

**SA12-009**

SB41

Higher Education and  
Employment

Advancement 714-715, 720-722, 724-726,  
730-731, 751-757, 819-823,  
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**35**

**JOINT  
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**HIGHER EDUCATION  
AND  
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PART 2  
369 - 735**

**2012**

appropriate response and may actually get to a point of severity where you have to call in law enforcement. And knowing the balance of that while preserving a school climate that is positive, but yet protecting the victims as a number-one priority and keeping your university safe, either from outside perpetrators or unfortunately at times internal perpetrators as well.

So I understand and we all understand the hard, very difficult job and role that you play in doing this and we're very pleased to see you here at the helm.

BARBARA O'CONNOR: Thank you.

REP. WILLIS: Well, thank you again and thank you also for working when you're not even on the payroll yet. So --

BARBARA O'CONNOR: Thank you. It's a great opportunity to meet you all.

REP. WILLIS: Okay.

BARBARA O'CONNOR: Take care. Thanks.

REP. WILLIS: Take care. Thanks.

Commissioner Marshall, Department of Labor.

Good morning, Commissioner.

COMMISSIONER GLENN MARSHALL: Good morning, Senator Bye, Representative Willis, Senator Boucher and members of the Higher Education Employment and Advancement Committee.

Thank you for your opportunity to provide you with testimony in support of three bills on

SB291  
SB292  
SB41

your agenda today. Senate Bill 291 establishing a youth employment system; Senate Bill 292 aligning Connecticut's intellectual capital with business community; and Senate Bill Number 41, workforce development. The Department of Labor, through its Office of Workforce Competitiveness, OWC should be a vital partner in this committee's development of Connecticut workforce development policy.

OWC serves as the Governor's and Legislature's principle workforce development policy office. The Office of Workforce Competitiveness acts as a liaison between the Governor and various federal, state and local entities involved in workforce development issues and works to coordinate workforce development issues across state agencies. OWC provides staff leadership and support to the Connecticut Employment and Training Commission, CETC.

OWC's fundamental goal is to implement a talent-based strategy that will keep Connecticut competitive regionally, nationally and globally in the 21st century and beyond. OWC Works to ensure the State's education and training pipeline is well-prepared to meet the rising skill demands of Connecticut business and industry.

The CETC is the chief policy commission for workforce development to the Governor and is designated as Connecticut's state workforce board under federal and state law. CETC members include a partnership of private and public sector volunteers appointed by the Governor with a majority of members from the business sector.

Among other things, Senate Bill 291, establishing a youth employment system,

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ADVANCEMENT COMMITTEE

REP. WILLIS: I have a few questions for you, Glenn, actually just clarifications and maybe some direction you should give -- could provide us with.

One of the bills that we're looking at is Senate Bill 41. And it really is just a concept bill on workforce development. So there's no "there" there.

But if you had something that you would like to see this committee do on workforce development, what might it be that we're missing the boat on? Or that we might incorporate into a proposal?

COMMISSIONER GLENN MARSHALL: Well actually Representative Willis, good question. And I think, you know, Senate Bill Number 41 was kind of a placeholder bill for us.

We're working currently, diligently with CETC and some of the committees that I mentioned, and there's others, and also with the board of regents, Dr. Kennedy. And we know we don't want too much time going by here, but they're working on trying to come up with some further ideas other than some of which I testified on that you may be able to support.

So I think very shortly we should have some ideas as to some further legislative ideas that we may be able to bring back to you.

REP. WILLIS: Thank you. That would be wonderful and we look forward to it.

I have a question that -- I've seen this term used, but I think that it might be helpful if you could further define it for members of this committee. It says OWC's, Office of

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ADVANCEMENT COMMITTEE

Workforce Competitiveness's fundamental goal is to implement a talent-based strategy. Could you tell us briefly -- particularly we do have some new members. I know that you put out a report -- but if you could give us a little meat on that term.

COMMISSIONER GLENN MARSHALL: Okay. You know, historically -- and I'm not trying to criticize, you know, what has happened in the past, but I think that one of the things -- there's many that occurred here in Connecticut and meeting with other state workforce board policy developers and advisors, we're not alone.

We weren't really prepared for this, this downturn that we're in and we did kind of a scattershot approach, you know, with programs and things that didn't really have any real coordinated effort. It was just kind of a scattershot approach.

And I think that Office of Workforce Competitiveness and with Rina Bakalar at the helm and her diverse background -- we're fortunate to have not only her but some other key people -- they're working with other agencies to basically come up with -- and you heard some of the committees on CETC -- we're in the process of identifying some of the key industry sectors that we really need to look at in the future, you know, health care, the green jobs portion, you know, manufacturing, advanced manufacturing and the youth.

And what we're trying to do -- and I think workforce competitiveness is really working along with CETC on -- is harnessing and coordinating and trying to come up with policy that will be able to develop the talent

pipeline from the early days in school right on up through higher education.

