

Legislative History for Connecticut Act

SA 14-19

HB5434

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H – 1195

**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2014**

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States of America, and to the Republic, for which it stands, one nation, under God, indivisible, with liberty and justice for all.

SPEAKER SHARKEY:

Good afternoon Mr. Clerk.

THE CLERK:

Good afternoon, Mr. Speaker.

SPEAKER SHARKEY:

Is there any business on your desk?

THE CLERK:

House Calendar for Saturday, May 3, 2014 is on the Clerk's desk.

SPEAKER SHARKEY:

Are there any announcements or introductions? Any announcements or introductions? If not, let's start with the business of the day. I hope all of you are rested; we've got another long day ahead of us, so let's get right to it.

Will the Clerk please call calendar 212.

THE CLERK:

On page 34, House Calendar 212, favorable report of the joint standing committee on Education, House Bill 5434, AN ACT REQUIRING A TECHNICAL HIGH SCHOOL AND COMMUNITY TECHNICAL SCHOOL COOPERATIVE.

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SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

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

SPEAKER SHARKEY:

Question is on acceptance of the joint committee's favorable report and passage of the bill.

Will you remark, sir?

REP. MARONEY (119th):

Mr. Speaker, the Clerk has an Amendment, LCO 5056. I would ask that the Clerk to please call the amendment and that I be granted leave of the Chamber to summarize.

SPEAKER SHARKEY:

Will the Clerk please call LCO 5056 which will be designated House Amendment "A".

THE CLERK:

House Amendment "A", LCO 5056, introduced by Representative Willis, Senator Cassano and Representative Maroney.

SPEAKER SHARKEY:

Gentleman seeks leave of the Chamber to summarize. Is there objection? Is there objection?

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Seeing none, you may proceed with summarization,
sir.

REP. MARONEY (119th):

Thank you, Mr. Speaker.

Mr. Speaker, the amendment before us is essentially a strike all amendment which will become the bill. We are looking for a plan. We are asking the technical high school system, the Labor Department, State Department of Education, Board of Regents and representatives from private industry to develop a plan to utilize the manufacturing centers at the technical high schools. We'd like for them to develop a plan that would offer career readiness programs for high school students and for adults seeking to reenter or retrain for the workforce and also offering instruction that is approved for the education component of apprenticeship programs.

In developing the plan, we are asking them to consider ten things which are listed and I'll just name a few. Recommendation of the early college task force, preparing participants for the national career readiness training certificate of other nationally recognized credentials, utilizing pre-apprenticeship programs to allow students to get valuable work

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experience, examining emergency regional state and national industries and seeing if we can also utilize this model to develop that workforce, looking at identifying how to overcome any possible impediments to utilizing the technical schools, identifying possible funding sources and examining the possibility of awarding college credits.

We are asking them to report by January 1 to the committees of cognizance.

Mr. Speaker, I move adoption.

SPEAKER SHARKEY:

Thank you, sir.

Question before the Chamber is adoption of House Amendment "A". Will you remark?

Representative Tim LeGeyt.

REP. LeGEYT (17th):

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

SPEAKER SHARKEY:

Good afternoon, sir.

REP. LeGEYT (17th):

Mr. Speaker, I rise to encourage my colleagues to support this legislation. We have -- one of the things that troubles us the most in Connecticut on the Higher Ed Committee is that there's not a good

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connection between different educational institutions, be it high school, college, community college, and there always are wrinkles and impediments to allowing students to progress at their own pace or to navigate from one institution to another with the most seamless and effortless ability.

And this bill will help that process along. I'm impressed by the detail of this study bill -- study amendment and the ten aspects of it that will be considered as the plan is put forward. It's pretty comprehensive in my opinion and I applaud the process whereby it was put together. I also think that it is the proper thing to do to have this plan prior to actually implementing, I think the prior bill that this is an amendment for, wanted to step up that process and develop the plan and have it begin to function and the step back to just first putting the plan together and having it reviewed makes much sense.

We've all seen plans that have been put together and put right into implementation without an intermediate review and then we have to come back and mop up the problems and clean up the holes. So I'm really pleased that this is in front of us and I would encourage my colleagues to support it. Thank you, Mr.

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Speaker.

SPEAKER SHARKEY:

Thank you, sir.

Would you care to remark? Would you care to
remark further on House Amendment "A"?

Representative Willis.

REP. WILLIS (64th):

Good afternoon, Mr. Speaker.

SPEAKER SHARKEY:

Good afternoon, Madame.

REP. WILLIS (64th):

I rise for a comment in response to this
amendment. Representative Maroney who serves on the
Higher Education Committee has done a stellar job in
putting this Legislation together. He -- we are very
fortunate to have someone who has this kind of
expertise that was able to really guide us through
this process. We started out wanting to ensure that
there is collaboration between our technical schools
and our community colleges and he was able to craft
something that I think will be a real benefit.

So I want to thank him publicly for his work and
his contribution and urge my colleagues to support
this piece of Legislation. Thank you.

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SPEAKER SHARKEY:

Thank you, Madame.

Would you care to remark? Would you care to
remark further on House Amendment "A"?

Representative Ackert.

REP. ACKERT (8th):

Thank you, Mr. Speaker.

You know one of the things that we looked at with
our technical high schools is that essentially at 3:00
o'clock we have beautiful facilities that are not
being used at a pretty good investment from us, the
businesses and collaboration with those schools have
invested quite a few dollars. There was a time in
which we has a lot of additional classes going on and
then I think is what this is going to start to revamp,
is actually starting to use those facilities a little
bit more.

Through you, Mr. Speaker, a couple of questions
on the amendment?

SPEAKER SHARKEY:

Please proceed, sir.

REP. ACKERT (8th):

Thank you. And first I'd like to thank
Representative Maroney on some good work here and

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understanding that we have some facilities and some resources that we can really take advantage of, so I'd like to thank him first and foremost.

Now this is going to be essentially a collaboration of studying what we have for resources but it does not make in any way the schools to do anything that -- I should say like a mandate, sort of say, that this is going to be a collaborative effort that's kind of on a volunteer basis that if such and such community college wants to work with, let's say Three Rivers wants to work with Norwich Tech. Is this more of finding the resources or is this going to say, hey listen this is what you've got to do, through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker.

Thank you very much to Representative Ackert both for the question and also for his interest in pushing forward apprenticeships in the state and thank you to Representative Willis for helping Representative LeGeyst who actually had reviewed this and this is a plan bill. And so it's no mandate. We're asking the

experts to come forward and to develop a plan to do this and consider these ten things. They may not be feasible and they may tell us that, but we're asking them to consider them. And then also from the input of Representative LeGeyt, we made sure that it does not limit them to these 10 items in case there are other ideas that we have not thought of yet, through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Ackert.

REP. ACKERT (8th):

Thank you, Mr. Speaker.

One of the areas I was looking on, on the amendment is line 32 which I thought was very intriguing, incorporating online manufacturing training. It has come to light of me as of recently that there are other online courses for trades now that can help -- and I learned this only just two years ago -- so we could probably say at some point we could expand it, rather than just manufacturing training but helping individuals get apprenticeship training online while they're in the workforce so they want to better themselves and get into a trade. So I look forward to that discussion going forward. But

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this isn't limited just to manufacturing, through you, Mr. Speaker, this is for many, many -- anything under the Department of Labor for apprentices, is that true, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker.

