



# Senate

General Assembly

**File No. 498**

January Session, 2003

Substitute Senate Bill No. 1161

*Senate, April 23, 2003*

The Committee on Education reported through SEN. GAFFEY of the 13th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

**AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE GOVERNOR'S TASK FORCE ON THE FUTURE OF THE REGIONAL VOCATIONAL-TECHNICAL HIGH SCHOOL SYSTEM AND PRESERVING CERTAIN VOCATIONAL-TECHNICAL AND APPRENTICE TRAINING PROGRAMS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (NEW) (*Effective from passage*) Not later than July 1, 2004,  
2 the State Board of Education shall report, in accordance with the  
3 provisions of section 11-4a of the general statutes, to the joint standing  
4 committee of the General Assembly having cognizance of matters  
5 relating to education, on:

6 (1) A revision of the mission statement for the regional vocational-  
7 technical school system, which shall include, but not be limited to, an  
8 articulation of the following elements: (A) The system's core business  
9 and customer focus; (B) the need to improve academic instruction and  
10 student achievement; (C) the unique role of the system in providing  
11 vocational-technical education with the state; and (D) the system's

12 overall mission of ensuring that each graduate of a regional vocational-  
13 technical school (i) meets the entry-level employability requirements of  
14 targeted industries and occupations, (ii) meets qualification standards  
15 for matriculation in the community-technical college system and other  
16 institutions of higher education, and (iii) will be capable of continuing  
17 future education and development in response to changing workplace  
18 opportunities and demands.

19 (2) A review of the regional vocational-technical school system's  
20 organizational structure to (A) determine if the structure supports the  
21 revised mission statement developed pursuant to this section, and  
22 responds to the system's core business and customer functions; (B)  
23 clarify and relate roles, responsibilities and lines of accountability  
24 within the system to strategic functions of the system as a whole and  
25 the unique functions of individual regional vocational-technical  
26 schools and satellite facilities; and (C) reflect in the managerial and  
27 administrative evaluation systems the appropriate expectations for  
28 annual progress.

29 (3) The establishment of an annual budget and budget requests for  
30 the vocational-technical school system as both a separate budget, and a  
31 distinct component of the Department of Education budget.

32 (4) The methods for improving the performance measurement and  
33 management system for trade programs offered at the regional  
34 vocational-technical school system. The report shall identify  
35 quantifiable, industry-responsive outcome measures appropriate to  
36 each type of trade program, and shall clarify responsibility and  
37 accountability for achieving such measures.

38 (5) The implementation of the recommendations of the Governor's  
39 Task Force on the Future of the Regional Vocational-Technical School  
40 System established under Executive Order No. 24 of Governor John G.  
41 Rowland.

42 Sec. 2. (NEW) (*Effective from passage*) Not later than January 1, 2005,  
43 the State Board of Education shall require the Commissioner of

44 Education and the superintendent of the regional vocational-technical  
45 school system to:

46 (1) Increase the efficiency and effectiveness of the regional  
47 vocational-technical school system's budget through initiatives that  
48 include, but are not limited to, (A) the establishment of an education  
49 foundation for the purpose of pursuing financial donations from  
50 individuals and employers to support the operation of the regional  
51 vocational-technical school system and to reallocate funds received  
52 from student entrepreneurial programs, (B) in collaboration with the  
53 Office of Policy and Management, a review of regional vocational-  
54 technical school system purchases to identify opportunities for cost  
55 savings through bulk purchasing contracts or other methods, and (C)  
56 the identification of grant programs and application to such programs  
57 to support new and existing programs for the regional vocational-  
58 technical school system.

59 (2) Collaborate with the Commissioner of Higher Education and the  
60 chancellor of the community-technical college system, and report on  
61 (A) initiatives to build upon the existing partnership of the regional  
62 vocational-technical school system and the regional community-  
63 technical college system relative to providing an integrated system of  
64 secondary and postsecondary education for regional vocational-  
65 technical students pursuing careers in workforce shortage areas  
66 forecasted by the Office of Workforce Competitiveness pursuant to  
67 section 4-124w of the general statutes, (B) initiatives to encourage and  
68 facilitate the matriculation of regional vocational-technical school  
69 graduates at regional community-technical colleges, (C)  
70 recommendations for improving existing articulation agreements  
71 between regional vocational-technical schools and regional  
72 community-technical colleges, and (D) recommendations for  
73 implementing new articulation agreements between regional  
74 vocational-technical schools and regional community-technical  
75 colleges.

76 (3) Develop a triennial survey of (A) employers that participate in

77 regional vocational-technical school programs as career mentors or  
78 hire regional vocational-technical students for internships or  
79 permanent employment in order to assess the employers' satisfaction  
80 with the students' performance, and (B) students who graduated from  
81 regional vocational-technical schools in the five years preceding such  
82 survey in order to assess the students' satisfaction with their long-term  
83 educational and employment accomplishments.

84 (4) Develop a marketing and recruitment strategy consistent with  
85 the mission statement revised pursuant to section 1 of this act. Such  
86 strategy shall promote the value of vocational-technical education and  
87 may target parent, student and industry audiences.

88 (5) Establish state-wide industry advisory committees for each  
89 career cluster offered as part of the regional vocational-technical school  
90 system. Such committees shall include industry representatives of the  
91 specific career cluster. Each committee for a career cluster shall  
92 establish specific skills standards for the cluster. The Commissioner of  
93 Education and the superintendent of the regional vocational-technical  
94 school system shall develop curricula based on the skill standards set  
95 by the state-wide industry advisory committees for each career cluster.

96 Sec. 3. Section 10-95i of the general statutes is repealed and the  
97 following is substituted in lieu thereof (*Effective July 1, 2003*):

98 (a) Not later than January 1, 1990, and every five years thereafter,  
99 the State Board of Education shall adopt a long-range plan of priorities  
100 and goals for the regional vocational-technical school system. The plan  
101 shall address implementation of the revised mission statement of the  
102 regional vocational-technical school system developed pursuant to  
103 section 1 of this act and coordination with other providers of  
104 vocational, technical or technological education or training and shall  
105 include (1) an analysis of the activities described in subsections (b) and  
106 (c) of this section and how such activities relate to the long-range plan  
107 of priorities and goals and a summary of activities related to capital  
108 improvements, and (2) equipment pursuant to subsection (d) of this  
109 section. Upon adoption of the plan, the state board shall file the plan

110 with the joint standing committees of the General Assembly having  
111 cognizance of matters relating to education, finance, revenue and  
112 bonding and appropriations and the budgets of state agencies. The  
113 state board shall use the plan in preparing its five-year comprehensive  
114 plan pursuant to subsection (c) of section 10-4.

115 (b) During the five-year period beginning January 1, 1990, and  
116 during each five-year period thereafter, the State Board of Education  
117 shall evaluate each existing regional vocational-technical school trade  
118 program in accordance with a schedule [which] that the state board  
119 shall establish. A trade program may be reauthorized for a period of  
120 not more than five years following each evaluation on the basis of: The  
121 projected employment demand for students enrolled in the trade  
122 program, including consideration of the employment of graduates of  
123 the program during the preceding five years; anticipated technological  
124 changes; the availability of qualified instructors; the existence of  
125 similar programs at other educational institutions; and student interest  
126 in the trade program. As part of the evaluation, the state board shall  
127 consider geographic differences that may make a trade program  
128 feasible at one school and not another and whether certain  
129 combinations of program offerings shall be required. Prior to any final  
130 decision on the reauthorization of a trade program, the state board  
131 shall consult with the craft committees for the trade program being  
132 evaluated.

133 (c) The state board shall consider the addition of new trade  
134 programs. Decisions by the state board to add such programs shall at a  
135 minimum be based on the projected employment demand for  
136 graduates of the program, the cost of establishing the program, the  
137 availability of qualified instructors, the existence of similar programs  
138 at other educational institutions and the interest of students in the  
139 trade. The state board shall authorize new trade programs for a  
140 maximum of five years. The state board shall provide a process for the  
141 public, including, but not limited to, employers, parents, students or  
142 teachers, to request consideration of the establishment of a new trade  
143 program.

144 (d) The State Board of Education shall maintain a rolling five-year  
145 capital improvement and capital equipment plan that identifies: (1)  
146 Alterations, renovations and repairs that each vocational-technical  
147 school is expected to need, including, but not limited to, grounds and  
148 athletic fields, heating and ventilation systems, wiring, roofs, and  
149 windows, and the cost of such projects, (2) recommendations for  
150 energy efficiency improvements to each school and the cost of such  
151 improvements, [and] (3) the specific equipment each regional  
152 vocational-technical school is expected to need, based on the useful life  
153 of existing equipment and projections of changing technology and the  
154 estimated cost of the equipment, and (4) recommendations for  
155 implementing key elements relating to capital needs of the revised  
156 mission statement of the regional vocational-technical school system  
157 developed pursuant to section 1 of this act. The State Board of  
158 Education shall submit such plan, annually, to the joint standing  
159 committees of the General Assembly having cognizance of matters  
160 relating to education, finance, revenue and bonding and  
161 appropriations and the budgets of state agencies.

162 Sec. 4. (NEW) (*Effective from passage*) All reports or plans required  
163 under sections 1 and 2 of this act and section 10-95i of the general  
164 statutes, as amended by this act, shall be provided to the Governor's  
165 Council on Economic Competitiveness and Technology established by  
166 Executive Order No. 13 of Governor John G. Rowland, the Office of  
167 Workforce Competitiveness and the Connecticut Employment and  
168 Training Commission. Each of these groups may, from time to time,  
169 make recommendations to the State Board of Education addressing (1)  
170 how the regional vocational-technical schools may best meet the skill  
171 needs of employers; (2) how the role of school craft committees can be  
172 strengthened and employer participation increased; (3) how  
173 alternative technical training models for eleventh and twelfth grade  
174 students, such as tech-prepare, shared time, trade academies and  
175 preapprenticeship can be expanded, particularly in manufacturing;  
176 and (4) new trade programs for such schools.

177 Sec. 5. (*Effective from passage*) Not later than February 4, 2004, the

178 Office of Workforce Competitiveness shall submit a report, in  
 179 accordance with the provisions of section 11-4a of the general statutes,  
 180 to the joint standing committee of the General Assembly having  
 181 cognizance of matters relating to higher education and workforce  
 182 development concerning the state's current and future need for  
 183 welders and recommendations for generating a sufficient number of  
 184 welders to meet identified workforce needs. Such report shall contain  
 185 an analysis of the costs and benefits to the state of (1) maintaining  
 186 existing educational and training programs in welding offered by the  
 187 regional vocational-technical school system, (2) expanding such  
 188 programs into four-year vocational-technical programs, and (3)  
 189 increasing the number of youth preapprentice and apprentice  
 190 programs in welding through the regional vocational-technical school  
 191 system.

192 Sec. 6. (*Effective from passage*) Section 10-95h of the general statutes is  
 193 repealed.

This act shall take effect as follows:	
Section 1	<i>from passage</i>
Sec. 2	<i>from passage</i>
Sec. 3	<i>July 1, 2003</i>
Sec. 4	<i>from passage</i>
Sec. 5	<i>from passage</i>
Sec. 6	<i>from passage</i>

**ED** Joint Favorable Subst.

The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

**OFA Fiscal Note**

**State Impact:**

Agency Affected	Fund-Type	FY 04 \$	FY 05 \$
Education, Dept.	GF - Cost	\$165,000	\$135,000
Education, Dept.	GF - Revenue Gain	Potential	Potential
Workforce Competitiveness, Off.	GF - None	None	None

Note: GF=General Fund

**Municipal Impact:** None

**Explanation**

This bill will result in a cost to the State Department of Education estimated to be as high as \$165,000 in FY 04 and approximately \$135,000 each year thereafter. The governor’s recommended budget for FY 04 and FY 05 does not contain sufficient funds nor does the Department of Education have the capacity or flexibility to carry out any of the requirements that result in these costs. The costs are related to the following portions of the bill:

Section 2(1)(A), which requires the creation of a foundation to pursue private contributions results in a cost of \$25,000. These costs are related to staffing and legal fees. This section also may result in increased revenue due to private donations.

Section 2(3), which requires a triennial survey, results in an initial cost of \$30,000 for the development, dissemination and coordination of a triennial survey of employers having certain relationships with the vocational-technical school system. After the survey is developed there will be a cost of \$10,000 every three years to undertake the survey.

Section 2(4), which requires the development of a marketing and

recruitment strategy, may result in a cost of as high as \$100,000. These costs relate to personnel needs and advertising.

Section 2(5), which requires statewide advisory committees for each career cluster results in a cost of \$10,000 per year. These costs relate to personnel and paperwork needs.

The Department of Education and the Office of Workforce Competitiveness can carry out all other sections of the bill within existing resources.

**OLR Bill Analysis**

sSB 1161

***AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE GOVERNOR'S TASK FORCE ON THE FUTURE OF THE REGIONAL VOCATIONAL-TECHNICAL HIGH SCHOOL SYSTEM AND PRESERVING CERTAIN VOCATIONAL-TECHNICAL AND APPRENTICE TRAINING PROGRAMS*****SUMMARY:**

This bill requires the State Board of Education (SBE), by January 1, 2005, to require the education commissioner and the vocational-technical (V-T) school system superintendent to:

1. increase the efficiency and effectiveness of the V-T system's budget,
2. collaborate with the higher education commissioner and the community-technical college (CTC) system chancellor and report on ways to improve coordination between the V-T and CTC systems,
3. develop triennial surveys to assess employers' and V-T school graduates' satisfaction with the system's performance,
4. develop a marketing and recruitment strategy to promote the value of vocational-technical education, and
5. establish statewide industry advisory committees for each career cluster offered in the V-T system.

The bill also requires SBE to report to the Education Committee, by July 1, 2004, on (1) a revised mission statement for the V-T system; (2) a review of the system's organizational structure; (3) establishing annual budgets and budget requests for the system that are both separate from, and a distinct part of, the budget for the State Department of Education (SDE); (4) how to improve performance measurements and management systems for V-T school trade programs; and (5) how SBE is implementing the recommendations of the Governor's Task Force on the Future of the Vocational-Technical

School System.

The bill requires SBE and the education commissioner to provide V-T reports and plans to the Governor's Council on Economic Competitiveness, the Office of Workforce Competitiveness (OWC), and the Connecticut Employment and Training Commission. It allows these entities to make recommendations to the SBE at any time on (1) how the V-T schools may best meet employers' needs; (2) strengthening the role of school craft committees and increasing employer participation; (3) expanding such alternative training models for 11<sup>th</sup> and 12<sup>th</sup> graders as tech-prepare, shared time, trade academies, and preapprenticeship, especially in manufacturing; and (4) new trade programs for V-T schools. The bill eliminates the statewide V-T school advisory committee, which must currently make recommendations on these issues. The committee has 12 members appointed by the governor and legislative leaders

The bill requires the SBE, in its five-year revisions of its long-range V-T system plan of priorities and goals, to address implementation of the system's revised mission statement. It also requires SBE to include recommendations for implementing key elements of capital needs required to implement the revised mission statement in its rolling five-year capital improvement plan for the system.

Finally, the bill requires OWC to report to the Higher Education and Employment Enhancement Committee by February 4, 2004 on the state's current and future need for welders and ways to generate enough welders to meet the need.

EFFECTIVE DATE: Upon passage, except for the changes in the five-year plan of priorities and goals and the five-year rolling capital improvement plan, which are effective July 1, 2003.

## **V-T SYSTEM CHANGES REQUIRED BY JANUARY 1, 2005**

### ***V-T System Budget***

Among the initiatives through which the education commissioner and the V-T system superintendent must increase efficiency and effectiveness of the V-T system budget are:

1. establishing an education foundation to pursue donations to

support V-T system operations and to reallocate funds from student entrepreneurial programs;

2. reviewing V-T system purchasing, with the Office of Policy and Management, to identify possible cost-savings through bulk purchasing contracts and other methods; and
3. identifying and applying for grants to support new and existing V-T programs.

### ***Collaboration with the CTC System***

The commissioner and the superintendent must collaborate with the higher education commissioner and the CTC chancellor and report on:

1. initiatives to enhance the existing relationship between the V-T and CTC systems to provide integrated secondary and post-secondary education for V-T students seeking careers in OWC-forecasted workforce shortage areas;
2. initiatives to promote and help V-T students enroll at CTCs; and
3. recommendations for improving existing, and implementing new, V-T school-CTC articulation agreements.

### ***Employer and Student Surveys***

The commissioner and superintendent must develop and conduct employer and V-T school graduate surveys every three years. The former must be for employers who participate in V-T school programs as career mentors, or who hire V-T students for internships or permanent employment, to assess their satisfaction with students' performance. The latter must assess the satisfaction of students who graduated from V-T schools in the five years before taking the survey with their long-term educational and employment accomplishments.

### ***Marketing Strategy***

The marketing strategy the commissioner and the superintendent develop must be consistent with the V-T system's revised mission; must promote the value of V-T education; and may target parents, students, and industry.

**State-Wide Industry Advisory Committees**

The statewide advisory committees for each V-T school career cluster must include industry representatives for the specific cluster. Committees must establish skill standards for the cluster and the commissioner and superintendent must develop curricula based on those skills.

**REQUIREMENTS FOR JULY 1, 2004 REPORT*****Revised Mission Statement***

In its report to the Education Committee on revising the V-T system mission statement, the SBE must include a discussion of:

1. the system's core business and customer focus;
2. its need to improve academic instruction and student achievement;
3. its unique role in providing V-T education; and
4. its overall mission of ensuring that each V-T graduate (a) meets entry-level employment requirements for targeted industries and occupations, (b) meets standards for matriculating at CTCs and other higher education institutions, and (c) can continue future higher education and development in response to changing workforce opportunities and demands.

***Organizational Structure***

The organizational review must:

1. determine if the system's structure supports the revised mission and responds to core business and customer functions;
2. clarify and relate roles, responsibilities, and accountability both to the strategic functions of the whole system and the unique functions of individual schools and satellite facilities; and
3. reflect appropriate expectations in managerial and administrative evaluation systems.

***Performance Measurement***

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The report on improving trade program performance measurement and management must (1) identify quantifiable, industry-responsive outcome measures appropriate to each program type and (2) clarify responsibility and accountability for achieving the measures.

## **REPORT ON WELDING**

The OWC welder report the bill requires must contain an analysis of the costs and benefits to the state of (1) maintaining existing welding education and training programs offered at V-T schools, (2) expanding these programs into four-year V-T programs, and (3) increasing the number of youth preapprentice and apprentice programs in welding through the V-T system.

## **BACKGROUND**

### ***Five-Year Plan of V-T System Priorities and Goals***

By law, the SBE must adopt the plan every five years and file it with the Education; Finance, Revenue and Bonding; and Appropriations committees. It must address coordination with other vocational, technical, or technological education and training providers and must include (1) an analysis of trade program reauthorization activities and consideration of new trade programs and how they relate to the long-term goals and priorities and the five-year rolling capital plan and (2) equipment purchased under the rolling capital plan.

### ***Rolling Five-Year Capital Plan***

By law, the SBE must maintain a five-year rolling capital improvement and capital equipment plan for the V-T school system that identifies (1) alterations, renovations, and repairs each school is expected to need; (2) recommendations for energy efficiency improvements to each school and their costs; and (3) the specific equipment each school is expected to need based on the useful life of existing equipment and projections of changing technology.

## **COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

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Yea 28    Nay 0