It's really important exposing, like in regards to manufacturing, exposing -- it's alive and well in Connecticut, but a lot of people don't think it is. And so that sector is looking at ways to promote advanced manufacturing to our youth at an early age through a program called, like, Dream It Do It, that's used throughout probably 20 of the states currently.

So I think that what you're going to see with OWC and CETC along with our assistance in the Department of Labor is a more coordinated effort throughout the agencies and throughout higher ed and the education to develop a talent pipeline that will meet the needs of, you know, the Connecticut businesses short-term, midterm and long-term to help make Connecticut more competitive.

REP. WILLIS: Thank you. Any other questions or comments?

Yes, Representative Ackert.

REP. ACKERT: Thank you, Commissioner, for your testimony. Appreciate that and thank you for your efforts and your support of the youth employment system.

SB291

One of the areas I'd like you to also consider in that section, as we have an aging group of people in the trades, HVAC, plumbers, carpenters, whatever may have, a restriction on those that can't employ due to ratio requirements, that during the summertime when kids are maybe out of tech school or out of -- just want to maybe intern type of situation,

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industries as we expand it. So I agree.

SENATOR BYE: Commissioner Marshall, I just have one follow-up question related to Raised Bill 41.

COMMISSIONER GLENN MARSHALL: Uh-huh.

SENATOR BYE: So you and I sit on the Dream It Do it board together and I wonder if there are any -- from your -- you're the Chair of that board. And I'm particularly interested in manufacturing and the shortage of machinists that I hear when I'm out visiting manufacturers.

Can you see something from -- recommendation from the Dream It Do It group that might fill in to this workforce development bill? Or no? Just I guess I'm asking specifically about the manufacturing workforce, how we can bolster that by getting young people more interested in understanding that it's not dead in Connecticut and, in fact, there are a lot of good paying jobs in manufacturing.

COMMISSIONER GLENN MARSHALL: Absolutely. And that's a good point and that's something, like I said, that we're working diligently.

I know, you know, we have myself as cochair on there along with Dr. Kennedy and Tony Cacace from the manufacturing industry. And you know, I will follow-up with them and see if there's anything we could come up with to bring back to you. But I think that that's a sector that we really do need to focus on today as well as tomorrow. So --

SENATOR BYE: Right and I think that you may be aware because we've worked together, some on

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this. And sitting on that commission I heard about the challenges of letting young people do internships at the manufacturers that were working on a bill in this committee to help young people get into that field earlier to see if it's something that they want to pursue.

So that's an example of what I thought was a really good idea that came out of the Dream It Do It group that this committee is considering. So we would appreciate other ideas, because the great part about that group is that there are a lot of manufacturers sitting on the group who really know what's happening on the grounds, know their challenges.

And these guys are so motivated to train young people who want to come in, but they just don't have enough interested workers with the right skills. So that group would seem ripe to come up with some great suggestions that we could incorporate for this bill. So I appreciate you going back to them.

COMMISSIONER GLENN MARSHALL: Well, thank you and I agree. I mean, you know, as you know sitting on that board, one of the problems we have with -- in manufacturing and construction, given the fact that they're dangerous occupations, is there's an age restriction. And with an apprenticeship one of the, you know, carveouts for 16 to 18-year-olds being able to get access to jobs in manufacturing or construction is being part of an educational program and that's what an apprenticeship does.

So currently we only have, out of the 4,000 plus registered apprenticeship programs,

93 percent are construction and only 7 percent manufacturing. So that is exactly right, taking something like that and opening up the way so that these kids, as I said in my testimony, if they get access to certain industries they're more apt to get into there for a career. So I think that's exactly where we want to go and I will look into that.

REP. WILLIS: Senator Boucher.

SENATOR BOUCHER: Thank you, Madam Chair.

And very briefly because we don't want to keep you any later. But have you found, through your department, that the -- there's an age issue, particularly for males between the ages of 52 and probably 62 or 65, that has a persistent problem with employment? And do you have any programs that are directed at that age group?

COMMISSIONER GLENN MARSHALL: Well, not directly, but I do understand what you're saying, Senator.

Going around it's pretty sobering and I came out of an industry in construction that, you know, it's been a depression during this downturn. You know, double-digit 30 percent unemployment rate. But when I go to, like, our one-stops around the state and I listen to people, it's heart-wrenching.

You know, women and men that were very, very successful in their careers and, you know, you just assume, you know, that maybe there is some age discrimination going on, not blatant, but that it is, because these are people that are really hard working, have been displaced and it's very difficult for them to get back

states -- we modeled it after Mississippi and there's other states. And not one of the states utilizes less than 10 percent to do the operating and marketing. And we want it to be a success so we need to market. So what we're actually asking for with some of the changes to step up this go around is not only increasing for veterans -- I know Senator Looney is pushing on that -- but also in the second year of the Step Up, if we could get and double that to 8 percent, which is still less than we had originally asked for, but I think it's paramount in order for this to be a success.

And we've bonded 20 million for it. We don't want it half baked. We want to make sure it is successful. So we're looking at marketing strategies for that as well as other things like the Today's Youth Tomorrow's Workforce website.