That is correct. The vision is since we have the advanced manufacturing centers currently 13 high schools have -- 13 of the vo-tech schools have the manufacturing programs to start there but then to also look at any other emerging industries. We've heard that there are growth industries obviously with the expansion of natural gas that that's an energy, is an area. Construction is an area; computer programming is an area that we have a workforce need. So looking at expanding the workforce development to any of those areas, through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Ackert.

REP. ACKERT (8th):

Thank you, Mr. Speaker.

Because that falls into what you -- on line 35

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the pre-apprenticeship program through the Department of Labor. So what we are finding out is this e-building, these energy conservation building that we have in a couple of our vo-tech facilities now, that we're actually seeing throughout our colleges too, so incorporating those through our community colleges and also the facilities that we already have. So I thank you for that answer.

I'm in strong support of this piece of Legislation. We always look at our technical high schools -- when you graduate a technical high school, you're ready for work, you're ready to get out there and do a trade. Our community colleges -- I have worked with that now in the Board of Regents to do the same, get people work ready. So, I thank the good work on this and look forward to supporting this as we move forward. Thank you, Mr. Speaker.

SPEAKER SHARKEY:

Thank you, sir.

Would you care to remark? Would you care to remark further on House Amendment "A"?

Representative Alberts.

REP. ALBERTS (50th):

Good morning, Mr. Speaker, Good afternoon.

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SPEAKER SHARKEY:

Good afternoon, sir.

REP. ALBERTS (50th):

If I may, a question or two to the proponent?

SPEAKER SHARKEY:

Please proceed, sir.

REP. ALBERTS (50th):

Thank you, Mr. Speaker.

And I would also like to commend Representative Maroney for his work on this and I think by enlarge, this a great piece of Legislation, but I just want to clarify a couple of things for the record.

These ten points that are in here as part of the plan, these can be expanded on to include other items as well that the study group may wish to pursue, isn't that correct, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, that is correct. We asked them to consider these but they are not limited to just these items.

SPEAKER SHARKEY:

Representative Alberts.

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REP. ALBERTS (50th):

Thank you, Mr. Speaker.

My understanding is there is absolutely no fiscal impact on this; this is all going to be done within available resources, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker, that is correct.

SPEAKER SHARKEY:

Representative Alberts.

REP. ALBERTS (50th):

Thank you, Mr. Speaker.

In looking at section eight or item eight here that's listed in 44 through 47, those lines, there's a reference to examining methods of overcoming impediments. And one of those impediments that's listed is the requirement that a nurse be present. Could the proponent expand a little bit about what we're seeing in the facilities, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

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Through you, Mr. Speaker.

Thank you for that question. In discussing this idea with Representatives from CBIA and other private industry, one of the things that -- for having adults in the evening, I guess there is -- it's my understanding that there's a requirement that a school nurse always be on site when you have anyone utilizing the building. So just looking at if there are ways to amend that -- obviously safety is a number one issue, but if there are adults, should it be a different requirement than for the younger students, through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Alberts.

REP. ALBERTS (50th):

Thank you, Mr. Speaker.

So might that take the form of having a licensed practical nurse in place versus having a registered nurse potentially, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker.

This is a point for them to consider when

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developing the plan so I couldn't speak as to what would come eventually from the plan. But thank you for the question.

SPEAKER SHARKEY:

Representative Alberts.

REP. ALBERTS (50th):

Well, thank you, Mr. Speaker and I was hoping to guide the good representative to a suggestion, but I will wait to see what the plan brings forward. I do agree that the time is now for this. In conversations that I have had with constituents who own businesses, they have said that they are really struggling to find people to work in their firms and these are manufacturing firms. And anything that we can do -- and this plan will be a map toward that, anything that we can do to get those folks on track to join these firms is very much appreciated. Thank you, Mr.

Speaker.

SPEAKER SHARKEY:

Thank you, sir.

Would you care to remark? Would you care to remark further on House Amendment "A"? Representative Sawyer.

REP. SAWYER (55th):

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Thank you, Mr. Speaker.

And a question through you to the proponent of the bill?

SPEAKER SHARKEY:

Please proceed, Madame.

REP. SAWYER (55th):

Representative, in looking at this particular version in House Amendment "A", it talks about reporting back by January, 2015. In your professional estimation, does that give this August group enough time to be able to report back and to do the detailed report that we are asking them to do?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker.

I Thank the good Representative for her question. I do believe that that gives them ample time as we are looking for them to scale up, there are a number of excellent programs going on around the state now. So we're not necessarily -- we don't look to recreate the wheel here, we're looking for bringing good programs to scale. So I do believe there is time for them to come back with the report, through you, Mr. Speaker.

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SPEAKER SHARKEY:

Representative Sawyer.

REP. SAWYER (55th):

Thank you, Mr. Speaker.

Through you, are you estimating that in the seven month time period that you will get a comprehensive report that will detail some of these other programs as well as the creative ideas to be able to extend what we have also to include the costs of some of these innovative ideas, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker.

It is my understanding that they are looking at a similar model to this which I didn't know before coming up with this, so there is somewhat of a plan but it's asking them more to work together on collaborating with the other agencies, through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Sawyer.

REP. SAWYER (55th):

Thank you, Mr. Speaker.

And I thank the gentleman for his answers. You know, certainly this is a program that will hopefully take our particular programs, put them on more of a national stage if we have a coordinated plan. If we are able to use some of our facilities to the fullest so that it's not just the early daytime, perhaps it's early and evening. And I'd like to say Mr. Speaker, that I believe this is actually rather late in coming because we saw in the downturn of the economy so many people asking and requesting for more job training.

So this I think is a fabulous piece of Legislation. My favorite part I will say is that we've given them only seven months to try and get this project done. The government doesn't usually work that fast, so I'm very excited to see what comes out of it and I would thank the gentleman for all his work on this particular bill because I think this is truly one of the big pieces in the next three years that will be a job training model. Thank you, Mr. Speaker.

SPEAKER SHARKEY:

Thank you, Madame.

Would you care to remark? Would you care to remark further? Representative Noujaim.

REP. NOUJAIM (74th):

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

Happy Saturday to you, sir.

SPEAKER SHARKEY:

Good afternoon. Same to you, sir.

REP. NOUJAIM (74th):

Mr. Speaker, I rise in very strong support for this amendment and I would like to extend the gratitude to Representative Maroney for his work on it and also for Representative Willis for her comments about apprenticeship training.

SB420
SB370

Mr. Speaker, when I speak about this topic, I speak from experience. Back in 1988, 1988 this was 26 years ago, I offered an apprenticeship program to a gentleman who had just moved from Puerto Rico to Connecticut and Mr. Speaker, he is still working for the company I work for and he is doing a great job. And quite honestly I say, that I am willing to turn the key over to him and just walk away for a month and come back and the building would be in better shape.

