

CHAIRPERSON: Representative Gregory
Haddad

SENATORS: Haskell, Hwang, Maroney,
Slap

REPRESENTATIVES: Hall, Turco, Ackert,
Arora, Betts, Doucette,
Green, Mushinsky,
Rochelle, Simmons, Smith,
Sredzinski, Stallworth,
Wood, Ziogas

REP. HADDAD (54TH): Ten items on it. We look forward to hearing testimony from folks. We have legislature Folks. We have legislature agency municipal elective officials list that has a number of people on it. We have a short list of students. Are you the folks from Manchester? I can tell from the giant M on your chest, I guess. Typically, we filter students in with the public officials during the first hour and then we'll move to the general public list after that. So, the first person signed up on the list - agency municipal officials list is Carissa Rutkauskas from UConn. Welcome to the committee.

CARISSA RUTKAUSKAS: Thank you. Chairman Haddad and Haskell and members of the committee, my name is Carissa Rutkauskas and I am the Outreach and Evaluation Specialist with the University of Connecticut Early College Experience Program. Due to our deep roots in Connecticut high schools and our expertise and enhancing high school instructor and student opportunities. UConn early college experience seeks to join a task force to be

established in raised Bill #5356 to increase early college, high school programming in Alliance School District. UConn ECE is a concurrent enrollment program that partners with 208 high schools in the State of Connecticut to offer UConn courses to students in high school during their regularly scheduled day. Established in 1955 UConn ECE is the nation's oldest concurrent enrollment program and has helped set national best practices in areas that academic outreach, course oversight and high school instructor, professional development. We are a founding member of the National Alliance of Concurrent Enrollment Partnerships and cofounder of the Concurrent Enrollment Review forthcoming winter 2022.

UConn ECE is an integrated part of high school education in Connecticut working with almost every high school in the state, we collaborate with the principals, heads of guidance and over 1,300 high instructors certified to teach UConn courses at their high school. With Syracuse University and Indiana University as its peers, UConn ECE is one of the largest concurrent enrollment programs in the nation. Each year approximately 13,500 students attempt 81,000 UConn credits. UConn ECE offers 75 different courses. The intentionally large course offering allows a variety of students to take UConn courses. Participating students graduate high school with an average of nine UConn credits, which are highly transferrable. Students are assessed through papers, quizzes, tests, and labs, not a single high stakes test. In addition to working closely with school districts, UConn ECE works closely with Federal Trio programs at UConn to ducktail efforts and provide maximum benefits to first generation, low income, minority students. We

work with 32 of the 33 Alliance Districts and offer diverse course offerings which support student success starting with robust investment in high school instructors. We invest in teacher professional development providing annual high-quality day long academic, professional development workshops to our certified UConn ECE instructors and we also provide scholarships to high school instructors who require additional course work in order to become UConn ECE certified. Since 2007, 17 accredited scholarships went to instructors in Alliance Districts. Seven of the 17 scholarships were STEM disciplines. In closing, UConn ECE is an invested partner in the state with a heritage that supports the development of high schools and high school students. We are a natural partner for initiatives that focus on the institutional development of secondary education and seeks to join the task force to be established in raise Bill #5356 to increase early college high school programming in Alliance School Districts. Thank you for your time and considerations. I am happy to answer any questions.

REP. HADDAD (54TH): Thank you very much for your testimony. We appreciate your coming and sharing your experience and this sounds like a pretty robust program. We ask questions because I thought you know the answer on this one. It falls in that category. If a student takes an advanced placement class at their local high school, how common is it for those kinds of credits to transfer into UConn or into other colleges just generally?

CARISSA RUKAUSKAS: So, it depends on the institution. I don't have a set number, but some students actually do, do both. The UConn ECE course

as well as the AP test. If they're great testers, that sometimes works out for them. If they score a 4 or 5 many institutions do accept those grades as well, whereas UConn ECE has a transfer ability rate of 87 percent nationally and that's based on several studies.

REP. HADDAD (54TH): Right, so the difference is that the relationship that you develop with the instructors allows you to take, to transfer those credits without doing something like an 8, that's what you were referring to when you say a high stakes test.

CARISSA RUKAUSKAS: Right, right.

REP. HADDAD (54TH): A high stakes, like AP exam.

CARISSA RUKAUSKAS: So, AP students don't get credit until they take the exam and then they passively may get credit at the institution of higher education. Whereas with this model of concurrent enrollment, they receive both high school and possibly college credit. They have the option of transferring that earned college credit to the institution of their choice.

REP. HADDAD (54TH): Right and so, so in your testimony you say that there are 13 nearly 14,000 students who participate this in the fall and spring semesters. Of the crowd that serve attempts to take these courses, how many actually achieve the result of earning those credits, and in general how - what is the average number credits that a student at one of the schools that you have a relationship with earn that they can bring over to UConn?

CARISSA RUKAUSKAS: Sorry, there is a 90 percent rate of STEM or higher, as far as grades, and on

average a student earns nine credits, it for UConn ECE. We have some students that only take one three credit course and we also have students that take 15 twenty-one credits.

REP. HADDAD (54TH): Yeah. So, if they were working really hard, they could take a semesters worth of credits in high school prior to arriving at UConn and maybe pay tuition for only 3-1/2 years?

CARISSA RUKAUSKAS: That's one of the variables. The other variable is how many courses the high school offers. Not all high schools offer the same number of courses.

REP. HADDAD (54TH): Yeah, I understood, right. Are there any questions from members of the committee? Representative Turco.

REP. TURCO (27TH): Thank you Mr. Chairman. To go along with the transferring, are these courses transferrable from your experience to our - besides UConn other state colleges and universities and private universities throughout the state?

CARISSA RUKAUSKAS: Yes, like I said there is an 87 percent transferability rate. From what I recall I believe Fairfield University is maybe one of only two in this state that don't except our credits.

REP. TURCO (27TH): Okay, and can you - I believe you said it and it's in the testimony, how many school districts are participating in this program with UConn now?

CARISSA RUKAUSKAS: We have 208 partners, that's public, private, parochial.

REP. TURCO (27TH): Two-hundred and eight and is there a cost to the school districts for the student to earn these credits?

CARISSA RUKAUSKAS: There is not a cost to the school district. There is a 50 dollar a credit cost to the student, which is less than 10 percent of the tuition that it would cost on campus, and there is a waiver for students that are on free or reduced lunch as well as schools that are at least 80 percent for reduced lunch.

REP. TURCO (27TH): And just what are some examples of some of the most popular courses. I know you said there's 75 different courses but I'm just curious, it's like biology 101, what are some of the most popular?

CARISSA RUKAUSKAS: So, our most popular courses are - two of our English courses, Introduction to Writing and our history courses.

REP. TURCO (27TH): So basic prerequisites they can probably use for any major that they might go into in college.

CARISSA RUKAUSKAS: Correct.

REP. TURCO (27TH): Okay great. Thank you so much for those answers and thank you Mr. Chairman.

CARISSA RUKAUSKAS: Your welcome.

REP. HADDAD (54TH): Are there other questions?
Representative Doucette.

REP. DOUCETTE (13TH): Thank you. Thank you for your testimony. Following up on Representative Turco. I was curious the Bill deals specifically or talks specifically about pathways in technology early college, high school program, so what - what

courses would typically be involved with that do you think?

CARISSA RUKAUSKAS: So, we - we do offer many STEM courses. I don't know how you're differentiating between STEM and technology but some of the courses that might cross both of those lines are we do offer an EMT certification course. We do offer many of the traditional sciences such as chemistry, biology, physics, those sorts of courses.

REP. DOUCETTE (13TH): Okay, and how about on the technology side, would -

CARISSA RUKAUSKAS: Most of our courses are geared toward college readiness as - as opposed to career readiness. So basically, the EMT course that I mentioned. We offer digital media and design course as well.

REP. DOUCETTE (13TH): Okay. Anything - we have some folks here behind you who were very interested in their manufacturing course, anything along those lines that you think would - could be offered or would be explored if we were to pass this bill.

CARISSA RUKAUSKAS: No UConn ECE doesn't offer manufacturing courses.

REP. DOUCETTE (13TH): Any, again technology engineering sort of [Crosstalk]

CARISSA RUKAUSKAS: We do offer one engineering course.

REP. DOUCETTE (13TH): Okay. Okay, thank you.

CARISSA RUKAUSKAS: Your welcome.

REP. HADDAD (54TH): Thank you are there any additional questions? Look how brilliant you did, right.

CARISSA RUKAUSKAS: Thank you.

REP. HADDAD (54TH): And Representative Doucette provided the segway, but the next folks signed up were the Manchester High School manufacturing students. I guess that would be you guys. Do you - are you planning on each testifying individually or did you have a common statement. I'm - I'm just curious. I've got one name - I've got one thing listed on the student's list and I'm looking at half a dozen of you, so. Do you want to do - so I tell you what, why don't you all sit - one of you can sit at the small desk, folks to sit on either side. You can testify together, and we'll ask questions together. Does that make sense? Okay, come on. Were you just here for moral support or where you here to testify? Okay. Separately. So - you - I mean if you'd like to go separately. Okay, then - then I will - I'm just going to point in your general direction and then we'll filter you with the other folks. So, the first of you can take those - can go ahead and take the mic. [Laughing] Okay. I hope it's a good plan. Welcome to the committee. You might want start by making sure the microphone is on. There's a button in front of you, the little red light will come on and then you can introduce yourself and start your testimony.

NOAH ACHEAMPONG: Good afternoon my name is Noah Acheampong and I'm a senior at Manchester High School. I've been taking part in this pre - Manchester manufacturing pre-apprenticeship since December. A part of the apprenticeship is when we are - we're tasked in doing this online class called

Tooling-U, where you basically learn the basic machines, tools, safety procedures that manufactures do on a daily basis. Um, Tooling-U app was a great introduction for me and my fellow classmates to look at machines, learn about them, the tools we use, like it's - it taught us a lot and it taught us so much that we'd liked just coasted right through it and we finished all 31 units before they expected us to, and we all coasted through it cause we saw this as a great pathway for us to like something after high school to do, and Uric Samosa [ph], my fellow classmate that have also completed the Tooling-U apprenticeship. Next is Dallas Williams.

DALLAS WILLIAMS: Hello, my name is Dallas Williams and a Senior at Manchester High School. I started taking this - when I started taking this manufacturing program, it helps me find a path that I wished to follow for my future. When I first entered high school I was very much fine with passing and getting okay grades without any plans to move toward a college or any career but after finishing the Tooling-U program with it, I find it that I am more engaged in my classes and pushing myself harder to complete more challenges as to further my education and help with the manufacturing program and I know that if this bill passes I will not be there for its full completion of the program but I am happy that I may be a stepping stone to help younger generations of my school find a pathway to either college or a new career. Thank you. I will be passing it over to Margaret.

MARGARET REED: Hello my name is Margaret Reed. I could never picture myself doing any of the careers we're typically taught about like teacher, doctor, anything like that, and I knew that traditional

college education wasn't for me, and for a long time there didn't seem to be anything for me after school that I would be interested in. So when I first heard about this manufacturing program, I didn't really know what it was but I was really intrigued, and I love to learn so this was, you know, the perfect opportunity to discover a whole new side of the working world that I'd never even heard of, and I learned so much that I never would of otherwise and that was just in the first few weeks of this program. So, this program has incredible potential and I'm confident that given the support it needs, next year it'll help even more kids realize that there may be a perfect career for them in manufacturing. Thank you. Next is Justin.

JUSTIN: I'm Justin, I'm also a senior at the MHS high school and I didn't know what I wanted to do after high school but when our school was offering the manufacturing program, I joined it because I wanted to do something after I finished high school, and when I started the manufacturing program, I was having a lot of fun with the Tooling-U and learning how to operate with all the machines that our school had, and working with other people with our projects. And with our projects it also helped us learn about the mistakes that we could cause if we actually were working there and thanks to that we would know what not to do when we actually started working at the manufacturer companies. And I just really like this program, and thanks to the program I found something that I can do and plan for my future and I hope it can help other people after me as well. I'll be passing it over to Haracrouti.

HARACROUTI AHMENRA: Good afternoon, my name is Haracrouti Ahmenra and I'm a student at MHS and I'm

also involved in the manufacturing program that they provide. The fact that I've had a chance to participate in this manufacturing program is a real honor and it's a true gateway to my future career that I want to partake in, it's like computer programming. It also helps that all of our future up, as a matter of fact. I personally believe that Bill #5158 is a great step in the right direction because it provides branches of opportunities for myself and other kids who are heading straight out of high school. Thank you, and next up is Keylon.

KEYLON HARDY: Hey, my name is Keylon Hardy and I'm a student in the MHS manufacturing pre-apprenticeship and I just - I really love this program. I really love the - just the work space in general cause we - we don't have a lot of students in it but I really love the - cause like we could just talk to our friends and our teachers and just get really good one-on-one stuff and we could just really communicate and help each other out, work on to solve common problems and stuff, and I never really thought about what I was going to do after high school but I think this program really opened up opportunity for me to further my education whether it's going straight into the work place or going straight into college or even working and then going into college later on. Either way I think this - this program is such a great stepping stone and I really want to see more kids getting into it and I really hope that the next generations will be able to experience such a great program like this. And I've never really been good at sitting in a classroom looking at text books and I've really just been a hands-on learner and this program even if we are sitting on Tooling-U and doing things on the computer, it is educational and it peaks my interest

and it doesn't - it holds my attention pretty much, and another thing that I really love is just the fact that I can combine my passions with my manufacturing knowledge and cause manufacturing is so vast and has such a big variety, we could do so much with manufacturing. You could almost do anything you want; I feel like in my opinion. And - I have notes. [Laughing] Because I - I'm not going to remember everything I wrote here, so I'm just mainly going off my head [Laughing] and yeah, it's just - there are so many jobs you get into and I just really hope that this bill gets passed so more people could get into like me, and honestly I feel like ever since I started taking this manufacturing course, I felt I - like I felt rejuvenated like I - I was not really the best student in class but since I joined manufacturing I don't know what's happened to me but I've been doing way better in school, I'm always at the top of my class. Just genuinely being a better student and a better person. It's just rejuvenating me and I really - I'm looking forward to my future now and I'm really excited to see what will become of this manufacturing program. Thank you, and now pass it back to Noah.

NOAH ACHEAMPONG: Sorry. Entering my senior year, I was always asked why - what I'm going to be doing after high school and I gave the obvious answer of going to college, my major would be in mechanical engineering because it made the most sense to me because one, I enjoyed designing things and they combined my two best subjects, Math and Science. Those are always my strong subjects. Around November my engineer and design teacher, Mrs. Kendall, over there, she showed me this new apprenticeship they were having at the high school and it piqued my interest. So, I signed up, I took

the test we had, the math test to see if we were up-to-date take the Tooling-U course, then of course we took the Tooling-U course, we soared right through it and we started going and this apprenticeship really like - it really grabbed my attention and it really got me pumped up because I was always a hands on person. Like I would always - I'd be playing sports like basketball or - I even played an instrument in elementary school. I played - I used to play the cello and [Laughing]. Obviously, you no Christmas you get presents. My parents would get me a Lego set and I would always be building. My favorite one was Lego Ninjago set; it was me. [Laughing] I really enjoyed that one. But yeah, um, basically in mechanical engineering, mechanical engineers and manufacturers that work hand-in-hand together, the manufact - the manufacture both support that engineer designs and sometimes there's always like miscommunication and things don't go the way it's be supposed to go and I thought if I learned how to use these machines maybe it could be more fluid between me and the manufacture for better productivity, better communication. It just kind of clicked in my head, and in the program, we learn how to operate CNC machines, we learned how to program them using G-Code. We even got a new water jet and it's been a blast. So after hearing our stories I hope that we've shown - we've shed some light on this program that we're in and how programs like this should be rather more known - not to like scare kids from going to college but to more so help them figure out what they want to do cause obviously some kids might just go to just, you know, get away from college but some might take this program and get out of - was that the three minute timer. Yeah, oh my bad, I'm sorry. [Laughing]

REP. HADDAD (54TH): No, finish what you're saying.

NOAH ACHEAMPONG: Basically give them after high school experience, my bad, to basically help them either figure out what they want to do cause you don't have to go to college right away after high school, which is what some of these studies don't understand, and I really appreciate you all hearing what me and my fellow classmates have to say. Thank you.

REP. HADDAD (54TH): I think I speak for everybody on the committee that we really appreciate that you guys took the time to come up and share with us your firsthand experiences about what some of these programs can mean to students. You know, it's - it's really very rewarding for us. Like we listen to, you know, folks like everybody else who looks like everybody else here in the audience quite frequently but we - we as a committee we try to make sure that we listen to students very closely. That's why we give you a little bit of advanced sign-up sheet and that's first up and it's really very helpful to us. I think we learned a couple of things; one is just how strongly you feel about the program that you're working in and what the value of that can be to students. I think we also learned that you guys know how to run a public hearing pretty well [Laughing].

NOAH ACHEAMPONG: Thank you.

REP. HADDAD (54TH): I don't want anybody else in the audience to get the idea that I'm going to be as soft on you as I was here but you did a brilliant job at offering your testimony and thank you very much. You have a very, very strong advocate for Manchester and for your school and for programs like

this and Representative Doucette. I don't know if Representative Doucette has a follow-up question or comment that he'd like to make.

REP. DOUCETTE (13TH): I do. I do. Thank you, Mr. Chair, and go RedHawks. I do have a couple of questions to follow-up, so and maybe I can ask sort of show of hands and then for the record Noah or you can sort of report the results. How many of you are now considering going to a community college and state to continue your study in - will say either manufacturing or a STEM field? Keylon. Ok, and so yeah that was - that was pretty much everybody right? And how many of you didn't - I think a lot of you spoke to this and now you can kind of talk to this. How many of you were not even aware that this program existed or that there was the opportunity to participate in this sort of program?

NOAH ACHEAMPONG: Most of the Tech Ed Department kind of spread it though I heard - we have this thing called flex. Some - I heard some flex teachers brought it up but didn't really go into detail about it.

REP. DOUCETTE (13TH): Okay, and then if you can tell the committee what Tooling-U is, you guys mentioned that a couple of times.

NOAH ACHEAMPONG: Oh yeah, Tooling-U. Tooling-U is basically - it's kind of like an online class for manufacturers for them to - it's basically like a legal thing that has to do before they can be placed in a job or like start working on the shop floor. It gives them basic info on the machine that they might be using, tools, safety procedures, like lock-out, tag-out when you have to - if anything were to go wrong with a machine or something happens, you

have to lock-up the machine, you have to turn it off completely before entering it cause if it's on obviously if you enter and the machine starts to - turns on or activates that a problem for not only you, the shop floor, the company itself because that's when OSHA gets involved and then it just becomes a gigantic issue, so that's why they have you take the course first.

REP. DOUCETTE (13TH): Okay, good. And then last question. How many of you have either had contact with or have heard about a potential job opportunity in the field of manufacturing as a result of this program?

NOAH ACHEAMPONG: We actually have a field trip to ACMT in Manchester actually where - we actually didn't even know how many like manufacturing companies we had in our own town so having the field trip to ACMT and we also learned about the other businesses around like space - Space Aerospace, Hydrofera, RRD, and I believe two of the four companies had job offers already, so it's been fun.

REP. DOUCETTE (13TH): That's incredible. That's good. All right guys, well that's all I have. I appreciate you guys coming up. You guys did an excellent job. Thank you.

NOAH ACHEAMPONG: Thank you.

REP. HADDAD (54TH): Representative Hall. Thank you, Mr. Chair. I just want to thank all of you for coming out today and even though you had Noah, you all spoke from the heart and you could tell you were speaking from the heart. So, I appreciate hearing what - what it's done and what it's meant to all of you, and we've heard this constantly through these fantastic manufacturing program that are run

throughout the state. So, I want to just personally thank you all for coming and you guys did an amazing job, so, it's a little repetitive but I thought you did a wonderful job, I wanted to share. Thank you.

NOAH ACHEAMPONG: Thank you.

REP. HADDAD (54TH): Representative Arora.

REP. ARORA (151ST): Thank you Mr. Chairman. Thank you so much. Impressive testimony, really, very impressive. Thank you all for presenting. I have a couple of questions. Number one, educate us here of who ran this program because you guys have blown us away. This is an effective program, perhaps I should have researched a little more but who ran this program and put it together and how many students were enrolled in it.

NOAH ACHEAMPONG: I believe the person that started the program was Mr. Steffenson, the - he's the administrator for the STEM Academy and Manchester High School. The program is led by Mr. O'Brien. He's one of the - he's a mechanical engineer and - from C-CAT and Ms. Oquendo and another Tech Ed teacher, Mr. Bergeron cycle every two days to like [Crosstalk]

REP. ARORA (151ST): And how many - how many students took advantage of it, roughly?

NOAH ACHEAMPONG: Fifteen.

REP. ARORA (151ST): Fifteen okay. Oh great, and it had various - it was mainly shop store with CMC's because it looked like you - you were exposed to CMC machines, which is a phenomenal thing you know. Full disclosure, that was my first job so, out of school, and so where - wherever these were, were you

able to procure them or did you have to go to some manufacturing facility? Were you able to?