REP. WILLIS: Well, and I was also thinking as you were speaking that not just young people. Now the veterans coming back, you know, getting this information out to them. Again going back to the bus, taking it to where the veterans are coming back, whether it's the armory or whatever. And then having somebody be able to help them navigate what's out there and what opportunities, both in employment, but also higher education or training programs. So --

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COMMISSIONER GLENN MARSHALL: Absolutely. And I'm glad you touched on that. I just returned from Washington meeting with the federal Department of Labor. And the Obama administration in November came up with an initiative, not a program, called a gold card for veterans.

And basically trying to give them, for obvious reasons, you know, they're returning double the state unemployment rate, but access, you know, more one-on-one kind of excess and maybe a little preference in certain instances to accessing the programs that we do have.

Currently, Office of Workforce Competitiveness, myself, we're in the process of sitting down. We have an individual in our department that handles veterans' affairs issues as well as Commissioner Schwartz and we have a meeting set up for this coming week. We pitched it to Assistant Secretary of Labor Jane Oats when she was in last week for a press conference with us. And she's interested where we want to put together and identify all of our veterans programs we have.

The tax credits on the employer side, the federal and state, and also the incentives on the employee's side, the returning veterans side. And put them all together so that we're able to get this under one umbrella instead of being spread out all over. So we will keep you updated on that, but we think it's a good thing.

REP. WILLIS: Okay. Well, thank you very much, Commissioner. We appreciate your testimony.

COMMISSIONER GLENN MARSHALL: Well, thank you for your time and your questions. And anything I can do, just I'll be there for you.

REP. WILLIS: Kevin Flood.  
I'm sorry. Did you want to -- oh, I'm sorry, Commissioner.

REP. ROVERO: Thank you. Sorry about that. And

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After completing my degree at MCC I hope to go to Central to complete a four-year degree and eventually law school and that's where the struggle continues. Currently UConn's law degree costs about \$21,000 per year and I will inevitably have to take out loans to finance that education.

To summarize, I believe my story is unique because I did change majors. And we are not asking the Legislature to forgive our debts, we're asking for some assistance. And the amount of money that would be returned to us is very minimal, but significant in that we can use it to get by with just basic needs as rent and food.

And I thank you for your time and consideration.

REP. WILLIS: Thank you.

Questions or comments from members of the committee? Well, thank you.

AMIT PATEL: Thank you.

REP. WILLIS: Richard Tariff, Rich Tariff.

RICHARD TARIFF: Good morning, Senator Bye, Representative Willis and other members. My name is Rich tariff, I am the director of adult services for EASTCONN and I am also the president of CAACE, the Connecticut Association of Adult and Continuing Education. I am here to support Bill Number S.B. 41, An Initiative to Review the Issues of Workforce Development in the State.

Connecticut's educational and workplace leaders have been increasingly aware of the

challenges of the growing mismatch between worker qualifications required by current and emerging occupations in the state and the overwhelming number of workers who lack the credentials necessary for those occupations.

While strengthening the education provided in the K-12 system is essential to solving these skills gaps, such efforts will meet less than a third of the demand for qualified workers in the labor market. This means that not only -- that only by addressing the education and training needs of those already in the labor force, many of whom are currently in low-wage, low-skilled jobs, can Connecticut hope to fill the kind of occupations created by its employers.

We can point to the programs and processes that already exist to aid potential workers with skills development, on-the-job training, apprenticeships, postsecondary educational institutions, some iDesk models that we are trying in the state, Connecticut work centers, just to name a few.

But given the population we have to target, many of whom lack basic academic skills or the required funds and time to spend away from their current low-paying jobs we must improve our workforce development system so that it targets its outreach efforts to improve student awareness of the opportunities that exist and addresses the barriers that block low-wage and low-skilled adult workers. We need to provide a clear and seamless pathway of skill development leading to higher-level occupations. We must allow for competency credentials to be gained in smaller units of time than traditional semesters so that the process is flexible and accessible for those

with work and family demands.

We must involve employers in all phases of workforce development so that the students completing education and training programs finish with clearly defined competencies and industry recognized credentials linked to real appointed opportunities and advancement. Strategies for workforce development improvement begin with a closer collaboration among the Department of Labor, Education and Higher Ed to review policies, programs and budget issues confronting the delivery of education and training services directly focused on low-wage and low-skilled workers.

An outcome of such collaborations in other states has been the creation of stackable credentials, education and training frameworks that integrate basic academic skills development and not credit occupational training for post-credit postsecondary degrees and certificate programs.

I guess I'm not going to read my closing two paragraphs, but it basically -- oh, go ahead? Okay. Thank you. They're not two pages.

A VOICE: (Inaudible.)

RICHARD TARIFF: Long paragraphs.

The structural supports needed for work force development enhancement include student support services for low-income adults to access education and training programs and achieve the stackable employment and family-supporting wages.