Mr. Speaker, apprenticeship training is very, very important. Throughout my career I must have hired about 12 people in the apprenticeship training program, groomed them, brought them in from pre-apprentices to become great, great tool and die

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makers, great manufacturers.

Mr. Speaker, I don't think anyone of us in here expect to be offered a position when they are still in technical school. We have brought in apprenticeship when they were sophomores at Kaynor Vocation and Technical School in Waterbury and when they know that they are going to be great tool makers, we told them that a year and a half from now when they graduate, they would be offered a full time position and many of them have remained with us and I'm very honored with that. They earn some good money, they have built homes, they have families and they contribute to the community and quite honestly, they became an asset to our organization and to the community as well.

Mr. Speaker, very often I go to Kaynor Vocational Technical School and we welcome the incoming freshman, those who have not even enrolled in vocational technical school yet, to let them know what kind of career they can have when they enroll in manufacturing. And very, very often, Mr. Speaker, as recently as two weeks ago, we brought them over to our company where they came in and they toured the shop and they saw the technical expertise that we have in the company. As a matter of fact, right now, Mr.

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Speaker, we do have a gentleman who is a sophomore at Kaynor Vocational Technical School who has immigrated from Albania and he is a legal resident, goes to school and he is working as a pre-apprentice.

But the good thing about the pre-apprentice program, Mr. Speaker, and I don't know how many of our colleagues know about this, it's not that you just hire somebody. You have to bring people in who are kids going to school, and their parents will have to come and they will have to sign the contract that the parents are making with the company, with the school, with the State of Connecticut. So it's not something that is just informal. It's a very formal process and the company that employs them must also credit them every month by how many hours they work, put them into training program and not only train them period, for every trainee there is a journeyman who mentors that person and trains them and teaches them to become tomorrow's leaders.

So, Mr. Speaker, that training program is not just an informal program, it's a very, very extensive program where the student is being graded every month on his or her performance and their ability and how they grow.

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Mr. Speaker, the only problem that I have, and I am looking at line 35 to line 40, talking about utilizing the Labor Department's pre-apprenticeship program and the only program I have with it Mr. Speaker, is there are some corporations who are unable to take advantage of it. And allow me to explain and it's very important for my colleagues to know it.

C Corporations are able to hire apprentices and take tax credit for apprenticeship training. While a sub S corporations are unable to do that. It is not under law, it is not under Statute, and sub S corporations are not able to take advantage of the training programs. Therefore this year, Mr. Speaker, we introduced a bill, Senate Bill 420, which received the co-sponsorship of about 40 of our colleagues, democrats and republicans, in the Chamber, upper Chamber and the lower Chamber, to enhance this program to enable sub S corporations to receive tax credit. Unfortunately this bill has not moved through. It changed to another bill which is Senate Bill 370 which is still up in the Higher Education Committee up in the House and the Senate and I'm hoping that this will make it through somehow so that sub S corporations are able to hire people and also give them great wages,

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give them great futures into the future.

Mr. Speaker, I must tell you that we are working very hard to make sure that it does happen and I hope it does happen and I hope our colleagues will listen to it so that other corporations also, sub S corporations will be able to take advantage of this program. It's important. It's for the kids. I am so passionate about it, Mr. Speaker, because I've seen it work. I have seen it work since 1988 and I have seen kids become assets to our community because of that apprenticeship training program.

Mr. Speaker, through your support last year, we were able to have a program -- a pilot program, for \$50,000 for sub S corporations which went very, very far in bringing in some kids to put them in the apprenticeship program. So I am hoping that we can continue this also this year as well before we adjourn on Wednesday.

And Mr. Speaker, through you, I would like to ask one question to Representative Maroney.

SPEAKER SHARKEY:

Please proceed, sir.

REP. NOUJAIM (74th):

Thank you, Mr. Speaker.

Through you to the proponent, Representative Maroney, I would like to ask you, sir, through the Speaker, line 35 to line 40, this is something that is being done right now and it is being applied throughout the industry. What is something new into this plan? Is there something extra that we are not aware of that is not in Statute right now, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker.

Thank you to Representative Noujaim for his question and for his devotion to manufacturing. There's nothing new with this; it is just we're looking to utilize existing resources and to bring together existing sources to make a better plan. So this would just enable students who are a traditional high schools to get to work -- to be allowed to work on the machines in the manufacturing, through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Noujaim.

REP. NOUJAIM (74th):

Thank you, Mr. Speaker.

For Legislative intent I wanted to ensure that I asked this question so we could put it on the record and Mr. Speaker, I'd like you to know that and Representative Maroney I would like to thank him for signing on to Senate Bill 420 and 370 and for working very hard with us to make this program a reality for sub S corporations. I am very grateful for that, Mr. Speaker. I believe in it, I'm very passionate for it because it is very important to take those students and allow them to become tomorrow's leaders who are involved in technology rather than having them just fall through the cracks in our society. So, Mr. Speaker, thank you so much for your indulgence.

SPEAKER SHARKEY:

Thank you, sir.

Would you care to remark? Would you care to remark on House Amendment "A"? Representative Yaccarino.

REP. YACCARINO (87th):

Thank you, Mr. Speaker and good afternoon.

This is a really well-crafted piece of Legislation and I'd like to thank Representative Maroney for your effort with whoever you worked with

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on this. It's important. I do have a question for you, through you, Mr. Speaker, a question to Representative Maroney.

SPEAKER SHARKEY:

Representative Maroney:

REP. MARONEY (119th):

Thank you, Mr. Speaker.

REP. YACCARINO (87th):

Thank you, Mr. Speaker.

Through you, through the task force will you be dealing with any of the companies like UTC or any of the large manufacturing companies or any construction companies at -- well you can get input from them, what they're looking for in help, through you, Mr. Speaker?

SPEAKER SHARKEY:

Representative Maroney.

REP. MARONEY (119th):

Through you, Mr. Speaker.

Thank you to Representative Yaccarino for the question. We didn't name specific representatives or specific companies in industry. Our goal is to incorporate industry in trade organizations and as they say, the boots on the ground to get as much information as we can. The goal is to prepare the

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students and the adults to go to the workforce so we need to know what skills they need. So thank you for the question, through you, Mr. Speaker.

SPEAKER SHARKEY:

Representative Yaccarino.

REP. YACCARINO (87th):

Thank you. Thank you for the answer. You know, I read the Legislation and it's something that we really need to act on. If you look at our country from 1945 right after World War II, '46 to really around 1980, '85, was the greatest expansion as far as economics, the middle class, good paying jobs, sustainable jobs and we've really gone away from that for really the 30 to 35 years and it's something we have to start. We've done it once, we can do it again but this is a program that looks sort of small but it's very important, vital, to put people back to work. In order to know what you want to do, and many times you have to have a hands on experience, a practical experience, a book experience, but the actual physical hands on experience. And I think this is important. Again, I commend you I think it's a good start. We have to work on this and continue to work on this but it's something we should continue to

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do and I congratulate you for that and any help, we're here to help and I fully support this. Thank you.

SPEAKER SHARKEY:

Thank you, sir.

Would you care to remark? Would you care to remark further? Representative O'Dea.

