

Legislative History for Connecticut Act

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**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2016**

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SENATE

251
April 20, 2016

Seeing no objections, so ordered sir.

SENATOR DUFF (25TH):

Thank you, Madam President. On calendar page 4, Calendar 183, Senate Bill 236, I'd like to place that item on our Consent Calendar.

THE CHAIR:

Seeing no objections, so ordered sir.

SENATOR DUFF (25TH):

Thank you, and on page -- calendar page 8, Calendar 254, Senate Bill 178, I'd like to place that item on our Consent Calendar.

THE CHAIR:

Seeing no objections, so ordered sir.

SENATOR DUFF (25TH):

On calendar page 8, Calendar 263, Senate Bill 252, I'd like to place that item on our Consent Calendar.

THE CHAIR:

Seeing no objections, so ordered sir.

SENATOR DUFF (25TH):

On calendar page 10, Calendar 294, Senate Bill 283, I'd like to place that item on our Consent Calendar.

THE CHAIR:

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SENATOR DUFF (25TH):

Thank you, and that, I believe is the end of our Consent Calendar. If the clerk can now call the items on the Consent Calendar, followed by a vote on our Consent Calendar today.

THE CHAIR:

Mr. Clerk. We gotta' wait two seconds to get this on, up and running, and then we will start getting the list called for you, sir.

Mr. Clerk, please call the Consent Calendar.

THE CLERK:

On page 2, Calendar 131, Senate Bill 204. Page 3, Calendar 133, Senate Bill 207. Page 3, Calendar 145, Senate Bill 132. Page 4, 180 -- Calendar 183, Senate Bill 236. Page 5, Calendar 192, Senate Bill 230. Page 6, Calendar 232, Senate Bill 254. Page 7, Calendar 243, Senate Bill 364. Page 8, Calendar 261, Senate Bill 233. Also on page 8, Calendar 254, Senate Bill 178. Page 8, Calendar 263, Senate Bill 252. Page 9, Calendar 274, Senate Bill 244. Page 9, Calendar 283, Senate Bill 306. Page 10, Calendar 294, Senate Bill 283. Also on page 10, Calendar 297, Senate Bill 372. Page 11, Calendar 302, Senate Bill 436. Page 11, Calendar 309, Senate Bill 398. Page 12, Calendar 314, Senate Bill 103. On page 23, Calendar 420, House Bill 5350. Page 27, Calendar 70, Senate Bill 72. Page 28, Calendar 87, Senate Bill 107. Page 29, Calendar 126. Senate Bill 197. Page 30, Calendar 150, Senate Bill 161. Page 32, Calendar 199, Senate Bill 20. And page 35, Calendar 270, Senate Bill 288.

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SENATE

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April 20, 2016

THE CHAIR:

Mr. Clerk, will you please call a roll call vote on the Consent Calendar? The machine will be open.

THE CLERK:

Immediate Roll Call has been ordered in the Senate.
Immediate Roll Call on today's Consent Calendar has been ordered in the Senate.

THE CHAIR:

Senator Fonfara.

All members have voted, all members have voted. The machine will be closed. Mr. Clerk, will you please call the tally on the Consent Calendar?

THE CLERK:

On Today's Consent Calendar.

Total number voting	35
Necessary for Adoption	18
Those voting Yea	35
Those voting Nay	0
Those absent and not voting	1

THE CHAIR:

The Consent Calendar passes. Senator Duff.

SENATOR DUFF (25TH):

Thank you, Madam President. Madam President, does the clerk have Senate Agenda Number 2 on his desk?

**JOINT
STANDING
COMMITTEE
HEARINGS**

**EDUCATION
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**2016
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February 24,

gd/cw EDUCATION COMMITTEE PUBLIC HEARING 11:00 A.M.

SENATOR SLOSSBERG (14TH): Thank you very much for your testimony. You know, it's interesting, S.B. No.174, AN ACT WITH REGARD TO THE TASK FORCE ON PROFESSIONAL DEVELOPMENT, you know, that came to us because of all the various requirements all over there and all the districts that come to us and said, you know, this is all over the place and some of them are duplicative, and one, you know, they don't all work together very well and we think that, you know, there's the possibility of us developing a better system for this and then, at the same time, we've been struggling with this issue of paraprofessional training, which I think we all agree, policy wise, is the right, absolutely the right thing to do. But, how to make that happen, so, I really appreciate you joining both of those concepts. I think it makes a lot of sense and may help us get, knowing that, you know, everyone is strapped for dollars, it always seems to come down to the money, that this may be one way for us to develop a system that really does address all of the things that we want to in a more efficient and effective way, so, I just want to say thank you for that suggestion. I find that very useful. Are there questions or comments from anyone else? No, okay. Thank you again for your testimony today.

My understanding is we had someone who was called before, was not here, Marylin? Why don't you come up, Marylin? Marylin Caldron.

MARYLIN CALDRON: Good afternoon, Senator Slossberg, Representative Fleischmann, and distinguished members of the Education Committee. I thank you for the opportunity to testify before you today. I am Marylin Caldron, Executive Director of Connecticut Parent Power, an organization in the State of Connecticut, where we engage, educate, and mobilize parents across the state to take action on issues that really matter to them with early care and education issues and our

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2016

gd/cw EDUCATION COMMITTEE PUBLIC HEARING 11:00 A.M.

February 24,

children in equitable education, health care reform, in pre K through 12th grade school systems.

Connecticut Parent Power works hand in hand with many different collaborative partners and today I am here to testify in regards to S.B. No. 176, S.B. No. 178, H.B. No. 5308, and H.B. No. 5306.

We are trying, we are looking to ensure that, as we're moving forward with, moving forward with these bills, that we support it with discretionary measures. We know that we are in support of providing designated Smart Start spaces and places for our children, but we want to be sure that it's always in the best interest of our most at risk families, as it was intended to be. And we want to ensure that, as we move forward, parent voices are always at the forefront and never forgotten in regards to what are the recommendations that S.B. No. 178, the ACT CONCERNING THE LEGISLATIVE'S COMMISSIONER'S RECOMMENDATIONS FOR TECHNICAL REVISIONS TO THE EDUCATION AND EARLY CARE STATUTES, as well as H.B. No. 5306, AN ACT CONCERNING RECOMMENDATIONS FOR THE OFFICE OF EARLY CHILDHOOD.

We know that the Office of Early Childhood was that first point of entry for all families to take advantage of that one point of entry, no wrong door opportunity, and as we look into the Office of Early Childhood's establishment, we know that this piece is a technical bill that changes the references from child care services to align with the changes made from the Office of Early Childhood licensing statutes, which needs to be reflected by what parents want and need, by their driven force of what the legislative Commissioners can support and usually guide with parent voices being at the forefront.

We want to ensure that parent voices are also co-creating the H.B. No. 5308, ACT CONCERNING A GENERAL EDUCATION MULTI-TIERED SYSTEM OF INSTRUCTION AND SUPPORTS. I think it's a very smart investment in this particular house bill because it really does develop and establish strong research based structure,



Educating, Engaging and Mobilizing Parents to Take
Action on Issues that Matter Most To Them...

Testimony before Education Committee

S.B. 176: An Act Concerning the Smart Start Program

**S.B. 178: An Act Concerning the Legislative Commissioners' Recommendations
for Technical Revisions to the Education & Early Childhood Statutes**

H.B. 5306: An Act Concerning Recommendations of the Office of Early Childhood

H.B. 5308: An Act Concerning a General Education Multi-Tiered System of Instruction & Supports

Testimony by Marilyn Calderón, Executive Director

Connecticut Parent Power

Wednesday, February 24, 2016

Good afternoon, Senator Slossberg, Representative Fleischmann and distinguished members of the Education Committee, I thank you for the opportunity to testify before you today.

I am Marilyn Calderón, Executive Director of Connecticut Parent Power a statewide parent-led organization that engages, educates and mobilizes diverse parents from across the state to act on issues that matter most to them improving outcomes for all children in areas of early childhood, equitable care/education, health care reform and K-12 school systems.

Connecticut Parent Power works hand in hand with collaborative statewide partners that include, but are not limited to, the Connecticut Association of Human Services, Connecticut Voices for Children, the Early Childhood Alliance and All Our Kin whom all support equitable outcomes for all Connecticut children and their families.

Connecticut Parent Power would like to take a moment to commend the legislature for their shared vision in passing legislative laws that promote the wellness of all children and their families to be able to access quality care and educational services that truly promote preventative benchmarks to ensure that all families succeed with an equitable return on investment socially, emotionally, physically and academically. When we look at the following bills:

S.B. 176: An Act Concerning the Smart Start Program we support, but with cautionary measures.

S.B. 178: An Act Concerning the Legislative Commissioners' Recommendations for Technical Revisions to the Education & Early Childhood Statutes and H.B. 5306: An Act Concerning Recommendations of the Office of Early Childhood encourage to give more power to the parents/constituents versus the commissioners to ensure decisions are guided/decided by the people versus government at all costs, as this is what our Democracy is built upon for and with our community parents and constituents.

H.B. 5308: An Act Concerning a General Education Multi-Tiered System of Instruction & Supports

As we look at what needs to happen in our state at this time now with so many fiscal hardships faced, we need to ensure that all elements of legislation, like the aforementioned proposed, are really in the best interest of our parents, their children and their families, alongside the providers that are executing services and programs day in and day out without compromising the well-being of our most vulnerable, our precious children in early care and education programs with highly qualified staff. We are in support of providing our designated Smart Start spaces to our most vulnerable children and families with a 60/40% rate and possible 50/50% change ONLY IF priority is always given to our most at need families (i.e., meaning having a provision that must include the outreach efforts that Smart Start location has to