NOAH ACHEAMPONG: Yeah.

REP. ARORA (151ST): Great.

NOAH ACHEAMPONG: We visited ACMT.

REP. ARORA (151ST): Oh great, great. Excellent, excellent and are any of you also aware of the C-Techs which also offer similar programs. They're a setup technical school. You know, we have I think 14 of them in the state. We have 14-16 of them in the state which really focus on these, but it looks what we're hearing is that we need some of the C-Tech programs. C-Techs are technical schools which offer such programs and quite specialize in that but there are very few of those, so it's not very easy to access them. So, we're hearing is that it will be a futurity for some of those programs to be in individual high schools because they can be of such huge benefit. Thank you. I see a point well taken. Thank you - thank you very much. Thank you, Mr. Chairman.

REP. HADDAD (54TH): Thank you. Any additional comments or questions? Seeing none. Thank you very much for your testimony, we appreciate it. Next up is Jeanette Weldon followed by Jay Moran. Good afternoon.

JEANETTE WELDON: Good afternoon. Co-Chair's Haskell and Haddad, ranking member Hall and distinguished members of the Higher Education and Employment Advancement Committee. My name is Jeanette Weldon and I am the Executive Director of the Connecticut Health and Educational Facilities Authority and also the Connecticut Higher Education

Supplemental Loan Authority also known as CHEFA and CHESLA and CHESLA is a subsidiary of CHEFA. I'm here today to speak in support of Senate Bill 305 an Act concerning the Connecticut Health and Educational Facilities Authority and the Connecticut Higher Education Supplemental Loan Authority. CHEFA is a quasi-public agency that issues tax exempt revenue bonds on behalf of Connecticut's hospitals, universities and other qualifying 501C3 organizations. The investments underpin a critical social service infrastructure system that cares for our health, educates us and enhances the welfare and prosperity of Connecticut residents. According to an economic impact study by IHS Market, for the five-year period of 2014 through 2018 CHEFA financings had wide ranging economic impacts on Connecticut creating annually on average 3,088 jobs, 201 million dollars in labor income and 301 million in gross domestic product. In addition to its bonding program, CHEFA also offers grant programs, providing capital and operating grants to eligible non-profits throughout the state. CHESLA is also a quasi-public agency that became a CHEFA subsidiary as a result of Public Act 12-149. CHESLA issues revenue bonds on its own behalf and uses the bond proceeds to fund student loans for students in or from the State of Connecticut. CHESLA also provides a student loan refinance program, a financial literacy portal for students and families called CT Dollars and Cents and offers a need-based scholarship program. It's important to note that although bonds issued by CHEFA that all - almost all bonds issued by CHEFA are not obligations of the state or of CHEFA but of the underlying not for profit entity. So, their repayment does not utilize taxpayer dollars and also these are not dollars that

are CHEFA dollars that we're lending, these are bond proceeds derived from investors purchase of the bonds. The exceptions to this have come only as a result of legislative mandate. Currently CHEFA issues bonds on behalf of the Connecticut State College and University system and those are indirectly supported by the state with special capital reserve fund structure. This reserve fund has never been drawn upon to support debt service and the CFCU bonds have been self-supporting. CHESLA by statute issues its revenue bonds using the same special capital reserve fund structure to create a state backing of its bonds. This allows CHESLA's bond rating to track off the state's bond rating resulting in a lower cost of funds that can be passed through to student borrowers, and since its inception in 1982 CHESLA has never drawn upon the Scarve [ph] Reserve and our bonds had been self-supporting. The proposal contained in Senate Bill 305 will better equip CHEFA and CHESLA to meet our vision and mission of enhancing the welfare and prosperity of the citizens of the State of Connecticut while expanding higher education opportunities for Connecticut residents. Senate Bill 305 will give CHEFA the ability to issue bonds on behalf of healthcare organizations like multi-hospital systems, for cross border projects in specific and limited situations. Broadening CHEFA's authority to finance projects outside the state will help us build on our positive track record of job creation and economic development while increasing access to healthcare for Connecticut residents. Additionally, project - project financial reporting will help CHEFA monitor the financial health of these organizations. The bill will also enable CHEFA to transfer funds to its subsidiaries, mainly

CHESLA because current statute only allows for transfer of funds to subsidiaries we created not that subsid - not subsidiaries that were essentially deemed to us, and we believe that the provisions of this bill are consistent with the existing concept in CHEFA's enabling legislation. We anticipate using the transfer provision to support mission driven activities of CHESLA in ways that are also consistent with the goals of CHEFA's grant programs. The bill also clarifies the definition of education assistance program for CHESLA and this would enable CHESLA to provide assistance programs and products beyond traditional education loans and grants particularly as the structure of higher ed finance continues to evolve, and we believe this will better equip CHESLA to achieve its mission of expanding higher ed opportunities and enhancing economic development. The bill would also allow CHESLA the option of using a bank letter of credit or similar type of interest - instrument to fund the Scarve, which is currently funded out of bond proceeds and these are bond proceeds that we could otherwise use for funding student loans. The bill would increase CHESLA's Scarve backed bond limit to from \$300 million to \$500 million. Right now, we have about \$155 million bonds outstanding, but we want to increase the limit for future flexibility. So, there's no immediate need but we think it's important to be able to provide that flexibility. As previous - as previously mentioned the Scarve support mechanism has never been called upon since the inception of CHESLA and - but it's existence as a backup enhances our bond rating and lowers our cost of funds. We remain committed to working with the committee to ensure this bill provides the greatest benefit to Connecticut residents and I

would be happy to answer any questions that you have.

REP. HADDAD (54TH): Thank you. Senator Haskell.

SEN. HASKELL (26TH): Thank you Mr. Chair and thank you Jeanette for your work. Last time you were before this committee we were primarily discussing CHESLA and I asked a similar question about the impact and the good work that I believe CHESLA does. Could you provide just a broad overview about the economic impact that CHEFA has had in Connecticut and how this bill might help build upon that progress?

JEANETTE WELDON: Yes, so as I mention - the top of my testimony, we had an economic impact study done last year and it covered a five year period, 2014 through 2018, and in that five year period there were significant impacts to job creation, GDP, and income. And so we think by being able to continue to grow and expand our programs that, that track record of contributing to the state's economy and workforce development will continue and we're certainly very proud of what we have achieved to-date.

SEN. HASKELL (26TH): Thank you very much for that answer. I don't believe I have any further questions, Mr. Chair.

REP. HADDAD (54TH): Thank you, are there any questions? Representative Ziogas.

REP. ZIOGAS (79TH): Yes, thank you. I was interested in knowing what's the interest rate your currently charging on CHESLA loans?

JEANETTE WELDON: So CHESLA in-school, undergraduate student loans have a 5.15 percent interest rate and

that's a fixed rate, that's also the only rate that we offer, so there's no tiering of the rate based on FICO scores.

REP. ZIOGAS (79TH): And what are - what typical rate might you charge with CHESLA loan - CHEFA loan?

JEANETTE WELDON: So CHEFA bonds, when they are issued, they are typically very often issued in the public debt markets so the bond yields that ultimately result are a function of market conditions at the time that the bonds are priced. [Crosstalk].

REP. ZIOGAS (79TH): So [Crosstalk]

JEANETTE WELDON: So, we're not - we're not setting those rates, the market is determining those.

REP. ZIOGAS (79TH): So, anticipating that the 10 year treasury is below 1 and it stays below 1 for some period of time and loans become cheaper through CHEFA, because your blending CHEFA and CHESLA, did I understand that correctly?

JEANETTE WELDON: Yeah, we're not blending [Crosstalk]

REP. ZIOGAS (79TH): Your portfolios don't blend.

JEANETTE WELDON: No. So CHESLA is a distinct subsidiary of CHEFA and it's - the finances are separate from CHEFA's finances.

REP. ZIOGAS (79TH): Okay, so they don't blend those portfolios.

JEANETTE WELDON: No, no.

REP. ZIOGAS (79TH): Okay, then I'm happier with that at least. Okay, thank you.

JEANETTE WELDON: Your welcome.

REP. HADDAD (54TH): Representative Arora.

REP. ARORA (151ST): Thank you Chairman. Thank you very much for being here. I've first to follow. You know, I've learned quite some about both CHEFA and CHESLA over the recent, you know, recent past and I really appreciate the fact that it requires no state financing yourself and, in some sense, self-generative. I appreciate that. Now my question for you is, in both - in the loans for either both CHESLA and CHEFA, is there a competition, are you in competition with private providers?

JEANETTE WELDON: So, on the CHESLA side, CHESLA student loans we are competing with other lenders so when students are considering their options for student loans, they might be looking at Sallie Mae, they might be looking at, you know, one of the banks that offers student loans or they might be looking at CHESLA, so yes we are in that regard competing with those products.

REP. ARORA (151TH): And you know the reason I'm asking is, is it's unfair to some of the private - you know the private providers do make various large amounts of loans and I'm always concerned that, you know, having a quasi-government agency compete with them, is it a fair - fair thing. Would you - would you have any thoughts on that. You know if you were on the other side because you could be, you know, someone like yourself that could be working on the other side, on the private provider, would that be unfair to them in some sense?

JEANETTE WELDON: Um, I wouldn't view it as unfair to them. I mean what we're offering is a different product. We have different features for example

many of those private lenders offer variable rate products, we don't offer a variable rate product. They tier their loan rates by FICO score, you know, we're not doing that on the in-school program. So, I think it's a different product and, you know, it's no different than some other sectors where there are government actors or government related actors as well as private actors.

REP. ARORA (151TH): But if we were to - if we were to say, listen you know, there might be some places where the private sector is not doing the job and we would - we would really want to diverse an agency like - or a quasi-federal - quasi state organization like yourself to do - to do that kind of - to play that kind of role instead of just doing what other lenders are doing perhaps by just what Sallie Mae used to do as or guarantee someone to a more riskier loan or diversity loan, is that - is that something which is going to be something which you think would - would be in the scope of things that could be done instead of just competing with the existing lenders.

JEANETTE WELDON: In terms of us working, guaranteeing their loans or working with them, is that you're suggesting?

REP. ARORA (151ST): Yeah, leveraging yeah. I - that's perhaps where I am getting at. Working with them and helping them lend more because they'll lend \$70 billion dollars in a state, \$77 billion across students and everything else.

JEANETTE WELDON: Right, I guess first of all our funding comes from tax exempt bonds. So, in order to access that funding the proceeds do need to go directly to students. We wouldn't be able to issue tax exempt bonds if we're then taking bond proceeds

to create a loan loss reserve that's going to benefit a private company.

REP. ARORA (151ST): Not private, other students,
[Crosstalk]

JEANETTE WELDON: Well but the students that are borrowing through a for profit company, that's something that we would not be able to do. The loan rate that we offer is a very favorable loan rate at 5.15 percent. That's actually lower than the federal parent loan for undergraduate students, which is right now 7.08 percent and it's also lower than many of the other private loan rates and our refinance product we have refinanced private loans with loan rates, you know, north of 10 percent and our refinance product on average, we're saving students or recent graduates about 2 percent points on that refinancing. So, I think there is a market for what we do. I think we can certainly compete on interest rate with private providers and I think, you know, given the source of our funds, it certainly makes sense for us to be in this business and, you know, CHESLA not the only entity like this that's in this business. There are CHESLAs in lots of other states across the country.

REP. ARORA (151ST): Thank you.

REP. HADDAD (54TH): Thank you, are there any additional questions? Seeing - I'm sorry, Representative Doucette.

REP. DOUCETTE (13TH): I did have one, thank you Jeanette. With regard to lending to out-of-state institutions, I'm curious if there - if there's an opportunity here, if there's a demand for that or if there are specific instances in which, you know, a

CHEFA would have been able to participate in such a transaction and [Crosstalk]

JEANETTE WELDON: Right, so - so that's with regard to CHEFA, the Higher Ed Facilities Authority, which is primarily financing for capital projects not related to CHESLA. But - yeah so hypothetically, you know, the purpose of that proposal is just for example and you know, I have - I'm not privy to anyone's - any multihospital system's plans, I'm just using names to sort of give an example. So, if hypothetically a system like Yale New Haven Health wanted to construct a facility in New Jersey but it's going to be part of the Yale New Haven Health System, it's going to be part of the their financial performance and their ability to employ, you know, continue to employ their workforce across the system then this proposal would allow us to issue bonds on behalf of Yale New Haven Health to fund that project. The bonds would remain an obligation of Yale New Haven Health only. There'd be no tax payer dollars, no CHEFA dollars, no state dollars involved in repayment or supporting those bonds, and then the other portion of the proposal also provides for a scenario where if a system that's not headquartered in Connecticut but they have a Connecticut institution and they were building a sister institution in a contiguous state, we could finance that as well given that there may be people crossing the state line for care or employment and we will also - and it's also part of the state's workforce in an economic picture.

REP. DOUCETTE (13TH): Okay, thank you.

REP. HADDAD (54TH): Thank you, are there any additional questions? If not, thank you very much.

JEANETTE WELDON: Thank you.

REP. HADDAD (54TH): Thank you. I wanted to give the students from Manchester High School the fair warning, you're going to get a pop quiz on CHEFA and CHESLA when you get back to school, so I hope you were paying very close attention to that testimony. It's really important. Next up is Jay Moran and just as he's making his way to the microphone, I wanted to share that I apparently have a soft spot in my heart for students because, the reason why they're staying in the room is that their teacher is signed up on the public list and I think they - she might be their ride home [laughing]. So, I'm going to call their teacher, Beth Hayes, next and then we'll get back to the regular rigamarole here. Mr. Moran, welcome.

JAY MORAN: Thank you for having me. I'm Jay Moran. I am the Mayor of the great town of Manchester, and also the Athletic Director of Southern Connecticut State University, so I have three minutes to do a dual role here. I just - I don't - the manufacturing program, you said it, Representative Haddad they said enough. The passion, what they've done to their self-esteem, what is done for our local community, our manufacturers are on board with this elective official students knowing that they have a bright future ahead of them and their excited about school every day. I think we should support these bills because I love these RedHawks behind me but I'm also here as the Director of Athletics of Southern Connecticut State University which is the job that actually pays me. So - and I'm here to talk about SB #306 an act concerning student athletes and institutional of higher education to allow student athletes to earn compensation from

student's name, and which in all likeness from employment and activities unrelated to collegiate athletic programs. I'm not here to speak against the bill, I'm here as an Athletic Director that's asking you maybe you can stall on this bill and pass it next year, and I know there might be new legislatures next year but the NCAA, this has been a hot topic for the last year. The NLI is the National Letter of Intent. This is the NIL, which is Name, Image and Likeness. I don't know why they have similar acronyms. But folks when we paint legislation that effects most of the Division 1 schools and may throw off some of the Division 2 and 3 schools, it concerns me. So I ask you to consider maybe stalling because January of 2021 all three divisions will be passing legislation to this in the NCAA and they do it in all three divisions because we can't paintbrush legislation cause our bi-laws are different, and the way this is written today, according to my compliance guys, and don't throw me any questions because I don't compliance every day. Currently if this were to pass, I know it doesn't go into effect until July 2023 but the state law will supersede I'm sure of the NCAA above but it'll affect the bi-laws that Division 2 holds right now and it would put us at a disadvantage in some ways. So, I ask you to sit back and maybe talk to the rest of the Universities in the State of Connecticut. We are Division 1, 2 and 3. We have different bylaws. We're all in favor. Division 2 already has a bylaw that allows student athletes to earn compensation as long as it's not involved into collegiate athletics. We just want to make that - they're 28 states out there that have either passed or considering legislation on this. Then you have the NCAA in three divisions and there's talk about the Federal

Law passing some legislation on this. So, I ask - I'm here today to ask what the urgency is, could you possibly wait and to pass this next session after the NCAA thoroughly vets through and passes bi-laws. So, that's why I'm here today. I would like you to consider that as we move forward. That we don't paintbrush something that just affects UConn and the Division 1's. Thank you.

REP. HADDAD (54TH): Thank you.

JAY MORAN: I had to rush the two things in three minutes, so.

REP. HADDAD (54TH): You did a great job rushing through those.

JAY MORAN: Thank you. Keep your soft heart Sen - Representative Haddad.

REP. HADDAD (54TH): Are there members of the committee that have questions? Rep - Senator Slap.

SEN. SLAP (5TH): Thanks for being here and thanks for your leadership. I did want to ask you what, in terms of Name, Image and Likeness. What challenges would, if this legislation where to pass, would it pose for your university in terms of, you know [Crosstalk]

JAY MORAN: Well, first of all if you ask the Compliance Office, it just gives them more work to do, in making sure that all the students are doing this correctly. Now there - now I'll have to worry about bi-laws, worried about state law. Currently there is talks about it wouldn't affect their playing time but if this law was passed and went to effect now, and it was against the NCAA region 2 bylaw, we wouldn't let them play. So, then we -

then we'd have the state fighting us saying that there are laws supersedes us, correct.

SEN. SLAP (5TH): Yes.

JAY MORAN: So, there's just - I mean there's not a lot of discrepancies in what we want to do to move forward. We just want to make sure that we're not fighting the Federal government or the State government when we pass these laws, and we want to make sure that - that I guess more than anything is it equitable, is there equity in this because let's be honest, there's probably a better chance of the more profile sports of basketball and football that can earn compensation on the side through agents as opposed to small schools. And, just to let you know and this talks a lot about sports agencies in here, sports agents. Only Division 1 has, that bylaw will not allow sports agents in Division 2 and 3 and so, and I think that's very limited. I know my friends from UConn might talk about that more because they know more about it. So, I'm just concerned that if we pass this legislation as is, will it affect all the bi-laws and what we're going half to do with that.

SEN. SLAP (5TH): Yeah, and I think your right, and we will talk more with University of Connecticut about this proposal. I think there's - I can only speak for myself but that you know have concern that if states -- the only reason that the NCAA is considering taking action is because of states passing legislation.

JAY MORAN: Correct.

SEN. SLAP (5TH): And if we don't, they won't so, and if the current system is not equitable.

JAY MORAN: I agree with you.

SEN. SLAP (5TH): Thanks so much.

JAY MORAN: Thank you.

REP. HADDAD (54TH): Thank you. Are there any additional questions? Thank you very much for your testimony.

JAY MORAN: Thank you. Go RedHawks.

REP. HADDAD (54TH): And that's nice segway to Beth Hayes. Are - what is - okay hold on a second. What is your name?

MONICA OQUENDO: My name is Monica Oquendo.

REP. HADDAD (54TH): Your name is Monica. So - that is the program and the teacher is Beth Hayes. Well - so who's is signed up to testify, that's what I'm trying to get. They're both signed up to testify. Why don't you both go together. Why don't you both sit here together. You can deliver your testimony one after each other, and we can ask some questions and get you guys out the door. Right, okay. Thank you. Yeah you can pull up a second chair or you can just sit at the first desk and use the microphones like we're using.

MONICA OQUENDO: All right, good afternoon everybody. My name is Monica Oquendo and I am the Technology and Education teacher over at Manchester High School. I also happen to be the co-teacher of the manufacturing pre-apprenticeship program also at MHS. These are my students right - sitting right behind me. This program was actually launched in December of 2019 and its program has become very close to my heart for a few reasons. So, a little background on myself. Before I became a Tech Ed

teacher, I was an engineer. I worked at Pratt and Whitney for 13 years, right out of college, and I also happen to be an MHS graduate. I graduated in the class of 94. So, during the time that I was working at Pratt and Whitney as an engineer, I actually got to experience the benefits of manufacturing in Connecticut. For the first time - the first - I would say the first third of my career at Pratt and Whitney, I worked as a manufacturing engineer and then continued on working to project management and then finally into customer supporting support of the F119, F-22 Raptor program. During that time, I saw all of the magnificent benefits of manufacturing in Connecticut can provide but I also saw the facts of the shortage, the labor shortage in manufacturing. Many times that made our jobs really difficult when you have to wrangle around with manufacturing when you don't have the labor force to back you up and do changes and bring technologies into Connecticut because you just simply don't have the labor force to back you up. That's actually one of the reasons why I became a Tech Ed teacher after an engineer for so many years. I wanted to help fill in the gap and, unfortunately, over the years pretty much since I was in high school, pretty much, there's been this perception that manufacturing is a dirty job. That when people think of manufacturing they think of dirty factories with soot all over the windows and dirty factories and that's very, very far away from the truth but because of that perception many parents they lean their children away from that - those types of jobs. Well that actually limits the experiences and the opportunities available for my students now. These guys back here I can't be more proud of them. I simply can't. I when I first started working at

MHS, working with - in Tech Ed many of them were kind of not knowing what they wanted. They were afraid of their future. They didn't know what - what steps to take, many of them didn't know if they wanted to go to college but once we presented them these ideas and these possibilities in manufacturing to actually focus on manufacturing and maybe technology and engineering and start thinking about those opportunities that are available to them once we presented that to them. They became excited. The light just shined in their eyes. They were amazed at what they could do and as they got better at working, not just with Tooling-U because that's just part of it. The other part that we did at Manchester High School is a little bit maybe different than some others is that we provided hands on experience. We took the CNC machines and showed them how to program using G-code. We took 3D printers and showed them how to solve problems by using engineering design processes. We took - we just got a WAZER jet cutter and used that to teach them how to cut metal and how to start handling metal properly. These got them excited and now these students are doing so much better in all their classes because they're excited to come to class, they're excited to come in. This is an afterschool program, just to give you an example. These guys stay on regular twice a week from 2:30 to 5:00 o'clock in the afternoon and there is no way that I can do anything to kick them out of my classroom. Like a lot of the times I have to tell them guys, I'd like to get some dinner because they want to stay, they want to work and there's nothing more inspiring for me as a teacher than seeing that light in their eyes. So - and I'm here in support of HB 5158 because of my students behind me, and I look

forward to provide programs like these to more students as we can expand programs for more kids, who in reality may not have an idea what to do and just maybe this can light them up and get them excited. Thank you. Are there any questions?

REP. HADDAD (54TH): Thank you. Well why don't you deliver your testimony and then we can ask questions about this.

BETH HAYES: Thank you. Good afternoon everyone. My name is Beth Hayes and I am the Coordinator of School Business Partnerships and current technical education at Manchester Public Schools. This manufacturing program is our most recent addition to our array of course offerings in career and technical education. CTE programs provide thousands of - well over thousand students each year with opportunities to apply their academic learning into career exploration types of settings and we're very excited about this manufacturing program because the new Perkins legislation which took effect on July 1, 2019 basically has new performance educators, which are much more substantial. They're based on the number of worked-based learning experiences, the number of industry recognized credentials that students earn and the number of opportunities for dual credit, which allow high school students to earn college credit during their high school programming and teachers like Monica would become articulated as community college professors, and we also do offer UConn courses as well and AP but I would just like to talk a little bit about the fact that CTE programs are researched-based. Data shows that CTE students are more likely to graduate than non-CTE students and they're more satisfied overall with their opportunities to explore and pursue

careers than non-CTE students, and I think our students kind of spoke to that level of interest and involvement. We've used Perkins dollars, strong backing from our Board of Education. We have also partnered with a lot of our manufacturers in town. The Connecticut Center for advanced technology has been a huge part of our program as well. They funded an engineer, a C-CAT engineer to co-teach the course with our Tech Ed teachers, which is kind of exciting, and our students are earning the Tooling-U Certificate, and in a digital copy of my testimony, there are links to all of these certificates if you'd like to learn a little bit more about them. We're also integrating an OSHA 10 certificate so that these - when these students start their pre-apprenticeship work hours, they will have all of this behind them to prepare them for success in their pre-apprenticeship placement. So the program got launched also with the - we used a lot of advice from our Manufacturing Advisory Board, so we had our industry experts come in last June and tell us, you know, what skills should be really be teaching our kids if we're going to put them, you know, and place them in a pre-apprenticeship, and we also sought their advice on what types of machinery we should invest in with our Perkins and other dollars. The third part and, you know, the House Bill 5158 really is more about college certificate and opportunities for credit. We've worked closely with Manchester Community College and we are in the process of articulating four classes with Manchester Community College. We visited Derby High School and other schools as well and we based our model in part on that, as far as how we're going to articulate. So, we've got a very close, strong relationship with Tracy Ariel over at MCC and we're in the process of

being able to offer at least two courses next year, maybe more. So, House Bill 5158 if, you know, -- we would really appreciate that because it could really jump start our opportunities. So, thank you for your time.

REP. HADDAD (54TH): Thank you very much for your testimony and I think you have a lot to be proud of with the students that are standing behind you. So, you've done a really - you've done a really great job. Are there questions? I see that Representative Doucette, your champion, is here and has a question for you.

REP. DOUCETTE (13TH): Thank you Mr. Chair. Thank you, Beth and Monica. Thank you for your dedication to these students, and they said your proud of them, we're proud of you, and just a little bit about the program in general just to back-up. So, this is a pre-apprenticeship - approved pre-apprenticeship program through the Connecticut Department of Labor, is that correct?

BETH HAYES: Yes, that's correct.

REP. DOUCETTE (13TH): And you referenced the Perkins Grant. If you could just talk a little bit about that and what the investment has been thus far from those Perkins funds.

BETH HAYES: Sure. So, our annual grant typically for the last few years has been about \$115 to \$117,000 dollars. So we've invested quite a bit of that funding into this manufacturing program but we do have other CTE areas at Manchester High School as well that receive funding like Business Ed, Family Consumer Science and we do also have a pretty robust health careers program at Manchester High, so we've have also had the benefit of applying for some

supplemental Perkins grants that have been available this year. So, we got \$35,000 dollars in supplemental Perkins grant last summer and we just applied for another \$25,000, much of which will support this program. So, as you know, the machinery to really build a state-of-the-art lab like the one at Derby High School is significant. I believe that, that lab cost just under a million dollars, if I, you know, you can correct me if I'm wrong but, you know, we did it - we just ordered a CNC mini-mill machine that the kids will be able to use hopefully before they graduate so we're very excited about that, and again all of the equipment, we had to prioritize and we did develop a one year, three year, five year plan, which is also linked in this document for you to take a look at. So, we tried to be very thoughtful about using the advice of our partners so that we're not, you know, -- we're not preparing our students for things that we think or that we're guessing. We're really trying to get them exposed to state-of-the-art machinery that they'll really be using.

REP. DOUCETTE (13TH): And I was going to ask maybe Monica can speak to this about the equipment, about what you've been able to acquire, in the process of acquiring and what you think you really need to kind of ramp this program up.

MONICA OQUENDO: So as of right now what we so far have acquired is the half mini-mill which is actually on the way to be - close to be approved I believe - I believe but right now we also have available a waterjet cutter, which cuts a lot of metal with sub-straight with - what's a sub-straight guys? Sam, thank you. We sand sub-straight and actually water pressure. We've also been using some

of the equipment that we already had available like a small CNC machine, which is what we've been using to teach them how to G-codes so that when the half-mini-mill comes in, they'll be more than ready to go on and use it. We also have availability of industry standard programs like Mastercam for SOLIDWORKS, which I know it's very heavily used in programming both the CNC lathe, the CNC routers and the waterjet cutters and we be also be using it to incorporate some of the 3D printing machines that we already have to help them also start with the AVL prototyping. So, we are keeping up to date with what's available right now in manufacturing and we're trying to improve on what we already have, and so by using what we have and improve on what we're getting.

REP. DOUCETTE (13TH): Right and you said you have 15 students in this year's class.

MONICA OQUENDO: Right now, in our program we have 15 students and we're hoping to expand in the future.

REP. DOUCETTE (13TH): Right, so that was going to be my next question and that would require more equipment, correct, which is what this would be.

MONICA OQUENDO: That would require more equipment.

REP. DOUCETTE (13TH): But no, it's good to know that you were able to use that Perkins grant and that, you know, in some of our conversations, so many of the conversations I've had particularly with Colin Cooper, our Chief Manufacturing Officer, he talked about how great it is that school districts are able to also leverage other financial resources whether it be Perkins. There are some schools, I know, I've been told that have actually raised

private funds as well from manufacturers, so that's good. You mentioned Ms. Ariel from Manchester Community College. I know she couldn't be here today, but she submitted her written testimony. Beth could you talk a little bit about specifically about which courses are being articulated and what - what that involves and then the cost of the instructors as to the best of your knowledge as to what that would - what that - what that would look like.

BETH HAYES: Sure. Our Advisory Board told us very strongly that the - some of the biggest skills that are lacking our math in manufacturing skills and blueprint reading, so those are two courses that we're looking at first and then we have two other courses that we're looking at as well. We've already got the curriculum from MCC, and honestly human capital is a big piece of this because technical education certified teachers are extremely hard to come by. So, we're very lucky to have teachers like Monica who also have the industry background, but we are working on getting our Tech Ed teachers approved to become the adjunct professors. They'll be able to deliver the MCC courses, and we're also going to do some recruitment efforts you know and there just aren't a lot of programs out there that certify technical education and other CTE teachers, so it's really difficult to find good people. So those are some of the efforts that we're putting in as well.

REP. DOUCETTE (13TH): And these are college level classes, right, there being sort of designed to correspond to the courses in the catalogue currently at MCC and the other community colleges.

BETH HAYES: Correct. They are MCC courses. They will be offered free of charge to our students and they will be accepted into their program of study for either a certificate in Advanced Manufacturing or an Associate's Degree and those credits usually are transferrable to other four year institutions but each four year institution kind of has their own rules with regard to where they fit in.

REP. DOUCETTE (13TH): Right but there's cost as we've discussed to those - the cost of those instructors?

BETH HAYES: Absolutely.

REP. DOUCETTE (13TH): Right, which are in the ballpark - face he's giving us, some [Crosstalk].

BETH HAYES: So if, you know, if Tracy - I can tell you I mean to hire a high school teacher ranges between, you know, just straight salary 50 to 90 thousand dollars and that's a ballpark pic, you know, figure and it's - I could get you that information but it's - human capital is a huge expense as well.

REP. DOUCETTE (13TH): And then last question, if you could speak a little to the Manufacturing Advisory Board, some of the feedback we've gotten from industry, from manufacturers in town and your understanding of the current job market at those manufacturers.

BETH HAYES: Sure. The manufacturers have told us overwhelmingly that, you know, everyone is concerned about the fact that Connecticut's economy is going to be dependent on preparing a skilled workforce. There are so many people working in the manufacturing plants now who are going to be

retiring soon. So, this is kind of an emergency for us to, you know, come up with programming like this. They gave us advice on the machinery. I mentioned that. It's also development. You know, like working with students and that's part of our program too, we have a full-time teacher at Manchester High who works with students on resume development, getting them ready - getting kids ready for interviews and you know developing some of those soft skills that our manufacturers and other industry partners told us that are essential to be part of a good quality program, and then following up with students once they're placed. You know, they're high school students, so checking in regularly to make sure that things are going well is an important part, visiting the work site and all of that.

REP. DOUCETTE (13TH): Right. But suffice to say, there's a strong market for these students if they were to - especially if they were to complete that manufacturing certificate program.

BETH HAYES: Absolutely, and part of this program is that the students will work 72 hours and paid manufacturing pre-apprenticeship placement. So, we're - we're at that point now where we're working on the placements.

REP. DOUCETTE (13TH): Thank you.

BETH HAYES: Thank you.

REP. HADDAD (54TH): Thank you. Are there any additional questions? Representative Ziogas.

REP. ZIOGAS (79TH): I just wanted to say in Bristol we have all the same concerns and if any of your students wanted to come to Bristol, I'm sure we

could find jobs for them there. I would like you to elaborate just for a little bit about the Advisory Board in terms of moral support, guidance and if any financial support.

BETH HAYES: Sure. So, we had about, at our January meeting about 50 people in attendance and it was local manufacturers, we had community college folks there, members of our board of education, teachers' students, Town Council members, Jay Moran was there. We've got a lot of support. Representative Doucette was there. We had a team that went out to visit Derby High, you know, Jay - Representative Doucette came, our Board of Ed Chair came, someone from the Town Counsel. It's - you know, it's great. Like we're really trying to do this thoughtfully and the Advisory Board members have really been very honest and open with us with regard to supporting our efforts. They - we haven't gotten financial support quite frankly from our manufacturers. At this point, we just want them to support us by hiring our students for the pre-apprenticeship opportunities. That's probably the biggest way that they can fund and support our efforts but, you know, the Connecticut Center for Advanced Technology has been a huge partner for us. They have funded the Tooling-U licenses and they also are paying for the C-CAT engineer, which again the human capital piece, which is a big part of this program, I think that's been a really nice partnership. I think that he's worked really well with Monica and our other Tech Ed teacher, so yeah, and it's never ending, it never done. We have to, you know - Advisory Board meetings that happen just so that you say you have them, are you [inaudible 1:14:18]. So, we want to try to have Advisory Board meetings at least two or three times a year so that we're really kind of get

- you know, industries change so often, we have to have at least two or three a year.

REP. ZIOGAS (79TH): Yeah, and part of my concern is - and it may be at this level it doesn't apply as well but I would think the manufacturing community ought to lend more financial support so the efforts that you people are promoting because we're training people to support their industry and if we need the volume of people that they suggest that we need, I don't think we can do it without their help, certainly not at the rate that they need them. So, I would be looking toward the manufacturing community for a little bit more financial assistance. At maybe the local manufacturing less so but at Pratt and Whitney, EB, certainly you know that kind of thing. Thank you.

BETH HAYES: Thank you.

REP. HADDAD (54TH): Thank you. Representative Betts.

REP. BETTS (78TH): Thank you Mr. Chairman and thank you for your testimony. I want to follow up on what Representative Ziogas said. Have you had any communication or dialogue with the manufacturing associations in Connecticut?

BETH HAYES: A - somewhat. So, when Raisk [ph] from the Connecticut Center for Advanced Technology has definitely included us somewhat, you know, and talked about our program but not, not much, that would be probably our next level of moving forward.

REP. BETTS (78TH): Because there are a number of associations that we've met with, in particularly in Central Connecticut that are quite eager to invest not only money but equipment to meet this need you

were talking about. So I would encourage you because I agree with Representative Ziogas, I think they would be willing to invest both money and equipment if they're aware of what you're doing and trying to see if it's compatible with the need to the industry.

BETH HAYES: Great. Thank you.

REP. BETTS (78TH): Thank you very much.

REP. HADDAD (54TH): Thank you. Are there any additional questions from members of the committee? Seeing none. Thank you very much for your testimony and remember that pop quiz on CHESLA as soon as you get back to the school. [Laughing] Um, we're beyond an hour and so I'm going to call one more name from the legislature list and then we're going to start moving back and forth between the public list and legislature's list and so, the next person to testify will be Holly Cheeseman. She will be followed by Walt Harrison. He will be followed by Neal Eskin.

REP. CHEESEMAN (37TH): Good afternoon Chairs Haskell, Haddad, ranking member Hall. It's great to be back here, and I just want to echo anything we can do to develop that manufacturing base in our high schools. In my part of this state, the Eastern Workforce Investment Board just does such a great job and I know they're working with other invest - workforce investment boards throughout the state, so. Go - go manufacturing. I'm here to testify in support of raised Bill 5355 an Act concerning freedom of expression on college campuses. You have my testimony before you, and I'm only going to read a brief passage. The First Amendment to the Constitution protects speech no matter how offensive

its content. Restrictions on speech by public colleges and universities amount to government censorship and violation of the constitution. Such restrictions deprive students of their right to invite speech they wish to hear, debate speech with which they disagree and protest speech they find bigoted or offensive. An open society depends on liberal education and the whole enterprise of liberal education is founded on the principle of free speech. How much we value the right of free speech is put its severest test when the speaker is someone, we disagree with most. Speech that deeply offends our morality or is hostile to our way of life warrants the same constitutional protection as other speech because the right of free speech is indivisible. When we grant the government the power to suppress controversial ideas, we are all subject to censorship by the state. Since its founding in 1920 the American Civil Liberties Union has fought for the free expression of all ideas popular or unpopular where racist, misogynist, homophobic and transphobic speech is concerned the ACLU believes that more speech, not less is the answer most consistent with our constitutional values, and I note that this piece of legislation protects free speech of everyone on campus, be they administrators, faculty or student. This protection, this requirement of our institutions of higher learning, to guarantee this right in the least restrictive manner possible respecting differing viewpoints allowing debate, allowing professors, students to voice their opinions without fear of retribution, of suppression is vital to their educations, and this - I don't care where you are on the political spectrum, this freedom is intrinsic to our liberty as a nation and indeed in

terms of higher education is vital. If we are prepare - to prepare students to debate ideas, to allow the strength of their arguments to dictate discourse as opposed to shouting down, de-platforming or censoring. I looked at the list of speakers who have been dis-enlightened from college campuses and they range from people on the more conservative side of the political spectrum like Heather McDonald or Charles Murray. To people like Jeh Johnson, Barack Obama's Secretary of the Department of Homeland Security, Doris Kearns Goodwin, Xavier Becerra, the Attorney General of the State of California. So, I think it behooves our institutions of higher education in the state to commit to the free expression of viewpoints and as I said the legislation laid out indicates what they need to take into account. It does not dictate sanctions, I know that was a concern last year but I would be delighted if Connecticut could join and I think I listed 8 or 10 other states at least that have passed legislation ensuring that this free expression of views is made a tenant of our universities and institutions of higher education. So, thank you so much for your time and I would be happy to entertain any questions today.

REP. HADDAD (54TH): Yes, I see Representative Betts ready with a question so.

REP. BETTS (78TH): Thank you, and thank you for this bill and boy I'm really dating myself here because when I went to college diverse views were encouraged, very open and if you didn't want hear the speaker you just simply didn't show up, and we certainly had some lively debates on campus about different issues but we were still able to have a good relationship, a respectful relationship. I'm

not a big believer or promoter of passing laws but to see something like this have to brought up and made law I think is a real detriment to the educational institutions, that at least I was exposed to, and I feel like we've taken a step backwards. At college that's what really help form our opinions and our views. You don't have any enforcement here and you - obviously there must've been some opposition or no agreement on it but if we pass something like this, is there any consequence to anybody not following it other than the fact that you clearly violating somebody's ability to be able to express a view.

REP. CHEESEMAN (37TH): I think that should be up to the individual institution. I know some states have passed legislation that says, you know, if a student is found guilty of, you know, violating someone's freedom of expression, disrupting speeches a certain number of times then they should be subject to suspension or expulsion. I think we leave that up to the individual institution and I do think there are ways institutions can respond to, you know, their policies or not. Alumni are perfectly within their rights to withhold contributions if they see an institution from which they graduated not living up to what they think are their principles. Students are free to attend or not to attend. Parents are certainly free to say hey you might want to go to this school where this behavior takes place but you're going to pay for it yourself. I mean, there - I agree with you. Do we want to have to do this, no, but I think it's important that we establish this as a principle at all of our institutions of higher learning because we want to ensure? I know Representative Haddad brought forth a proposed bill last year that related to faculty

freedom of expression. We want all on college campuses to be able to have that freedom of expression without fear of sanction provided they exercise it in a responsible, respectful manner. Protest by all means but don't prevent speakers from speaking, don't shout down professors whom you, you know - there are avenues for freedom of expression, but it has to apply to all.

REP. BETTS (78TH): And, you know, I'm going to deviate from what I normally do. It's just sad that we have come to this point where we do have to have a law to try to embrace what used to be a common everyday event and encouraging debate of different views. So, I congratulate you for promoting this. I know a lot of other people do and I feel very strongly about it but I feel very sad that we have to put this in law for people to understand what I had taken maybe perhaps for granted but we'll certainly be a better society if we ended up doing this, so thank you very much. Mr. Chairman.

REP. HADDAD (54TH): Thank you. Are there other questions? Representative Hall.

REP. HALL (59TH): Thank you Mr. Chair and thank you Holly for bringing this very important bill forward. I know we talked about it last year and discussed it in committee. I think this probably is a really pretty good version and it talks to a lot of the points that I think you've talked to today. I agree with Representative Betts on this. It's a - you look back when we all went to college and it was a whole different scene. I think I can look back and say honestly, I learned more from the folks that I disagreed with than I did with people that I had the same thoughts and aspirations of. So, my question

to you is this, how many states have this sort of bill or something similar to this bill?

REP. CHEESEMAN (37TH): I think in my testimony - I will now count quickly, approaching 20 and all across the country and some have, you know, some stipulate sanctions that the institutions and those would relate to the state institutions of higher learning. Some are very prescriptive. I believe Wisconsin has a bill; I think North Carolina may have some prescriptive avenues for possible violations in them. But as I mentioned, I believe there was some pushback on that. I think it's best left up to the institutions themselves to decide this. The Boards of Trustees, their administration, if they want to do that but I think to establish these principles as key and the fact that we will hold our institutions of higher learning accountable for insuring these principles is the point of this legislation.

REP. HALL (59TH): And you know, I think again agreeing with Representative Betts on this, I mean it's disheartening to have to legislate respect and even handedness at our higher ed institutions that it's very bad in my opinion. You know if you look back in the 60's where people were very focal and made some substantial changes in this country, I think it was done in mostly a respectful way and it's sad that we have to legislate this kind of behavior and need. So, I support the bill, I thank you for bringing it forward again. I - I think you did a beautiful job testifying, very eloquent and I'm having a hard time understanding how anybody could disagree with this, so. Thank you for coming. Representative Cheeseman.

REP. HADDAD (54TH): Senator Haskell.

SEN. HASSELL (26TH): Representative thank you so much for being here today and thank you for coming to the table on a variety of issues. I remember our exchange about this bill last session, and I appreciate the fact that we've come to an understanding that - or at least an agreement that sanctions, you know, might be left up to the institution. I have a question about one section though. I was just reading through. Line 19 through 22. It talks about the availability of resources for protecting the safety and freedom of expression of any speaker invited on campus by any student, student group or faculty member. I'm wondering if this - if you're concerned at all that this imposes too great a burden on institutions of higher education to fund what can amount to very sizeable security costs for Richard Spencer, some other controversial figure of the left or right perhaps, it's nothing major but perhaps you'll recall Columbia University hosted Mahmoud Ahmadinejad while he was the leader in Iran and there was a very sizeable security cost. Now at that - in that instance I think that the institution actually extended the invitation to the Iranian leader but under this provision if any student had invited him onto campus and he accepted, the institution would be left footing the bill. Are you concerned at all about that cost?