We must bridge curricula that provides smooth transitions between basic education,

occupational training and postsecondary certificate and degree programs. We must have a state-level integrated data capability to follow these students, the participants' progress and outcomes across the education and employment programs.

There are models within the country. We can -- it's not -- we don't have to reinvent the wheel and I'd be more than happy to respond to any questions, but we need to pursue this and we need to have agencies all work together.

Thank you.

REP. WILLIS: Thank you.

Questions or comments? Yes. Representative Janowski.

REP. JANOWSKI: It's really just a comment with a short question at the end. It's good to see you here.

RICHARD TARIFF: Thank you. It's good to see you, Claire. Yeah.

REP. JANOWSKI: Thank you.

I know you've been involved with the adult education program in Vernon for many, many, many years and we appreciate all that you have given to make things better for so many people.

RICHARD TARIFF: Thank you.

REP. JANOWSKI: I just have one question. You mentioned the on-the-job training and apprenticeship type programs as a vehicle for

readying a lot of the skills that may be needed out there.

Pratt & Whitney used to have such a program many, many years ago and I was wondering if your opinion on a resurgence, let's say, of manufacturing types of jobs. Is that something that's feasible? Appropriate? Or how do you see it?

RICHARD TARIFF: Well, I definitely think it's feasible. If you and I really look at ancient history back in the seventies, Vernon adult ed had a satellite program right on the campus of Pratt & Whitney in East Hartford.

So we're not reinventing or inventing anything that we haven't done in Connecticut before. What we're trying to do is again, just get people to work together. The manufacturing initiatives, that the college system has just received some new grants. And I know that will be -- I know it's at QV. I know it's Asnuntuck and I can't remember the third school that is a recipient of a grant, but those grants will allow us to resurge some of the manufacturing skills so these folks could get into these jobs and hopefully apprenticed.

The problem that we're seeing is a lot of the folks that are trying to get into these programs do not have the skills to succeed. And that's where I'm sitting here as president of CAACE saying, what else can we do to help in adult education?

You know, we're working hard to work with those folks without diplomas and ESL needs and those type of things. We're there. We're active. I'm not saying to give up those things because those folks need us. Believe

me, I've graduated thousands of people and adults in my programs over the years.

But what we need to do is go after this population of folks that have diplomas, that have basics -- that have needs of basic skills. And those are the programs like you're mentioning, Claire, in manufacturing, that they need probably higher-level math skills and they don't have them. They've been out of school for many years.

And a lot of these people are trying to support their families and try to get a better job. They're underemployed and unemployed. So we have two groups of folks that are -- that really need assistance yesterday and that's what I'm here to talk about.

REP. JANOWSKI: And I know that a lot -- at least a number of those that ended up going into the apprenticeship program with Pratt & Whitney came out of the technical schools. They were hired while they -- when they graduated from the technical schools.

And then instead of going directly to college for their associate's, they got a lot of on-the-job training and then -- and did apprenticeships in conjunction with completing their associate's degrees. Is that the type of resurgence that you're looking for?

RICHARD TARIFF: Well, I'm looking for -- there's different pathways. I'm here -- we have a wonderful technical system, you know, with the schools in Connecticut and I think that many of the students could go into these apprenticeships if there are jobs that they're prepared for and go right into it.

But we have thousands of folks in the state of Connecticut that do not have diplomas. We have thousands and thousands of people that are unemployed and underemployed that have diplomas that don't have the skills to go in these programs. And that's really who I'm here advocating for and who I've advocated for, for the last, you know, 39 years to be honest with you.

REP. JANOWSKI: Well, you've done a great job. Just keep it up. Thank you.

RICHARD TARIFF: Well, thank you. Thank you. Thank you very much.

REP. WILLIS: Thank you. Your testimony is very helpful and we're going to review it as we move --

Oh, I'm sorry. Representative? No? Okay.

Thank you.

RICHARD TARIFF: Thank you very much. It's my pleasure.

A VOICE: (Inaudible.)

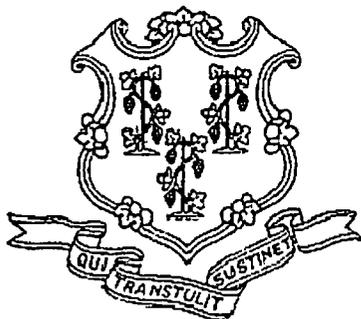
REP. WILLIS: Hi, Ann. Nice to see you.

ANNA DOROGHAZI: Hello. Good to see you.

Senator Bye, Representative Willis, members of the committee, my name is Anna Doroghazi and I'm the director of public policy and communication at Connecticut Sexual Assault Crisis Services.

HB5031

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AFRICAN-AMERICAN AFFAIRS COMMISSION  
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Testimony before the Higher Education Advancement Committee

Tuesday, March 6<sup>th</sup>, 2012

11:00 AM in Room 1E of the LOB

Good morning/afternoon Senator Bye, Representative Willis and members of the Higher Education Advancement Committee. My name is Frank Sykes the Legislative Analyst of the African-American Affairs Commission (AAAC) a non-partisan state agency. This Commission is an advocate for the African-American community and accomplishes its mission primarily through research, policy analysis and advocacy. I am here today to speak in support of **Senate Bill (SB) 41** – *An act concerning workforce development*.

