

SA13-17

SB0868

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**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
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people don't get the idea that we're committed. It's a we're just changing focuses. But I think if we, as a Legislature, these are new dollars restricted to these, and if they don't reach the goal yet we take them away at the end of the fiscal year, but if the goals are reached, then they get them.

SENATOR BYE: Thank you. And, Senator Fasano, we'd love to have you on this Committee, because we're looking into these things. And I would say that your bill had something to do with us asking for more information.

SENATOR FASANO: Great.

SENATOR BYE: And we're getting it from a lot of sources. So I think we agree. I think what we heard this morning is it's a very cautious walk, and I think we'll give it a lot of deep thought on this Committee, and we'll look forward to your continued input. So thank you for your leadership on this issue.

SENATOR FASANO: I thank you very much for raising the bill again. Have a great day.

SENATOR BYE: Thank you. President Austin, I'm sorry to see you hobble, but I know that your leg has been bothering you.

PHILIP AUSTIN: You ought to see the other guy.

SENATOR BYE: You've still got it.

A VOICE: Well, he's got the money.

SENATOR BYE: Thank you for joining us.

PHILIP AUSTIN: Thank you very much. Good afternoon, Senators Bye and Boucher,

SB844
SB868
SB476
SB477

We remain willing and eager, of course, to work with the governor's staff and the Legislature to fine tune the proposal to ensure it does inadvertently negatively impact some of our state's neediest and most promising students.

I would also like to note that we are continuing to have conversations with the Office of Policy and Management about the proposal to include fringe benefit costs in the total block grant amount.

We understand the need to be responsible for our spending and furthermore do not oppose the idea of including fringe benefit costs in the total block grant for the colleges and universities. But we have some concerns about the way this proposal is structured, and we are currently discussing this with the administration.

Before I answer any questions you may have, I did want to mention two other bills quite quickly that are on your agenda today. The first is Senate Bill 868, AN ACT TARGETING STATE FINANCIAL AID TO SUPPORT TECHNICAL TRAINING.

The Board of Regents system office staff has been working with outside groups on this concept and believes that offering the opportunity for students to receive financial aid for specific, targeted, technical training resulting in industry-recognized certificates or credentials in the high-demand fields of healthcare, manufacturing, transportation, and energy is a step in the right direction.

However, given the current proposed restructuring of the Governor's Scholarship, we could only support the proposal if it were in

the form of an additional appropriation provided for community college students on top of the funding allocated for the Governor's Scholarship.

And, lastly, I would like to provide comment on Senate Bill 476, AN ACT REQUIRING INPUT FROM LOCAL MANUFACTURERS IN DEVELOPING MANUFACTURING TECHNOLOGY PROGRAMS AT THE REGIONAL COMMUNITY-TECHNICAL COLLEGES, and suggest that the intent of the bill, so that is to say ensure industry participation and involvement in the curriculum and programmatic offerings at the manufacturing centers, is already happening.

As you know, the 2011 jobs bill provided funding for the creation of three new manufacturing centers modeled after the successful Asnuntuck model at Housatonic, Naugatuck Valley, and Quinebaug Valley Community Colleges.

Soon after the jobs bill passed, the Board of Regents created a Statewide Advanced Manufacturing Advisory Committee chaired by industry partners and composed of Board of Regents leadership, local industry leaders, the workforce investment boards, and representatives from the four manufacturing centers.

This committee must also review any and all curricular changes, refinements, or enhancements prior to review and approval by the Board of Regents. In addition, each of the new manufacturing centers also created a Regional Manufacturing Advisory Council to support their work and help provide funding and facilitate the hiring of new graduates of the program.

**JOINT
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JOSEPH YOUNG: Thank you.

A VOICE: (Inaudible).

REP. HADDAD: Well, I don't know. I just thought I'd step in and help. Is Cathy Awwad here?

A VOICE: (Inaudible).

REP. HADDAD: Is Amy Miller here?

A VOICE: (Inaudible).

REP. HADDAD: Okay.

AMY MILLER: Good evening. Representative Willis and the Member of the Committees, thank you very much. I am, my name is Amy Miller, and I am the program and public policy director at the Connecticut Women's Education and Legal Fund.

JB868

CWEALF is a statewide nonprofit organization dedicated to empowering women, girls, and their families to achieve equal opportunities in their personal and professional lives. For decades, we have advocated for strategies to increase access for girls and women to post-secondary opportunities that pay a living wage. Today, I am here on behalf of the Campaign for a Working Connecticut, which we coordinate.

The Campaign's mission is to promote the state's economic competitiveness through the development of sustainable, effective workforce solutions to increase workers' skills and advance families to self-sufficiency. The Campaign is a unique and diverse statewide coalition, which includes over 50 members consisting of education and training providers,

cip/gbr HIGHER EDUCATION AND
EMPLOYMENT ADVANCEMENT COMMITTEE

1:00 P.M.

workforce investment boards, advocates, unions, and chambers of commerce.

In the interest of time, I am going to try to modify my comments, because you have my full testimony. But I'm also going to try a little bit to make sure I hit a couple points from my peers' testimony that didn't, weren't able to stay. Cathy Awwad had some comments she asked me to make sure I got on the record also. The Campaign urges your support of S.B. 868, AN ACT TARGETING STATE FINANCIAL AID TO SUPPORT TECHNICAL TRAINING.

The, there is a, S.B. 868 would allow eligible individuals to receive state financial aid and apply it towards non-degree courses and/or certificate programs at community colleges, which leads to an industry recognized credential. This bill addresses a gap in the current funding available to those who are taking their first step onto career pathways.

There is a tremendous need for people with skills and knowledge which can be acquired through these programs. In a survey of Connecticut employers, 82 percent said they had difficulty finding qualified middle-skill workers in their industry with the greatest challenges in skilled professions, technicians, and skilled mechanics and other manufacturers.