REP. O'DEA (125th):

Thank you, Mr. Speaker.

I rise in strong support of this Legislation and I want to thank Representative Maroney for his legwork on this. This is the exact type of Legislation we need to be doing in this House. This is fantastic. We need to train our residents in new jobs and get them working and off the unemployment rolls. So I commend the Representative Maroney on this and I encourage my fellow Representatives to vote for it. Thank you very much, Mr. Speaker.

SPEAKER SHARKEY:

Thank you, sir.

Would you care to remark further? Representative Vicino.

REP. VICINO (35th):

Good morning, Mr. Speaker.

I'd just like to comment on this bill. I think

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it's a great bill. I myself have gone through this program and this is the kind of program that ties in the technical schools after you're finished with your technical school you get a small amount of students that go on to the community colleges, but you lose a lot that have gone through the technical schools. So this brings them together as a great investment so that they can go to that next step, go out start businesses, get good high paying jobs, being that everything is so advanced and high tech, this ties it together.

And as the good Representative said, this is a great bill and we hardly ever talk about the small person that wants to go out and not only wants a job but he wants a career. This is something that will tie it all together in our new workforce and I give you full support and I hope we talk about more bills like this. Thank you.

SPEAKER SHARKEY:

Thank you, sir.

Would you care to remark? Would you care to remark further on House Amendment "A"?

If not, let me try your minds.

All those in favor of House Amendment "A" please

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signify by saying Aye.

REPRESENTATIVES:

Aye. .

SPEAKER SHARKEY:

Those opposed nay.

The ayes have it. The amendment is adopted.

Would you care to remark further on the bill as amended? Would you care to remark further on the bill as amended?

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

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? Members please check the board to make sure your vote is properly cast. If all the members have voted, the machine will be locked and the Clerk will take a tally.

Will the Clerk please announce the tally?

THE CLERK:

djp/gbr
HOUSE OF REPRESENTATIVES

32
May 3, 2014

House Bill 5434, as amended by House "A".

Total Number Voting	137
Necessary for Passage	69
Those voting Yea	137
Those voting Nay	0
Those absent and not voting	14

SPEAKER SHARKEY:

The bill as amended passes.

Are there any announcements or introductions?

Representative Perillo.

REP. PERILLO (113th):

Good afternoon, Mr. Speaker.

SPEAKER SHARKEY:

Good afternoon, sir.

REP. PERILLO (113th):

On our first day of session, I couldn't be here on February 6th, because I was with these two beautiful girls, my wife Becky and our newest, Lydia Ann. For some reason she seems to like all of you people, I don't know why.

SPEAKER SHARKEY:

Thank you, sir. Thank you for sharing your beautiful daughter with us today.

Are there any other announcements?

**S - 679
CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2014**

**VETO
SESSION**

**VOL. 57
PART 11
3246 – 3508**

pat/gbr
SENATE

275
May 7, 2014

SENATOR LOONEY:

Thank you, Madam President. Moving to Calendar Page 22 where there are three items. The first, Calendar 536, House Bill 5546, move to place on the Consent Calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President. Second, Calendar 541, House Bill 5456, move to place on the Consent Calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

And Calendar 539, Calendar 539, House Bill 5294, move to place on the Consent Calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President. Moving now to Calendar Page 25, where we have a single item, Calendar 564, House Bill 5489, move to place on the Consent Calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Calendar Page 26, Madam President, where we have three items. The first, Calendar 568, House Bill 5434, move to place on the Consent Calendar.

pat/gbr
SENATE

290
May 7, 2014

003475

Calendar 500, House Bill 5547.

On Page 18, Calendar 507, House Bill 5530.

On Page 19, Calendar 512, House Bill 5386.

Calendar 514, House Bill 5521.

Calendar 516, House Bill 5500.

Calendar 517, House Bill 5305.

On Page 20, Calendar 527, House Bill 5592.

Calendar 528, House Bill 5453.

On Page 21, Calendar 531, House Bill 5299.

Calendar 533, House Bill 5290.

On Page 22, Calendar 541, House Bill 5456.

Calendar 539, House Bill 5294.

On Page 24, Calendar 551, House Bill 5588.

Calendar 552, House Bill 5269.

On Page 25, Calendar 564, House Bill 5489.

Calendar 562, House Bill 5446.

(HB5466)

On Page 26 --

THE CHAIR:

Hold on. Okay. Sorry. Please proceed.

THE CLERK:

On Page 26, Calendar 568, House Bill 5434.

Calendar 569, House Bill 5040.

Calendar 566, House Bill 5535.

pat/gbr
SENATE

295
May 7, 2014

SENATOR LOONEY:

If we might pause for just a moment to verify a couple of additional items.

Madam President, to verify an additional item, I believe it was placed on the Consent Calendar and Calendar Page 30, on Calendar Page 30, Calendar 592, Substitute for House Bill 5476.

THE CHAIR:

It is, sir.

SENATOR LOONEY:

It is on? Okay. Thank you. Thank you, Madam President. If the Clerk would now, finally, Agenda Number 4, Madam President, Agenda Number 4 one additional item ask for suspension to place up on Agenda Number 4 and that is, ask for suspension to place on the Consent Calendar an item from Agenda Number 4.

THE CHAIR:

Seeing no objection, so ordered, sir.

SENATOR LOONEY:

Thank you, Madam President, and that item is Substitute House Bill Number 5566 from Senate Agenda Number 4.

Thank you, Madam President. If the Clerk would now, if we might call for a vote on the Consent Calendar.

THE CHAIR:

Mr. Clerk. Will you please call for a Roll Call Vote on the Consent Calendar. The machine will be opened.

THE CLERK:

An immediate Roll Call has been ordered in the Senate.

pat/gbr
SENATE

296
May 7, 2014

An immediate Roll Call on Consent Calendar Number 2 has been ordered in the Senate.

THE CHAIR:

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

THE CLERK:

Consent Calendar Number 2.

Total number voting	36
Necessary for adoption	19
Those voting Yea	36
Those voting Nay	0
Those absent and not voting	0

THE CHAIR:

The Consent Calendar passes. Senator Looney.

SENATOR LOONEY:

Thank you, Madam President. Two additional items to take up before the, our final vote on the implementer. If we might stand for just, for just a moment.

The first item to mark Go is, Calendar, to remove from the Consent Calendar, Calendar Page 22, Calendar 536, House Bill 5546. If that item might be marked Go.

And one additional item, Madam President, and that was from Calendar, or rather from Agenda Number 4, ask for suspension to take it up for purposes of marking it Go, that is House Bill, Substitute for House Bill 5417. Thank you, Madam President.

THE CHAIR:

Seeing no objection, so ordered, sir.

SENATOR LOONEY:

**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 2
359 - 893**

2014

REP. WILLIS: Everybody is going into online learning, from the University of Connecticut looking at it to our publics, and we need to do more with Charter Oak in Connecticut to have them spread beyond, beyond our borders as well, so --

JANE CIARLEGLIO: And our institutions -- our institutions do have very rigorous academic standards and they spend time and money and effort to -- when they get licensed because they all do get licensed. It's not -- I'm not worried about the product that they produce and put online because they're, they're fine. But it's those students that -- in Connecticut that may not understand the difference, and those are the people that I think are not really protected as well as they should be under the agreement.