While the lack of employment has affected most residents in our state, the crisis has clearly had a more devastating impact on communities of color in our state. In 2010 the average unemployment rate in our state was 9.2 percent, for African-Americans it was almost twice that at 17.2 percent. In 2011 whereas the state average declined to 8.9 percent the unemployment rate for blacks increased to 18.3 percent.<sup>1</sup> This is consistent

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<sup>1</sup> Bureau of Labor Statistics, *Employment status of the civilian noninstitutional population by sex, race, Hispanic or Latino ethnicity, and detailed age, 2010 & 2011 annual averages p — continued*, <http://www.bls.gov/lau/ptable14full2010/2011.pdf>

with unemployment trends across the nation. For any real job recovery to occur it must be balanced, inclusive and sustainable for all Connecticut's residents, regardless of an individual's race, occupation, background or education. We support the jobs bill passed in the summer. It was long overdue and is a step in the right direction. However we are asking the state to look deeper at current unemployment trends and invest and realign existing resources accordingly. This will ensure that job recovery efforts benefit all Connecticut residents and not a simple majority. There are a number of areas we urge you to look at:

The first is to expand the Jobs Funnel program to include job training; to prepare workers in manufacturing and new growth industries such as biotechnology etc. The long term unemployed need to be connected to new opportunities coming to our state such as the First Five initiative either through education and job training or direct recruitment initiatives.

Secondly the federally funded Workforce Investment Act (WIA) program is limited to providing education and job training only in occupations requiring certification and licensure, what is commonly referred to as low skilled, low paying jobs. This is definitely needed however there is broad segment of the population who are unemployed with professional skills, who may simply need a couple of classes to upgrade their skill set. Unfortunately for this population segment their only recourse to pay for such a class or workshop, is to dip into bank accounts that have already been depleted from the economic recession. The state should appropriate a certain level of funding for job initiatives for this purpose.

African-Americans make up at least 42 percent of the prison population.<sup>2</sup> This higher than normal rate of incarceration means that many African-Americans especially men will experience barriers in securing sustainable employment especially in a tight job market, where employers have more options in recruiting employees. There are efforts underway to hire veterans. While these efforts are laudable the state needs to focus on other pockets of the population facing employment barriers such as ex-offenders, the

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<sup>2</sup> Department of Corrections, January 1<sup>st</sup> 2012 Statistics

long term unemployed and the aging. These are groups that are more vulnerable to employment discrimination. As such there is a need for more employment specialists and support services to deal with these special need populations.

Thank you for the opportunity to testify.

## CAACE

## CONNECTICUT ASSOCIATION FOR ADULT AND CONTINUING EDUCATION

March 6, 2012

Testimony on the following bill:

Raised Bill SB 41: AN ACT CONCERNING WORKFORCE DEVELOPMENT

Submitted by: Richard Tariff, President, Connecticut Association for Adult and Continuing Education and Director of Adult and Community Education, EASTCONN Regional Education Service Center

*The following testimony is submitted on behalf of the Connecticut Association for Adult and Continuing Education, a statewide professional organization representing providers of mandated adult education.*

Representative Willis, Senator Bye and members of the Higher Education and Employment Advancement Committee:

My name is Rich Tariff, Director of Adult and Community Education at the EASTCONN regional educational service center, and I'm also the President of CAACE, the Connecticut Association of Adult and Continuing Education. I'm here to support SB 41, an initiative to review the issues of workforce development in the state.

Connecticut's educational and workplace leaders have been made increasingly aware of the challenges of the growing mismatch between worker qualifications required by current and emerging occupations in the state and the overwhelming number of workers who lack the credentials necessary for those occupations. While strengthening the education provided in the K-12 system is essential to solving this skills gap, such efforts will meet less than a third of the demand for qualified workers in the labor market in the next several years. This means that only by addressing the education and training needs of those already in the labor force, many of whom are currently in low-wage, low-skilled jobs, can Connecticut hope to fill the kinds of occupations created by its employers.

We can point to the programs and processes that already exist to aid potential workers with skills development – adult education, on-the-job training, apprenticeships, postsecondary education institutions, CT Works centers, to name some. But given the population we have to target - many of whom lack basic academic skills or the required funds and time to spend away from their current low-paying jobs – we must improve our workforce development system so that it:

- Targets its outreach efforts to improve adult learner awareness of the opportunities that exist and addresses the barriers that block low-wage and low-skilled adult workers;

- Provides a clear pathway of skills development leading to higher level occupations;
- Allows for competency credentials to be gained in smaller units of time than traditional semesters so that the process is flexible and accessible for those with work and family demands;
- Involves employers in all phases of workforce development so that adult learners completing education and training programs finish with clearly defined competencies and industry-recognized credentials linked to employment opportunities and advancement.