REP. CHEESEMAN (37TH): I would have thought those would be the exception rather than the rule and I think the point of this legislation is to ensure that regardless of which viewpoint a person is representing, that the institution is equally responsible for ensuring that security. You can't take a viewpoint -- discriminatory view toward this.

SEN. HASKELL (26TH): Should there be some sort of maximum whether it's not a viewpoint discrimination but some sort of facially neutral amendment to this statute that says if security [Crosstalk]

REP. CHEESEMAN (37TH): Why provide it's not going to cost more than X?

SEN. HASKELL (26TH): Exactly is what I was thinking.

REP. CHEESEMAN (37TH): I think it's a question of universities and institutions of higher education prioritizing.

SEN. HASKELL (26TH): Understood. Thank you so much Representative. I appreciate your thoughts on this matter.

REP. CHEESEMAN (37TH): Thank you.

REP. HADDAD (54TH): Okay. Are there any additional questions? Representative Ziogas.

REP. ZIOGAS (79TH): Yeah, hi. Is there any distinction between state universities and private universities in this?

REP. CHEESEMAN (37TH): In this - this would hold all institutions of higher education.

REP. ZIOGAS (79TH): Okay. Do we have the right or the authority to dictate to what private institutions do?

REP. CHEESEMAN (37TH): Good question, Representative. You know, I - I would hope that we could ensure this throughout the state but if not, I would certainly entertain an amendment that would stipulate that this only applied to our state schools. My understanding is state schools because

they take state money would be included in this, but I am open to suggestions Representative Ziogas.

REP. HADDAD (54TH): Any additional questions? Thank you very much for your testimony.

REP. CHEESEMAN (37TH): Thank you for your time.

REP. HADDAD (54TH): Good to see you back in our committee. Next up is Walt Harrison. President Harrison it's good to see you again.

WALT HARRISON: Thank you, it's nice to be here.

REP. HADDAD (54TH): You're here in a different role.

WALTER HARRISON: An old, retired President now. [Laughing] I'm Walter Harrison. I served as President of the University of Hartford from 1998 until my retirement in 2007. I also served in the governor's structure of the NCAA for 12 of those 17 years serving as chair of what is now called the NCAA Board of Governors from 2005 to 2007. Since 2014 I served on a Knight Commission on intercollegiate athletics and I serve as co-chair of its committee looking at name, image, likeness issues. I've also served as chair of the America East Conference Board of Directors and I'm a trustee of Trinity College, my alma mater. I'm also past chair of the Connecticut Conference of Independent Colleges. I hasten to add, however, that the following comments represent my opinion alone and do not represent the views of any of those groups. I have reviewed Senate raised Bill 306, which concerns name, image and likeness of student athletes, and I am comfortable with most of it. Now's the right time to provide student athletes the opportunity to be compensated for their name, image and likeness.

This change is not as revolutionary as it might at first sound. The definition of what constitutes what is known as the Collegiate Model of Athletics has changed several times over the decade since the NCAA was established in 1907 allowing most recently for Division 1 student athletes to be able to receive what is known as the "full cost of attendance". This means that they may be compensated for costs of attending college above and beyond tuition, room and board. This is a cash payment to them and may be used for any expense. In addition, eligible students may also receive Pell Grants just as any student would. Compensating some students for name, image and likeness is just the next step into - in expanding that definition while preserving the important principle that students should not be paid to play. It is important to remember that all college and university student athletes at four-year colleges will be eligible to receive compensation for their name, image and likeness, not just student athletes at the University of Connecticut. Student athletes at Trinity College, Eastern Connecticut State University, The University of Hartford, The University of St. Joseph and all other colleges and universities that sponsor intercollegiate athletics will be eligible. Although it is not yet clear how many will actually be able to find endorsement opportunities or may even wish to do so. So, all of us in four-year colleges and universities are paying very close attention to how this law and others like it around the country are enacted. Let me pause for a moment to say that I believe the only real way to manage name, image, likeness will be at the national and not the state level. The patchwork of state legislation will be unmanageable. When UConn faces

Seton Hall in New Jersey, The University of Hartford plays UMBC in Maryland and Trinity plays Hamilton College in New York, whose laws prevail. I'll be just a minute longer. However, if this were to work out, it would result in uneven playing fields. I do support a Connecticut bill both to provide a national model and to nudge Congress to act. With that in mind, let me mention my strong concern with two provisions in the proposed bill. First of all, I encourage you to strike the definition of student athlete as someone who has completed one year of college. The movement behind granting students their NIL rights is based on a legal term known as the Right of Publicity. To deny this right to one quarter of all student athletes is wrong-headed and irresponsible. Someone enrolled in a four-year college or university and playing intercollegiate athletics is by common definition of student athlete. I would substitute the phrase a student who is matriculated a four-year college or university and is a member of varsity - of a varsity athletics team. I understand the thinking behind prohibiting first year students from exercising their NIL rights. Many of us are troubled by the possibility that NIL opportunities will be misused as part of athletic recruiting. I feel, however, that this problem will be addressed by the NCAA or whatever body is created to oversee and manage NIL opportunities nationally. I believe the board that governs these policies should be made up of directors who are independent of college and universities in their interests and should include present or former student athletes. Finally, I would drop the reference to fair market value in describing the compensation for use of a student athlete's name, image or likeness. Again, I

understand the reasoning behind the phrase. I too want regulations that prohibit a student athlete from receiving \$5,000 for an endorsement or appearance for which a non-athlete only receives \$500 but in the digital age the fair market value will be extremely hard to determine. Just one example and this is a real thing. People will pay to have someone sing happy birthday to a friend or loved one through an app or a voicemail, really. So, it would certainly make sense that someone would pay a lot more for Crystal Dangerfield of the UConn Women's Basketball Team to sing happy birthday to their daughter than they would pay to have a retired university president sing the same song. So, what is fair market value. To conclude, I support his legislation, would recommend changing these two aspects of the proposed bill, and I'm happy to answer any questions you might have.

REP. HADDAD (54TH): Thank you very much for your testimony. I thank you. I mean - the two provisions that you talk about, I think were two provisions that we added to the bill to provide some guardrails and to distinguish ourselves, I think, from what they did in California where there's virtually no guardrails. I was thinking more of the circumstance where, you know, a perspective student athlete at a popular tier one basketball program or football program might be offered a substantial sum of money by a supporter or booster who owns a local car dealership and, you know, and that sort of thing. Would you just comment on like whether or not it's possible to come up with ideas - or are things that are being discussed in other circles outside of this building that would put some limitations of parameters on those kinds of - you

know, but I think everybody looking at it would say would be, you know, problematic payments.

WALTER HARRISON: Yes, I - I quite agree with you. There are really all sorts of guardrails that are needed. The point I was raising is I think they're better raised by whatever board it is that's going to supervise this. It may be as Mr. Moran said earlier, it may be the NCAA will do it. They seem determined to try to do something. It may also be that it's better supervised by an organization that's different than the NCAA that includes people who are truly independent of college and universities. It maybe I - this is what I personally would favor as a group that has an arm's length distance from the NCAA that is somehow connected to them and is independent of them. It seems to me it'd be easier for people to think about a lot of these guardrails more carefully in the form of regulations from whatever that body is than from state or federal legislation. That's my point but I definitely agree you're going to have guardrails of that sort.

REP. HADDAD (54TH): Thank you. One other question I had before I allow other members to ask their questions. When a student becomes a student athlete at a college or university, I would imagine that there's some arrangement where the university itself has some ability to use the name, image and likeness of the athlete. Maybe their athletic conference does - maybe the NCAA does and that they use that to varying degrees and end up again, so I think sometimes make lots of money trading off of it.

WALTER HARRISON: Correct.

REP. HADDAD (54TH): Is there any conversation happening outside of here that would put guardrails

on those institutions in terms of how they profit off of the name, image and likeness of student athletes and - well if you can just explain to me like - do those agreements exist and also are there guardrails on, on how they can profit off of that. Do those - do those rights and when they leave school or are, they somewhat into - go somewhat into perpetuity.

WALTER HARRISON: That's a great question. So, the short answer is there's plenty of discussion of this. At the moment the NCAA requires that students waive their rights to name, image and likeness. So, at the moment, the school has the sole control over those name, image - names, images and likenesses. There's an awful lot of discussion about how do you separate these two things, and I'll just mention too, one would be that perhaps the school or university has - should have the authority to be able to use student images and likeness with regard to in-game possibilities but that the student herself or himself has the right to name, image and likeness outside of in-game person - appearances. That strikes me as a very interesting thing to pursue and then secondly, there's a lot of question about the rights of an institution that have its own trademarks and names and it's the student's right to be able to say that they're an athlete at that institution and it seems to me that a reasonable guardrail for this would be to say that a student can say, and I wish I could've said this, I'm Walter Harrison and I'm a short-stop for the Trinity College baseball team. The only thing I could ever have said is I sit on the bench for the Trinity College baseball team but nothing more and that the symbol of Trinity College and its colors and uniforms and so forth belong to the college but this

is all under a lot of discussion within the NCAA and with other groups like the Knight Commission and the Drake Group and other people are thinking about all of this.

REP. HADDAD (54TH): And so just - just clarify the school has the ability to use the name, image and likeness of a student athlete, does their - does their league or the NCAA by virtue of being a student athlete also have some ability to profit off of name, image and likeness of student athletes?

WALTER HARRISON: At least the end-game, yes, and as I said, that's because at the moment the student waives their rights but I think under any proposed legislation of this sort, they would not be waiving their rights anymore, and whomever governing this will have to work out some of those boundaries.

REP. HADDAD (54TH): Thank you. Are there other questions? Representative Ziogas.

REP. ZIOGAS (79TH): Sometimes this seems a little bit murky to me in terms of image and use of image, and of course in my mind right when you talk about images in basketball, I think about cheerleaders. Does this apply to somebody like a cheerleader? Does it apply to the band, does it apply to other people that are, you know, popular inside of the whole atmosphere of a gym at game day?

WALTER HARRISON: That's a great point. Actually, literally speaking as I understand it, cheerleaders, band members and the like don't sign waivers of their name, image and likeness. So, if they - if they wanted to at the moment - any student who's not a student athlete has the right - any individual in this country has the right to name, image and likeness. So, yes -- I mean they could do that.

They don't have the right to display the trademarks of their institution so a cheerleader's uniform is trademarked by - probably covered by the trademark of the institution but the cheerleader out of uniform is - that's her own or his own name, image and likeness. And it seems murky to you. As Hamlet says, seems Madam Nay it is, I know not seems. It's - it seems murky cause it murky. Sorry an English professor.

REP. HADDAD (54TH): Representative Betts.

REP. BETTS (78TH): Thank you and thank you for coming back. Frankly, I'm a little confused by all this. I feel like I really walked into some unknown landmines here -

WALTER HARRISON: Definitely.

REP. BETTS (78TH): As I'm listening to the student athlete, that's most common thing everybody's been dealing with for the last 10 years. I'm thinking about people who are not student athletes and less say for example the University of Hartford and they're a renown of unique special musician, singer, something like that. Do they get offer for endorsements or something similar like that but in a different venue from an athlete and if they are they allowed to be able to keep that or do they have any restrictions on people representing them and there - promoting their talent and skills.

WALTER HARRISON: Right now, any student - any student who's not a student athlete has the right to their own name, image and likeness. The reason you don't hear about it very much even at a school like the Hart school is that those people aren't well known regional or national figures. So yes, a Hart student and many of them do go play in Jazz bands

and are compensated for that but they're not compensated for the name, image and likeness as much. They're compensated for working and playing in the band. So, um, but they could be if - if the person really became well known and somebody wanted to say here's so and so from the University of Hartford's Hart School, and they could make money on that.

REP. BETTS (78TH): I'm thinking of things like child prodigies or people who were, let's say 14-years-old and either have some kind of special talent or some kind of superior intelligence. I can see the university or the institution that accepts this individual marketing and taking advantage of that but can that individual, even though they're under the age, the normal age of college and universities, would that type of individual be allowed under this scenario to promote him or herself and receive compensation?

WALTER HARRISON: [Crosstalk] The non-athletes are allowed to do that now. I mean, the law, regardless of age. So, let us say for instance that a person in the Hartford Art School becomes well known for her painting. She's a - she can certainly profit off not only the paintings themselves but her own renown as a painter. It doesn't happen very frequently, but it could happen but because at the moment student athletes waive their rights, they can't do that.

REP. BETTS (78TH): Okay, thank you very much.

REP. HADDAD (54TH): Thank you very much. Is there any additional questions? Senator Slap.

SEN. SLAP (5TH): Thank you. Thanks for - thanks for your thoughtful miss on this, and I would pay you a

dollar to sing happy birthday, [laughing] just so you know.

WALTER HARRISON: A dollar but I bet you'd pay her more. [Laughing]

SEN. SLAP (5TH): Perhaps. Representative Betts, I think, actually raised a great point about that really the only folks on a college campus who waive their rights, name, image and likeness are the, you know, the athletes really in this case, and that there are - there are cases, not as many, but who - with a famous musicians who are at the Curtis Music as example right. I think it's Hilary Hahn, I think actually is my - one of my daughters loves her and she is a -

WALTER HARRISON: So, do I.

SEN. SLAP (5TH): Right, a very famous musician and they are allowed to make as much money as they possibly can. The free market works for them, but it doesn't for student athletes. I would say the one difference is because you have the NCAA that is the middleman in this case where there is no such right body for all the other athletes. Question I wanted to ask you though is that I think there is kind of a misperception that the name, image and likeness would only apply to, you know, just really the top, top elite athletes. They're the only ones that would benefit but I - I know you might be able to put some context around this in terms of there's a lot of other folks that are athletes who would be able to benefit, right, who aren't necessarily the top quarterback at, you know, a power five school.

WALTER HARRISON: Correct. Theoretically, any student athlete at any institution in the country could benefit and think for a minute about this so-

called Olympic sport. You could be a famous gymnast who's going to Trinity College and you could - you could benefit from compensation through your name, image and likeness or you could be a skier who's not really, you know, an Olympic level skier, not a professional skier but is going to college to do something else and you could - you could certainly benefit from name, image and likeness there. There's an open question about how widespread this will be. I mentioned that - this in my remarks. Some people think it will be very widespread. I spent some time talking to a woman who works in, what's call, social influencers and she thinks they'll be a lot of opportunities for athletes at smaller institutions less well known because they themselves will develop their own digital persona and so forth. I - I'm not convinced of that. It may not be that widespread at all, but it certainly is going to be open to any, anybody who participates in collegiate athletics.

SEN. SLAP (5TH): Does Trinity College offer scholarship - I should know this, for squash?

WALTER HARRISON: No.

SEN. SLAP (5TH): Okay because there not a [Crosstalk]

WALTER HARRISON: A Division 3.

SEN. SLAP (5TH): Division 3 even, okay. So - but let's take a D1 school where there's a student athlete, let say on - and that person - we're not talking about million dollar endorsements and all this but that person goes home during the summer, let's say to, you know, their home, right now, correct me if I'm wrong, they could not, let's say, you know be a counselor at a tennis camp and say hey

I - without using the logo of the school right but they could not say I play tennis at University of so and so, let me, you know, let me offer your kid tennis lessons right. They would lose their scholarship for that right?

WALTER HARRISON: That's correct. Yes, that's part of why I - you know, I think this bill and others like it, I think will go a long way to correcting some of those problems right now. So, yes it can be - you're absolutely right, the athlete who plays at any level right now can't say, in a camp advertisement for example that they're a tennis player at Trinity College or Eastern Connecticut or wherever.

SEN. SLAP (5TH): One - one more question then I, with your indulgence. So I think a month ago I was in a slightly different place on this only because I was that right, right we can't have a patchwork right, that this is exclusively for pressuring the NCAA and Congress into, you know, into changing the rules, and I read more about the level playing field and I actually, you know, the more research I do on this realized that there isn't a level playing field right now at all and even the NCAA admits that. I think it's - there's a quote I found by Mark Emerick who says the current jurisdiction of rules, as far as creating a level playing field, has actually produced too many rules that are not meaningful, enforceable or contribute to student athletes success. So - so I - I guess my question for you is what is the harm if there's already a patchwork when it comes to ability of schools to recruit and, you know, we are not all equals right when it comes to the NCAA and to whether it's training facilities, recruitment practices. I mean we all know that the

- you know the football championship is going to come from one of four schools as an example. Some people would argue there's less parody kind of than ever before. So, what would be the harm then of there being a patchwork?

WALTER HARRISON: Well, um, [Laughing] it seems to me that the answer for some confusion is not more confusion, so I - I would - I guess I'd argue that ultimately I think we ought to have a set of guidelines for student athletes that is uniform no matter where you go in this regard. I'd hate to see a student transfer from a school in one state to a school in another state because they felt they could benefit more from compensation of their name, image and likeness, it's that sort of thing that would be confusing but I - I am confident that this is - that we're having an academic discussion here that, I think what will come out of this in some way, shape or form is going to be some kind of either a national legislation or some agreement of some sort that should govern all universities. That's why I support this kind of bill. I think it's - it'll just put pressure on all this to work [Crosstalk]

SEN. SLAP (5TH): Yeah and I agree. I really do appreciate your leadership on this and seeing that there is a role for the legislature to play and question. So, thank you very much for your testimony and this great dialogue.

WALTER HARRISON: Thank you. Pleasure being here.

REP. HADDAD (54TH): Thank you. Are there any additional questions? Seeing none, we'll move on. Thank you very much for your testimony. We appreciate it. Next up is Neal Eskin. He'll be followed by Susan Johnson.

NEAL ESKIN: Good afternoon. Co-chairs, ranking members and members of the committee, my name is Neal Eskin, I'm a Senior Associate Athletic Director at the University of Connecticut. I would like to thank the committee for its ongoing support of UConn and for this opportunity to provide testimony regarding Senate Bill 306. UConn is supportive of student athletes being allowed the opportunity to benefit from the use of their name, image and likeness, NIL, under certain parameters and is looking forward to the outcome of the NCAA process to determine how we can move forward in a thoughtful way to ensure reform is achieved without sacrificing ethical standards. The landscape of college athletics has certainly changed significantly over the last several decades and the NCAA definition of student athlete needs to be modernized. If a student athlete has the opportunity and capacity to benefit financially from his or her NIL this should in no way jeopardize his or her amateur status or eligibility to participate in intercollegiate athletics. College athletes certainly have more opportunities today than they have had but they're valid concerns about the fairness of the current college athletics framework. The NCAA and its member institutions are currently evaluating reforms to give student athletes opportunities to take advantage of their own NILs. These efforts will take time as the NCAA tries to ensure that student athletes benefit from their NILs while preserving the underlying mission of athletics to provide student athletes with the opportunity to develop and excel in a holistic manner and do this in a way that is equitable and fair. The NCAA is clearly grappling with how to permit student athletes the opportunity to benefit financially from the use of

their NILs yet remain consistent with the values of intercollegiate athletics including and especially the principle of amateurism. As we know, what makes college sports different than pro sports is that college athletes are participating in a sport they love as part of the educational experience. The vast majority of student athletes will not play professional sports and will need to rely on their education to successfully transition into the workforce. Amateurism helps keep athletic programs and student athletics integrated within the larger educational mission promotes competitive balance among schools and creates a fair system for recruiting and retaining top talent. Without uniform rules, the highest resource schools will use their greater financial resources to attract the most promising student athletes, depriving other schools of the ability to build strong teams and decreasing competitive opportunities for many student athletes. Earlier Athletic Director Moran eluded to the fact that the NCAA will announce some recommendations in January of 2021. It is the University of Connecticut's strong preference that the NCAA is allowed to develop the rules and regulations on NIL. Doing so would allow the member institutions, which make up the NCAA to collectively develop the uniform guidelines. UConn is also in favor of congressional efforts that could provide a national framework for NIL, enabling all collegiate athletic programs to operate under the same set of rules. The university is certainly concerned as others have eluded to about a situation where desperate state laws are adopted in numerous states creating confusion and, as Mr. Harrison eluded to, potentially uneven playing field for schools across the country. UConn was asked to provide suggestions

on what model legislation could look like. We are very appreciative of the committee's efforts to include some of the recommendations in SB 306. We believe that it is important that student athletes' compensation be based on some measure of fair market value. In order to preserve the student athlete experience and prevent unfair recruiting practices, we believe it's also essential that student athletes not be compensated for NIL until they have participated in college athletics for a full year. However, we do believe the language in Section 1B should be modified to allow student athletes as soon as they're enrolled to have fair market value employment opportunities, which are not related to their athletic ability. We would like to work with the committee on including appropriate sunset provisions as the legislation progresses. If the NCAA adopts guidelines that are in conflict with Connecticut law our states student athletes could either be ineligible to participate in NCAA competitions or might have to go to states where NIL rules are more beneficial. In either one of these scenarios Connecticut Collegiate Athletic Programs would be at disadvantage when recruiting or retaining student athletes. Additionally, any NIL system, which is implemented will require staff to develop processes to monitor, regulate and report activity. In conclusion, I believe all of us want to do all we can to support the student athletes who represent our state universities. We simply would encourage a measure of prudence and flexibility as well as continued collaboration with the legislation to ensure that the provisions of the bill are not in conflict with NCAA regulations. We don't want our collective good intentions to create any unintended negative consequences. Please know that while there

may be differences in opinion on how to best address this important issue, UConn does look forward to the day where college student athletes can benefit fairly from their NILs in a way that preserves the core values of college sports. Thanks so much for the opportunity, the continued support of the university and this time to provide feedback. I would be happy to answer any questions.

REP. HADDAD (54TH): Thank you very much for your testimony and I know that you've been sitting here listening to other testimony and so, you know, it's interesting like now we have two pieces of testimony, one for two from very respected authorities. One that says let's leave the guardrails up to the NCAA and another that says if you're going to do this legislation please include them. I think, um, the most interesting part about your testimony though is the sentence that says, and this is Senator Slap's point earlier, that it would be your preference that the NCAA be allowed to develop rules and regulations on NIL, and I think it would satisfy people all across the county, policy makers as well if the NCAA would do that - do that in good faith and get the job done, and what we found is that often times and then certainly in this case, they just need a push to get there. So, I think - I think that, that's really the intention behind this legislation is to sort of see if we can encourage that single uniform policy to be developed and but I think part sometimes, and this is true in the legislature as well, don't exclude us from this but sometimes organizations need a deadline and someone needs to set out the goals in order to get them there. So, I appreciate [Crosstalk]

NEAL ESKIN: And that's - yeah and that's a good point sometimes a stimulus is needed right to encourage action. Sometimes there needs to be a push and a nudge and something to occur. I think our only point is there's a governing body that exist, called the NCAA, and we have to operate under a set of rules and that NCAA is made up of the member institutions. We just want to ensure that what happens in the state is not in conflict with the outcome of what the NCAA ultimately ends up with, so that we have - we're disadvantaging our student athletes or our university in any way. That was the only point. The stimulus is [Crosstalk] respected and appreciated.

REP. HADDAD (54TH): I appreciate that, and I think that was a well taken point. Are there members who have questions? Senator Slap.

SEN SLAP (5TH): Thank you and thank you for your collaboration for the University of Connecticut. We had a really great meeting where I think it was, you know, kind of all wanting to get to a very similar place. So, I don't take that for granted. I want a read just a couple statistics and then just ask you a question; 2.4 percent of the undergraduate popular - power five schools are black men but 55 percent of the football teams at power five schools consist of black men and 56 percent of the basketball teams. The fair market value, I think this is according to the Knight Commission, for a NCAA Division 1 basketball player is \$289,000 dollars. A football player is \$137,000 dollars. The average scholarship - scholarship amount, excuse me, is \$23,000 dollars. So we have a lot of people of color making a lot of money, more than a billion dollars of revenue annually for the NCAA and getting \$23,000 a year on

average for it, whereas the coaches are getting and staff on average about \$273,000. So those are more than a few statistics, I apologize, but I see this as a civil rights issue. I just wonder how does the University of Connecticut look at this.

NEAL ESKIN: Senator Slap I believe we look at it from the lens I explain. I think we're all supportive and everyone here believes there needs to be something in place to assist student athletes and using their NILs for profit or for personal benefit. I think the key on this is how do we set it up the right way. How do we get it setup in a way that doesn't create outrages recruiting disadvantages from school-to-school? How do we set it up in a way that's beneficial for the student athletes move, first and foremost, and I think we're all aiming and endeavoring for the same principled outcome? It's how do we get there, how are the right guardrails in place and I think to the last point I made collaboratively and at least with some eye on what the NCAA is working on, I think we can get there. I think your point is well taken and we agree with that philosophically.

SEN. SLAP (5TH): Thank you. About recruiting and about this so-called level playing field. Do you feel like - does the university feel like there is a level playing field right now even saying when it comes to recruitment.

NEAL ESKIN: I don't know that necessarily is. We - we've all heard stories of improprieties that are certainly exist there in terms of level playing field but I think in setting this up, what we're trying to do or what we're trying to promote is not create a situation where we legislate something or put rules into effect that unfairly - unfairly

benefits some schools in the recruiting process or create rules that are in direct opposition with what the NCAA is setting forth in its legislation. I think that's the principle of what's behind it. The philosophical of what's behind it and I think all the NCAA's member institutions would probably agree with that, that we want to create some system here that's fair to the student athletes but doesn't create crazy, outrages recruiting advantages from one school to another.

SEN. SLAP (5TH): When we met with your Athletic Director, part of the conversation we had and I felt that - I really need to stress this is not related to UConn here but there are, you know, other schools where their money might be flowing under the table and given to another entity that - nonprofit or whatever that then funnels back to the student athlete, etc. and there was some conversation about that passing would actually help, you know, get rid of that, would shine light on it, make it above board, and do you agree with that?

NEAL ESKIN: I think - I think in part I do because I think that, you know, part of the reason that those things occur is because there is not a current model for student athletes to benefit from their NIL or their talent, and I think if - if it was legislated and if there were some parameters with it, and there was some fairness principle that guided it, I think some of that nefarious activity, let's call it, might lessen, diminish, hopefully disappear.

SEN. SLAP (5TH): Right. Last question that I want to make sure again on [laughing], don't filibuster here. So, we know - we had a conversation with Mr. Harrison earlier about, you know, just that this not

- this would not just impact the elite athletes, but it would go beyond that. Can you just kind of talk to that and maybe you can provide some more context or even some examples about how other athletes who are not necessarily, you know, the quarterback of the football team might still benefit from this.

NEAL ESKIN: I certainly agree wholeheartedly with what Mr. Harrison said. I think there - it doesn't have to be the star quarterback or the star point guard on the basketball team that necessarily benefits. I think there are a number of students all over who have tremendous talent and could benefit from legislation and it was eluded to earlier, you know, there might be a wonderful student athlete on the tennis team or the HOSA, an accomplished artist or talented musician that certainly could fit from the opportunity to earn income from that talent and even if it's related to athletic ability. They don't have to be the stars on the team that can benefit from this because of other athletic ability, their place in the university, what others think of them. It is not necessarily limited, and I agree 100 percent with that to those in the most visible sports.

SEN. SLAP (5TH): And you know last comment I'll make and if you want comment on it that's great but I think that the women's sports particular, you know, those athletes would stand to benefit as well. That's one of the things that initially got my interest when it comes to this legislation because we don't often ask folks in the prime of their earning career to give up four years of their - you know, of their salary essentially but when it comes to women's sports basketball may be one example. You know, there's a limited time right and where

they might be able to capitalize on that and there's fewer opportunities professionally than there are for the men.

NEAL ESKIN: That's true and especially related to women's sports and women's basketball in particular and this particular - in this state where women's basketball is very important in this state and very visible in this state and important to citizens in this state. I certainly believe and agree with you that female student athletes could benefit from such legislation.

SEN. SLAP (5TH): Thank you very much, I really appreciate your time.

NEAL ESKIN: Thank you Senator Slap.

REP. HADDAD (54TH): Thank you Senator Slap. Yes, Representative Doucette.

REP. DOUCETTE (13TH): Thank you. Thank you, Neal. Good to see you.

NEAL ESKIN: Good to see you.

REP. DOUCETTE (13TH): Another question along the same lines of the level playing field, as you were discussing with Senator Slap, and I'm interested to hear your perspective on sort of the current landscape. Currently California is the only state that's past legislation similar to this, correct?

NEAL ESKIN: As I know, yes.

REP. DOUCETTE (13TH): And there's maybe one of the differences between what's before us and what was passed there is - has to do with the one-year rule where there's sort of a moratorium for incoming students. Is that correct?

NEAL ESKIN: Yes.

REP. DOUCETTE (13TH): And the idea there, as I understand it, is - it would - it would directly implicate recruitment if students could come in and some of the scenarios that we talked about just a moment ago with Senator Slap [Crosstalk]

NEAL ESKIN: Yes, and I can expand on that a little bit. I mean, we - I eluded to this before. It's certainly our thought of a student athlete as a talent that's unrelated to his or her athletic ability whether it's the artist or the musician or anything like that. They should be able to benefit immediately but our concern and the reason we're supportive of the one-year ban is we feel that the athletic ability is a little bit distinct. The NIL situation is a little distinct in that one, we feel the first year of college is an important acclimation time for students adjusting to college life. There are additional pressures of being a student athlete and we feel the priority should be on being a college student but as eluded to earlier we don't want it to become a recruiting focus where college recruiters or coaches are saying here's why you should come to this school. You can earn in your first year this. That shouldn't be the focus. That shouldn't be the focus of our recruiting. It should be about our institutions, their academics, their athletics and not the money they can earn outside the campus. It should be focused on the campus.

NEAL ESKIN: Right,

REP. DOUCETTE (13TH): But as we sit here today so California has this law on the books to go into effect July 1, 2023 which is the date that I think

we have or somewhere around there, and we're all, of course, sort of standing around the pool trying to dip our toe in, waiting for the NCAA to act or for Congress to act. Do you see a scenario or, you know, in your travels do you - do you hear of any other, you know, possible scenario whereby we do have a situation where the NCAA refuses to act and we have other states that come onboard this movement or jump in the pool before we do and I guess I'm trying to think what would be the implications of that, if we - if we, again, if 2023 comes around or if there's a state that even jumps onboard sooner than that, then we have that uneven playing field and do you think that's a possible scenario and -

NEAL ESKIN: Obviously, you raise a good point. Obviously, anything is possible here. I know the NCAA is certainly motivated to act and I think the stimulus we talked about is pushing them to act and that's why they are scheduled to come out with recommendations in January of 2021. I think, you know, one of the unintended consequences, you know, of state laws being in conflict with NCAA rules, I'll just - I just give a hypothetical here because I know here we're talking about something that would take effect 2023 but if someone jumped in earlier, and hypothetically if the NCAA determined that only juniors and seniors could profit from their NILs, let's say, again I'm just providing a hypothetical here, and this was in conflict with a state law indicating that a sophomore could benefit or a freshman could benefit, well the NCAA could rule that school is not eligible for NCAA championship competition because that school is operating under a different set of rules than the governing body allows. So that's the sort of reasoning behind keeping our eye on what the NCAA's going do, and

hopefully the stimuli from various states will cause thoughtful collaborative action and a solution that everyone is comfortable with. If states hop in too early and the NCAA comes out with contrary principles or rules, well that's the sort of issue you could run into and that's what I mean by we don't want a disadvantage student athletes or cause confusion or potential ineligibility issues or NCAA championship issues if state rules are in conflict. That's why some uniform set of rules is really the best outcome from our perspective.

NEAL ESKIN: And January 2021 is the anticipated date. [Crosstalk]

REP. DOUCETTE (13TH): That is correct.

NEAL ESKIN: Okay, okay. Thank you.

REP. DOUCETTE (13TH): Thank you.

REP. HADDAD (54TH): Thank you Representative Doucette. Senator Hwang.

SEN. WHANG (28TH): Thank you Mr. Chair. Thank you, Mr. Eskin. Good to see you again.

NEAL ESKIN: Good to see you sir.

SEN. WHANG: (28TH): And I'm reading the testimony and I think one of the points that's appreciated by me is the willingness of UConn to work with this committee in exploring the idea of using name, image and likeness as an opportunity for our students athletes to be able to level the playing field as that's being used so often but it's interesting you know as we discuss this issue as you peel back the onion, the complexity gets challenging because you're looking at the core basis of student athletes and the status of amateurism and the parity among

all sports, among all colleges and various states. When you implement a compensation structure and look at different conferences and different states and different structure and how various Athletic Departments and athletic focuses are in place, you're creating an even greater uneven playing field. You are allowing the bigger to get much bigger and recruit some of the elite athletes without offering them the opportunity to pick a mid-major or an ivy school to be able to create that student athlete experience. So, as I hear quite often the leveling of the playing field, what I study more and more about is if you're creating a compensation structure like what California has adopted, you're really creating an uneven playing field where the bigger and the more affluent and the more powerful get bigger, and that's really one of the things that I think we have to be very cautious of. I think the other real sticking point is the student athlete ethos. It's - It's precious and we - I know we talk about it a lot but it's not just the big-name sports. You know for UConn and any of our state colleges that have athletic programs, there are many other student athletes that enjoy the experience of a student athlete amateurism. What would this do to all of these various other schools that don't have the capacity, and I bring up one example is we have a great story, former Coach Calhoun with St. Joes bringing them to the playoffs the first time, where would those students be if you compensate them? If you - we put in a compensation structure, would they be able to recruit talented athletes to join them and join in that student athlete experience?

NEAL ESKIN: I - your points are very well taken Senator. I still think, you know, there's a place

for all student athletes at all levels. This is a very complex issue. The heartening thing is I think for the most part, everyone in this room has shared their interest in accomplishing something. Philosophically I think we're similar minds that we want to get something done. The question is for us - for me at least thinking about this is what's the - what's the structure that makes it acceptable. What's the structure? What are the guardrails? What - what do we put in place that makes it as equitable as it can be knowing that some of the things that you talked about, there are inequities just based on different levels of college athletics, different levels of talent. There're some inherent inequities but I still think ultimately there's a place for all athletes, male and female that have different levels of talent to go to schools that suit them in the right way, academically and athletically. Even though, to your point, it might be that the larger schools have more opportunity for the NIL stuff that were talking about today.

SEN. HWANG (28TH): Well I appreciate your time and thank you for your efforts in the Capital. Your testimony has been very much valued by me and your dialogue has been insightful, so I want to thank you very much for your time. Thank you, Mr. Eskin.

NEAL ESKIN: Thank you Senator.

SEN. HASKELL (26TH): Thank you very much Senator Hwang. Are there additional questions or comments from committee members? Seeing none. Thank you very much sir and thank you for UConn's continued partnership on this [Crosstalk]. I imagine we'll be talking again shortly.

NEAL ESKIN: Thank you sir. Thank you.

SEN. HASKELL (26TH): Next is Representative Susan Johnson. Good afternoon Representative.

REP. JOHNSON (49TH): Good afternoon Senator and thank you so much for hearing this bill. I'm very, very pleased to be here this afternoon and thank you to the distinguished members of the Higher Education Committee. Today I'm very, very pleased to have you raise this bill, House Bill 5356, and that's concerning Early Child -- Early College Opportunities in High School and I have with me today Margaret Chatey and she is a Communications Director for the Windham Public School System and I just wanted to make sure that we were able to include some of the information that we have - excuse me, I'm sorry.

SEN. HASKELL (26TH): No problem at all.

REP. JOHNSON (49TH): I got turn it off. [Laughing] In even event, so I'm very, very excited that I'm here today to talk about early college opportunity in my district. We've had the program for approximately five years. It was started by a Quinebaug Valley Community College person who was looking for increasing the numbers of students coming to QVCC and what he did is he started to look at the junior high school students in our district and to get them to come to school during the summer and take - so that they'd be up to speed in calculus by the time they became freshman in high school, and this has been working for about five or six years and it's - I thought this would be a great opportunity. We have had good success with our students. They're able to get certificates and go into jobs in manufacturing, in Electric Boats and Pratt and Whitney in our area and I think that this is a way to maybe do some regionalization to make

this program available to students in the region and also to make sure we add more students and more workers to our high tech industries. So, with that said, I'm going to introduce Margaret Chatey from Windham Public Schools.

MARGARET CHATEY: Thank you Representative Johnson. Thank you for your time today. I - first of all I want to open by apologizing that our Director for the Windham Early College Opportunity Program, Dr. Anna Sanchez is not able to be here today. She knows this program inside and out but it is parent/teacher conferences today and that's where she felt she needed to be, but I want to - to say that I thought that this timing of this hearing was very interesting as pertains to the Governor coming to Willimantic just last week and offering a Town Hall meeting regarding workplace preparedness, and the fact that our Windham Early College Opportunity Program, which is headquartered right across the street from Eastern has been an early college opportunity program that's been in place now for five or six years. We graduated our first cohort last year. These are students - we have about 75 of them in the program currently and we had a - our largest application pool ever with 30 students - junior high students expressing interest and putting in an application to join. So, what this program does is this provides our Windham students - and please keep in mind that 70 percent of our students in Windham are Hispanic and Latino and 40 percent of them do not speak English at home. So we're talking about a population where an opportunity to get college credit while they are in high school is very important and the fact that these students can leave Windham with a high school diploma but also a manufacturing certification through QVCC and by then

going in for one additional semester they can come out with an Advanced Manufacturing certification. So, the fact that we've been at this for six years and you are looking as a state in the state legislators for opportunities to serve our manufacturing base. The employers are looking for students and workers with the skills that our students offer, that it would be a wonderful opportunity for us in Windham if we could offer our ECHO program as a regional program. We are happy to send kids to Windham Tech or to Ellis Tech so they can study culinary or HVAC. Our Agri Science students who want a pursue developing the wonderful lands here in Connecticut for agriculture can go to E.O. Smith. We would like to provide that opportunity for students throughout our region to be able to come to Windham High School and enroll in our early college opportunity program for advanced manufacturing. We're also exploring ECHO programs for perhaps health fields. We know that there's a great need there, so why not offer a certification program in the health areas. So I just would encourage you to please think about those places like Windham High School that are ahead of the curve in meeting some of these advanced economic opportunities and are helping our employers and to facilitate us being able to then also gather some revenue. We also - just as a final point, we're putting a shovel in the ground next year for a renovate as new at the high school and we appreciate the state's support with that, so our facilities will also be top notch for being able to do more with our advanced manufacturing. Thank you for your time.

SEN. HASSELL (26TH): Thank you so much for being here to testify and sharing this remarkable success

of your program. I certainly share your optimism that we can - that we can expand that anism[ph]. Sure, you know, you have a fierce advocate in Representative Johnson for the Windham Community, so thank you for that. I know Senator Hwang has a question and then I will pass the Chairmanship back to Representative Haddad.

SEN. HWANG (28TH): Thank you Mr. Chair. Thank you for being here. It is a fantastic program and I think the bill's language is specific only to Alliance District, would that be correct? Would you be receptive to other early college adaption programs in addition to the one that you have in place already? One such example is as we debated in committee and discussed is P-Tech. A program by IBM. I think from a standpoint of the demonstrated success that you have, would a P-Tech program be an additional supplement for students that may be interested in coding and being able to bring in a public/private dynamic to be able to create opportunities for your students.

MARGARET CHATEY: So, at the time that Windham early college opportunity was formed, there were four ECHO programs that came into being. Danbury, Norwalk, New London and Windham. I know that the - I believe Danbury and maybe Norwalk also were P-Tech programs. They adopted that. We have had tremendous support from Electric Boat from EWIB in our part of the state, the Eastern Workplace Investment Board from EMA and so we certainly in growing this program would be open if P-Tech worked for us with our situation and again with our - where we're sending our students. With internships at EB and InCord and them already hiring some of our students. We would certainly love to expand to meet whatever need the

employers need as long as we could afford it and as long as we could be supported by that. As I mentioned, we are exploring other early college opportunities in addition to manufacturing but we just - we want to be respectful and responsible - responsive to what is necessary, and as one of the pathways in our new renovate as new high school, we're working as a Commissioner's network because we are in Alliance District. With the Commissioner's network we're creating three pathways and echo is a key part of a technology and advanced engineering pathway and so P-Tech might fit in just beautifully to that.

SEN. HWANG (28TH): I was just actually with Ready Connecticut, which is in conjunction with CVIA looking at workforce development and all the acronyms that you just mentioned there, E-MAC and all that, they were present and offering kind of input and obviously with the growth of Electric Boat and the real need for manufacturing technical skills, that's essential but the other area that came up as a point of interest in the debate and the conversation was healthcare. Willimantic - that's a hospital right, Willimantic Medical Center [Crosstalk]. Are there any consideration for the early college extension programs with the community colleges to be able to focus in on some of the Allied Healthcare job needs? It really is a critical need in addition to obviously advanced manufacturing.

MARGARET CHATEY: And as I stated in my testimony, this is an area that we're exploring so I mentioned the one, the technology. The medical area is another one of the pathways that we are looking to put in place in the newly renovated Windham High

School just for that reason. Yes, we're very proud that Windham is still one of the communities that has a Community Hospital and we certainly need to be graduating students who can fill - especially because we have such a strength with bilingual students. We have a wonderful program also called Campaneros where we have a huge number of students who come out and are able to qualify for the Seal of Biliteracy, which the state now offers. So not only are we turning out students with great skills but a lot of these students are speaking fluently and are biliterate in two languages and that's a global skill set that we're very proud of that we know we can market our students, you know, widely. So yes, we would love to consider medical and whatever other, you know, employment opportunities seem to be evolving in Connecticut. We just feel that we're ahead of - we're a little bit ahead of this and we would love to - you know, we've learned some from some mistakes and so why not, you know, use some of the experiences that we've had to develop programs going forward.

SEN. HWANG (28TH): Thank you and your program is something that I'm appreciative of having the bill being raised by your representative to articulate the success story and one that truly is able to meet the needs. You - maybe I missed it, but can you articulate how critical internship and mentorship is to the success of your program.

MARGARET CHATEY: So, one of the opportunities that is absolutely wonderful for our students is that they are assigned a mentor. So I as I mentioned earlier, Electric Boat has been really our great champion in getting this off the ground and they provide to us an engineer who is on our campus a few

days a week working with students one-on-one and leading some of our course work but also just checking in and making sure that the whole curriculum is well suited to what it is that EC - EB and our other industry partners are looking for. Through EMA and EWIB and Electric Boat they have assigned each of our students a mentor. So, if they're coming in as freshman, they are meeting either electronically, you know, by telephone and through teleconferencing or live with the mentors several times through their four to five-year careers. Because a lot of our students or all of our students are required to come to summer programs where they're putting in not just, you know, four years of school year but a lot of summer programming happens on the college campus at QVCC and also within our own manufacturing lab. Electric Boat was gracious and gave us some computers that Windham would not be able to afford on our own so that we were able to set up a manufacturing lab both a computer design lab as well as a hands on manufacturing lab so they can get some preliminary training early on. So, they can work side-by-side with mentors, so when they do have the opportunity to go into internships, they kind of know what they're doing when they get to the floor. So we're very proud of the fact that specifically EWIB has lined us up with InCord, which is a netting manufacturing company in Colchester with internships and we've had students who after they've completed their summer programming at QVCC for six weeks, then turn around and spend the rest of their summer in paid internships where there leaving Windham, getting to Groton on time every morning for six weeks and putting in a paid internship and are getting really high flying colors. As the

technology teacher from Manchester explained, one of the things that we really try to prepare our students with are what they call the soft skills. We actually have a workplace learning class that they take starting as freshman where they're learning about what it's like to solve problems with a team, what it's like to, you know, to do a resume, to engage and just some of those workplace habits that we're looking for as well as manufacturing mass and really getting off to a good start right from the beginning. So the mentorships and the internships are a critical part of our program, especially once they have earned the qualifications through school so that they are trustworthy to be on a manufacturing floor and not hurt themselves and they know what they're doing.

SEN. HWANG (28TH): Thank you very much. Thank you, Mr. Chair.

REP. HADDAD (54TH): Thank you very much. Are there any other questions? Representative Wood.

REP. WOOD (29TH): Thank -- thank you Mr. Chair and thank you for your testimony. I represent Norwalk as well as Darien and Norwalk have a phenomenal program. I'm so impressed by the program. Actually, Senator Hwang - where'd he go - [Laughing]. He was rapidly departing. He organized a tour of it was my first exposure to it and it was just knockout impressive. My question is perhaps directed to the Chairs as well. I'm not sure why we're doing this legislation if we already have the programs in it. Is - are we doing this legislation because it's going to put in statute that students from out-of-town can enroll - surrounding towns can enroll in this?

REP. JOHNSON (49TH): So - so let me just say, I sat on the Education Committee as you know and one of the things that I thought would be great, because I've been watching this program and I thought we've had a lot of discussion about regionalization and I've been - I sat on some of the subcommittees that we had on trying to look at regionalization a couple years ago when Speaker Sharkey had the initiative, and so we had a lot of demographic data that showed that a lot of the - many, many areas in our state have declining enrollment for student population. Others do not. We also have this need for trying to make sure that given the large number of engineers and technical people who will be retiring shortly that we are going have to fill those spots. So I thought - I put the whole thing together and I thought maybe it would be a great idea to try and figure out a way to get the - and I thought it was simple, it wasn't. [Laughing] So I thought it would be great to be able to have a regionalization approach to that, which would help us out with the regionalization aspects, they help us fill the - fill the needed positions that we're going to be needing and also it would be able to help some of the districts with just getting the students jobs that, you know, will help them for their futures and their careers. So because of that I started looking into it and I went to OLR and I said how can we do this and then I spoke with Chairman Haddad and I - he, I indicated to him that, you know, it seemed much more complicated given our statutory configuration and I thought it would be and he said let's try to do a task force and have a hearing on this, which I'm incredibly appreciative of and so glad that we have someone from Windham Public Schools, especially the Communications Director here

to discuss this but that is kind of how - how this happened and I've been thinking about it for a while and then when I - again when I started to research it, I realized that the - that it was more complicated to do this in a regional basis, and try and combine these things. So, these four programs that we have now for echo, they're - they're set up the way the school systems are but to expand and try and do what we're - what we're - what we should be doing and what will be helping our state without economy, I think that this is studying this and deciding the best way to do it and have it make the language and the statute work for all the - all the Alliance Districts anyway at this point, and other districts too. I mean I chose Alliance Districts because I thought that they probably most of them when you look at the formulas for education cross-sharing, they are underfunded. So, they're not getting the per pupil cost that other places are getting. So, I thought that, that might be a way to boost the student population and just kind of help our economy.

MARGARET CHATEY: If I can just add one thing to that. We in Windham also are the home of the Barrows STEM Academy, so two-thirds of our students at the Barrows STEM Academy are Windham students and one-third come from surrounding districts. In fact, we have 20 sending districts to our STEM school. So, when these students graduate eight grade they do not - you know, we've developed them as a school with tremendous STEM background. In fact, our science - eight grade science tests we just blew the doors off of many, many other schools from much more privileged communities but a lot of those students from those other 20 sending districts cannot send their students to - to our ECHO program. So, if they

are interest in continuing with robotics and that STEM practice, they can't come to Windham and do that right now. I mean until we can somehow regionalize this ECHO program. It's a tremendous asset to Eastern Connecticut that we would like to try to exploit, if you will.

REP. WOOD (29TH): So, the Barrows STEM program, is that a public school in Windham.

SUSAN JOHNSON: It is, yes it's a magnet school, so it was a magnet school the State Department of Education came to Windham in the mid-2000s and said you have a population that reflects the Sheff versus O'Neill case and so why don't you build a magnet school and so we did do that and we do have 22 sending towns and they have the invention convention every year that we try to go to and it's a great program and it's very exciting and I'd love to be able to see this continue and also have our economy solid. I think it's - I think it will work especially if we're able to study how we can make the statutes all work together.

REP. WOOD (29TH): So currently with a magnet school any child from outside the district where the magnet is can apply to the program?

SUSAN JOHNSON: That's correct. There are a lot of systems and that sort of thing, but any child can apply.

REP. WOOD (29TH): And because we've gotten rid of the magnet school model, we're now looking to put into statute all - what would these be called in choices.

SUSAN JOHNSON: Open choice.

REP. WOOD (29TH): Open choice, okay, all right. Thank you. Are you sure - did you submit your testimony?

SUSAN JOHNSON: Yes, we have. I submitted the testimony from me and from Margaret Chatey, and I also will have some additional testimony from the Chairman of our Board Ed and also from Bob Fernandez who helped start the program originally. He can tell how we started. I think that's kind of important because it shows how these students who are in these programs have a real drive to do this work. For them to spend their summers to learn calculus so that they'd be set to go when they became freshman in high school, I thought was quite an amazing thing to understand and to see that they are - they are very, very driven to do this work. So, that was exciting to me and it's why I've been following the program and been very, very proud of the community for being able to pull that together, so it's great.

REP. WOOD (29TH): So, if this is basically a magnet school, except for retitling it, why are we doing this, why aren't we just funding magnet schools?

SUSAN JOHNSON: Well I think that what happened is there was a lot of problem in terms of the cost of the magnet schools and a lot of the communities had some like the transportation clause. That's all part of the negotiations of the - of what has been going on with the Sheff versus O'Neill case. So, yeah, I'm not - I've never been part of those negotiations. I sit on Appropriations and look it over afterwards but, you know, the details of that a lot of the communities I have some issues. I think the magnets are the real answer frankly to any of the - any of the issues that we have in terms of

regionalization because what they do is they provide opportunities that focus on a child's talent and expertise and interests and so magnets are a way for us to help those students develop. So, I think it's - they're very, very good. I think that they spent a long - about 10 years negotiating the Sheff case and they came out with the idea that magnet schools were going to be the solution to the regionalization for the Hartford area but the Sheff case only covers the Hartford area.

REP. WOOD (29TH): Thank you. I'll have side dialogue. I appreciate this. I don't want to extend this anymore, but I'll speak with both of you on understanding this a little more. Thank you both very much and thank you Mr. Chair.

REP. HADDAD (54TH): Thank you. Are there any additional questions? Seeing none. Thank you very much for your testimony. By the way, let me say before you leave, I'm a proud graduate of Windham High School. Go Windham Whippets.

SUSAN JOHNSON: All right. Thank you so much. I appreciate being able to be here today and talking to everybody. Thank you.

REP. HADDAD (54TH): Whippet is a small, fast dog, okay. Jesse MacLachlan. Representative MacLachlan your up next followed by Jim Boucher followed by John Carew.

REP. MACLACHLAN (35TH): Good afternoon.

REP. HADDAD (54TH): Good afternoon. Thank you for your patience and I appreciate your accommodation today.

REP. MACLACHLAN (35TH): Of course, thank you for giving me the opportunity to testify in front of you

all this afternoon. My name is Jesse MacLachlan and I represent the 35th District, Westbrook, Clinton and Killingworth, and I - I'm here to testify on behalf of House Bill 5158. Funding the Pilot Program for the expansion of Advanced Manufacturing Certificate programs to public schools. I'd like to offer my support for the expansion of advanced manufacturing certificate opportunities in the State of Connecticut. I do understand that this bill comes with a fiscal note, so I can't speak for or against that fiscal note, but I can speak in very strong support of one of very few issues that resonate on a strong bipartisan basis. A few that resonate as strongly as workforce development. Working people want to know that their children have the chance to live a better quality of life than they did and vocational education equips young people with skills that allow them to almost immediately participate in the economy without the need to take on crushing student loan debt that has caused a number of problems including, precluding an entire generation from participating in the traditional residential real estate market. Instead of giving our next generation the things we never had, to reference the old adage, let's teach them the things that we never knew. I'd also like to take this time to encourage the committee to explore widening the view we take regarding apprenticeships in the State of Connecticut. The German and Swiss education model has provided useful data tying high school age apprenticeships to workforce human capital needs. In other words, students who apprentice tend to get jobs. States like Kentucky are seeing success in their TRACK program. Teach apprentices for careers in Kentucky. Let's look at ways to allow young people to get out of the

classroom and into the workplace to begin building skillsets that will set them up for life. Thank you all for listening and I look forward to working with you.

REP. HADDAD (54TH): Thank you very much for your testimony. Are there questions from members of the committee? Representative Doucette.

REP. DOUCETTE (13TH): Thank you Representative for your testimony today. Your right it is totally bipartisan issue. I mentioned this yesterday, I think, Representative Hall might've been there at our CVIA panel and I saw a lot of smiles and nodding heads among other manufacturers and everybody else up on the panel before we - before the discussion started to shift to some other things that weren't as popular - universally popular, so I appreciate it, and I'm always curious too, do you have in your district, do you know of any programs in high schools currently that or that are in process or trying to get off the ground or any interest in your district because I'm interested to hear - I don't know if you were here earlier, we had folks from my district and Representative Rochelle has a program in hers, and I keep hearing about others and I'm always amazed that there are so many that we don't have sort of holistic kind of framework for those.

REP. MACLACHLAN (35TH): Sure, sure. We don't necessarily have anything set in stone at the moment and I think the overwhelming feedback we've gotten from the business community because there are active coalitions particularly among manufacturers. So, the Clinton Manufacturing Coalition for example has been meeting regularly putting, you know, our heads together. How do we - how do we do more business, how do we hire more people and put more people to

work in this area, and just spending a little bit of time with the folks over at Electric Boat learning about some of the gaps in their human capital needs. I think we have an opportunity to look at standing statute and I would point you to Section 10-21A of the General Statutes. Talking about accredited courses offered by employers and, you know, it does limit - there are some opportunities there that we can tinker with this language because currently the - a typical apprenticeship is sort of defined as a course that a company may offer but limiting that course to - limiting that opportunity - that apprenticeship opportunity to a company in a particular school district. So, school districts allowed to create an apprenticeship program and allow their kids to take these classes, but it has to be in that school district, particularly. So, I think we may want to look at ways to allow greater mobility if - because I know that we would have a number of students that would love to apprentice at a company like Electric Boat if that - if that was an opportunity standing state statute wouldn't - in my understanding wouldn't allow a student from Clinton to participate in an apprenticeship in Groton, and I think that provides one of a number of opportunities for us to address that and improve our programs.

REP. DOUCETTE (13TH): That's great. That's a great point and I know there's other legislation and other committees about the apprenticeship programs and other requirements. Is that part of another bill that's under consideration somewhere else this year, do you know?

REP. MACLACHLAN (35TH): I'm not aware of no.

REP. DOUCETTE (13TH): Okay.

REP. MACLACHLAN (35TH): Yeah, and I - if I could - if I could add one of the things that I've been so struck by the European model where it works well, Switzerland and Germany, students are as early as their junior year of high school allowed to join an apprenticeship program, so you have 16, 17-year-old kids who are in the workforce, they're making some money, they're learning what kind of jobs they like, what kind of jobs they don't like and 70 percent of students in - at least in Switzerland are graduating with job offers, 70 percent of those who attend an apprenticeship. So, it's wildly successful albeit in a very small country with very specific education program but I think there are things that we can learn from that model. I know for me personally; I sort of celebrated my entire senior year of high school. It was one big party. I got zero work done, and I could've been making money and learning some hard skills before going off and getting a Liberal Arts degree. It all worked out, but I could've made it a lot easier for myself had I made some different decisions. So, I would, you know, love for us to continue talking about ways to be creative and getting kids out of the classroom who want to be working.

REP. DOUCETTE (13TH): I agree.

REP. MACLACHLAN (35TH): Thank you.

REP. DOUCETTE (13TH): Thank you.

REP. MACLACHLAN (35TH): Thank you Representative.

REP. HADDAD (54TH): Thank you. Are there any additional questions? Thank you very much.

REP. MACLACHLAN (35TH): Thank you Mr. Chairman.

REP. HADDAD (54TH): Jim Boucher followed by John Carew. I've now said your name two different ways and you can tell me which way was right. I'm sorry, that was my fault for not being on the ball but start with your name and you can go straight into your testimony [Crosstalk]

JIM BOUCHER: Sure. My name is Jim Boucher, Chief Strategy Office of Capital Workforce Partners and I'm here speaking on - in support of Senate Bill 308, and Capital Workforce partners is a Workforce Development Board in the North Central region where the largest Workforce Development Board in the state. We work to help businesses meet their middle skill working - worker hiring needs and we particularly are focused on working to close the middle skills gap. We see many of the communities in our region that are experiencing only about 40 to 45 percent of their available workforce who have education levels at a high school diploma level or less and thereby their lacking allowed the middle skills that we are desperately seeking for our business community, where we're finding as, you know, almost 60 to 65 percent of jobs in our region requiring middle skills certification, requiring at least a postsecondary credential. That's why this particular legislation is so important. While Capital Workforce Partners we can identify in real time hundreds if not thousands of good job openings in middle skill occupations, in healthcare, advanced manufacturing, construction and other growth occupations. There is an urgent need to support the industry recognized credential training that is needed to advance many job seekers to become middle skills certified in these industries. The Senate Bill 308 would be a critical step toward meeting this need supporting industry-based certificates for

area of job seekers to meet the middle skill needs of local employers who face this critical talent shortage. As Capital Workforce Partners we support employment preparation programs for about 18,000 job seekers visiting our American job center, career centers in the region but only about 8 percent have these middle skill industry recognized credentials. Many non-credited occupational certificate programs supporting industry-based certificates provide a really good career pathway to these jobs in advanced manufacturing, healthcare and construction, IT and other occupations. While we at Capital Workforce Partners provide some individual training scholarships for several hundred individuals a year, and while community colleges and other training programs provide some additional scholarship support, many un and underemployed individuals still are unable to afford these educational services without this kind of public support. In a recent survey we did of industry sectors for the Capital Workforce Partners submission to the North Central regions apprenticeship Connecticut initiative, we identified over 45,000 projected middle skill job openings from regional employers. This ranged anywhere from 16,000, just in our region and manufacturing at employers such as Pratt and Whitney, Trump, Spartan Aerospace, OK Industries and others to over 26,000 positions that were identified in healthcare. So, I would just summarize that - this legislation supports Non-Credit Occupational Certificate programs that would meet this critical workforce need of employers and training needs of Connecticut job seekers to prepare for good paying jobs. Senate Bill 308 will significantly contribute to developing the skilled workforce needed for the region and Connecticut's businesses to thrive. Last

time, I would just note would be that we effort - it's a significant return on investment. For every dollar that is invested in this kind of program, we've seen research studies that show that up to three dollars of additional investment is returned to the state in terms of savings around public expenditures and increase payroll taxes, so. Thank you for the opportunity to testify to you in support of this bill.

REP. HADDAD (54TH): Thank you so much for your testimony. Your last point was one - one of the - the interesting things about how we fund a lot of programs is we look for that return on investment but in this case that return on investment accrues to the State of Connecticut and it doesn't often times translate back to the programs that are actually providing the training and creating that return on investment. So, organizations like yours and, you know, similar workforce investment boards around the state are searching for funding to do good programming and I've often thought it would - if we could connect these two things, if we could invest in programs that are working and then re-invest the re - you know, just small sliver of that return that the state gets in the form of, as you said, increased - if you just limited to personal income taxes for a couple years after they graduate from these programs and significantly increase their income that we could - we could fund a lot more of these programs. With that being said, we'll get to some money questions [Laughing]. What is - I image your offer a wide range of opportunities and their different costs to the resident to take those programs or for you to provide them, but if you could give us some parameters around what that looks like that might be helpful and what - you know, are

there any other funding sources available for those to help defray those costs for those students?

JIM BOUCHER: So I would say the significant amount of resources we get, we get probably about a fourth - almost a third of our funding from the federal government and probably about a third from the state and then a third from some philanthi and other municipal resources. Of those funds, a vast majority would go to, what a call employment training preparation that supports a lot of work readiness, skilled development, provides some career pathway skilled development and the big gap that we find is around the actual hard skills training, which you've heard a lot about today, right. The hard skills training where we're looking at industry-based certificates, right where we see a significant gap. Right now as I gave you some statistics earlier about - we see about 18,000 job seekers just in our region, in the North Central region, and about pretty close to 700 training positions are supported out of that 18,000 and several of those 18,000 workers - or job seekers I should say, and most of that is federal dollars that, back to your question, can range anywhere from \$15,000 dollars on somewhat of a smaller level per for participant for training that might be more in areas that might be medical technicians and some construction up to anywhere to, you know, 8,000 to 10,000 or more for a manufacturing training program, so it's a wide range of training. So, I think the issue I would really focus on would be that this hard, you know, skills training dollars, which this particular legislation aims to deal with is so critical to the middle skills gap because that's where we're really finding where we can move individuals that have high school diplomas up to a

post-secondary certificate because I'm sure you've heard a lot of testimony where many companies, many employers are saying if we had that middle skill available to us, we could then provide a - you know, a good job where they could then go on a career pathway to a better job, so. I hope that addresses some of what you were [Crosstalk].

REP. HADDAD (54TH): And just the last question I'll ask and then I'll see if committee members have others. In terms of the federal Pell grant program, if these were - as I understand it - if these were credit bearing certificate programs that is it - am I correct to say that they would qualify for Pell grants but non-credit bearing should certificate programs are not - they're not eligible to use for Pell grants.

JIM BOUCHER: That is my understanding and I know there's been a lot of work at the federal level also to try to see if that could be, you know, change but at this point in time that's our understanding.

REP. HADDAD (54TH): Thank you. Representative Smith.

REP. SMITH (48TH): Thank you Mr. Chair. Just one quick question. So I think what I heard you say is that under this scholarship program the amount of an award would have to vary based on the type of certificate or the employment field that people are looking to get into because of the cost associated with various training program? Is that right?

JIM BOUCHER: Yes, to the extent that you know I think it will depend on sort of the, you know, makers of this bill how they want to go at that. I think our - I think the way we're looking at this particular issue is that we see a good number of

people that come into our American job center system that when we are trying to, you know, refer them to an industry base certificate mostly at a community college level or the other training programs, there are a whole set of eligibility issues that they are unable to fulfill and in terms of really getting other kinds, whether its Pell - you know Pell grants, whether it's other kinds of, you know, program. Community colleges have SNAP-ET and other kinds of, you know, tuition support but there's still a big gap for a number of unemployed and under employed individuals, so. In terms of how to then support that sort of range of cost, you know, based on each of the industry based certificates, I think that's where sort of a calculus that, you know, colleges are need to work with you to try to figure out what that might be given other resources they might have at hand but right now the main issues were finding, a good number of people are just not able to be eligible and access these, you know, non-credit industry based credential programs but certainly that's an issue, I think you will have to sort out is that range of cost associated with each of the industry credentials.

REP. SMITH (48TH): Great, thank you.

REP. HADDAD (54TH): Are there any additional questions? Representative Doucette.

REP. DOUCETTE (13TH): Thank you Jim. I wonder if you could expand a little on some of your programs. I know you have what is referred to a Second Chance or Best Chance program, which I think would benefit from this sort of program. You mentioned that - so a few questions, one, who's participating in that typically. Second question is the financing. We touched on that a little bit, but you mentioned that

you have some scholarship programs that could help someone get started. So if somebody comes through a particular program or comes right through one of your job centers that you may be able to provide them with a scholarship to get started on one of those programs, and then I guess a third, I'm curious, you know, obviously you cover geographical area, again specifically you touched on it, which programs and where are you seeing people going?

JIM BOUCHER: Sure. So I would relative to some of our programs, again we were covering 37 municipalities and communities in the North Central region, and on the Second Chance program that you mentioned, the State of Connecticut piloted about five years ago what was called the I Best Second Chance program through Capital Workforce partners, and - at that point in time it was \$1.2 million dollars, that's now down to about \$300,000 dollars but I would just note that in that program as an I Best Program, I'm sure we've - you've talked I Best before. We're looking at immediately linking to what are the actual openings in manufacturing and culinary and construction and then creating the training to support those openings, and so in brief, what we over the span of five years we have placed about 350 individuals who are returning citizens in good job pathways through that program, all returning citizens. We have an 82 percent success rate and retention rate and we did another return on investment on that particular program also and it had even a higher than 3-to-1 sort of return because we know what the cost are for incarceration right and we're removing a person who has been incarcerated into a good job but the return on investment is very significant. At the same time, we're seeing again a smaller number than what we

could be seeing in terms of if we were able to get the scale on this particular program, and so the kind of training dollars, which in this case can be anywhere from an 8 to 14 week kind of program that also includes support services, that also includes, you know, other kinds of mentoring and other kinds of key job placement support, employer engagement. We can see the kind of significant success but I want to go back to this program here that if we are able to have this - these kinds of scholarships for individuals who are going through all of the training, and this is part of our career pathway where they can get that maybe final industry base certificate at the end of their training, it's critical for what employers are looking for in terms of middle skill jobs. Other programs that we have in terms of training programs come of - again I know everybody here is probably familiar with the Workforce Opportunity Investment Act, so we probably have about 300 to 400 training scholarships that range anywhere \$1,500 dollars up to \$8,500 to \$10,000 depending on what industry based occupation. Again, those numbers are closer to 300 to 400 when we're seeing 18,000 people come through our American Job Center system. Those federal funds, in terms of we all are right, we all know probably also have over the past 15-20 years decreased by almost 40 percent from the federal government. So it really does - we really have to rely on more and more how do we get state, regional help and support on this kind of training because it's those middle skills job training that, that gap of hard skills training that we're right now seeing, were missing on. I would just also mention we just - you know, put a plan together for the Connecticut Apprenticeship Initiative, right and another initiative of the

State of Connecticut, and if we're successful, we put together a \$5 million dollar proposal that really looked at a total of almost 400,00 job openings that employers need today. If we're successful, we'll be able to fill 1,000 of those. So, who picks up the gap of the other 3,000, and this an example where that gap can be figured out? We can look at the scholarship program as a way to also support that because we right now are seeing employers looking at all of us saying why don't we have these kinds of hard occupational skills training programs, why can't we bring this to the scale and I think actually this is an exciting discussion hearing what's going on at the high school level in terms of the Career Pathway Program because this here would be a great compliment to also the high school programs where it's part of entire career pathway, where it began and these kinds of like Manchester High School talked about, and these kinds of options at high school right we all know and then they're able to then finish it with a post-secondary certificate right after that or as part of that career pathway, this could be - this could really be of great support, so. Those are some of the programs that we're presently supporting and I would just say there's a good number of other communities that we're doing work in that support both youth and adult programs whether it's Second Chance, whether it's also with young parents that we're working on with a very significant Jobs First program that the State of Connecticut provides but maybe this is where I just conclude because I know we're probably taking a lot of time, is just briefly an example of even the Jobs First program a number of us know about, of the Jobs First Employment Services program. That's largely a

work participating program where individuals are getting 35 hours of work participation but doesn't really have a workforce training component to it of significance, and again this scholarship program for individuals that are going through this JAVIS program, they could also be eligible for this scholarship program but otherwise they're not getting that kind of hard core - hard sort of skills training that they otherwise would need, so. So that's why this - this is also important right now in terms of timing.

REP. HADDAD (54TH): Are there any additional questions for Mr. Boucher. Gary, Representative [Crosstalk].

REP. DOUCETTE (13TH): Thank you Mr. Chairman.

REP. TURCO (27TH): Mr. Boucher, do I have that right? I just wanted to get a little bit better understanding, so Capital Workforce Partners is one of five Workforce Development Boards throughout the state.

JIM BOUCHER: Right.

REP. TURCO (27TH): And are you consider - are you a nonprofit entity.

JIM BOUCHER: Yes.

REP. TURCO (27TH): An actual nonprofit chartered through the federal government.

JIM BOUCHER: Yeah, we're - we're authorized through the federal WIOA Act but we are actually chartered locally, you know, originally through the State of Connecticut, so, that's where our nonprofit status is - you know, comes from.

REP. TURCO (27TH): Sure, but you could receive private, corporate donations, state funds, federal funds, and you probably said this already but how many individuals do you have through your particular Workforce Development Board that come through on a yearly basis and participate in this program?

JIM BOUCHER: Right. So overall there are about 18,000 individuals that come through the American Job Centers, which largely Capital Workforce Partners has a workforce board along with the Department of Labor really are supporting throughout the region and throughout the state. So, 18,000 just in the North Central region and we take a third of the state's population, so you can think about how many more throughout the state. Again, out of those 18,000 individuals there are different levels of services anywhere from what we would call core intense services to others that are getting more what we would call employment preparation where they're - it's more that they're, you know, providing some work readiness skills but there not getting into the more intense training services, so. But and that's why I was talking about why this scholarship program is so important is because we're right now in terms of resources we have in hand, only about 700 to 800 individuals are able to get these hard skills training through the funding that we have. We will then refer individuals to community colleges after they've gone through some employment preparation through us, we'll also refer them to other, you know, employment training providers who are not necessarily funded by us, who then with their resources can further support training, but overall when we look at the overall training environment in the State of Connecticut the

resources are not significant enough to deal with the employer's needs.

REP. TURCO (27TH): Thank you and just one last question. I mean this bill, you know, we're asking the Office of Higher Education to establish this scholarship program, for them to sort of set up some of the specification. Do you have any suggestions on how this scholarship program should look based on criteria, income limits, prioritizing which programs and student need and that sort of thing?

JIM BOUCHER: You know what - I might not have that answer at my fingertips right now but we would be glad to give the committee what we see as the gaps in terms of eligibility that individuals right now have in terms of when we do refer them or who cannot - who cannot get into affordable training program. So, we would be glad to share that with you. We think also that again the Workforce Development Boards with the infrastructure we have in terms of the American Job Centers, we do have that pipeline that right now are going through these American Job Centers. So I think it would be very good to link this kind of scholarship program back to the American Job Centers and to the Workforce Development Board so that we can indeed have a true career pathway so that there's a through line so that, you know, we're really make sure that, you know the navigation for individuals are happening in a coherent way. So, I guess I would recommend that, you might want to take a look at that.

REP. TURCO (27TH): Very good. Thank you, Mr. Boucher, and thank you for the work that you're doing in the organization.

JIM BOUCHER: Thank you very much for your time.

REP. HADDAD (54TH): Thank you. Are there any additional questions? Seeing none. Thank you very much for your testimony I appreciate it.

JIM BOUCHER: Thank you very much.

REP. HADDAD (54TH): So, I previously announced John Carew. He'll be followed by the last speaker from our legislator list, which is Senator Formica and then we'll go to Jim Spafford. [side conversation]

JOHN CAREW: Thank you Mr. Chairman. My name is John Carew, I'm the President of Connecticut State Firefighters Association, which represents about 25,000 firefighters, volunteer and paid in the State of Connecticut. I'm here today to talk in opposition of the Senate Bill 302, as the way it's written. I sympathize with the parents as their - as it was brought forward that they are trying to put money aside to be financially responsible for their kids to go to college and now when a child decides that they don't want to go to college there's a drastic penalty by tax purposes, and if there's a way - let me rephrase that. Right now there is not a way for them to use those funds for the State Fire School, whether it is at the Connecticut Fire Academy in Windsor Locks or the nine regional schools across the state because of the way that the educational process takes place. The Fire Academy and the regional schools are accredited by two national organizations. One's called Proboard and the other one is IFSAC, okay, and we can't get any information whether that funding is usable in that format. The current process would have to be through a - as I understand it, through a credited higher educational facility or training school. Right now, the current programs at the Connecticut Fire Academy, as I said, are by

two accrediting boards, Proboard, which a national board of fire service professional qualifications and IFSAC, which is International Fire Service Accreditation at Congress. Those have been renewed over last 10 years, every 5-year intervals and we just passed again in the last three months to both of those accreditations. So to accommodate a small minority, we're not sure what the impact would be on our current system and as a way that this is - as I understand this is written, it's a lot of unknowns and when there's a lot of unknowns there's, you know, there's questions on both sides of the isle and both sides of the fence. So, I've come here because I think it may be a topic that needs to be moved forward but not at this time until we can get these answers done. What's the accreditation limit, how does the federal government tax structure fall to this, does Connecticut through CHET have a way to do it that is different through the federal government, I don't know those answers but as what I can get out of the information so far and some of the research that I've been able to do, it would be a drastic impact to our current delivery system, and I'll try to answer as many questions as I can.

REP. HADDAD (54TH): Thank you very much.
Representative Rochelle.

REP. ROCHELLE (104TH): Hi, good afternoon. Thank you for coming today. I know that you are busy and representing 25,000 firefighters across the state both volunteer and paid, you do have a lot of work that you do in the realm. Did you - has anyone approached you from legislature about this bill to give you information about this or ask you what your needs were on this issue?

JOHN CAREW: When I saw it come out, I got a - did a little research to find out that it was presented by Senator Formica. So, in turn I called his constituent from the State Fire Association and had a conversation with him, and he told me that it was brought forward by one of his constituents about a problem in his community.

REP. ROCHELLE (104TH): Okay, have you had any - so I did a little bit of research from our previous conversation when you approached me and asked me about this bill and just from my provisional touch with the Office of Legislative Research, I've been able to determine that two of the three avenues to even qualify fire school, so this may not be feasible. Do you think that maybe perhaps we should be doing more research on our end before trying to move forward with a bill, you know, and working with you in a more collaborative way?

JOHN CAREW: I think that's the best thing we need to do. The topic needs to be discussed, yes, and I think we all need to be at the table to find out. Because if this is starting to become an issue we don't want to steer people away that are trying to help our need for firefighters, but as of right now we don't want take the whole system and flip it upside down when we don't know what the impacts going to be at the end.

REP. ROCHELLE (104TH): Have you - have you been given at all at this point a list of criteria that fire schools would have to meet in order to qualify for this - for the certifications needed to quality for this federal funding?

JOHN CAREW: Not yet.

REP. ROCHELLE (104TH): Okay, and so you haven't been able to do an analysis at all of how those certification requirements might impact any of your nine schools across the state?

JOHN CAREW: No and you brought up something about OLR and we would - I don't know if we have the right to request but we need - we would need help to get that data and working - we want work with you to solve the problem, not work against - were not here to go against you but we don't think the way that its written is good right now.

REP. ROCHELLE (104TH): So, if we were to do more research, you'd be interested in working collaborative on this issue in developing it further at a later time.

JOHN CAREW: Yes, we'd like to be in the working group if possible.

REP. ROCHELLE (104TH): Absolutely, sounds great. Thank you.

REP. HADDAD (54TH): Senator Hwang.

SEN. HWANG (28TH): Thank you Mr. Chair. As I recently read the bill, I thought it was an empowering kind of opportunity to be able to address the critical shortage that we have for firefighters. Right, wouldn't that from the face of it and to be able to tap into an apprenticeship program in which your fire schools could train, volunteer and career of firefighters and to be able if possible to be able to have financial resources if indeed eligible to be able help meet the goal of getting more firefighters. So where in that idea in the goal, maybe the pathway is impossible, but I don't think it's a bad idea. Where is it a bad idea to try to

increase firefighter training and get more people with the necessary critical skills to be able to save lives?

JOHN CAREW: I agree. It's not a bad idea and maybe it wasn't expressed that way. The idea is not bad. The process is how I read it may not fit the need of the State of Connecticut or how we can best get the bang for our buck. Primarily right now when a volunteer wants to become a firefighter and I want to use the volunteer side as first, they sign up with a town or department or fire district, and there's a criteria for payment, which right now none of the fire schools including Connecticut Fire Academy has the ability to accept any of this type of funding through their structure. Never mind the nine regional schools that are mainly run by volunteers. So that would be another part of this onion that we'd have to open up to find out how we're going to be able to even absorb the funding that looks like it's going to be a good source. Secondly, what happens to the funding that gets paid out of these accounts and those towns or departments reimburse the person for taking the class. Where does that fall into who's tax structure, and then lastly is most of those classes are \$1,000, \$1,100 classes. For volunteers when you're going to - if you're going to go Connecticut Fire Academy whether you're going to pay out of your pocket, which some firefighters are doing today because it moves them up higher on the list for a paid department, that a \$6,000, \$7,000 cost that most municipalities absorb when they hire you.

SEN. HWANG (28TH): I think that's what I read the intent of this is to address - look if our fire schools were overflowing with money, which we know

that not to be the case and ultimately the burden either falls to the individual trainee that wants to get that education and wants to serve the community or it falls to the municipalities in which these fire schools reside or they come to the state and ask for more money, which we've been very lax or remiss in allocating. That being said, if there is an opportunity to look at federal educational funding, wouldn't we want to explore that? I think and I appreciate your correction - your clarification that it wasn't a bad idea, maybe the process or the logistics may not be but I think the intent of the bill Senate Bill 302 is really to try to create allocation funding resources to train as many men and women as we can to go into the profession or as a volunteer firefighter, would that be correct?

JOHN CAREW: I agree, and I think I stated this - ultimately, I think the intent of the bill is good, yes. Right now I don't think we have the mechanism and what is proposed doesn't - I don't think the outcome is going to be what we want from what we're proposing versus were not because what the unknown is a couple of things. What's the physical requirement to be accredited for - by this association for our physical buildings, which we know we have a problem with already, that's number one. Number two, what's the educational level from the administrator of the fire school or fire academy on down to the beginning instructor, what's that going to be. We - those are the unknowns that we don't have that are going to be a big change and not that change is always bad, I'm not saying that but it's a big difference of how we do business now for how we're going to do business in the future and I agree it's something we need to look at but I think

it's too early to be pushing them down. I think we need to have a workroom to find out what are the pros, what are the cons, what's going to be the impact.

SEN. HWANG (28TH): Thank you, thank you for this information. Thank you, Mr. Chair.

REP. HADDAD (54TH): Thank you. I appreciate it and I just wanted to say, I'm not even sure I'm going to make this in the form of a question but there's a question at the end, a brief one, maybe yes or no. You know, the Connecticut Higher Education Trust, as I understand that these are accounts that parents can put money into to save for college, right, and I think that the - what seems - I think we can agree that helping firefighters pay for fire training school is probably a laudable goal. But I'm hearing from you, I guess, is some concern that in order to become CHET eligible that there are accreditation standards that are going to be imposed on the fire schools and that you're just uncertain about what that would mean for the way that we operate the fire schools and what they - what would be required of them. Is that sort of what your concern is?

JOHN CAREW: That's - that's pretty much the gist of it, yes, and you know, and I don't know if the treasurer of the State of Connecticut through the CHET can - has the authority to do that or not, and that's what I'm saying. I - the concept I understand, the process is, I think is where we need to do the impact of the pro, the con and what's going to be the impact and how do we get there. If the pros outweigh the cons, okay what's the bridge to go to the next step, how do we do that?

REP. HADDAD (54TH): Thank you very much for your testimony. Are there any additional questions?
Representative Rochelle.

REP. ROCHELLE (104TH): I just want to thank you for your testimony today. You know, the fire services, as you know, it's only for a while now, it's incredibly dear to my heart and so would you be interested, you and the commissioner for fire prevention and control be interested in collaborating more if this is not pass committee this year, to examine this concept and really work it over with legislative research and then - once we bring the hard data to you about what qualifications are, would your teams be willing to look at how that would impact your department so that we can try to find a solution. If there's a way to move forward, that's in the best interest of everybody, that you'd be willing to have that conversation and continue the work.

JOHN CAREW: Yes, that's - you know, if and I don't mean this negative, if that's all we get out of this right now, I think that's the best step we can take right now to fine - you know, and I keep on saying the pros and cons and the impact. You know, there may be a lot more pros that we don't know but do the - the unanswered outcome in the dates that are scheduled in this proposed bill right now, I don't think we have enough knowledge of what the impact is going to be statewide.

REP. ROCHELLE (104TH): I'd be wholeheartedly happy to work with you on that.

JOHN CAREW: I'm here, I'm available and I'm sure the Commissioner of Fire Prevention and Control would work with us also.

REP. HADDAD (54TH): Thank you very much. We appreciate your testimony.

JOHN CAREW: Thank you. Senator Formica. I'm sorry for the delay and I hope that you - I suspect that the conversation might be helpful to you moving forward. [Laughing] I don't know but, we welcome your committee and ready to hear your testimony.

SEN. FORMICA (20TH): Thank you very much. Good afternoon and thank you for your patience Chairman Haddad and Haskell and ranking member Hwang and the rest of the committee. Thank you for the opportunity to follow-up the conversation regarding SB 302. There's kind of a multiple layer here that I see. We listened to the previous speaker before us talk about workforce development. We've over the last few years talked in depth about the need for more hands-on trades training here in the State of Connecticut to try to keep our kids here. Yet the CHET program is designed to save money for people who only go to college and there's a whole population that that's not going to serve. I came up with this idea from a friend of mine, Rob Kupas [ph], you have his testimony. He explains to me that for 18 years he saved money in his 529 plan for his son, Nicholas, and Nicholas decided he didn't want to go to higher education, he wanted to be a firefighter and the cost to be a firefighter were in Windsor was \$6,700 dollars plus he was going to take the EMT course for another \$1,000, and if Rob broke the savings plan to pay for this, which was not an accredited higher education university he would pay up to 50 percent in fees and fines and taxes for the state. So, I reached out to the Treasurer's office. I have not received anything back yet, so my hope is not to impact anyway negatively, on the good work

that the Fire Association does or the fire academies or the training school, that's not what we're trying to do. I wouldn't want to force them through new opportunities to get accredited and it cost money for all of that just to accommodate what John rightfully says might be a very slim pool of applicants who might use this money. But I would think that if someone can push a button somewhere and says you know if we can apply this CHET dollars because how do we know 18 years ago what our kid's interests are going to grow into. To accredited trade schools and things like the fire academy, why wouldn't be able to take that opportunity to do that without putting anybody at risk. We know that the teachers in these trade schools are accredited perhaps in a different area than higher education, but I think we should try to get an opportunity. So, I am in favor of moving this bill forward. I am in favor of having further conversations with any impacted association to make sure that there are no impacts other than win-win and I would certainly stand down from this committee - I'm sorry from this bill if it gets out of committee and we can't find a common ground with the fire training schools, which is most important but to Senator Hwang's point as in a previous life when I was first selectmen of the town of East Lyme, you know we struggled with getting volunteer fire firemen and full time firemen and I think that issue is expanded statewide since the time that I left services of the first selectmen of East Lyme. So, perhaps somewhere in here there's an answer and whether we find it before your JF deadline, I'm sure that probably won't happen but if we can get this out and have an opportunity to work on it, work together, bring the Treasurer's office

in then maybe we can find a solution that will work for Mr. Kupas and his son, Nick. Thank you.

REP. HADDAD (54TH): Thank you very much. Are there questions? Senator Hwang.

SEN. HWANG (28TH): Thank you Mr. Chair. Thank you, Senator Formica, for raising this bill and you raise a very interesting point that the story of your constituent that you share. The money that was put into CHET, it's his money, right and that's important, and it has every intention of planning and saving for his or her child's college education but has a state that is now recognizing the importance of alternative career paths, apprenticeships and in this area firefighting as a noble public safety role that requires extensive training and that's why we have fire schools that require our support. Why wouldn't we allow people that have made the smart decision to save and put their own hard earned money, the flexibility to be able to redirect that money for chosen career that their children want to pursue and if there's an outlet for them to do that in the State of Connecticut, would that - would it be fair to say that is really the gist - the foundation one that it is an individual's money that he has saved into the CHET plan and two, that it is continuing to fulfill the role of being able to provide an educational opportunity for their children to pursue a career that would be in this state that would benefit not only themselves and their career but in this case, the greater public safety in the community. Anything to offer to that and is that a crux of it and if we can find a pathway particularly in your role as a former chair and current ranking on appropriations and being able to allocate that and

to have that conversation moving forward and to be able to kind of help our vaulted firefighters throughout the state that needs men and women to participate, that are always constantly short on money, which we're trying very hard to support. Wouldn't that be a win-win?

SEN. FORMICA (20TH): Well it seems in the shifting environment from always pushing for college and university education to the need for skilled trades people to have the opportunity for money saved toward furthering your son or daughter's education whether it be a degree or diploma from a higher education university or something that would allow you the opportunity to work with your hands as a skilled trades person or perhaps be a public safety police officer, fire - a firefighter, I think makes perfect sense and those schools exist but we can't compare those trade schools with a higher education university, private or public, those are two different animals but their mission is the same, and that is to take the students that come in and send them out the other end with more knowledge than then they came in and perhaps more specialized in a field, whether it's accounting or firefighting or plumbing or culinary or whatever but we should have that opportunity, as you said, if someone's had the foresight to save or don't charge penalties and interest for breaking that and moving it somewhere else, so.

SEN. HWANG (28TH): You know maybe for me I'm just a stickler on this idea. It's the individual's money, it's not the states, it's not anyone else's. They have made a concerted effort to contribute into a Connecticut program to be able to save and it's their money, shouldn't they have that choice to

allocate the best career path if their children so chose it? So, I want to thank you very much for raising it and I also want to recognize your conciliatory approach to the various entities to see if there is a possible pathway, and this is why we have public hearings. So, again thank you Mr. Chair for the indulgence.

REP. HADDAD (54TH): Thank you Senator, I appreciate it, and John and I have had conversations over the last couple days, so I think we both understand that we want the right thing. So, it's not - it's not a bad thing. I think, you know, we're here to make the best legislation we can, right. We don't want to have the law of unintended consequences come up and bite us, so let's work through it and I'm happy to work with John, if he's happy to work with us and whoever else. Maybe we got get some plumbers in here to talk about what happens to them, you know, but I think we need to consider workforce training, workforce dollars and how we can maybe blend the CHET program into supporting some of those great opportunities we have here in the State of Connecticut. Thank you. Are there any - there's still questions. Representative Rochelle.

REP. ROCHELLE (104TH): Hi. I want to thank you for raising the idea. I think it's important that we're always looking at new ways to find resources to support the fire service particularly, not just the pay firefighter's services and volunteer service too. I'm the daughter of a 50-year volunteer firefighter and Fire Chief who teaches at a fire school, so I know the struggles that they - the fire service sees every day. The struggles in getting young people trained, finding resources, in fact we don't even have a building. So, I - so I'm that

part of the state that is really struggling to keep the free workforce that does the incredibly important work of protecting the people in our community. So, I love the thought that you put in. Did you ever have a chance to reach out to OLR yet and discuss what the - what the accreditation requirements could be, the different pathways that the fire schools would need to consider if they fit or qualify for?

SEN. FORMICA (20TH): I'm sorry that I have not. John and I did speak about that.

REP. ROCHELLE (104TH): Would you be interested in collaborating with me on that, because I'd be happy to see what we can find to get together to get this done in a way that it'd help the fire schools, help the fire service and doesn't have any unintended consequences.

SEN. FORMICA (20TH): That'd be great. I'd be happy to work with anybody and talk to anybody and see if we can move it forward. I think the Treasurer's office should be involved too. There may be a simple answer there that we don't - that we don't know so.

REP. ROCHELLE (104TH): Very appreciated. Thank you.

SEN. FORMICA (20TH): And thank you for serving your family service. I know the other part you didn't mention is a lot of the fires don't happen in the middle of the day, they happen in the middle of the night so [Crosstalk].

REP. ROCHELLE (104TH): Car accidents happen 24 hours a day. Fire service is [Crosstalk] a big family.

SEN. FORMICA (20TH): Yeah, there's a lot of hard work that goes in and I know I've been to plenty with Eddie over when I - in my time.

REP. ROCHELLE (104TH): Yep. Thank you.

REP. HADDAD (54TH): Great, and I'll just add, you know, that CHET is a -- I just want to clarify that CHET is a federally regulated kind of instrument and so, you know, I think that we're searching to find is how to meet the requirements that are imposed on these plans by the federal government, work with the constraints of what they allow us to do to see if we can make this work, and so I'm glad that we're headed in the right direction and I appreciate you presenting the idea to us. I think it's something that with a little bit more research, we might be able to find a right path [Crosstalk].

SEN. FORMICA (20TH): Thank you for your insight and your experience with higher education, I appreciate that.

REP. HADDAD (54TH): Are there any additional questions? Seeing none, we'll move on. Thank you very much. I hope you can get to where you need to go Senator. [Laughing] Next up, Jim Spafford followed by Bob Fernandez. Jim, there he is. Thank you very much for joining us. I know it's been a long day and we appreciate your patience.

JIM SPAFFORD: Oh no, that's fine. You know actually it's been a learning experience to listen to the various needs across our state. My greetings to the Chair, ranking member and to the committee members. I'm Jim Spafford and I'm here to support, there are two bills. There is the 308 and also the 5158. I'm the Coordinator for business - The Business Academy, Business Services, Partnerships

and Grants for Manchester Adult Education. The - when I look, I need to expand that a little bit because I do want to go back in terms of just to give a perspective from where I'm coming from. What I'm asking for is number one, I want support the bills on behalf of several parties, Adult Education across the state and at the same time is to make an appeal for inclusion in the bills, the various bills that come before this group. In my past, again from a perspective area, the - I go back a while. My education includes house master at Greenwich High School, Principal at Richfield High School, into the business sector for five years, Principal at what would be Linton High School in Schenectady, so it would be Irving Center and then coming back to Connecticut Manchester High School for 14 years, which is considered middle America in terms of - from my perspective. After retiring from Manchester High School two years later I came back - I got bored. I came back in through Vernon Adult Ed to do workplace education and the job there was to design customized programs for employers across the region, working with their HR people, their vice presidents and so forth, and looking at their business plans and so forth and developing and customize programs, and it could be for entry level right through to management level. On to East Con, was a year there with CREC, taught statewide training for workplace education and then onto Manchester. So again, trying to put the - a little bit of perspective into what I would say our needs in terms of adult education. The - I'm here to support the two bills. The first bill when talk about the scholarship program that we have students in adult education, as you may know, that we have a population that we serve, that their profile generally low literacy and

also economically in need. Within that group, as our students are working toward their high school diplomas, for those who don't have it, that we provide a variety of programs including not only the academics but also in terms of the CTE programs, which would be certifications. Certificate programs are - a sample of them would be serve safe for the food industry. It would also be customer service, Microsoft office and so forth. On the other hand, and when our students reach a certain level, when they need to go toward the technical side of the CTE courses, then that becomes a problem in the sense that it's a financial problem. So, with that in mind, they - what we're looking for with our request is that the adult education be included in the bill - both bills. In terms of the terminology, why I ask that is because when we looked at the ECHO system, our educational ECHO system and wherever we may be in the state, it's always referred to K-12 higher education. There's a middle program in there and that's the adult education piece of it. One can assume when you hear K-12, not a lot of people will make a connection that adult education is part of that system and again as you know, that we do come under the local Boards of Education. So, the request on my part would be that in the language of the bill and future bills, just be able to make a reference to K-12, adult education and higher education. It serves two purposes. Number one, it helps people focus and clearly it helps also to brand when we talk about adult education. There are 322,000 people in the state that do not have a high school diploma. There's approximately 120,000 that in terms of their communication skills are in need, which would be our ESL students. So again, if we had - we're able to be written into the bills then

that would be critical in terms of helping our students to move toward the more technical CTO - CTE certificates. On the other bill when we talk about the 308 in manufacturing, again, it would be the same scenario. We can provide the certificate programs but in the meantime it's access, where do we go from here so that when the programs are created such as the scholarships for those who are pursuing the certification programs then again that would allow in the manufacturing area, they would have access to that. Some of things that adult education has done across the state. There are many model programs out there. You've heard about Manchester and so forth in the bill. Part of that bill that we would be working with the high school. We already work with them and it's co-sponsored EMT program, also CAN program and in the manufacturing program, we too would like - would be participating except it wouldn't be in the full range of the program. So again, if there's a way of putting adult education into the language then that may help to open up some of the doors for us. When I mention about the workplace education programs, many of the adult education programs across the state are already doing workforce development. They're in partnership with the various workforce investment boards, they're in partnership with the community colleges, nonprofits sector and it's helping to not only workforce readiness but also to put an emphasis on workplace - workforce skills specifically. So again, in the background of adult education there's a workforce experience that we do bring to the table. So in short, we basically we handle the academics, we do the contextualization integration of career pathway skills and to our academic programs we provide CTE as far as we can go but then

we need assistance beyond that and that's where this particular bill, when we talk about actually both bills, would be critical in terms of opening up some doors. Local funding, the way we're funded has a program. They are restricted funds and the reason for being here is that, as you know, in terms of our funding sources it's the state and the local communities. However, the funds are restricted where we cannot use them for scholarships or tuition. We don't have that latitude or flexibility to be able to re-allocate or re-direct some of those funds to serve the needs of our students. Again, that's a quick overview. You have the information before you and I'm happy I'm not the last speaker because I'd be standing between you and the German, so [Laughing] if you have questions, please I would be happy to answer them either now or in the [Crosstalk]

REP. HADDAD (54TH): Thank you very much for your testimony. We appreciate it and you know, I've often - yeah we don't often deal in this committee with, you know, higher education committee but we deal a lot with institutions of higher education you know from community colleges straight to our four year institutions, sometimes as we have today with workforce investment boards and that's the stuff that your dealing with, a population as you said, you know, lots of folks without high school diplomas working with basic skills like literacy and they're very challenged population given their income brackets generally, and so I appreciate the primer and so I don't know if there are members here who have questions, Representative Doucette.

REP. DOUCETTE (13TH): Thank you Mr. Chair and thank you Jim for being here and thank you to the

committee for indulging Manchester day at the committee hearing. It's a good point to include adult education I think in the whole spectrum of what we're providing and again interesting perspective that you have that's sort of the middle ground that is often, you know, forgotten but still serves an important role especially to those middle skilled jobs. If you could elaborate a little bit on the students who would be taking advantage of this as currently written. I know you spoke to - you have a lot of ESL students, a lot of GED students taking sort of those basic CTE classes, and then, as I understand it, something like this would really be helpful for those students who sort of graduate as it were from those courses and are ready to - to go to the next level and participate in a certificate program. Do you - could you, you know if you have some examples of students and where they've gone, and what they've done, who have gone or at least had the opportunity to go up through that pathway to the certificate programs that at the community colleges.

JIM SPAFFORD: We do have students, again it's the - it's the tuition that gets in the way, again because of the profile of the population that we work with. And we do have students continuing into Manchester Community College as well as the Capital Community and so forth. So, they will take advantage as best they can in terms of moving toward the certificate. It would be in the manufacturing area; it could be in the IT depending on that - the special talent that they have. What it is, is that we have when we looked at our students that we're working with, again it's not a Bachelor's Degree or an advanced degree but on the - on the other hand they have had special talent in that and so forth that they may be

very good in the manufacturing area and that's the student that we can go through. We see that in their academic performances in the classroom. We see that in the CTE courses, but we can't provide the - that technical part, and then where it gets blocked is being able to enroll in the college and to pay for the tuition that's there. So this is where - an app for those - for that part of the population and again across the state that would be a critical support system but also we're looking down the road that it increases the workforce - qualified workforce pool that employers are looking for. We work very closely CWP, we have a contract with them. I'm doing math for manufacturing further dislocated workers. Out of the group that we have they'll be five of them that would - quite frankly can go into entry level now.

I have a math teacher that is teaching the math, contextualize I have ACMT, which is one of the manufacturers in town that I have their continuous employment teacher I'll call internally, also joining in and co-teacher. We - there's a week over at the - two weeks actually over at ACMT where we use it as a classroom and then it'll be another week and half, we'll be over at MCC. The goal is to take a population and this is the prototype for us - take a population to bring their math skills and that's usually the biggest stumbling block and showing where they're heading, ultimately in the workforce but more importantly is here the MCC Community College culture and this will be their expectations. So again, it's a partnership that there. That happens to be under a different umbrella but it's the same thing and the concept in terms of a model program. We also do internships and shadowing experiences. We're able to move the students out

from the academic area and we do coordinate with the businesses in town. It can be in healthcare industry, manufacturing. We try to stay within the area for the most part that CWP has designated as a priority - or priority areas. So again, we keep building but again we need to get - we need to have that pathway opened up so we can get our students to the next level.

REP. DOUCETTE (13TH): That - that's helpful. You know the math for manufacturers, you know, you sort of look at that as almost a prerequisite for the certificate program, so I think you described it well and I can picture those people who participate in that program especially those who sort of shine, show an aptitude, show an interest to the dedication to furthering their education than can be given that extra step into the certificate program and sort of scale up their skills and perhaps their income by extension of that.

JIM SPAFFORD: It does. It gets them to the middle level skilled level but at the same time the work that we do it's the critical thinking skills, it's everything that - it's not just the academics and everything else, it's also everything that employers are looking for, and we also offer for instance work keys, which is a national career readiness certificate. So again, we to - to enhance their credentials. So there's a lot going on but there's a point now where we can't move those who are ready to the next level and this would be most helpful in terms of helping that part of the population and when you look at our population across the state, there's a very large number. When you look at three hundred and some odd thousand that do not have a high school diploma then that's a significant pool

out there who do have special talents and it's our rule to make sure that you try and find where those talents are and help them to move along to the pathway.

REP. DOUCETTE (13TH): That's good, thank you Jim.

REP. HADDAD (54TH): Thank you. Are there any additional questions? Seeing none. Thank you very much for your testimony and you for your patience.

JIM SPAFFORD: Thank you, I appreciate it. Take care.

REP. HADDAD (54TH): Next up is Bob Fernandez. There's one other person signed up on the list her name is Margaret Chatey. I don't see anybody here fits that description so. You might be our last person. For the best 5 o'clock and yeah but I want to make sure that if anything I've learned about this committee so far this year is that we will make sure you get your 90 minutes to testify. [Laughing]

BOB FERNANDEZ: I was waiting. Good evening everybody, Mr. Chairman, Senator Haskell, ranking member Hall. Ranking - are you the ranking, Vice-chair Turco. My name is Bob Fernandez. I'm testifying first to cover myself and as a Connecticut resident I live in North Franklin, Connecticut. You, Representative Smith, can point that out in a map but I can't believe that many other people can. And I wanted to let you know that I was the Legislative Director for the Congress of Connecticut Community Colleges from 2007 till when I left, he positions in 2018. That means I've been present in front of this committee as far as the community colleges are concerned from Mark Herzog to Mark Ojakian. As a matter of fact, Mark Ojakian was in the Controller's Office and who knew. So, in

times like this, I was notified yesterday about these two bills and these are near and dear to my heart as the Chairman knows, even though I'm not currently involved in true activism and legislative affairs. I do keep a very close eye on the workforce investment and the workforce - workforce programs, in particular workforce programs that lead to careers in postsecondary education. Concerning the ECHO programs, early college opportunity programs as well as manufacturing programs. Why I bring this out is I often remember Representative Willis when we talk about this and for members of the new committee, yes that is Roberto Willis who taught most of us in this room what higher education legislation should be.

The early - the early college opportunity programs came in under Interim President, Phillip Austin, who was the Retired President of the University of Connecticut who took over the BOR from President Miati [ph] who went to President Kennedy, who went to President Austin and then went to President Gray and now went to President Miati. So, I could speak to legislative intent to all the legislation and I think that the Chairman can - will back me up on this. Both legislative intent as well as what the legislature at that particular point when these bills came up. We've been talking about early college opportunity program since the reign of President Austin. So, this is now going back eight years that we have been talking about this. P-Tech programs, we did not follow the New York model. P-Tech programs were called P-Tech because the original program originated in Paul Roberson High School in Brooklyn, New York with a copulation of IBM when President Austin took over the BOR after President Kennedy's department, what they ended up

doing is bringing in IBM to the state he was being considered, I believe for the Chair of the Board at the time, which was the ex-CO of IBM and he was talking to the community college presidents and staff and everybody else about early college opportunity programs that allow students to both complete a high school education and a college education at the same time. The first P-Tech program was established at Norwalk High School with IBM in the computer services and then I was the primary author along with a name from the past, Robin Golden, for the P-Tech programs in both Windham High School and New London High School. I again am going to read back a little bit to say that number one is, I was going to testify with Representative Johnson.

I learned about this yesterday at 6 o'clock last night. I have contacted my individuals that the Eastern Workforce Board and both school districts to get my written testimony to include the statistical pieces that we have. As of yesterday, when I was notifying that the P-Tech program in New London, the early college opportunity program in New London will be sunsetted after this year. So, they will only serve the remaining pro - the remaining students and then the only two remaining ECHO or P-Tech programs in the state will be Windham High School and Norwalk. They make a difference. Kids from five years ago, seven years ago now from Windham High School, which I spent almost 20 years of my community college career in Windham. I was the last Willimantic Center Director and I was very happy to say because I do keep an eye. That Mr. Ojakian now is considering reopening Willimantic after Quinebaug by the way lost 534 FTE and for those who do not know how FTE is calculated one 15, one 3 credit -

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one 15 credit student is an FTE and Quinebaug by the shutting down of the oldest academic center in this state it had 30 years caused 534 predominantly people of low means, low-income, depressed areas and now they realize they need an institution in Willimantic. Where were you three years ago. What's maddening about this whole situation is the conflicting from year-to-year the testimony changes. I don't - I don't know Mr. Ojakian personally. We had a cup of coffee a couple of times, right? But if you just review their testimony since this thing, every year the thing changes. I laugh now that Secretary Barnes or former Secretary Barnes comes here and talks to you about - and talks to you about the problem that they have with fringe.

While it took us five years to remove the fringe from the state universities from their block grants to the [Laughing] over to the office of Policy and Management and then we fought Mr. Barnes for three years who wanted to bring it back. I don't forget history, not in this committee because there was not a piece of legislation in the 12 years that came through here, and the multiple Senate chairs and the multiple House chairs that I did not comment on or look at and I think the Chairman can attest to that, and I also worked tirelessly even now on ECHO programs with the Eastern Workforce Investment Board. Senator Haskell and I had never met but we did have a phone call concerning this. I've come from modest means. My parents were working people, sixth, seventh grade educations. I understand the importance of not only collegiate attainment but of trade attainment and there the same, there one in the same. ECHO programs work because it gives the ability of the students as everybody has come to testify in front of you. The workforce of the

future may not necessarily need a Bachelor's degree but will need some sort of certification other than high school, and when we discuss about math, let me be very clear with this, mathematical attainment at any of the school districts, part of the - part - especially in lower performing schools. Has anybody ever thought that some of those kids because those kids do exist? Statistically those kids exist. I ran a program for three years. I got 16-year-olds through calculus. All of it, can it be boredom, it could be boredom. So, to me it is vital that we continue these programs and work with that aspect of both the BOR mean to understand workforce development needs and credit needs both to be similar and the same.

Workforce development needs were brought up during the system in order to not only increase those individuals to have a trade but possibly on - to move on to engineering. As far as the situation that I was just hearing concerning this, just a recommendation, I may be wrong. PA1240 addressed - okay, the development adult education piece addressed - adult basic education and the necessity for funding of adult basic education. I was one of the principle pieces of 1240. So, the issue is ECHOs the ability of kids to go on to get better educated, it's not a bad thing. What we call it, how we call it, what we do it or how we say it, it doesn't matter. What matters is five years ago I took the lowest performing school in the country - in this state, which is Windham and I - everybody told me I was crazy but I could tell you today five of those ECHO students are working at Pratt and Whitney and the worse performing high school in this state. My testimony will be submitted, as I said, I will have - I have - I have some statistics that are

coming in from both the school districts in the WIB. I'm a key player in the WIB especially in the Eastern Workforce Board, especially in EMA and I so much appreciate once again being in front of your committee.

REP. HADDAD (54TH): Thank you very much for being here and -- and you had a lower profile couple - for a couple years in a row but it's nice to see that you haven't lost your passion for doing what's right for Connecticut's workforce develop in our students. So, that's great. Thank you very much. Just one quick follow-up question but it speaks to the importance of us acting on what these pieces of legislation. So, we've actually had - we've lost early college programs in Connecticut. They're successful, we've heard from students who are involved in them. They're - they work, they're effective but something seemed lost in translation here and those are decline not ascendant.

BOB FERNANDEZ: The standardization of I think one of the things for the future, my recommendation would be is for higher education and education to me. When it comes to the technical aspects of what allows a college teacher to teach algebra and thus what allows a high school teacher to teach college level algebra are dependent on two different sources. So if the school does not have the ability to have that teacher meet in math to teach at the college level, right, the college is stuck, and I think that the conversation about the certification aspects of it with education for long-term planning because it's cost effective, it's a good way of doing it may be in the cards for that but the vast majority of it is accreditation and has always been the biggest stumble as whether or not those high

school teachers are eligible to teach college credit.

REP. HADDAD (54TH): Thank you. Are there any other questions for Mr. Fernandez?

BOB FERNANDEZ: Come on really.

REP. HADDAD (54TH): We know where to reach you. You know where [Crosstalk]

BOB FERNANDEZ: The best clerk in the building.

REP. HADDAD (54TH): I think you probably also know where to reach us.

BOB FERNANDEZ: Yeah, I think I do too, and I just want to say thank you so much. This has always been the best committee in the building. You might not seem it but it is and you can see by the amount of work that was done in all those - in the years that I was here and the leadership of this committee and it was always bipartisan and so that because all kids. I used to say when we were talking about college, that Republican kids have that the same way as Democratic kids have that.

REP. HADDAD (54TH): Thank you very much for your testimony.

BOB FERNANDEZ: Thank you very much.

REP. HADDAD (54TH): Margaret Chatey. Lynne Ide. I think this hearing is adjourned. Thank you very much.