Middle-skill jobs are positions that require more education or training than a high school diploma but generally less than a four-year degree. Middle-skill jobs in managerial, professional, and technical positions have replaced labor jobs as the backbone of many industries. In 2009, about 41 percent of all Connecticut jobs were classified as middle-

skill, but only 37 percent of the state workers likely had the credentials to fill them.

Access to these training opportunities can assist many unemployed or underemployed individuals getting training to meet the demands of middle-skill jobs. There are some resources that go towards some of these middle-skill jobs. The workforce investment boards have leveraged federal money like the Workforce Investment Act that support these programs.

However, more is needed, because the, WIA's resources in particular are usually expended in the first six months of every fiscal year in which they get allocated, so they're used up pretty quickly, and there's a, there tends to be a waiting list.

So I did want to just quickly make a couple of points. We support the underlining concept of the bill, but we would like to suggest some changes to the language. For instance, given the governor's proposed cut to the state financial aid budget, we suggest that instead of requiring one million to be directed towards the scholarships that we instead allow for up to \$500,000 per year to be used towards these certificates.

I also attached some additional language to my testimony that outlines some of our points that we'd like to make, including, you know, standards that would be set and certain tracking and outcome measures that we would we think also should be included in there.

So I'm just going to summarize by saying Connecticut's economic success ultimately will depend on our ability to produce a highly skilled workforce. We must invest in education

and training, education, and skills development. We need to invest in strategies that will address beyond the K through 12 system.

Based on population tables about two-thirds of the workforce of 2020, basically seven years from now, is already in the workforce today. Without these investments, the people in our state, cities, and communities will be unable to meet the growing technological needs of their employers and the knowledge economy. Therefore, I urge you to support S.B. 868. Thank you.

REP. WILLIS: Thank you very much, Amy. Appreciate your testimony. And I assume that Cathy Awwad and Steve --

AMY MILLER: Yeah.

REP. WILLIS: -- Bender were all going to be, I don't, they're not here, so --

AMY MILLER: They're not here. Cathy had to make it back to Waterbury for a 6:00 meeting, and as you can see, she (inaudible).

REP. WILLIS: Drew the short straw pretty much.

AMY MILLER: (Inaudible). I actually, I almost was gone, but I turned around and came back, because I, it's really important.

REP. WILLIS: Well, thank you for doing that.

AMY MILLER: You're welcome.

REP. WILLIS: And we will certainly discuss this further with Ann, I mean, Alice Pritchard and, yeah (inaudible) --

cip/gbr HIGHER EDUCATION AND
EMPLOYMENT ADVANCEMENT COMMITTEE

1:00 P.M.

AMY MILLER: Alice, yep, yeah, who couldn't be here today.

REP. WILLIS: Right. Okay. Any other questions or comments from Members of the Committee? Yes, Representative Ackert.

REP. ACKERT: Thank you, Madam Chair. It's unusual to see somebody ask for a cut when they're in front of us. Instead of the million, drop it down to \$500,000 for, per year. But some of the courses, the, just the language here is very short and sweet. And you had mentioned a certificate course. You got a quick example of --

AMY MILLER: Phlebotomy technician, so it can be like a four-month class, and it costs around \$1400, and at the end the person actually could make almost around \$33,000 a year.

REP. ACKERT: So there is no opportunity for them to receive any type of support that you're aware of?

AMY MILLER: Federal money cannot be used in this manner. Like I said, the Workforce Investment Act, some of that money can be used towards that, but there's a small amount and then, like I, it gets used up pretty quickly.

REP. ACKERT: Well, thank you, Amy, and thank you, Madam Chair.

AMY MILLER: Sure.

REP. WILLIS: Thank you very much. Obviously, we need to spend some more time looking at this, which we plan to do, but I appreciate you coming before us today and hanging in there,

because it is, because I really was under the impression at the Workforce Investment Board, you know, targeted, you know, had monies available for this kind of technical training. And so --

AMY MILLER: And, you know, Cathy isn't here to answer the questions, and I can't, you know, thoroughly go into that. I do know there is some money. I couldn't tell you off the top of my head how much. We can certainly get that number for you.

But, and when other money comes up, I know like H.B. 1, they also leveraged, you know, significant resources towards that. So when it happens, they're using it, and they're using it wisely. The placement of people is usually pretty quick. And they get into the workforce pretty quickly also, which is nice and very little overhead.

REP. WILLIS: Well, it is that Workforce Investment Board monies helps provide the tuition, you know, funding for the, actually the manufacturing program that we talked about earlier today.

AMY MILLER: Yep, they do.

REP. WILLIS: So it's critically important to that. And so you're saying that's not enough, and we need to do (inaudible) more to beef it up.

AMY MILLER: Yeah.

REP. WILLIS: So thank you very much.

AMY MILLER: Thank you. Have a good night.

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Testimony of
The Permanent Commission on the Status of Women
Before the
Higher Education & Employment Advancement Committee
February 28, 2013

Re: S.B. 176, AA Establishing a Higher Education Performance Incentive Taskforce
S.B. 868, AA Targeting State Financial Aid to Support Technical Training

Senators Bye and Boucher, Representatives Willis and LeGeyt, and members of the committee, thank you for this opportunity to provide testimony on behalf of the Permanent Commission on the Status of Women (PCSW) regarding S.B. 176, AA Establishing a Higher Education Performance Incentive Taskforce and S.B. 868, AA Targeting State Financial Aid to Support Technical Training.