Adult education in Connecticut, with its certified teachers trained in basic skills development through contextualized learning, has an extensive history both in responding to workforce needs and in transitioning adult learners to postsecondary education. Strategies for improvement in workforce development begin with a closer collaboration among workforce boards, adult education and higher education to review the policy, program and budget issues confronting the delivery of education and training services directly focused on low-wage and low-skilled workers. An outcome of such collaboration in other states has been the creation of a "stackable credentials" education and training framework that integrates basic academic skills development, non-credit occupational training, and for-credit postsecondary degree and certificate programs that tie directly with occupations in industries with high unmet employment needs. The structures needed for workforce development enhancement include:

- Support services for low-income adults to access education and training programs and achieve stable employment and family-supporting wages;
- Bridge curricula that provide smooth transitions between basic education, occupational training and postsecondary certificate and degree programs;
- A state-level integrated data capability to follow participant progress and outcomes across education and employment programs.

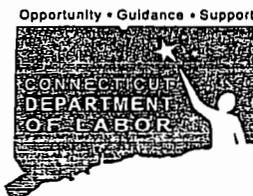
Models for this proposal exist in the FastTRAC initiatives in places such as Minnesota, Ohio and Kentucky, and parts of this testimony cite the descriptions of their work directly. These initiatives have capitalized on the flexibility and applied curriculum know-how of adult basic education, working in concert with employers and postsecondary educators, to address workforce development needs.

Much of the spade work for this transformation of our efforts has been done and should be studied further. Given the urgency of our state's long-term education and employment problems, we should not delay the important work we have to do.

I will be happy to respond to your questions on this matter.

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Connecticut Department of Labor

Glenn Marshall, Commissioner

**Testimony of  
Glenn Marshall, Commissioner  
Department of Labor  
Higher Education and Employment Advancement Committee  
March 6, 2012**

Good Morning Senator Bye, Representative Willis, Senator Boucher, Representative LeGeyt and members of the Higher Education and Employment Advancement Committee. Thank you for the opportunity to provide you with testimony in support of three bills on your agenda today: **S.B. #291: AA Establishing a Youth Employment System**, **S.B.#292: AA Aligning Connecticut's Intellectual Capital with the Business Community** and **S.B.#41: AAC Workforce Development**.

The Department of Labor, through its Office of Workforce Competitiveness (OWC), should be a vital partner in this Committee's development of Connecticut's Workforce Development policy. OWC serves as the Governor's principal workforce development policy office. The OWC acts as liaison between the Governor and various federal, state and local entities involved in workforce development issues and works to coordinate workforce development across state agencies. OWC provides staff leadership and support to the Connecticut Employment and Training Commission (CETC).

OWC's fundamental goal is to implement A Talent-Based Strategy that will keep Connecticut competitive regionally, nationally and globally in the 21<sup>st</sup> century and beyond. OWC works to ensure the state's education and training pipeline is well prepared to meet the rising skill demands of Connecticut business and industry.

The CETC is the chief policy Commission for workforce development to the Governor and is designated as Connecticut's State Workforce Board under federal and state law. CETC members include a partnership of private and public sector volunteers appointed by the Governor with a majority of members from the business sector.

Among other things, **S.B. #291: AA Establishing a Youth Employment System** requires the Labor Department to develop with its partners a comprehensive youth employment system in order to enhance and expand employment opportunities for youth, support career pathways to provide youth and young adults with education, skills and access to good jobs and successful careers.

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**CONNECTICUT  
GENERAL ASSEMBLY  
HOUSE**

**PROCEEDINGS  
2012**

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Representative Brendan Sharkey, House Majority  
Leader, sir, for what reason do you rise?

REP. SHARKEY (88th):

Thank you, Mr. Speaker.

Mr. Speaker, just to be safe, I move that we  
immediately transmit all items that we've taken up here  
in the House that require additional action in the Senate.

SPEAKER DONOVAN:

The motion is to immediately transmit all items that  
need any further action to the Senate.

Any objection?

Hearing none, all items are immediately transmitted.

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker.

Mr. Speaker, we're going to now do -- begin our work  
on a consent calendar. There are a number of bills that  
will not require amendments and I'd like to read them now  
by calendar number.

They would be Calendar Number 204, Calendar Number  
412, Calendar Number 425, Calendar 426, Calendar 442,  
Calendar 460, Calendar 495, Calendar 507, and Calendar  
508.

SPEAKER DONOVAN:

HB 308

SB 157

SB 339

SB 340

SB 41

SB 116

SB 188

SB 371

SB 391

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Motion is to place these items on the consent  
calendar.

Is there any objection?

Any objection?

Hearing none, those items are placed on the consent  
calendar.

Will the Clerk please call Calendar 71.

THE CLERK:

On page 2, Calendar 71, Substitute for House Bill  
Number 5025, AN ACT CONCERNING THE OWNERSHIP OF PUBLIC  
ACCOUNTING FIRMS, favorable report by the Committee on  
Government Administration and Elections.

SPEAKER DONOVAN:

Representative Russ Morin.