REP. WILLIS: Obviously, this conversation will be continuing.

JANE CIARLEGLIO: Yep.

REP. WILLIS: I'd like to call Dr. Torres up.

JANE CIARLEGLIO: Okay.

NIVEA TORRES: Good afternoon.

REP. WILLIS: Good afternoon. Nice to see you.

NIVEA TORRES: (Inaudible). Nice to see you, Madam Chair. And good afternoon to the distinguished members of the Higher Education and Employment Advancement Committee. I am here offering a testimony on my behalf and also of my colleague, Gail Coppage, who is not here today from the Board of Regents.

HB5434

My name is Nivea Torres. I'm the Superintendent of the Technical High School System. Together with my colleague, Gail Coppage, who is the Director of Innovation and Outreach for the Board of Regents of higher education, the governing body of the state's 12 community colleges, four State universities, and Charter Oak State College, the State's only full online public college, we are pleased to provide comment on Raised Bill Number 5434, An Act Requiring A Technical High School and Community College Cooperative.

The Board of Regents for Higher Education and the Connecticut State Colleges and Universities understand the importance of a stronger, streamlined collaborative partnership with the Technical High School System. A significant number of technical high school graduates not only remain in Connecticut but continue to one of our seventeen institutions of public higher education. It cannot be stressed enough that an easily understood, really identifiable, unified and supported articulation across systems will better support our students both at the technical high schools and throughout our system of institutions, but especially our community colleges.

With this goal in mind and the need to further articulate the relationship of the manufacturing programs at the technical high schools with the new advanced manufacturing center programs at four of our community colleges, the Board of Regents and the Technical High School System together created an Educational Success Compact. The Educational Success Compact was applauded and approved by the Technical High School System Board at its November 2013 meeting. A copy of

the compact is provided.

The purpose of the Educational Success Compact is to provide a series of expectations and immediate next steps which will serve as a blueprint for not only a system to system articulation but also propose opportunities for efficiencies across systems, additional opportunities for programming and utilization of existing space for future educational and training throughout community college programming.

A key component of the Compact is also the commitment to continue expanding our partnership and creating the first 9 through 14th pathway in the state for technical high school students into community colleges. The reopening of J. M. Wright Technical High School in the Fall of 2014 is a unique opportunity to create this model in coordination with Norwalk Community College. For the first time, students will have the unique opportunity to embark on a career pathway and program of study in a technical field that aligns with postsecondary institutions and leads to an associate degree or postsecondary certificate or employment. Our goal is to provide dual credit and dual enrollment for all 11th and 12th graders.

In addition to the Compact, the Board of Regents and the Technical High School System understand the need for consistent and constant conversations regarding these very significant topics, and as such we have formalized a small working group to move forward with key strategic plans and objectives all in support of student success, opportunity and support. We want our Connecticut graduates to move into careers that further grow and enhance

Connecticut's economy across a myriad of industry sectors.

Understanding the need for further support, the concepts and opportunities brought forth through an early college approach, both systems agree to participate in and support the work of the Early College Steering Committee established by ConnSCU and the Department of Education. Connecting our efforts is part of this compact with the broader work regarding college access and readiness.

While we appreciate the continued interest and support of this Committee in recognizing the critical importance of our work system to system, given the work underway, we do not believe the proposed legislation is necessary. We look forward to chairing our work and renewed efforts as we continue with the efforts presently underway.

Thank you for this opportunity to provide comment and I will be happy, as always, to answer any questions.

REP. WILLIS: Thank you, Dr. Torres. And I should, a full disclosure, say that this bill was a genesis of the hearing that you testified before on the technical schools, the annual required meeting where you bring us up to date on what's happening. And one of the issues that you raised was the MOU with the community college, and that I pointed out to them the other day as well in a meeting about moving that along. I think there is so much potential here and I wanted you here with -- I knew this would bring you out -- because I want everyone to hear what is happening and maybe what we can do to help facilitate that. I'll talk a little bit about that as well, some of your testimony.

The other thing to tell you is there is a Planning Commission for Higher Education in Connecticut that is now doing its work and due diligence. And one of the things that was very interesting is we have been holding focus groups with business around the state. We had six of them. And do you know what happened at a lot of those focus groups? Do you know what they mentioned? The strength of our Vo Tech schools, and they said that's very nice when a student comes before us and they graduated with a degree in engineering, or they came from Central, or one of the State universities. But the ones they pick out of the pile to interview or to hire are the ones that came out of Vo Tech system first. They said they want the academics, but they need to know -- they said the Vo Tech students come prepared to work, they know what's expected of them, and they make the best employees.

So, I wanted to share that with you because that was something that was very interesting to hear repeated in different areas of the state, and I wanted you to hear that, that that came back, and for my colleagues to hear how impressive your graduates are.

NIVEA TORRES: Thank you, Madam Chair.

REP. WILLIS: I also wanted the opportunity to share with all of them that we need to be doing more for our Vo Techs. We need increased capacity. We need -- we need support, basically, from the Legislature for you to do what you could be doing, but more of it. And obviously you're limited by space and staffing and a whole host of other issues. But I also want to talk to you about this Early College with Wright Tech school happening. I think that's a great model

and it is an opportunity to move this Early College connection. But, again, it's been this resources out there, this connection between the community college and the Vo Tech schools. We talk so much about our high schools, but our Vo Tech schools in that conversation have really been left out.

NIVEA TORRES: Uh-huh.

REP. WILLIS: So, some of it's going to take money to do this. Now, is Wright Tech the only one coming online with this very formalized Early College configuration, or is it going to be happening at your other schools as well?

NIVEA TORRES: It will be starting at Wright Tech. We want to develop a best model that we can then later replicate at our other technical high schools.

REP. WILLIS: So, this is really a model?

NIVEA TORRES: This is a model for the District. And as I said, we're very excited about it, and the partnership that we have developed with Norwalk Community College.

REP. WILLIS: And is there -- is the resources in place to make this happen by September?

NIVEA TORRES: The resources are in place to get the school up and running. What this working group will hopefully define is what additional resources we need in order to support that partnership because part of the conversation will be who will pay for the courses that students will take at Norwalk Community College. Will we share resources? Will we share possibly some staff members, and so forth? So, those are certainly details that we

need to hash out, but by May -- just going back to some of the statements that you made earlier, Madam Chair, let me just thank you for your support and recognition of what the issues are of the Technical High School System. We want to do a lot of innovative things and continue this Early College experience with the Board of Regents. We realize that some of that will take resources, and I was actually last week here providing testimony at the Appropriations Committee because we do need additional resources to support that. And although this is not the forum for that, your advocacy is certainly instrumental in getting us to the point when we can service and access more youngsters across the state. You are absolutely right, capacity is an issue for us.

REP. WILLIS: In a way, you are talking to some of the same cast of characters in Appropriations. A lot of us here are on the Appropriations Subcommittee for Higher Education. So, it is, it is many of the same people.

There is money in the budget proposed by the Governor for the Early College. I think it's 2.4 million. Is that right, or is it 4.2? I can't remember. Two, thank you. Thank you. 2.4 million. Is any of that 2.4 million designated for the Wright Tech Norwalk endeavor?

NIVEA TORRES: Not that I'm aware of at this time.

REP. WILLIS: Okay. Okay, I'm not going to ask -- put you on the spot.

NIVEA TORRES: Thank you.

REP. WILLIS: Okay. Any other questions or comments? Senator Cassano.

SENATOR CASSANO: Yes, thank you very much for being here. I'm intrigued here, your last paragraph. "Given the work on the way, we don't believe the proposed legislation is necessary." And I think I understand where you're coming from. I've worked with Cheney Tech in Manchester now for the last couple of years to develop exactly what this bill is calling for.

NIVEA TORRES: Uh-huh.

SENATOR CASSANO: And the key line, I think, to the bill is "such collaboration shall consider the necessity for a memorandum of understanding between each such college and every technical school." The reality is that they have tried, but there is no memorandum of understanding, to my knowledge, at this point. There have been issues as to who would teach the courses, who must teach the courses, and so on.

NIVEA TORRES: Uh-huh.

SENATOR CASSANO: And I don't know -- I mean, this has been going on for two years and is a weak collaboration, but not what we need. That collaboration should be extended to probably some of the other high schools as well. And with a memorandum of understanding, roles are clearly defined. Who is teaching the courses is defined, and those are issues that go far beyond just, "Well, we're going to do this together." I understand that.

How do you do that without a bill like this that, in effect, is the hammer to make it happen? Because it's not happening.

NIVEA TORRES: Uh-huh.

SENATOR CASSANO: And if it's not going to happen because of those kinds of things that are stopping it, we're not going to go anywhere.

NIVEA TORRES: I agree with you, Senator. Our understanding is that the Educational Success Compact is really that memorandum of understanding between system to system. We have actually been clamoring for this, like you and many other folks, for years because we think that it's duplicating efforts to have a system to system -- not system to system, an agreement with a community college or a professor, not system to system. And that's the handicap that we have had for many years. The work that we need to develop now is what will it look like. As you say, who will be teaching those courses? Because that also, as you know, gets into contractual issues and those are issues that together we have to hash out. I think that there needs to be a certain level of accountability, and that's where you come in.

As Representative Willis indicated at the beginning, I come before you every year to give you an update in terms of the progress that we have made. I think that part of the expectation from here on, maybe that's a modification to the bill, is that we together provide joint testimony in terms of where this Educational Success Compact is going and what are we doing to ensure that what we say we're going to do is actually happening in place at the community colleges and at the technical high schools.

SENATOR CASSANO: All right. But I still go back -- when I was first elected, one of my very first meetings was -- brand-new -- brand-new director at Cheney Tech, new president at the college.

They have been having meetings now for three years. Little progress, but not -- it's not working.

Why would I back off this bill if we're going to just talk and not do something? This bill says you've got to do something. And, you know, unless over the next month you can tell me that they've finalized that somebody is going to teach these courses and these students actually can go here and benefit -- I've said for years, and I've seen it firsthand, students graduating from Cheney Tech have a pick of jobs. We got students graduating from four-year colleges who don't. Students graduating from Cheney Tech are coming out and making 30 and \$40,000 a year in some of these jobs. Students come out of college don't.

So, you have something special, but it's -- it's elite right now in that we can't seem to get those agreements together. And without those agreements, students are being denied that opportunity to have the same opportunity that the regular Cheney Tech student has. It closes at 2:30. That place, at night there are a few classes going on, and so on, but it should be bustling at night.

NIVEA TORRES: I agree.

SENATOR CASSANO: And these agreements would promote that. Not only Cheney Tech, but all of the colleges. In the meantime, we go to every one of those schools on a regular basis to manufacturers and they tell us, "We can't get qualified people." You guys produce the qualified people. If we can't get agreements to do that, then nobody gets hired.

So, for me, this is an important bill. And if

you can get me something in that tells me that it's not necessary and show me something that's not necessary, I can back off of it. But I want to know, I want to know that this is going to happen because it's -- too many people are losing out by it not happening.

NIVEA TORRES: I agree. Let me respond. I think the difference is that we have a new governing structure and we have a Technical High School System Board. We have three commissioners who sit on our board. They have been very responsive to the needs, and I think that everyone is at the table now. In the past we were not at the table, Sir, and I think that that was, again, the handicap. People are really realizing that we need to capitalize on State assets.

To your point, yes, you're absolutely right. Our schools shut down at 2:30 to 3:00. And those of you who were at my testimony in December know that I am advocating for three waves of instruction, 7:30 to 2:30, 3:00 to 6:00, 6:00 to 9:00. I hear the manufacturers and I hear their needs, but we need to support a second wave of instruction so that we can focus on the incumbent, the displaced workers, we can focus on the at-risk youth. From other sending towns, from 3:00 to 5:00 we can do all that and really capitalize on State assets.

It costs the State approximately anywhere from 80 to almost \$100 million to renovate one of these buildings. It's an investment. Let's capitalize on the investment. Let's use it as resources for our students and also for the students from the community college who can benefit from the equipment, the costly manufacturing equipment that we have purchased to really retrain workers and meet the needs of

this state. You're absolutely right.

SENATOR CASSANO: Well, it's exciting to hear that you have that new combination because -- and I love the idea of the proposal. We should have done this years ago, years ago. So, congratulations on that. That means a lot.

NIVEA TORRES: Thank you, Sir. And just for the -- so that the Committee members know, here in Hartford we do have a similar program that I would, quite frankly, want to expand where we are focusing on the work -- with the Workforce Investment Board. We're working very closely with them, working with adults who really want a job, who deserve a second chance, and who deserve a job, and we are equipped to train them. We he want to have more of those programs across the state because, again to your point, we need to capitalize on these resources and do a better job.

When we talk about the Technical High School System, we're not only talking about 9 through 12. We also need to keep in mind the service that we provide to adult students across the state, and we want to continue doing that.

SENATOR CASSANO: Good. Thank you.

NIVEA TORRES: Thank you, Sir.

REP. WILLIS: Thank you. I'm going to just make people aware of the time because we have to switch to the public Agenda soon, and then we can go back to -- so, you have to weigh that. I just want you to keep that in mind. The clock is ticking. Yes.

REP. LAVIELLE: Hi, thank you for your testimony. I'll try to make it quick. I had a -- I do

have an in-depth question and it's -- the tenor is a bit different from -- but I will try to make it quick, Madam Chair.

I applaud the initiative, clearly, so that's not the sense of my question. But each time we discuss Early College and enabling people to get through these things faster, the resource sharing aside, which I think is great, all of the points that you mentioned, I just wondered if you could elaborate on the interest in getting people through these programs more quickly because that seems to be where the emphasis is. And my fear is always that if folks are -- if folks are very advanced and they've passed some kind of test and they can, they can go into more advanced courses, that's great. But if they're just taking more credits to take more credits to get there faster, I'm afraid always that they're missing something. So, that's my question. If you could just comment on that, and then I'll, I'll stop.

NIVEA TORRES: That's an excellent question, and it really relates to the work that we will do with the Board of Regents and the community colleges. We're really striving to avoid duplicity of courses and align our curriculum. So, let me give you an example. We have students who graduate in manufacturing with four credentials in NMs, which is the National Manufacturing Association. And then they reach the community college and they have to start again from step one. That's part of the work that we need to do to avoid students getting discouraged and really get to the point where they need to be. They don't need to be at step one if they've had over three years of intensive instruction with us in manufacturing and are starting out with four credentials, national credentials in manufacturing. So, we

do need to do a better job of aligning our curriculum.

For the past eight months, we spent a lot of time working with Norwalk Community College to do exactly that and align our curriculum, the curriculum we have with Wright Tech, with the course programs and offerings that they have so that we can move to a competency-based model and 11th and 12th graders can access undergraduate courses at Norwalk Community College if they're ready to do so. We don't want to hold students back. We don't want to discourage them. We really want to motivate them and move them along if they're ready.

So, you're absolutely right. That's a very good question, and something that we certainly need to address as we move forward.

REP. LAVIELLE: And as you're doing that, they're not missing any background they might have gotten in general education?

NIVEA TORRES: I'm sorry?

REP. LAVIELLE: If you're doing that, they're not missing any background they might have gotten in general education that is not necessarily a direct part of those vocational --

NIVEA TORRES: You're talking about general academic courses like the English, the social studies (inaudible) --

REP. LAVIELLE: Which they're getting along with --

NIVEA TORRES: No, because, again, we're trying to move to a competency based model. So, if a youngster is ready for precalculus or advanced algebra and they have the skills and the

competencies to do that, then they certainly should do that. They should not be held back and they should not be remediated. That's part of the work that we need to do in aligning our curriculum with the community colleges because in the past, our biggest challenge has been that some of our students have been perceived as not ready for the community college. And I know that you've also spent time talking about the Accuplacer, and we don't have time to get into that today, but we want to make sure that our youngsters are ready and the community college and the Technical High School System agrees on what are the competencies, what are the standards and the skills that a youngster needs to progress from one level to the next.

We can't have our standards in competences and have the community college have a different standard that they're using to measure the students. And in that alignment hopefully we'll have a seamless transition for the students to access the curriculum at the community college.

REP. LAVIELLE: Thank you very much.

NIVEA TORRES: Thank you so much.

REP. LAVIELLE: Thank you, Madam Chair.

REP. WILLIS: Thank you. Again, because of time, there were more questions, but I do need to switch to the public list, general public list of testimony. But I want to thank you and I hope we will --

NIVEA TORRES: Thank you, Madam Chair.

REP. WILLIS: -- continue this conversation because we want to help you be able to be successful

and our students -- your students be successful. And this is a great endeavor, and the Norwalk model is certainly something we need to look at more carefully. And it needs resources, we need to have that conversation.

NIVEA TORRES: Thank you, Madam Chair, and thank you to the Committee for your support. Thank you.

REP. WILLIS: You're welcome. Thank you.

I am now going to call Dr. Marsha Ham, University of New Haven. And then we'll go back to the agency list and Ed Klonoski will follow her.

DR. MARSHA HAM: Good afternoon, Madam Chair, and members of the Committee. I appreciate the opportunity to provide testimony today. On behalf of the University of New Haven and the distance learning students that we currently serve and look forward to serving, I am submitting testimony about H.B. 5361, the Act Concerning State Authorization Reciprocity.

The University of New Haven fully endorses H.B. 5361 which will permit the University and other higher education institutions in the state to participate in the State Authorization Reciprocity Agreement, better known as SARA. Over the -- a little over three years ago, University of New Haven made the strategic decision to begin developing totally online programs as a way to extend the opportunity to participate in the quality of a UNH degree to a new audience of students who cannot come to campus due to life circumstances.

In the Fall of 2012, with the approval of the State Office of Higher Education and the New England Association of Schools and Colleges,

academic standards for Connecticut students. So, that's part of how we feel that we would address the issues of academic standards with the students that would come to Connecticut institutions for education as well as the students that we would reach out to.

So, thank you very much, and I certainly welcome any questions.

SENATOR CASSANO: (Inaudible) thank you very much.

HAP AZIZ: Thank you.

SENATOR CASSANO: Jennifer, Jennifer Herz, (inaudible).

JENNIFER HERZ: Good afternoon, Senator Cassano, members of the Committee. I am Jennifer Herz, Assistant Counsel with CBIA, the Connecticut Business and Industry Association, and I am here this afternoon to support House Bill 5434, (inaudible) Technical High Schools and the Community Colleges and their cooperation agreement for use of equipment in college credit.

CBIA is certainly in support of this concept as far as getting the community colleges and technical high schools to work together to make sure students are trained for the 21st century. Come 2020, about 70 percent of jobs will require postsecondary education. So, really, the concept behind this bill of making sure that the equipment, which is very expensive, doesn't sit idle after 2:30, as alluded to earlier, and is utilized, we think will save both organizations money and also support our students.

I also want to touch on the college credit

issue as well. As I mentioned the stat previously, it's really essential that we have our high school students on that course and reward them for their hard work with college credits as necessary as they achieve that. So, those are really the two main points we wanted to be supportive of from this bill.

You know, as was also discussed earlier, manufacturers are in need of a talented workforce for the type of jobs that they're looking to fill, and we think that this type of cooperation will help us get there.

I'd be happy to answer any questions you may have.

REP. WILLIS: Thank you. Nice to see you. I'm glad you're testifying before our Committee.

JENNIFER HERZ: Same here.

REP. WILLIS: Any other questions or comments?

Well, thank you very much. And I assume that you heard my comments to Dr. Torres about -- actually, CBIA helped us facilitate those focus groups around the state. I don't know -- were you at some of them?

JENNIFER HERZ: Yes, I was.

REP. WILLIS: Okay. So, you heard some of the testimony, then, about how some of the employers -- what they feel about the Vo Tech schools and the quality of graduates that come out of that program. So, that was really great that you were there.

JENNIFER HERZ: Absolutely.

REP. WILLIS: Well, thank you very much. I look forward to continuing to work with you.

JENNIFER HERZ: Thank you.

REP. WILLIS: On this and a host of other issues.

JENNIFER HERZ: Absolutely. Thank all of you.

REP. WILLIS: Okay, take care. Bye-bye.

Sandra Doran (inaudible). Welcome. Nice to have you here.

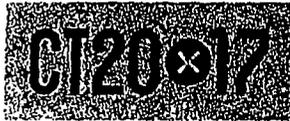
SANDRA DORAN: Thank you very much.

Good morning, or good afternoon, I guess, to Chairwoman Willis, Chairman Cassano, Senator Boucher, and other esteemed Committee members. We appreciate --

REP. WILLIS: Representative Haddad is esteemed, too, right? He's the Vice Chair.

SANDRA DORAN: Absolutely. Allow me to introduce myself. I'm here to speak to House Bill 5361. My name is Sandra Doran. I am the Director of the New England SARA initiative working with the New England Board of Higher Education. With me is my colleague, Kiley Danchise Curtis, who has been working on this initiative along with me.

Our submission in your packet is multifaceted. We have in your written materials a letter of support, an explanation from Michael Thomas, President of New England Board of Education. We also have an FAQ sheet that will answer some of the questions that we might not have a chance to talk about today. And we also have written testimony from Marshall Hill, who is



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**TESTIMONY
BEFORE THE
HIGHER EDUCATION AND EMPLOYMENT ADVANCEMENT COMMITTEE
LEGISLATIVE OFFICE BUILDING
MARCH 4, 2014**

My name is Jennifer Herz and I am Assistant Counsel for the Connecticut Business & Industry Association (CBIA). CBIA represents approximately 10,000 businesses throughout Connecticut and the vast majority of these are small companies employing less than 50 people.

I am submitting this testimony in support of **HB 5434 An Act Requiring a Technical High School and Community-Technical College Cooperative**. CBIA supports this bill because it is a common sense approach to supporting the pipeline of talent in Connecticut by utilizing existing resources.

Currently, many of Connecticut's community colleges and technical high schools *only* benefit from the use of their own high tech equipment (if available) to train their students. But, this bill will encourage these entities to work together to make the best use of the existing equipment by sharing resources with neighboring schools. Most of the high tech equipment needed to train students is very expensive and therefore utilizing it to the greatest extent possible not only helps more students learn the skills they need to attain a good job but also helps the bottom line for our community colleges and technical high schools. If more students utilize the same machine for training the less machines these institutions will need to purchase overall.

For example, the high tech equipment on any given campus may become unused once students on that particular school's schedule leave for the day. But, under this program the neighboring institution may take advantage of that machine's downtime by scheduling use of the equipment for their students.

Finally, it is crucial high school students have the option of earning college credit for their college coursework. Not only will college credit put high school students on the path to success but also provide the appropriate incentive for their hard work.

High tech machinery comes at a high cost. CBIA supports this bill since it will help learning institutions defray some of the cost by maximizing the use of the existing equipment. Additionally, starting students on a path towards college credit in high school is an effective incentive to keep those students in school and graduating with the skills Connecticut's employers need to stay competitive in a global economy.

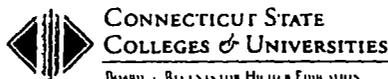
CBIA urges your support of **HB 5434** because it will support Connecticut's pipeline of talent for the 21st century.

Thank you for the opportunity to offer CBIA's comments.



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THSS
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Connecticut Technical
High School System



Higher Education and Employment Advancement Committee
March 4, 2014

**Testimony of Dr. Nivea Torres, Connecticut Technical High School System Superintendent and
Gail Coppage, Boards of Regents for Higher Education Director of Innovation & Outreach**

My name is Dr. Nivea Torres, Superintendent of the CT Technical High School System. Together, with my colleague Gail Coppage, the Director of Innovation & Outreach for the Board of Regents for Higher Education, the governing body of the state's twelve community colleges, four state universities and Charter Oak State College, the state's only fully-online public college, we are pleased to provide comment on Raised Bill No. 5434: An Act Requiring a Technical High School and Community-Technical College Cooperative.

The Board of Regents for Higher Education (BOR) and the Connecticut State Colleges and Universities understand the importance of a stronger, streamlined collaborative partnership with the Technical High School System (THSS). A significant number of technical high school graduates not only remain in Connecticut but continue to one of our seventeen institutions of public higher education. It cannot be stressed enough that an easily understood, easily identifiable, unified and supported articulation across systems will better support our students both at the technical high schools and throughout our system of institutions but especially our community colleges.

With this goal in mind and the need to further articulate the relationship of the manufacturing programs at the technical high schools with the new advanced manufacturing center programs at four of our community colleges, the BOR and the THSS together created an Educational Success Compact. The Educational Success Compact was applauded and approved by the Technical High School System Board at its November 2013 meeting. A copy of the Compact is provided.

The purpose of the Educational Success Compact is to provide a series of expectations and immediate next steps which will serve as a blueprint for not only a system to system articulation but also proposed opportunities for efficiencies across systems, additional opportunities for programming and utilization of existing space for future educational and training through Community College programming.

A key component of the compact is also the commitment to expanding our partnership and creating the first 9-14 pathway in the state for technical high school students into a community college. The reopening of J.M. Wright Technical High School in the Fall of 2014 is a unique opportunity to create this model in coordination with Norwalk Community College. For the first time, students will have an opportunity to embark on a career pathway and program of study in a technical field that aligns with postsecondary institutions and leads to an associate degree or postsecondary certificate or employment. Our goal is to provide dual credit and dual enrollment for all 11th and 12th graders.

In addition to the Compact, the BOR and THSS understand the need for consistent and constant conversations regarding these very significant topics, and as such we have formalized a small working group to move forward with key strategic plans and objectives all in support of student success, opportunity and support. We want our Connecticut graduates to move into careers that further grow and enhance Connecticut's economy across a myriad of industry sectors.

Understanding the need to further support the concepts and opportunities brought forth through an Early College approach, both systems agree to participate in and support the work of the Early College Steering Committee.

established by the ConnSCU and the Department of Education, connecting our efforts as part of this Compact with the broader work regarding college access and readiness

While we appreciate the continued interest and support of this committee in recognizing the critical importance of our work, system to system, given the work underway we do not believe the proposed legislation is necessary. We look forward to sharing our work and renewed efforts as we continue with the efforts underway. Thank you for this opportunity to provide comment. I would be happy to answer any questions

Educational Success Compact between the Board of Regents for Higher Education and the Technical High School System

We agree to explore and create new opportunities in the next year to successfully transition technical high school graduates into the ConnSCU system of twelve community colleges and four Connecticut State Universities.

We agree that, in the next year, we will create a talent pipeline supporting and promoting technical high school students toward specific industry clusters such as Advanced Manufacturing, Allied Health, Hospitality, Financial Services and Information Technology. This approach will offer technical high school students the opportunity to receive college credit for specifically designated coursework, ability to take classes at the Community Colleges, and to strengthen the supports for the successful transition of students moving to the Community Colleges.

We agree to further define a System-to-System lease agreement in order to better utilize existing technical high school space, while also providing more opportunities for Community College coursework and programs to be offered at designated technical high schools in the evenings based upon industry needs in the immediate region.

We agree to create a System-to-System interdisciplinary work group to work together in the next year to further guide our mutual efforts to support student success for all students.

We agree, System to System, at an administrative level, to work together in the next year to review and define both challenges and opportunities for efficiencies between systems, and move forward in the creation of those efficiencies to better support and strengthen each system and all students.

We agree to create a Working Group consisting of the Interim Superintendent of the Connecticut Technical High School System, the BOR Director of Innovation and Outreach, the Vice President of the Connecticut State Universities, the Vice President of the Connecticut Community Colleges, the Academic Officer for the BOR, representative of the Connecticut Department of Education Commissioner's Office and two representatives from the Connecticut Community Colleges to support this work.

We agree to participate in, and support, the work of the Early College Taskforce established by ConnSCU and the Department of Education, connecting the efforts undertaken as part of this Compact with broader work regarding college access and readiness.

November 14, 2013