S.B. 176 would establish a taskforce to establish a higher education performance incentive program, and would consider STEM degrees. S.B. 868 would target financial aid to support technical training for higher education students, which would address a gap in the financial aid system by allowing individuals to enroll in short-term training programs and acquire skills to prepare for current job openings. PCSW supports both of these proposals because we believe they provide an opportunity for women to enter higher paying nontraditional jobs

A non-traditional occupation for women is one in which women comprise 25% or less of total employment.¹ Non-traditional jobs tend to have established career ladders so women can work their way up to higher wages and higher benefits.² An area of non-traditional jobs is in the science, technology, engineering and math fields (STEM). Women are 24% of the STEM workforce. This percentage has not changed between 2000 and 2009.³

Impact on CT Women

In 2010, Connecticut women comprised 17% of engineering occupations, 29% of computer and math occupations and 49% of life, physical and social science occupations.⁴ The gender wage gap is 14% in STEM

¹ U.S. Department of Labor <<http://www.dol.gov/wb/factsheets/nontra2007.htm>>

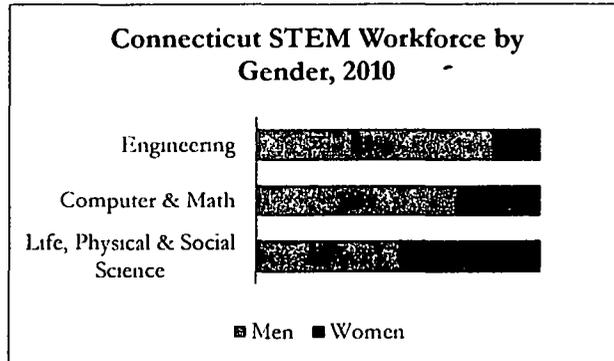
² Wider Opportunities for Women *Women in the Trades Fact Sheet, 2005*

³ U.S. Department of Commerce *Women in STEM: A Gender Gap in Innovation*, August 2011

⁴ U.S. Census Bureau *2010 American Community Survey, Occupation by Sex and Median Earnings in the Past 12 Months for the Civilian Employed Population 16 Years and Over*

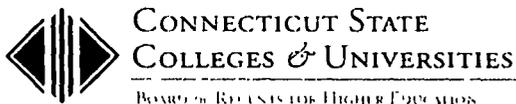
PCSW Testimony
 Before the Higher Education and Employment Advancement Committee
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jobs, compared to 21% in non-STEM jobs. This means that women with STEM jobs make 86 cents for every dollar that men make.⁵



An opportunity exists to make significant policy decisions to change the demographics of the non-traditional jobs workforce. Investments in pre-college programs incorporating hands-on activities, role models, and internships would increase women's interest in and access to STEM careers. We look forward to working with you to address these important issues. Thank you for your consideration.

⁵ U.S. Department of Commerce: *Women in STEM: A Gender Gap in Innovation*, August 2011
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p4
L. 1

**Testimony by Philip E. Austin, Ph.D.
Interim President**

Board of Regents for Higher Education
Connecticut State Colleges & Universities
Higher Education and Employment
Advancement Committee
February 28, 2013

Good afternoon Senators Bye and Boucher, and Representatives Willis and LeGeyt. My name is Philip E. Austin and I am, as you know, the Interim President of the Board of Regents for Higher Education. The Board of Regents governs Connecticut's four state universities, 12 community colleges, and Charter Oak State College, the state's only public, fully-online institution. I am here to offer testimony on components of the Governor's proposed bill regarding higher education, as well as two other bills on your agenda, and I am happy to take any questions you may have.

SB868
SB476

As you know, the search for the next President of the Board of Regents for Higher Education is currently underway. The Regents' Search Committee (RSC), chaired by Lewis J. Robinson, is working to produce a position profile, solicit applications, review candidates, and, ultimately, recommend a final candidate to Governor Malloy for appointment. Throughout the search process, the Regents' Search Committee has been assisted by the Systemwide Advisory Committee (SAC), composed of faculty, staff and students from across our 17 campuses, as well as representation from the private sector.

The Regents are working toward recommending a candidate to the Governor during the month of April, and the successful candidate will begin his or her tenure sometime during the summer. Understanding the impact that a large-scale reorganization can have on an organization, the Regents Search Committee is seeking to identify dynamic, proactive, and energetic individuals who will be able to provide steady leadership and move the Connecticut State Colleges & Universities forward over a long period of time.

The Board of Regents for Higher Education is supportive of a change in the statutory term of the president. Currently, the president's term is coterminous with that of the governor. The president of the Board of Regents should work closely with the governor and his or her commissioners, particularly on issues of workforce development, the alignment of our programmatic offerings to private sector needs, P-12 matters, and other critical issues that necessitate higher education and government partnerships. However, the leader of the Connecticut State Colleges & Universities, much like the leader of the University of Connecticut, should have his or her term set by the recommending authority, in this case, the Board of Regents for Higher Education.

In light of the current search for a new President of the Board of Regents for Higher Education, this statutory change will better enable the Regents' Search Committee to attract and retain a highly-qualified leader, whose term as the president of the Board of Regents, under current law, may expire only 18 months after he/she arrives

Secondly, and of key concern to leaders on our campuses, is the Governor's Scholarship Program. The staff at the Board of Regents for Higher Education's system office has been involved in productive and ongoing conversations with the Governor's Office regarding this proposal. We have several concerns about the proposal as it is currently drafted, and how it will impact a large number of our students, particularly at the community colleges.

Almost 11,000 community college students received awards from the Connecticut Aid to Public College Students (CAPCS) program during the 2011-12 academic year, equating to over \$11.4 million in funding. The legislation as currently drafted would reduce this number almost three times, to less than 1,500 community college recipients who would receive about \$3.7 million collectively.

We understand and support the goal of the proposal – to attract and retain high-quality students into undergraduate programs at Connecticut public and independent higher education institutions – but believe it must also be balanced with the equally critical goal of increasing attainment among nontraditional students and students between the ages of 25-44 who predominantly enroll part-time.

As currently drafted, the Governor's Scholarship Program would restrict eligibility to first-time, full-time students. To support state efforts to ease credit transferability and to support completion among returning students and those students between the ages of 25-44 who typically attend part-time, we believe eligibility should be extended to part-time and transfer students. In addition, the proposal limits eligibility to students who are working toward their first associate's or first bachelor's degree, which indirectly works against an agenda that promotes a way to seamlessly transfer between our 17 institutions. To address this, we believe eligibility should be capped at the equivalent of eight full-time undergraduate semesters of 120 attempted credits. Students attending part-time who receive the Governor's Scholarship should have their attendance prorated to provide the same access to the state's financial aid dollars.

Another key concern we have is the cost of textbooks, which is currently excluded in the eligible award amount under the proposal. By adding the cost of textbooks, the aid program will better support completion goals rather than simply access goals.

Provisions involving campus employment, which supports student engagement and promotes a sense of accomplishment from earning money to pursue personal educational goals, have been struck from this proposal. Community colleges use 25-50% of current CAPCS funds to support campus employment, and we believe this should be allowed to continue.

Lastly, under the recently-awarded GEAR-UP grant, which will help to significantly increase the number of low-income students prepared to enter and succeed in post-secondary education, and provide scholarships for eligible high school seniors, students would receive priority access to existing state financial aid dollars. We believe this priority access, for some of the state's neediest students, must continue under this new proposal.

We remain willing and eager to work with the Governor and the Legislature to fine-tune this proposal to ensure it does not inadvertently negatively impact some of our state's neediest – and most promising – students.

I would also like to note that we are continuing to have conversations with the Office of Policy and Management about the proposal to include fringe benefit costs in the total block grant amount. We understand the need to be responsible for our spending, and furthermore, do not oppose the idea of including fringe benefit costs in the total block grant amount for the Connecticut State Colleges & Universities, but we have some concerns about the way this proposal is structured which we are currently discussing with the administration.

Before I answer any questions you may have, I did want to mention two other bills that are on your agenda today. The first is Senate Bill 868, "An Act Targeting State Financial Aid to Support Technical Training." The Board of Regents system office staff has been working with outside groups on this concept, and believes that offering the opportunity for students to receive financial aid for specific, targeted, technical training resulting in industry-recognized certificates or credentials in the high-demand fields of health care, manufacturing, transportation and energy is a step in the right direction. However, given the current proposed restructuring of the Governor's Scholarship, we could only support this proposal if it were in the form of an additional appropriation provided for community college students on top of the funding allocated for the Governor's Scholarship.

Lastly, I would like to provide comment on Senate Bill 476, "An Act Requiring Input From Local Manufacturers in Developing Manufacturing Technology Programs at the Regional Community- Technical Colleges," and suggest that the intent of the bill – to ensure industry participation and involvement in the curriculum and programmatic offerings at the manufacturing centers – is already happening. As you know, the 2011 Jobs Bill provided funding for the creation of three new manufacturing centers, modeled after the successful Asnuntuck model, at Housatonic, Naugatuck Valley and Quinebaug Valley Community Colleges. Soon after the Jobs Bill passed, the Board of Regents created a Statewide Advanced Manufacturing Advisory Committee, chaired by industry partners, and composed of Board of Regents leadership, local industry leaders, the Workforce Investment Boards, and representatives from the four manufacturing centers. This committee must also review any and all curricular changes, refinements or enhancements prior to review and approval by the Board of Regents. In addition, each of the new manufacturing centers also created a Regional Manufacturing Advisory Council to support their work, and help provide funding and facilitate the hiring of new graduates of the program. The Board of Regents recognizes and values local industry involvement and believes strongly that these centers would not have moved forward under such an aggressive timeline without intense industry involvement.

Thank you again for your time on these important matters, and I am happy to take any questions you may have



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**Testimony for Patricia Downs &
The Connecticut Center for Advanced Technology for
Higher Education and Employment Advancement
Committee
On
RB 868 “An Act Targeting State Financial Aid to
Support Technical Training”
February 28, 2013**

Senator Bye, Representative Willis, and members of the Committee, my name is Patricia Downs and I am the Senior Workforce Advisor for the Connecticut Center for Advanced Technology. I'd like to thank you for the opportunity to provide testimony in support of Raised Bill 868 *AN ACT TARGETING STATE FINANCIAL AID TO SUPPORT TECHNICAL TRAINING*.

The mission of the Connecticut Center for Advanced Technology, Inc., a non-profit organization, is to provide services and resources to our clients that help them implement innovative technology solutions, increase efficiencies and improve workforce development, and through collaboration with industry, academia and government, seek to create new partnerships for addressing 21st century economic challenges. A major focus of our work is with the manufacturing sector, understanding their workforce needs and recommending solutions.

The passage and implementation of this legislation will help address a gap in CT's student financial aid system. This bill is meant to help individuals, who otherwise could not afford it, enroll in short-term training programs, and acquire skills to prepare them for current job openings. CCAT supports giving the community-technical colleges the flexibility to use their financial aid funds for students enrolled in non-degree certificate programs, particularly for technical training required for those students pursuing a career in manufacturing.

It is generally accepted that postsecondary education translates into higher individual earning potential. It is important to note, however, that postsecondary education does not always mean four years or a Bachelor's degree. A growing number of high-skill, high-wage occupations prefer or require an Associate's degree or a nationally recognized industry certification or credential.

According to the Georgetown University Center on Education and the Workforce, in an American economy where the advancement of technology and globalization means that a high school diploma alone is no longer able to provide family-sustaining earnings to many, certificates represent one piece of a multi-pronged solution on the road to a workforce with 60 percent postsecondary attainment. Though certificates currently aren't counted in many



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measures of postsecondary attainment, often they provide the outcomes that degree-seeking students are looking for: gainful employment. Certificates can also serve as the first rung on the ladder to a college degree or as training for workers with degrees who are engaged in the process of lifelong learning and career advancement. The rapid growth of certificates over the past 30 years is a promising signal that students and institutions are recognizing the value of certificates at an increasing rate.

CCAT recognizes that the manufacturing sector has been, and will continue to be, a backbone of our economic prospects for the future. Ensuring that there is a skilled pipeline of qualified manufacturing workers is essential to the continued growth and success of this sector. This legislation will provide another critical tool for students and jobseekers who choose to gain those necessary skills to be successful in a manufacturing career.

Thank you for your attention to this issue.

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**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2013**

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Thank you, Madam President.

THE CHAIR:

Excuse me. On -- on Senate, that last one sir; it was on page what?

SENATOR LOONEY:

I believe that's Calendar Page -- Calendar 171, Senate Bill 845.

THE CLERK:

On Page 38.

THE CHAIR:

On which page, sir? Oh, Senator, it's 138 -- it's on Page 38.

Thank you.

SENATOR LOONEY:

Thirty-eight. Calendar Page 38, Madam President.

THE CHAIR:

Thank you.

SENATOR LOONEY:

Calendar 171, Senate Bill 845.

THE CHAIR:

Thank you, sir.

Mr. Clerk.

THE CLERK:

Calendar Page 26 -- I'm sorry -- 27, Calendar 540, Substitute for Senate Bill Number 868, AN ACT CONCERNING NONDEGREE CERTIFICATE PROGRAMS AND TECHNICAL TRAINING COURSES PROVIDED BY THE REGIONAL

COMMUNITY-TECHNICAL COLLEGES, Favorable Report of the
Committee on Higher Education. There are amendments.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Good evening, Madam President.

THE CHAIR:

Good evening.

SENATOR BYE:

I move acceptance of the joint committee's Favorable
Report and passage of the bill and waive its reading
and seek leave to summarize.

THE CHAIR:

Motion is on adoption. Will you remark?

SENATOR BYE:

Madam President, I believe the Clerk is in possession
of an amendment, LCO 7054.

THE CHAIR:

Mr. Clerk -- 7594?

SENATOR BYE:

Seven-zero-five-four.

THE CHAIR:

Sorry; 7054.

THE CLERK:

LCO Number 7054, Senate Amendment Schedule "A,"
offered by Senators Bye, Willis, Fasano, and Boucher.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

This amendment does make some substantive changes to the bill, and what this amendment does is it asks that the Board of Regents of Higher Education and the University of Connecticut appear before the joint committees of Appropriations and Higher Education to give a mid-year update on their budget and projected year-end, as well as report on the budget reserves.

This was an idea that came to us through Senator Fasano, Senator Boucher, saying we had a number of amendments asking that, with all that gone on lately in Higher Education, that there be another layer of oversight for the next two years. And so we've worked together with my Co-chair, Representative Willis, to come up with an amendment that provides for that over the next two years.

Through you, Madam President.

THE CHAIR:

There's -- the motion is on adoption --

SENATOR BYE:

I move --

THE CHAIR:

-- of the amendment.

SENATOR BYE:

-- the amendment. I move the amendment.

THE CHAIR:

Okay; it's on it. Will you remark further?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Madam President, I rise to support the amendment and also to thank the Chairman of the Higher Education Committee, first of all for her fine work on that committee and also for the collegial and bipartisan manner in which she manages this -- this committee.

And this is one really good example, also, of an idea that was proposed, that was worked together in a bipartisan way, and is very timely. Given the many changes that have happened with our new reorganization of Higher Education and the multiple issues that have arisen, it seemed to all of us a good idea to go back into past practice, that had always been when the constituent units of Higher Education would come before the Higher Education Committee as well as Appropriations, so that we could ask questions and they can come to us and explain the direction they were headed, the financial situation they encountered, and also to do it at a time when it made sense, early in the process before things concluded for the session, so if there was an issue or something that had to be resolved, there was plenty of time to do it legislatively.

So, again, I thank the Co-chair of the Higher Education Committee for this bill, and I hope it receives support by the rest of the -- the Chamber.

Thank you, very much, Madam President.

THE CHAIR:

Thank you.

Will you remark further on Senate "A?" Will you remark further on Senate "A?"

At this point, I'd try your minds. All in favor of Senate -- oops.

Senator Fasano.

SENATOR FASANO:

Thank you, Madam President -- apologize for that -- thank you, Madam President.

Madam President, I'm in support of Senate "A." You know, having the ability of having a budget in front of Higher Education is significantly important. Now, what this bill does is the budget is already done by the time it gets in front of Higher Ed; it's sort of going through. But it is the first stage. I think what we'll find is that Higher Education will be able to look at this budget, give suggestions. And I would think that if there is this dialogue between the universities and Higher Ed, and if Higher Ed monitors the situation and finds there is a rebuffing of the Higher Education folks to change in accordance with the policies of Higher Ed, I'm sure we can come back to this Chamber and strengthen the bill to say that we have to have these hearings before the budget is approved.

That being said, for now we should allow them to do their business with the review of Higher Ed as they go through but be cognizant that in the event there isn't a give and take but more of a take than a give, then we should come back and say we're going to move this process before the budget is approved. So the goodwill should be let's look at it now but in the future look at the possibility of having a review before the budget.

But with that, Madam President, I certainly support the amendment.

I would like to thank the Chair and Ranking Members for looking at this in a bipartisan spirit, because that, as I've always said, is the best way to move business in this Chamber.

Thank you, very much, Madam President.

THE CHAIR:

Thank you.

Will you remark? Will you remark?

If not, I'll try your minds. All in favor of Senate Amendment "A," please say aye.

SENATORS:

Aye.

THE CHAIR:

Those opposed?

Amendment "A" passes.

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

Now on to the substantive, underlying bill. What this bill does is it tasks the Office of Higher Education and the Board of Regents with -- with looking at noncertificate degree and technical training programs so that in the future we can apply, let students apply for financial aid to get these certificates that may not be associate's degrees but that we know a lot of our employers need; for example, a manufacturing certificate, other degrees for employers that are not degree programs. So I think it's an important first step and I urge support.

THE CHAIR:

Will you remark? Will you remark?

Seeing none, Senator Bye.

SENATOR BYE:

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

THE CHAIR:

There's an objection.

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

THE CLERK:

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

THE CHAIR:

If all members have voted; all members have voted?
The machine will be closed.

I asked the Senators please stay close to this, the
Chamber.

Thank you.

Mr. Clerk -- I'm sorry -- would you please call the
tally.

THE CLERK:

Senate Bill 868.

Total Number Voting	36
Those voting Yea	36
Those voting Nay	0
Absent and not voting	0

THE CHAIR:

The bill passes.

Will you go on to the next, Mr. Clerk -- oops --
sorry.

SENATOR LOONEY:

Madam --

THE CHAIR:

Senator Looney.

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**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
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And will the Chamber please come back to order.

Will the Clerk please call Calendar 601.

THE CLERK:

Calendar 601 on Page 25, Favorable Report of the
Joint Standing Committee on Appropriations, Substitute
Senate Bill 868 AN ACT CONCERNING NONDEGREE
CERTIFICATE PROGRAMS AND TECHNICAL TRAINING COURSES
PROVIDED BY THE REGIONAL COMMUNITY AND TECHNICAL
COLLEGS.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Good evening, Madam Speaker. Madam Speaker, I
move for the acceptance of the Joint Committee's
Favorable Report in concurrence with the Senate.

DEPUTY SPEAKER ORANGE:

The question is acceptance of the Joint
Committee's Favorable Report and passage of the bill
in concurrence with the Senate. Representative
Willis.

REP. WILLIS (64th):

Thank you so much, Madam Speaker. This bill will
allow eligible individuals to receive state financial
aid to use for non-degree certificate programs at our

community colleges to lead to an industry recognized credential.

This addresses the need for financial aid for those trying to obtain a pathway to a career. This will help fill an employment gap in health care, manufacturing, transportation and in energy.

Presently, certificates for technical programs are not covered by federal Pell grants. While the cost of these programs can be less than credit courses, they are a significant investment for those wishing to pursue them.

The funds provided for the program will be split over two years and are in the budget.

Madam Speaker, the Clerk has an amendment, LCO 7054. I move the reading of the amendment be waived, and I be allowed to summarize.

DEPUTY SPEAKER ORANGE:

Will the Clerk please call LCO Number 7054, which has been designated as House Amendment, excuse me, Senate Amendment Schedule "A".

THE CLERK:

Senate Amendment "A", LCO 7054 introduced by Representative Willis et al.

DEPUTY SPEAKER ORANGE:

The Representative seeks leave of the Chamber to summarize. Is there objection? Objection? Seeing one, Representative Willis.

REP. WILLIS (64th):

Thank you very much, Madam Speaker. This Amendment, as of February 14, excuse me, February 2014 and 15 will allow the boards of all of our public institutions of higher education to appear before the Higher Education and Appropriations Committees to report on their operating budget for the current fiscal year, actual expenditures and revenues and the status of budgetary reserves to date for the current fiscal year and estimated expenditures and revenues through the end of the current fiscal year.

This will aid the Legislature as we consider their proposed future budgets. Madam, I move adoption.

DEPUTY SPEAKER ORANGE:

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

REP. LEGEYT (17th):

Thank you, Madam Speaker, good evening to you.

DEPUTY SPEAKER ORANGE:

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Good evening, sir.

REP. LEGEYT (17th):

I would like to ask a few questions to the proponent of the Amendment, and then perhaps make a comment.

DEPUTY SPEAKER ORANGE:

Please proceed.

REP. LEGEYT (17th):

Through you, Madam Speaker, this Amendment as Representative Willis detailed, asks that the Board of Regents and the Board of Trustees for UConn, collaboratively, appear before Higher Education and Appropriations to do various things, to report on various things.

Through you, does the Board of Regents and the Board of Trustees for UConn, do they appear before the Higher Education and Appropriations Committees presently to report on any of these things detailed in the Amendment?

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, presently they're not required to. We certainly can ask questions to them,

inquire while we're going through the budget process in Appropriations, but this will really aid us in seeing where they are in the current fiscal year, being able to ascertain what their status is, you know, are they on budget, and also we have concerns about their reserve funds and ensuring that they have adequate reserves, and this will help us, I think, be better informed as we review their upcoming or proposed budget.

DEPUTY SPEAKER ORANGE:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker, and I appreciate that answer. How do we, Higher Education and Appropriations Committees presently get the information that is now going to be, they're going to be required to give to us?

Through you.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

They will come before us, before a Committee meeting and present it to us in the form of a report.

DEPUTY SPEAKER ORANGE:

Representative LeGeyt.

REP. LEGEYT (17th);

Thank you, Madam Speaker, and is that the way it happens presently, or is that what's proposed in the Amendment?

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

This is new and it's being proposed in the Amendment.

DEPUTY SPEAKER ORANGE:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker. And so, for any of the categories of information that they will be required to appear before us to report on in this Amendment, what if any of these categories, or in other words, how do we get the information that is in these categories presently since this Amendment is not law?

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, we would have to request it if we had a specific question, as opposed

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to having them come in and providing a comprehensive report as they do with their proposed budget, so we would going through it in much greater detail.

DEPUTY SPEAKER ORANGE:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker. And the status of their budgetary reserves, what budgetary reserves, are there line items that represent budgetary reserves? Is it a single account? And if so, what is the, what has been the level of that account? Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, the reserve fund numbers is always changing. It depends where you are within a fiscal year and I think there is some concern by the Higher Education and the Appropriations Committee about the status, you know, of their really dwindling amount of their reserves. I think that's an important number for us to follow, and certainly having this kind of report would aid us in being able to have that information.

But all of the colleges do not have the reserves that they've had in the past, particularly our community colleges are going to be in very tight fiscal situation next year and I think by us being able to look at where they are in the current fiscal year will really help us moving forward.

DEPUTY SPEAKER ORANGE:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker. And the Amendment appears to set out that once a year, sometime in February, the Board of Regents and the Board of Trustees for UConn will appear to report on these various categories.

Is there any thought, or was there any thought to having them appear twice instead of once each fiscal year? Once, I appreciate that February is half way. Was there any thought about having them appear in May again?

Through you.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, we discussed many different dates and how to do it and obviously they're going to be coming to us with a proposed budget at the start of the Session, and then we'll be working through that as we go along, in June, May or June, depending on the fiscal year, depending on our Session.

So it was really felt that February would work best for certainly the Committees to see and obviously if we're meeting them on their proposed budget, there's no reason why these questions couldn't be raised during then, but not in a formal report like we're requesting in February.

DEPUTY SPEAKER ORANGE:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you very much, Madam Speaker. I understand the importance of what this Amendment proposes and I'm supportive of it. Thank you for the courtesies.

DEPUTY SPEAKER ORANGE:

Thank you, sir. Will you care to remark further on the Amendment before us? Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker, good evening to you. I have a few questions for the proponent of the Amendment.

DEPUTY SPEAKER ORANGE:

Good evening to you and please proceed.

REP. LAVIELLE (143rd):

Thank you so much, Madam Speaker. In lines 3 and 4 of the Amendment it mentions the date of not later than February 14, 2014 and February 13, 2015. Those are the next two years. Those are the only dates evoked in this Amendment.

Is there an intent that this will happen every year thereafter, or is it only these next two years and if so, why? Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, I was, I think that we were just, I'm trying to remember how the genesis. Certainly, we would like to have this as an ongoing process and I think there was a sense that we wanted to see how it went and we could always extend it out.

But we're certainly amenable to being, you know, having this be an annual event.

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DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP.LAVIELLE (143rd):

Thank you, Madam Speaker. And in Lines 8 through 11 where the details provided here on the kinds of financial information that will be available, actually expenditures and revenues, status of reserves, estimated expenditures and revenues through the end of the year.

How much line item detail are we expecting would be provided? Is it just sort of bottom line numbers or would there be a good deal of detail for each constituent unit?

Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, it would be the same level of detail that we would expect to receive when we're reviewing their proposed budget, so I would hope that it would be structured that way so we could be able to make, you know, compare apples to apples.

Certainly at any point, either in a proposed budget or in this, we can always ask for more level of

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details and ask them to come back with more information, and they're usually quite amenable to doing that.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker. Are they obligated to furnish all the detail that we ask for in whatever level of minutiae that we asked for it? Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, yes, they are.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP. LAVIELLE (143rd):

And that is excellent. Thank you, Madam Speaker.

And I also have a question, when this takes place, when we hear from the Board of Regents and UConn, the constituent units, what then, are we only, is this only a one-way exercise or if the Higher Education or Appropriations Committees see something that they think could be improved or that is not quite

right or doesn't live up to expectations, something that was promised, is it possible to make recommendations and have those followed through on?

In other words, is there an expectation that we might be able to incite action if we see something that is egregiously wrong? Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, obviously the constituents units do get a block grant, but they do listen to what we have to say and I have always found them to be rather responsive.

I think the important part of this is it really gives us a forecast of their situation, present situation in their budget, and as we're going through the Appropriations process at the same time, I think this will be a good indicator and help us be better planners and decision makers.

Because if we there's a deficiency in their present budget, we can maybe suggest they need to fix it in the proposed budget and vice versa, we could see that they've got shortfalls in some areas and suggest

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in the proposed budget that we make changes to see that funding is supplemented there.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you Madam Speaker, and I thank very much the good Chair of Higher Ed for her answers.

Ladies and gentlemen of the Chamber, we have seen a lot of amendments to a lot of bills in the last few days. This one is really important. This one is, adds some significant content to this bill that wasn't out there before.

While it's germane, it is on another sort of, another area of Higher Ed subject matter. You all may remember that last year a significant number of facts were discovered within the higher education system. We had some administrators who had contracts with arrangements that were viewed as excessive, other who were able to abuse, well, they didn't even abuse them. They were actually respecting their contracts by taking very long leaves out of state when particularly the President of the Board of Regents when he was meant to be managing the store, we might say.

There are a lot of constituent units that fall under the aegis of the Board of Regents. There's a lot of money that goes to that system. There's a lot of personnel, and right now we passed some good legislation already that would help to rectify some of the excesses or mistakes or unilateral decisions that we've seen in the past but the system that we have put in place for example, for choosing the President is new. It is still new. The Board of Regents is still new, and the President will be new.

And therefore, things may still be in flux, so the idea of increasing the Legislature's oversight of spending and revenue in the higher education system as it is going on, as opposed to just one prospectively, is an extremely good thing.

Also, I think that our higher education students in the State of Connecticut who are experiencing continued increases in their tuition, both at UConn and in the State University and community college system, will appreciate this oversight and monitoring and I hope some of the consequent improved control over the spending in that system.

So I stand in very strong support of this Amendment, and I encourage everyone in the Chamber to support it.

Thank you very much, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Thank you, madam. Will you care to remark further on Senate Amendment "A"? Will you care to remark further on the Amendment? Do you care to remark?

