



House of Representatives

General Assembly

File No. 260

February Session, 2014

House Bill No. 5493

House of Representatives, April 1, 2014

The Committee on Higher Education and Employment Advancement reported through REP. WILLIS of the 64th Dist., Chairperson of the Committee on the part of the House, that the bill ought to pass.

AN ACT REQUIRING A STATE-WIDE PLAN TO PROVIDE EDUCATION, TRAINING AND JOB PLACEMENT IN EMERGING INDUSTRIES.

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

1 Section 1. (NEW) (*Effective July 1, 2014*) (a) For purposes of this
2 section:

3 (1) "Contextualized learning" means education in a learning
4 environment chosen or designed by educators to incorporate as many
5 different forms of experience as possible, including social, cultural,
6 physical and psychological experiences, to achieve the desired learning
7 outcomes;

8 (2) "Early college high school" means a school in which persons who
9 are underrepresented in higher education, including, but not limited
10 to, low-income youth, first-generation college students, English
11 language learners and minority students, may simultaneously earn,

12 tuition free, a high school diploma and an associate degree or up to
13 two years of credit toward a bachelor degree; and

14 (3) "Middle college program" means a collaboration between a
15 school district's high schools and a regional-community technical
16 college pursuant to which a student who desires a more independent
17 learning environment may (A) take a combination of core high school
18 courses and courses for which college or university-level credit may be
19 given, and (B) attribute all such credits earned toward a program of
20 higher learning at an institution of higher education in which such
21 student enrolls upon graduation from the middle college program.

22 (b) The Connecticut Employment and Training Commission shall
23 develop, in collaboration with the regional work force development
24 boards established pursuant to section 31-3j of the general statutes, a
25 state-wide plan for implementing, expanding or improving upon
26 contextualized learning programs, career certificate programs
27 established under section 10-20a of the general statutes, middle college
28 programs and early college high school programs to provide
29 education, training and placement in jobs available in the
30 manufacturing, health care, construction and green industries and
31 other emerging sectors of the state's economy. Such plan shall include
32 a proposal to fund such programs.

33 (c) Not later than January 1, 2015, the Connecticut Employment and
34 Training Commission shall report, in accordance with the provisions of
35 section 11-4a of the general statutes, on the plan developed under
36 subsection (b) of this section, to the joint standing committee of the
37 General Assembly having cognizance of matters relating to higher
38 education and employment advancement. Not later than September 1,
39 2015, and annually thereafter, said commission shall report, in
40 accordance with the provisions of section 11-4a of the general statutes,
41 on the status of such programs to the joint standing committee of the
42 General Assembly having cognizance of matters relating to higher
43 education and employment advancement.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2014</i>	New section

HED *Joint Favorable*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact: None

Explanation

The bill requires the Connecticut Employment and Training Commission (CETC) to develop a statewide plan and funding proposal regarding certain education programs in emerging industries, and report to the Higher Education and Employment Advancement Committee. CETC has the expertise and resources available to develop the plan without requiring additional staffing or outside expertise.

The Out Years

State Impact: None

Municipal Impact: None

OLR Bill Analysis**HB 5493*****AN ACT REQUIRING A STATE-WIDE PLAN TO PROVIDE EDUCATION, TRAINING AND JOB PLACEMENT IN EMERGING INDUSTRIES.*****SUMMARY:**

This bill requires the Connecticut Employment and Training Commission (CETC) to develop, in collaboration with regional workforce development boards, a statewide plan and funding proposal to implement, expand, or improve on (1) contextualized learning programs, (2) career certificate programs, (3) middle college programs, and (4) early college high school programs. The bill describes this plan as a way to provide education, training, and placement in available jobs in manufacturing, health care, construction, green industries, and other emerging sectors of the Connecticut economy.

It also requires CETC to report to the Higher Education and Employment Advancement Committee on the plan by January 1, 2015 and on the status of the four programs under the plan by September 1, 2015 and annually thereafter.

EFFECTIVE DATE: July 1, 2014

PROGRAMS UNDER THE CETC STATEWIDE PLAN***Contextualized Learning***

The bill defines “contextualized learning” as an educator-designed learning environment that incorporates experiences, including social, cultural, physical, and psychological experiences, to achieve desired learning outcomes.

Middle College Program

The bill defines a “middle college program” as a collaboration between a school district’s high schools and a regional community-technical college that allows a student who desires a more independent learning environment to:

1. enroll in a combination of core high school and college-level courses for which college credit may be earned and
2. attribute all earned credits toward a college or university program in which the student enrolls upon middle college graduation.

Early College High School

The bill defines “early college high school” as a school attended by students who are underrepresented in colleges and universities, including low-income youth, first-generation college students, English language learners, and minority students. This school allows students to simultaneously earn, tuition-free, (1) a high school diploma and an associate’s degree or (2) up to two years of credit toward a bachelor’s degree.

BACKGROUND**Career Certificate Program**

By law, the education commissioner may award career certificates to high school and postsecondary school students who successfully complete school-to-career programs approved by the education and labor commissioners. The school-to-career programs must consist of school- and work-based instruction and connecting activities that coordinate the two (CGS § 10-20a).

COMMITTEE ACTION

Higher Education and Employment Advancement Committee

Joint Favorable

Yea 17 Nay 1 (03/13/2014)