REP. MORIN (28th):

Good evening, Mr. Speaker.

SPEAKER DONOVAN:

Good evening, sir.

REP. MORIN (28th):

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

SPEAKER DONOVAN:

The question is on acceptance and passage.

Will you remark?

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calendar.

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker..

Mr. Speaker, I'm about to call the items again that are on the consent calendar, but I would like to alert the Clerk to two bills that we will be taking off the consent calendar. They are Calendars 380, and Calendars 431. Those are Calendars 380 and Calendar 431.

HB5333  
SB130

SPEAKER DONOVAN:

Will the Clerk please call Calendar 204.

THE CLERK:

On page 6, Calendar 204, Substitute for House Bill Number 530, AN ACT CONCERNING THE BOARD IN CONTROL OF THE CONNECTICUT AGRICULTURAL EXPERIMENT STATION, favorable report by the Committee on Government Administration and Elections.

SPEAKER DONOVAN:

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker.

With that, let me -- I was looking to just list the calendar numbers again that we are planning to put on the consent calendar before I move them. I'll be doing this

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in numerical order by calendar number.

They are Calendar Number 71, Calendar 204, Calendar 205, Calendar 287, Calendar 292, Calendar 330, Calendar 402, Calendar 407, Calendar 412, Calendar 417, Calendar 425, Calendar 426, Calendar 442, Calendar 458, Calendar 460.

Calendar 463, Calendar 492, Calendar 495, Calendar 499, Calendar 500, Calendar 501, Calendar 506, Calendar 507, Calendar 508, Calendar 512, Calendar 515, Calendar 516, Calendar 530, Calendar 538 and Calendar 545.

And I'd also like to add to that -- I'm sorry. I omitted one which is Calendar 275.

SPEAKER DONOVAN:

The question before us is passage of the bills on today's consent calendar.

Will you remark? Will you remark?

If not, staff and guests please come to the well of the House. Members take their seats. The machine will be open.

THE CLERK:

The House of Representatives is voting by roll call.  
Members to the Chamber. The House is voting the consent calendar by roll call. Members to the Chamber, please.

HB5025  
HB5368  
HB5326  
HB5539  
HB5146  
SB328  
HB5534  
HB5555  
SB157  
SB232  
SB339  
SB340  
SB41  
SB98  
SB116  
SB196  
SB97  
SB188  
SB234  
SB237  
SB299  
SB347  
SB371  
SB391  
SB345  
SB383  
SB384  
SB29  
SB354  
HB5320  
SB254

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SPEAKER DONOVAN:

Have all the members voted? Have all the members voted?

Please check the roll call board to make sure your vote has been properly cast.

If all the members have voted the machine will be locked. The Clerk will please take a tally.

The Clerk please announce the tally.

THE CLERK:

On today's consent calendar.

Total Number Voting 150

Necessary for Adoption 76

Those Voting Yea 150

Those Voting Nay 0

Those Absent and Not Voting 1

SPEAKER DONOVAN:

The consent calendar passes.

Will the Clerk please call Calendar 443.

THE CLERK:

On page 20, Calendar 443, Senate Bill Number 60, AN ACT PROHIBITING PRICE GOUGING DURING SEVERE WEATHER EVENTS, favorable report by the Committee on the Judiciary.

SPEAKER DONOVAN:

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Good evening, Madam President. Nice to see you.

Thank you.

THE CHAIR:

Nice seeing you, Senator. Thank you.

Will you remark? Will you remark?

If not, Mr. Clerk, would please open -- call for a roll call vote and I'll open the machines.

THE CLERK:

Immediate roll call vote has been ordered in the Senate. Senators please return to the Chamber.  
Immediate roll call has been ordered in the Senate.

THE CHAIR:

Have all members voted?

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

THE CLERK:

Senate Bill Number 382 as amended by Senate A.

Total Number voting	36
Necessary for passage	19
Those voting Yea	28
Those voting Nay	8
Those absent and not voting	0

THE CHAIR:

The bill is passed.

Mr. Clerk.

THE CLERK:

And on page 35, Calendar 200, Substitute for Senate Bill Number 41, AN ACT CONCERNING WORKFORCE DEVELOPMENT, favorable report of the Committee on

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Labor and Public Employees.

THE CHAIR:

Okay. Sorry.

Senator Bye.

SENATOR BYE:

Good evening, Madam President.

THE CHAIR:

Good evening, ma'am.

SENATOR BYE:

We've missed you in the Chamber, though Senator Duff and Coleman did a wonderful job, but it's nice to see you.

THE CHAIR:

I'm sure they did and I'm just glad to be back.

SENATOR BYE:

Thank you, Madam President.

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

THE CHAIR:

The motion is on acceptance and passage.

Will you remark, ma'am?

SENATOR BYE:

Yes. Madam President, this bill -- and the idea for -- came to me from a constituent, Lawrence Wittham, in West Hartford. Lawrence has been an incredible advocate for families that have children with autism. And as his children have grown, when I was on the board of ed, there were issues that came before us,

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and now his children are older and they are thinking about where can they go, and what can be their role in the workforce, and how can we get them where they need to be.

And he brought this issue to me of programs that are happening in other states, particularly University of Southern Maine and in Michigan. That are higher education programs designed specifically for children with autism. They are very different than the classic college, but they're located at colleges where students can take advantage of all that colleges have to offer.

And so what this bill does is it asks the Office of Workforce Competitiveness in collaboration with the Department of Ed and Board of Regents to -- is Senator McKinney around -- study these programs and see what we can learn as a state, and what kind of programs maybe we should be developing because we have an ever-growing population of older children with autism, and I think they deserve every chance to be a part of our work force and to get the highest level of education possible.

Thank you, Madam President.

THE CHAIR:

Thank you.

Will you remark? Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Madam President, very nice to see you again this evening.

THE CHAIR:

Same here, ma'am.

SENATOR BOUCHER:

And I thank the good chairman of the Higher Ed

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Committee for raising this issue. There are many good programs that we currently have in our state. Many of us have these programs within our district. I have two, the STAR program, in Norwalk, and Ability Beyond Disability, in the Danbury region, that works very hard in training programs for the disabled, for special-need population, for students, and do an outstanding job of providing workforce opportunities. And we see these wonderful young people in many of our stores. They often are there and provide tremendously good service and improve the quality of their life, and become taxpaying citizens for the state of Connecticut, I might add, as well.

So I guess my question, through you, to the wonderful proponent of this bill, and if they had thought to include those organizations as part of this study, since they have already gone a long way to perfecting a lot of the skill sets needed and the practices -- best practices, in fact, in that area. And I think it would also pertain to those in the autism spectrum, if they don't already provide those services for them at this time.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

I thank my colleague for her question. I believe that I -- they were not included in this bill, but any sort of study would certainly go to them to ask for their input.

Through you, Madam President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you very much, Madam President.

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And we hope to make a speedy work of this very fine bill.

Thank you.

THE CHAIR:

Thank you.

Will you remark?

Senator Kissel.

SENATOR KISSEL:

Thank you very much, Madam President.

To brief -- to be brief, I commend the Chair and ranking members of the committee for moving this forward.

I don't know if they are watching from home, but I have a couple of constituents, Melissa and Dorianna, in Suffield. Anything that we can do here in the Senate to raise the visibility of young people on the spectrum that may have autism is a good thing.

It's one of those things that -- I remember when Senator Prague and I first found ourselves on the Select Committee on Aging. Jeepers, that must be 16 years ago. And while we in the Legislature touched upon some aging issues, it seemed like at that point in time, all of the sudden, it shifted into high gear. Maybe it was that a lot of folks, their parents were getting older, and all of the sudden they were carekeepers of young people, their children and their parents.

And so, what we sort of look -- look upon now as commonplace, that we have bills all the time about seniors, and how we're going to address nursing homes, and Money Follows the Person, and adult daycare, and -- and all of this stuff, I have to tell you, when I first started out in this Chamber 20 years ago, it wasn't always that way.

The same thing I sort of view autism. I think that

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we're sort of in our infancy as to how we, as Senators and Representatives and governors and -- and other public servants, are going to address this. Because, for many of my constituents, they're still fighting the fight to just get information from their boards of education, their superintendents, finding the proper services and, again, it's a spectrum. Not every child is the same.

And so, while this is a study, and it's a study to look at best practices throughout our country as to what might be available in higher education for these young people that have autism, it's one more step in raising the visibility of this issue. It's one more step in telling our constituents we understand, this is complex. It's not going away.

In fact, the studies that I've seen, the numbers are dramatic. And so, we need to make efforts now to make sure that these wonderful young people that may have in some instances limitations and in other instances huge assets that are untapped. That if we plan for this now, we will be so happy as a people here in the state of Connecticut just a few years down the road.

So I -- I commend the people that support this legislation because I just don't think that we can do enough to continue to make sure that those moms and dads that have children with autism understand that we get it. We may not have all the resources lined up yet, but we understand this is out there and it's not going away. And we have a moral, ethical, political governmental responsibility to address their concerns.

Thank you, Madam President.

THE CHAIR:

Thank you, Senator.

Will you remark? Will you remark?

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

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I ask that this be moved to the Consent Calendar  
unless (inaudible). Do you want to speak?

THE CHAIR:

Seeing no objection, so ordered.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Good evening.

THE CHAIR:

Good evening, sir.

SENATOR LOONEY: Madam President, if -- as the next ready item, if the Clerk would call from calendar page 15, Calendar 347, Senate Bill 285.

THE CHAIR:

Mr. Clerk.

THE CLERK:

On page 15, Calendar 347, Senate Bill Number 285, AN ACT CONCERNING THE MACBRIDE PRINCIPLES, favorable report of the Committee on Appropriations.

THE CHAIR:

Good evening, Senator Harp.

SENATOR HARP:

Good evening, Madam Governor -- Madam President.

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

THE CHAIR: