Musto, Representative Jutila, Senator Meyer, members of the committee, my name is Linda Meyer. I'm a Professor of Law at Quinnipiac University -- I also happen to be the daughter-in-law of

HB 5602

Senator Meyer -- and I'm here today to ask you all to eliminate a -- a roadblock that's been keeping some of the institutions of higher education in Connecticut from donating, for free, courses to inmates in prisons in Connecticut. The bill is 5602, AN ACT EXEMPTING INSTITUTIONS OF HIGHER EDUCATION THAT OFFER FREE COURSES TO INMATES FROM STATE CONTRACTING REQUIREMENTS.

My experience with this was I -- I was visiting York Correctional Institution in Niantic, and I was hearing from a lot of the women who are serving time there that they didn't have a lot of access to higher education. And I said, Well, maybe I can go in and -- and teach a course.

And so I got permission from Quinnipiac. I got permission from the institution. We sat down with the Department of Correction. We had a -- a contract; everything was going well. And then when we got the contract back from the State, there were an extra ten pages of State contractor requirements that nobody had anticipated.

And we took that to the lawyer for Quinnipiac, and they said, Are you kidding me? You can't possibly sign this; it may conflict with accreditation requirements. It's going to require an awful lot of reporting, not just about this tiny, little provision in the prison course but from the entire university. And so they said, We can't sign this contract.

The Department of Correction allowed me to go ahead and teach the course one time but then said, you know, no more; we can't do it without -- without a contract. So we are --

we put forward this bill, last year. It was passed by consent in the Senate. It died before the end of the short-session, on the House floor, and we're back again.

We have the support of the Department of Correction. Commissioner Arnone has been very supportive. We have the support of the Sentencing Commission. And I believe this same bill is being raised by the Sentencing Commission, officially, in the Judiciary Committee, as well as by Representative Rojas here.

So I am ready to take any questions, but I do want to sort of point out that, you know, my own experience teaching in -- in the prison is just incredible. I mean, these folks are so hungry to learn; they're -- they're a delight to teach.

And they don't have Pell Grants, which are available to folks who are not in prison. They don't have -- many of them sometimes will have family members who are willing to pay for the -- the courses. I know one mother who paid \$10,000 for her son to take college courses in prison, but obviously most of the folks in prison don't come from families that can afford that.

And it's -- it's just life changing when these folks arrive and to be in the classroom. I just want to end with a -- a short quote from one of my students.

"During the middle of the class discussion, my friend and Professor Meyer began to talk about the Constitution. I sat there listening and observing the interaction between teacher and student, and I was

intrigued by the amount of information that my friend had to offer. My ears were listening but my eyes were soaking up all the things no one else would even think to pay attention to. Like me, my friend has been incarcerated since she was 14 years old; she's been in prison longer than she's been free.

"How is it that this woman has the knowledge that she does? I stare at her in awe, mesmerized by this woman whom I met as a child. My thoughts drift off to a time when we had just met; she was 14 years old and I was 21. We were on the tier playing a game of Scrabble, and she became frustrated with her choice of words. And in a rage, she smacked the game to the ground and angrily reminded me that she has a grammar school education and it wasn't fair of me to use such big words.

"I brought myself back to the present moment and continued to listen to the conversation. I viewed my friend as my hero. How is it that she's so smart? I watched her turn from an angry, bitter thug, a child, into a woman that exemplified class and dignity."

And that was my experience going into the prisons; and, you know, it's borne out by statistics. And we know that education is one of the best ways that we can -- we can reduce recidivism. And, of course, we know that 97 percent of the people who are in prison are going to come out again.

So we would ask for your help in allowing some of the institutions -- Quinnipiac, Trinity, Yale have all signed onto this -- to support education in the prisons. And we're

willing to donate it, if you can just let us get rid of some of the red tape.

So thank you.

REP. JUTILA: No, thank -- thank you, Ms. Meyer.

York is actually in my district. I've had opportunities to -- to visit the prison. I actually know Janet York personally, and I -- I know how important educational opportunities are for getting these lives back on track after they -- they leave and they're back out into the -- the world.

So, with that, questions from members of committee?

Senator Meyer.

SENATOR MEYER: Linda, we appreciate your -- your teaching at these prisons. There's no charge by any of the professors --

LINDA ROSS MEYER: No.

SENATOR MEYER: -- that are supporting this, either -- you're from Quinnipiac -- Yale and Trinity did not charge. It's --

LINDA ROSS MEYER: Yes.

SENATOR MEYER: It's a -- it's a free --

LINDA ROSS MEYER: Well -- right. Wesleyan is already going into the prisons and offering free courses, and they also are supportive of this bill, but they've gone ahead and -- and signed on the dotted line with respect to the State contracting requirements.

Trinity would like to go in and teach more courses; they're also deterred by the -- the contracting clauses. Quinnipiac would like to go in and teach courses; they're deterred as well. So I think this would enable us to sit at a table with Trinity and Quinnipiac, and maybe Yale, and hopefully come up with a consortium where we can, you know, ideally offer maybe even an associate's degree. I mean, that would be, that would be the sort of aspiration.

REP. JUTILA: Any other questions? No?

Thank you, again.

LINDA ROSS MEYER: Thank you, so much, for your time.

REP. JUTILA: Thanks.

Next speaker will be Teresa Younger, from the PCSW.

TERESA C. YOUNGER: Good afternoon.

Senator Musto, Representative Jutila, and members of the committee, my name is Teresa Younger, and I'm the Executive Director of the Permanent Commission on the Status of Women.

I'm here today to provide testimony on Senate Bill 284, AN ACT CONCERNING PERCENTAGES OF CONTRACTORS AND SUBCONTRACTORS WHO ARE MINORITIES OR WOMEN UNDER THE, UNDER THE STATE SET-ASIDE PROGRAM.

You all -- there is -- there is testimony also submitted today on behalf of DAS, and our testimony actually compliments each

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2013

QUINNIPIAC UNIVERSITY

SCHOOL OF LAW

February 22, 2013

Testimony of Linda Ross Meyer, Professor of Law, Quinnipiac University, in support of H.B. 5602: "An Act Exempting Institutions of Higher Education that Offer Free Courses to Inmates from State Contracting Requirements"

Dear Senator Musto, Representative Jutila, Senator Meyer, Representative Lesser, Senator McLachlan, Representative Hwang, and Members of the Government Administration and Elections Committee,

I am here on behalf of many educators from several institutions of higher education in Connecticut to testify in support of H.B. 5602. We hope that you will help to clarify that universities or colleges which donate for-credit courses to inmates in Connecticut correctional facilities do not thereby become "state contractors," because they are receiving no state money and are merely providing a benefit to the state as a public service. This bill was introduced last year and passed by consent in the Senate, but reached the floor too late to receive a vote in the House of Representatives. The Department of Correction supports the bill, and the Connecticut Sentencing Commission also has recommended a similar bill, currently pending in the Judiciary Committee.

In this time of tight state budgets, several Connecticut universities have been interested in donating college courses for credit to incarcerated persons in various prisons around the state. The Department of Correction (DOC) has been supportive, and Wesleyan University now has a well-established and successful program at Cheshire State Correctional Facility, and, new this spring, at York Correctional Institution. The program at Wesleyan is beginning to see a positive impact on reentry success and rehabilitation.

Quinnipiac University also offered a credit-bearing course, on a trial basis, at the women's prison at York in the fall of 2011, and Trinity College offered a 12-session seminar in the Spring of 2012 for which the College approved credit.

For years, teachers have volunteered their time and taught in the prisons. But the inmates have received no credit for those courses and the teachers were considered "volunteers" rather than representatives of their university employers. However, the situation changes when a course is offered "for credit." Then, the DOC requires institutions of higher learning to enter into contracts with the DOC, rather than to remain "volunteers." Understandably, the DOC wants to protect inmates' expectations and establish clear liability and security parameters. Signing a DOC contract is not a problem in itself, except that the universities, according to the DOC and Attorney General's office, then become automatically, by statute, "state contractors," subject to numerous statutory regulations that by their terms seem to

apply to all aspects of the universities' operations, not just to the provision of the prison course.

For example, Conn. Rev. Stat. Sec. 46a-68j-23 requires state contractors to file workforce reports, affirmative action reports, and minority business reports. Since these reports and obligations would require analysis and statistics from the entire university, may conflict with or cause confusion with existing accreditation requirements, and would potentially subject the university to additional liability unrelated to the prison course, the cost of "giving" a single 3-credit course to York becomes quite expensive. This consequence was a deal-breaker for Quinnipiac, because it seemed irresponsible to spend possibly thousands of dollars in legal fees and administrative costs in order to *donate* a \$20,000 course to the state. The DOC allowed one Quinnipiac course to continue on an experimental basis without a contract, but will not do so again. Trinity College is also concerned about the ramifications of becoming a state contractor through provision of a donated prison course. (Wesleyan's Center for Prison Education currently has a contract with the state, but is also supportive of this bill.)

Because of concerns that conforming with these statutory obligations would potentially conflict with other accreditation regulations and/or make the cost of donating the courses prohibitive, we are asking that the legislature exempt college courses donated to incarcerated persons from these statutory state contractor requirements. DOC would, of course, remain free to negotiate contractual terms with universities providing free courses on a case-by-case basis. The exemption would not apply to contracts for courses paid for by the state.

Nationally, those incarcerated are among the least well-educated.ⁱ Studies have long shown that providing college educational opportunities to prisoners reduces recidivism from 20-60% and that educating prisoners is "the most cost-effective recidivism strategy."ⁱⁱ My own experience teaching in the prisons confirms that offering college courses expands horizons, develops necessary oral and written communication skills, encourages a sense of community support for personal change through the mutual support inherent in a classroom, and that those who participate share their enthusiasm with others by recommending books or even using course materials in their peer-mentoring groups. Studies also demonstrate that peer influence matters: those who are friends with those who do well in school, are more likely to do well in school. The classroom creates a culture that supports change, growth, self-reflection, and a desire to give back to society. Allowing universities to give courses for credit also gives inmates a transcript to signal to potential future employers that the course, and the work and skills it required, was equivalent to a course offered outside the prison.

For me, the excitement among my prison students about learning is electrifying and makes it tremendously rewarding to teach them. Here is a quotation from one of my student's papers that sums up the experience better than I can:

"During the middle of a class discussion, N. and Professor Meyer began to talk about the Constitution. I sat there listening and observing the interaction between teacher and student and was intrigued by the amount of information N. had to offer. My ears were listening but my eyes were soaking up all the things no one else would even think to pay attention to. Like me, N. has been incarcerated since she was 14 years old. She has been in prison longer than she has been free. How is it that this woman has the knowledge that she does? I stare at her in awe, mesmerized by this woman whom I met as a child. My thoughts drift off to a time when we had just met. She was 14 years old and I was 21. We were on the tier playing a game of scrabble and she became frustrated with her choice of words and in a rage she smacked the game to the ground and angrily reminded me that she has a grammar school education and it wasn't fair of me to use such 'big words.' I brought myself back to the present moment and continued to listen to the ... conversation ... I viewed N. as my hero. ... How is it that she's so smart? I watched her turn from an angry, bitter, thug. A child. Into a woman that exemplified class and dignity."

We would ask your support of this bill, so that we might be able to continue to support higher education in Connecticut prisons.

Thank you,

Linda Meyer, Professor of Law, Quinnipiac University School of Law

Brad Saxton, Dean and Professor of Law, Quinnipiac University School of Law

Sheila Fisher, Associate Academic Dean, Professor of English, Trinity College

Judy Dworin, Professor, Department of Theater and Dance, Trinity College

James Forman, Jr., Clinical Professor of Law, Yale Law School

¹ C. HARLOW, BUREAU OF JUSTICE STATISTICS SPECIAL REPORT, EDUCATION AND CORRECTIONAL POPULATIONS (2003).

ⁱⁱ Dennis J. Stevens & Charles S. Ward, "College Education and Recidivism: Educating Criminals is Meritorious," 48 *Journal of Correctional Education* 106 (1997)(meta-analysis of studies in 30 states); Eric L. Jensen, Gary E. Reed, "Adult Correctional Education Programs: An Update on Current Status Based on Recent Studies," 44 *Journal of Offender Rehabilitation* 81 (2006)(secondary, vocational, and post-secondary education are still "what works" to reduce recidivism). See also, Connecticut Sentencing Commission Recidivism Reduction Committee Draft Report,

September 20, 2012, at 22-24 ("Moreover, there may be spill-over peer effects: even if it is only the most-motivated students who take advantage of these opportunities, and even if they would have succeeded anyway, they may serve as role-models and inspiration to others who may initially be less motivated to change. These peer effects have been studied in other educational settings, and, not surprisingly, the more redundant the peer influences, the stronger the effects.")

Available at:

http://www.ct.gov/opm/lib/opm/cjppd/cjabout/sentencingcommission/20120920_recidivism_reduction_strengthening_positive_social_relationships.pdf

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**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2013**

**VOL.56
PART 6
1695 – 2023**

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HOUSE OF REPRESENTATIVES

221
April 24, 2013

THE CLERK:

House Bill 6630.

Total Number voting	145
Necessary for Passage	73
Those voting yea	145
Those voting Nay	0
Those absent and not voting	5

SPEAKER SHARKEY:

The bill is passed.

Will the Clerk please call Calendar Number 293.

THE CLERK:

On Page 43, Calendar Number 293, Favorable Report of the Joint Standing Committee on Higher Education and Employment Advancement, House Bill 5602 AN ACT EXEMPTING INSTITUTIONS OF HIGHER EDUCATION THAT OFFER FREE COURSES TO INMATES FROM STATE CONTRACTING REQUIREMENTS.

SPEAKER SHARKEY:

Representative Jutila.

REP. JUTILA (37th):

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

SPEAKER SHARKEY:

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The question is on acceptance of the Joint Committee's Favorable Report and passage of the bill. Will you remark, sir?

REP. JUTILA (37th):

Thank you, Mr. Speaker. Yes, this bill would allow an institution of higher education that enters into an agreement with the Department of Corrections to provide an employee to teach a course at one of our correctional facilities to do so and enter into the agreement, but not be considered a state contractor.

And the reason for this, Mr. Speaker, is that the, we have a number of educators in our institutions of higher education who are anxious to go and try to help out in the correctional facilities and teach courses there, and currently they can do that strictly as volunteers on their own without credit going to the inmate who's taking the course.

But once the educational institution wants to provide a credit bearing course, then they're required to actually enter into an agreement with DOC like any other contractor would, and that creates a lot of administrative burden for them and basically has a chilling effect on these educators being able to go in and help out in our correctional facilities.

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So I think it's a really good bill and we got some great testimony on it and I would urge its passage.

SPEAKER SHARKEY:

Thank you, sir. Will you remark? Will you remark further on the bill that's before us?

Representative Hwang of the 134th.

REP. HWANG (134th):

Thank you again, Mr. Speaker. A couple of quick questions, through you.

SPEAKER SHARKEY:

Please proceed, sir.

REP. HWANG (134th):

Thank you very much. Now, why is this bill necessary from a standpoint? Is it to bypass a lot of the administrative aspects and could the good Chair cite a couple of the examples of the bypass?

Through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Jutila.

REP. JUTILA (37th):

Thank you, Mr. Speaker, and again, a good question from the distinguished Ranking Member. Yeah, what it does, I mean, remember the educational

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institutions are doing this without charge, so the bill seeks to allow them to avoid many of the burdens that a typical contractor who's entering into a contract to provide a service and be paid for, that that contractor would have to go through and this could include a number of different reports and compliance with certain other requirements to keep certain books and records and accounts, and those are the kind of things that end up costing these institutions money and creates this chilling effect on this being able to happen.

SPEAKER SHARKEY:

Representative Hwang.

REP. HWANG (134th):

Thank you, Mr. Speaker. Through you, and I just want to validate from the OFA analysis, that there are no fiscal notes on this as it relates to cost to the Department of Corrections as well as to the state.

Through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Jutila.

REP. JUTILA (37th):

Thank you, Mr. Speaker. No, there is no fiscal impact and actually, I think in a way you can view

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this as a savings because these courses can cost as much as \$20,000 and these educational institutions are prepared to do this for free with their volunteer professors, so I view it as actually a savings to the state. Through you.

SPEAKER SHARKEY:

Representative Hwang.

REP. HWANG (134th):

Thank you, Mr. Speaker. I concur with that closing statement, and for me it's important to recognize that this is a bill that does good in ensuring that people that are incarcerated in our correctional facilities have an opportunity to be able to have a new start, gain some educational exposure and I want to applaud these good people that are volunteering their time at no cost to the state to be able to provide their knowledge and insight to give another person a better chance.

So I appreciate this bill and I would encourage passage of it. Through you, Mr. Speaker.

SPEAKER SHARKEY:

Thank you, sir. Would you remark? Would you remark further on the bill that's before us?

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If not, staff and guests to the Well of the House. Members 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.

SPEAKER SHARKEY:

Have all the Members voted? Have all the Members voted? Representative Janowski? Have all the Members voted?

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

THE CLERK:

Bill Number 5602.

Total Number Voting	145
Necessary for Passage	73
Those voting Yea	145
Those voting Nay	0
Those absent and not voting	5

SPEAKER SHARKEY:

The bill is passed.

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**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
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SENATE

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May 22, 2013

THE CHAIR:

Thank you. Will you remark? Will you remark? If not, Mr. Clerk will you call for a roll call vote and the machine will be open.

THE CLERK:

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

There is an immediate roll call vote in the Senate.
Immediate roll call is in progress in the Senate.
Senators please return to the Chamber.

THE CHAIR:

All members voted, all members voted. The machine will be closed. Mr. Clerk, will you please call the tally.

THE CLERK:

On Senate Bill 896

Total Voting	33
Those voting Yea	30
Those voting Nay	3
Absent and not voting	3

THE CHAIR:

The bill passes. Senator Looney.

SENATOR LOONEY:

Thank you, Madam President. Madam President, if the Clerk would call next the item from Calendar page 15, Calendar 466, House Bill 5602.

THE CHAIR:

Mr. Clerk.

THE CLERK:

On Calendar page 15, Calendar Number 466, House Bill Number

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5602, AN ACT EXEMPTING INSTITUTIONS OF HIGHER EDUCATION THAT OFFER FREE COURSES TO INMATES FROM STATE CONTRACTING REQUIREMENTS. Favorable Report on the Environment on Government Administration and Elections.

THE CHAIR:

Good evening, Senator Musto.

SENATOR MUSTO:

Good evening, Madam President. I move the Joint Committee's Favorable Report and acceptance of the bill.

THE CHAIR:

Motion is on acceptance and passage. Will you remark, sir?

SENATOR MUSTO:

Yes, Madam President. The bill does basically exactly what its title says it does. For those people who want to go into our correctional institutions and provide courses for free to the inmates to further education, hopefully help with recidivism and other issues, give them GEDs, get them whatever degrees they can be awarded. It says that those folks won't be treated as state contractors. Obviously being a state contractor has some protections for people who are getting money from the state.

But these people are doing it for free, they're volunteers, and going into a prison system trying to get this done. It's not the kind of thing where we really need those protections for, you know, against bidding issues and RRP's, and all those things. So that's really all this bill does. It passed unanimously in the Senate last year and died in the House. And I'm hoping we can do that again this year. So I ask the Circle for support.

THE CHAIR:

Will you remark? Will you remark? Senator Meyer.

SENATOR MEYER:

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Thank you, Madam President. Just briefly in support of the bill. Right now we have faculty from Trinity College, Quinnipiac University, and Yale University who are actually teaching free courses in the prisons. And I had a chance to watch that system working. And what happened was that the Department of Corrections said that you're going to have to become state contractors. And that's a big process, believe it or not.

It involves a lot of bureaucracy, a lot of time, and a lot of money. And what the administration of these universities said to the faculty who were teaching in the prisons was, you know, we don't want to be state contractors, but we want you to teach. And so out of that came this bill which actually I think passed by consent in the Senate last year. And I had the privilege and a personal privilege, my daughter-in-law, one of my daughter-in-laws, Linda -- professional Linda Meyer being a teacher at several of the prisons in Connecticut.

So, you know, as Senator Musto said, in many ways this bill is about recidivism. We had a recidivist rate in Connecticut of about 60 percent. And taking a college course from these kind of high quality faculty members could make a difference in that recidivist rate. And we need badly in Connecticut to cut that recidivist rate. You know, this is not a safe place with a recidivist rate of 60 percent. And the fact that faculty members would offer these free courses could make a difference in -- in many, many lives in our prisons. So I'm very enthusiastic in support. Thank you, Madam President.

THE CHAIR:

Thank you. Will you remark further? Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President. Madam President, speaking on behalf of the Higher Education Committee that also entertained this very good bill, it was, of course, unanimously approved through its committee as well. And it also showed that a good portion of this particular bill reduces some of the barriers and regulations and rules with regards to having more freedom and flexibility to teach at the higher -- to have higher educational instructors work with the Department of Corrections. It speaks to the

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fact that it would be nice to also reduce some of these barriers and other endeavors for state government as well. But this is particularly important.

It's very well-known that quite a number of our inmates suffer from learning disabilities, dyslexia, and other problems that they had and often times have not succeeded well in school. And this is an opportunity, they obviously have some downtime where they can actually improve themselves and certainly would be very helpful as they leave our correctional institutions and become productive members of our society. So as I said, it is highly supported, and I'm sure the Circle will do as well.

THE CHAIR:

Thank you. Will you remark? Will you remark? Senator McLachlan.

SENATOR McLACHLAN:

Thank you, Madam President. I stand in firm support of this bill. Senator Meyer brought it to our attention last year and is being persistent with this good idea. I'm hopeful that it will pass on consent again this year. Thank you, Madam President.

THE CHAIR:

Thank you. Will you remark? Will you remark? Senator Welch.

SENATOR WELCH:

Thank you, Madam President. And I also rise in support of this bill. One of my biggest frustrations in the Circle is oftentimes as a government we can't get out of our own way, and it hurts us and it hurts the people we care about and the people we represent. And I think this is an example of us, for a long time, not getting out of our own way. So I want to thank Senator Meyer, I want to thank Senator Musto for bringing this forward. I hope this sets a precedent where we will look at other obstacles that our own rules and laws put in place of those who want to make this state a better place. I do have one question for the proponent of the bill if I may, through you, Madam President.

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THE CHAIR:

Please proceed, sir. Senator Musto, prepare yourself, sir.

SENATOR MUSTO:

Thank you, Madam President.

SENATOR McLACHLAN:

Thank you, Madam President. There's been a lot of discussion about early release program and good time credits, whatever you want to call them. But I wondered, were the classes we're talking about here potentially classes that would apply to that program? Through you, Madam President.

THE CHAIR:

Senator Musto.

SENATOR MUSTO:

I assume potentially they would. It would depend on the particular program. It's not really at issue in the bill, and I haven't looked at it frankly. But judging by those programs that you're discussing, we've debated them here plenty of times. So if taking classes, getting a degree, getting GED, for example, would give you some benefit toward those -- toward those credits or parole or whatever program might be applicable, then I assume so, yes.

THE CHAIR:

Senator Welch.

SENATOR WELCH:

Thank you, Madam President. I thank Senator Musto for that honest answer, and I will support this bill.

THE CHAIR: .

Thank you. Will you remark further? Will you remark further? If not, Senator Musto.

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SENATOR MUSTO:

May we put this item on consent, Madam President?

THE CHAIR:

Seeing no objection, so ordered, sir.

SENATOR MUSTO:

Thank you.

THE CHAIR:

Senator Looney. Oops.

SENATOR LOONEY:

Thank you, Madam President. Madam President, at this point I would call for a -- A recess for purposes of what I expect will be a relatively brief caucus so that we then might reconvene and enact some additional items this evening. Thank you, Madam President.

THE CHAIR:

Thank you. The Senate will stand at ease.

THE CLERK:

There will be an immediate caucus of the Democratic Senators and an immediate caucus of the Republican Senators in their respective caucus rooms. Immediate Democratic caucus of the Senate, immediate caucus of the Republican Senators.

(Chamber at ease.)

A VOICE:

There will be an immediate Senate -- Senate Republican caucus.

A VOICE:

All Republican Senators please report to the caucus room.

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Mr. Clerk.

THE CLERK:

On page 3, Calendar 202, Senate Bill 979. Calendar 215, Senate Bill 912. On page 15, Calendar 466, House Bill 5602. Page 35, Calendar 106, Senate Bill 916. Page 36, Calendar 120, Senate Bill 803 And Calendar 121, Senate Bill 918. On page 37, Calendar 132, Senate Bill Number 79, and Calendar 138, Senate Bill 886. On page 38, Calendar 196, Senate Bill Number 961. On page 39, Calendar 233, Senate Bill 995. On page 42, Calendar 301, Senate Bill 1015. Page 44, Calendar 385, Senate Bill 1070. Page 47, Calendar 504, House Bill 5345. And on page 48, Calendar 367, Senate Bill 804.

THE CHAIR:

I apologize. At this time, Mr. Clerk, seeing no objection, 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.
Immediate roll call has been ordered in the Senate.
Senators please return to the Chamber.

THE CHAIR:

Have all members voted? All members have voted? The machine will be closed. Mr. Clerk, will you call a tally please?

THE CLERK:

On today's Consent Calendar,

Total number voting	36
Those voting Yea	36
Those voting Nay	0
Absent and not voting	0

THE CHAIR:

The Consent Calendar passes. Senator Looney, you have