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

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER ORANGE:

All opposed, Nay? The Ayes have it. The
Amendment is adopted. Will you care to remark further on the bill as amended? Will you care to remark further on the bill as amended? Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker. The bill as amended now refers back to the first section that was there prior to the Amendment adding the subsequent section and the bill refers to the development of a list of

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non-degree certificate programs and courses and the reporting of such list to the Committee on Higher Education.

Through you, Madam Speaker, in the reporting section of the bill it talks about tying the number of courses to the, how those course offerings correspond with the workforce shortage areas.

My question is, how would the good Chairperson of the Higher Education Committee expect that that linkage would, how it would be described once we have that meeting and the report is submitted to us? How would she expect that the linkage between the offerings and the shortage areas would be described? Through you.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, I'm not sure I'm understanding the question, but I would expect that the Department of Labor and the Workforce Investment Boards would be two entities that would be keeping track of you know, what the work shortages areas are in middle level fields.

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And then consequently, I mean, the community colleges are pretty good about this anyway in working collaboratively with industry and business, you know, in their regions.

DEPUTY SPEAKER ORANGE:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker, and I appreciate that answer, and I am supportive of this bill and I encourage my colleagues to support it as well. Thank you.

DEPUTY SPEAKER ORANGE:

Thank you, sir. Will you care to remark further on the bill as amended? Representative Lavielle. The bill as amended.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker. Just a question for the proponent of the bill.

DEPUTY SPEAKER ORANGE:

Please proceed.

REP. LAVIELLE (143rd):

Thank you. The good Chair mentioned a few minutes ago that one of the reasons for compiling this list was that currently a lot of these certificate

programs that don't lead to a degree are not eligible for a PELL grant, and I just wondered if she could explain a little bit further the details of how once we have the list, that that will make that possible. Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, the first component of this would be to establish financial aid that would be available. I mean, that's the main thrust of this bill is to make students who are in non-degree certificate programs eligible for financial aid. They are not eligible at the present moment for federal PELL grants and this really closes the door for some students who, or prospective students who are looking to upgrade their skills, change their careers, and also I might say, quickly get into a career path.

One of the advantages of non-certificate programs that within 45 days, 45 weeks, you could have a certificate through a community college and be well on your way to a job in a new field.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

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REP. LAVIELLE (143rd):

Thank you, Madam Speaker, and just one final question. It says the list will be reported in January of 2014. The idea would be to continue to do this periodically?

Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, absolutely. As fields become, you know, as we've discussed many times in Higher Education, the fields change all the time. There are new things coming out that we didn't know about five years ago. So it definitely has to change. It has to be responding to the workforce needs that employers have.

We know that there's a shortage of machinists and we know that's going to be high-tech machinists. We know nursing assistants. We know dental technicians. Those are all the things that we're aware of today, but it's going to be evolving all the time as we fill different areas and new fields materialize. Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker and I thank the Chair for her answers. I think it's a good bill and it's an especially good bill with the Amendment.

Thank you very much.

DEPUTY SPEAKER ORANGE:

Thank you, madam. Will you care to remark further on the bill as amended? Will you care to remark? Representative Ackert of the 8th.

REP. ACKERT (8th):

Thank you, Madam Speaker, and a couple of questions to the proponent of the bill as amended?

DEPUTY SPEAKER ORANGE:

Please proceed.

REP. ACKERT (8th):

Thank you, Madam Speaker. To the good Chair, in Higher Education, I believe we unanimously passed a piece of legislation that came out that was going to do a pilot program that had a fiscal note, but it was going to start to develop some courses and allow some aid for people to take classes. I think it was \$500,000. And I take it that it changed as it went through Appropriations?

Through you, Madam Speaker.

DEPUTY SPEAKER ORANGE:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, it did not change when it came out of Higher Ed. The only thing that changed was the Amendment regarding reporting, which is a fiscal reporting from the public colleges and that's really not related to the underlying bill.

DEPUTY SPEAKER ORANGE:

Representative Ackert.

REP. ACKERT (8th):

Okay, thank you, Madam Speaker. And thank you to the good chair. I must be on the wrong file copy that it's listed under the bill, but I'll take a look at it.

I do support this legislation. I've supported it in Higher Ed and I urge your support. Thank you, Madam Speaker and thank you to the good Chair.

DEPUTY SPEAKER ORANGE:

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

If not, staff and guests please come 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 Call. Members to the Chamber, please.

The House of Representative is voting by Roll Call. Members to the Chamber, please.

DEPUTY SPEAKER ORANGE:

Have all Members voted? Have all Members 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 please. And, will the Clerk please take a tally.

THE CLERK:

Yes, Madam Speaker. In concurrence with the Senate, Substitute Senate Bill 868.

Total Number Voting	146
Necessary for Passage	74
Those voting Yea	146
Those voting Nay	0
Those absent and not voting	4

DEPUTY SPEAKER ORANGE:

And the bill as amended passes in concurrence
with the Senate.

Will the Clerk please call Calendar Number 462.

THE CLERK:

On Page 44, Madam Speaker, Calendar Number 462,
Favorable Report of the Joint Standing Committee on
Planning and Development, House Bill Number 6637 AN
ACT CONCERNING THE DISCONTINUANCE OF HIGHWAYS AND
PRIVATE WAYS BY MUNICIPALITIES.

DEPUTY SPEAKER ORANGE:

Representative Matthew Ritter.

REP. RITTER (1st):

Good evening, Mr. Speaker, or Madam Speaker. I
move acceptance of the Joint Committee's Favorable
Report and passage of the bill.

DEPUTY SPEAKER ORANGE:

The question is acceptance of the Joint
Committee's Favorable Report and passage of the bill.
Representative Ritter.

REP. RITTER (1st):

Yes, and Madam Speaker, there is a strike-all
amendment, LCO Number 8652. I would ask that the
Clerk call it please. Thank you.

DEPUTY SPEAKER ORANGE: