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NEW INNOVATIONS AND BEST PRACTICES UNDER THE WORKFORCE INVESTMENT ACT

Monday, March 23, 2009
U.S. House of Representatives
Subcommittee on Higher Education,
Lifelong Learning, and Competitiveness
Committee on Education and Labor
Washington, DC

The subcommittee met, pursuant to call, at 10:10 a.m., in the auditorium of the New York State Department of Education Building, 89 Washington Avenue, Albany, New York, Hon. Ruben Hinojosa [chairman of the subcommittee] presiding.

Present: Representatives Hinojosa, Tonko, and Polis.

Staff Present: Ricardo Martinez, Policy Advisor; and Paulette Acevedo, Legislative Fellow, Education.

Chairman HINOJOSA. A quorum is present. The hearing of the subcommittee will come to order.

Pursuant to committee rule 12, any member may submit an opening statement in writing, which will be made part of the permanent record. Without objection, all members will have 14 days to submit additional materials or questions for the hearing record.

Good morning to everyone in the audience. Welcome to the Higher Education, Lifelong Learning, and Competitiveness Subcommittee's third hearing in preparation for the reauthorization of the Workforce Investment Act.

This is also the first field hearing for the 111th Congress, and I would like to personally thank our good friend and colleague, Congressman Paul Tonko, and the New York State Department of Education for hosting us.

The last reauthorization of the Workforce Investment Act was in 1998. I came to Congress in the class of 1996 and I had the distinct pleasure of going through the process in 1997 and 1998 to get that job done.

I wish to divert a moment from my prepared remarks and say that I came from the world of business, a family business that my father and mother started back in 1947, 61 years ago. And I happen to have been the first of seven brothers to graduate from the University of Texas in Austin, and I came back to the family business at the request of my father. I had actually been given a real nice offer by IBM and he talked me into coming back and helping the family grow this family business.

So, in 1976, when he passed away, the board of directors elected me as the president and chief financial officer of this food processing company, which at that time had exactly 28 employees; and I put to use the training that I had gotten. Over a period of time, in the 20 years that I was in that position, I helped grow that family business with a strategic plan that called for investing in training for our employees to make them computer literate and be able to bring in, through loans guaranteed by the Small Business Administration, equipment that made us a little bit more competitive.

We grew our business to \$50 million, over a 20-year period, to over 300 employees. And one of the things that I remember was that the board that ran what we used to call PIC, the Private Industry Council board, were of different thinking. I thought they were antiquated, and when I saw the opportunity to have input into changes in what is now WIA, I thought that was the best thing that could ever happen.

However, it has been long overdue that we reauthorize WIA. And that is why I am so pleased that the leadership from Nancy Pelosi all the way down to our committee, agreed that we come to Albany, New York, because there is a great, great brain trust here that we want to tap into and listen to the recommendations of employers and trainers of the workforce so that we can work that into the reauthorization act of, hopefully, 2009.

I am an optimist; I always have been, thanks to my mother. And that is that if all goes well and we have at least three or four congressional hearings in Washington and two to four field hearings from the East Coast to the West Coast, we are going to—we have a goal, a time line that will help us bring it to the House floor before the August recess. That means we have to work rapidly, smart, and very convincingly so that other 435 Members of Congress will also support our proposal.

Having said that, I want to say that times have changed. To say that times have changed would be an understatement. In 1997, our economy generated 3 million new jobs; since the start of this recession in December of 2007, we have lost over 7 million jobs. In 1998, our unemployment rate was only 4.5 percent; in February of this year, it hit 8.1 percent.

We need to be much smarter and more innovative in our workforce investment system if we are going to turn these numbers around. And that is why today's congressional field hearing is entitled Subcommittee on Higher Education Lifelong Learning and Competitiveness—Subcommittee that is looking for creative ideas that will increase the amount of money that is available for retraining instead of the 40 percent that seems to have been the rule of thumb in the last 6 to 8 years. We need to be much smarter, innovative with our workforce investment system if we are going to turn these numbers around.

We have taken bold and swift action with the passage of the American Recovery and Reinvestment Act, which will infuse approximately \$4 billion into our workforce investment system. This is an opportunity, as well as a challenge, for all of the stakeholders. The opportunity comes with the unprecedented increases in resources. There is also some new flexibility in being able to develop

contracts for training to meet the community workforce needs rather than relying solely on individual training accounts.

Additionally, we will be able to provide youth opportunities on a much larger scale. Most exciting is the major commitment to green jobs in high-growth areas such as allied health.

The challenge is handling the dramatically increased number of individuals seeking services while scaling up best practices and testing innovative new ones. We need to do a much better job of putting youth and low-skilled adults on career pathways that will enable them to answer President Obama's call to commit to 1 year of college or career training.

I believe that we are up to the challenge. The testimony of today's witnesses shows that we have ideas and tested practices that work. We just need the resources and the sustained commitment to have a world-class workforce development system that works for those starting at the bottom rung of the career ladder, as well as for those racing to the top.

I would like to thank our witnesses today for joining us. It is invaluable for our subcommittee to have the opportunity to get outside of Washington, D.C., and visit the communities that our Federal policies and programs are intended to serve.

I thank you for hosting us and thank you for your testimony today.

In closing, I would like to yield to my good friend, a valuable new member of the subcommittee, Representative Paul Tonko, for an opening statement.

[The statement of Mr. Hinojosa follows:]

Prepared Statement of Hon. Rubén Hinojosa, Chairman, Subcommittee on Higher Education, Lifelong Learning, and Competitiveness

Good Morning. Welcome to the Higher Education, Lifelong Learning, and Competitiveness Subcommittee's third hearing in preparation for the reauthorization of the Workforce Investment Act. This is also our first field hearing for the 111th Congress, and I would like to personally thank Congressman Paul Tonko and the New York State Department of Education for hosting us.

The last reauthorization of the Workforce Investment Act was in 1998. To say that times have changed would be an understatement. In 1997, our economy generated 3 million new jobs. Since the start of this recession in December of 2007, we have lost over 4 million jobs. In 1998, our unemployment rate was 4.5 percent. In February of this year, it hit 8.1 percent. We need to be much smarter and more innovative with our workforce investment system if we are going to turn these numbers around.

We have taken bold and swift action with the passage of the American Recovery and Reinvestment Act, which will infuse approximately \$4 billion into our workforce investment system. This is an opportunity and a challenge for all of the stakeholders.

The opportunity comes with the unprecedented increase in resources. There is also some new flexibility in being able to develop contracts for training to meet the community workforce needs rather than relying solely on individual training accounts. Additionally, we will be able to provide youth opportunities on a much larger scale. Most exciting is the major commitment to Green Jobs and high growth areas such as allied health.

The challenge is handling the dramatically increased number of individuals seeking services while scaling up best practices and testing innovative new ones. We need to do a much better job of putting youth and low-skilled adults on career pathways that will enable them to answer President Obama's call to commit to one year of college or career training.

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I would like to thank our witnesses today for joining us. It is invaluable for our Subcommittee to have the opportunity to get outside of Washington and visit the communities that our federal policies and programs are intended to serve.

Thank you for hosting us and thank you for your testimony.

I would now like to yield to my good friend, a valuable new member of the Subcommittee, Rep. Paul Tonko, for an opening statement.

Mr. TONKO. Thank you, Chair.

First, I would like to thank our chairman, Ruben Hinojosa, for calling this hearing. And it is a hearing on such an important subject at such an important time. In addition, I would like to thank both the Chair and Congressman Polis for their efforts to join us today on what will be a very busy day for us on the Hill.

I would like to thank the witnesses, certainly, for their testimony and their continued efforts on workforce development in the State of New York, which is indeed incredibly important to all sectors of our economy.

This hearing commences at a time of historic economic uncertainty. While the current recession may have started at the end of 2007, many American workers have been facing significant economic challenges for years. The decline of manufacturing, for instance, across the country has left millions out of work with few opportunities to earn the salaries that they and their families require.

In addition, millions more Americans face tremendous barriers to employment, either through lack of education or the skill sets necessary to advance and attain living-wage employment. The Workforce Investment Act reauthorization offers a unique opportunity for all of us to address these issues and transition millions of Americans into careers that will allow them to support their families and build this Nation's economy.

I believe that one particular area of work where WIA can be effective is by training workers for jobs in what will be and is now this emerging green energy industry. As demand for renewable sources for energy will grow, this industry will need those skilled workers to install new high-tech equipment ranging from wind turbines to photovoltaic systems to geothermal and other emerging technologies. The demand for workers to manufacture and to install and to maintain these equipments will provide an opportunity for millions of Americans to have access to middle-class careers.

Chairman, I am happy to note that you recognize the brain trust in this area. We have placed a major investment in emerging technologies of all sorts from transmission and generation in the energy field. This area is blossoming with all sorts of opportunity, with nanotechnology, with superconductive cable, with work done at the Wind Institute at GE—and we are going to, I am certain, hear of that issue from Tom.

But all of this is now growing a need for advancing the workforce agenda. We will need those quality workers in order to make this all work. The alarms on these issues have been sounding for quite some time now, and I believe getting this right is critical to ensuring our energy independence, our economic stability, and to guaranteeing a future for hardworking Americans.

Certainly, when you talk about the resources being committed, I couldn't agree more. But that commitment will be most effective and most efficient if it is engaged with a synergy of planning with laser-sharp focus that will put together the plan that will guide us.

The traditional blueprint for the structuring and guiding of all of us to reach our goals, I believe, will now become our "green print" for our innovation economy. And all of us here working will have a cornerstone of development in the workforce development that will build that green print to be the strongest that we can have for the innovation economy.

Thank you very much, Mr. Chairman.

Chairman HINOJOSA. Thank you.

Before introducing our distinguished witnesses and panelists, I want to say how pleased I was to meet each one of you before we started this program and to say to the audience that yesterday I had a windshield tour of some of the facilities here. And I was so impressed with the nanotechnology investment that is here. To see a billion dollars invested by the State and another \$4 billion by private industry is a sign of the commitment that there is for this type of technology, which is extremely important in today's times, something that—in the State of Texas, I wish we had that kind of a facility.

But we will partner with you, universities like Rice University and others that have great talent pools, working with some of your organizations out here; I am sure we will come up with great ideas on energy and discoveries of nanotechnology.

Lastly, I want to say that when I met Joe Sarubbi from Hudson Valley Community College, it reminded me of the investment that we have made in deep south Texas with South Texas Community College, 23,000 students. And when we heard of the passage of the stimulus plan and the \$787 billion that will be available, our President, Dr. Shirley Reed, and I talked about bringing stakeholders together with the workforce investment boards from Laredo, from McAllen, Edinburg and Brownsville, and all of our community colleges and universities so that we could write up applications to compete for some of that money.

I am sure you all have already done that and know that the money is going to go fast, and we hope that your congressional district here is going to get its fair share.

Mr. TONKO. We will be in line.

Chairman HINOJOSA. With that, we will start the introductions.

It is my pleasure to introduce Mr. Mario Musolino, Executive Deputy Commissioner, New York State Department of Labor. Mario has served in his position since March of 2007, supervising all executive staff members on behalf of the commissioner and developing policies and procedures that have had an impact on millions of New Yorkers.

He oversees the day-to-day operations of agencies responsible for the unemployment insurance program, workforce development funds, as well as a variety of worker protection programs.

Mr. Musolino also serves as the Labor Department's liaison to the New York State Insurance Fund and Governor Paterson's Recovery and Reinvestment Cabinet. He holds an associate's degree in criminal justice from Hudson Valley Community College and has

a bachelor's degree in political science from the State University of New York.

Welcome to our hearing this morning.

The second participant is Ms. Gail Breen, Executive Director, Fulton, Montgomery and Schoharie Counties Workforce Development Board in Amsterdam, New York. Gail has 25 years of experience in workforce development, including nearly 20 years as a national trainer and as a presenter at State and national conferences. She has served as Executive Director since July of 2000. Gail is currently serving as President of the Board of the New York Association of Training and Employment Professionals.

She holds a master's degree in social work management from the University of Albany, State University of New York. And it is a pleasure to have you with us today.

The third presenter is Mr. Thomas Quick, Senior Human Resources Manager for GE Energy Infrastructure—Power and Water. Mr. Quick represents GE Power and Water's business headquartered in Schenectady.

Boy, that is as hard as saying "Hinojosa."

The business is a world-leading provider of traditional and renewable power generation technology. He has been in his current role for several years, and previously worked as a Senior Vice President of Human Resources, NBC Universal for Television Stations Divisions, Telemundo and Media Works. In addition, he has held human resources positions in manufacturing, in engine assembly, engineering and finance, and information technology as well as in legal and business development.

He is a native of Amsterdam, New York, and holds a bachelor's degree from Le Moyne College in industrial and labor relations and has earned an MBA from Syracuse University.

It sounds like we really need to listen to you, and welcome.

The next presenter will be Joseph Sarubbi, Executive Director of Tech-Smart, which is a training and education center for semiconductor manufacturing, alternative and renewable energy, at Hudson Valley Community College. Joe has 35 years' experience in education in the electrical construction and maintenance industry.

He has garnered a national reputation for the design and delivery of RE training programs. He was responsible for the design and delivery of photovoltaic installers programs at the college, that is nationally recognized as the model program for other institutions to emulate. The programs include credit and noncredit courses, and a State University of New York certificate program. He is a member of Governor Paterson's Green Collar Workforce Development Task Force subcommittee. Joe has a bachelor of science in vocational technical education from SUNY Institute of Technology, and earned a master of science in education administration and policy studies from the University of Albany, as well as a journeyman's certificate from the International Brotherhood of Electrical Workers.

We look forward to your comments.

And last but not least, Ms. Nanine Meikljohn, Senior Legislative Representative for the American Federation of State, County and Municipal Employees, Washington, D.C. Nanine has over 25 years of experience in congressional relations, intergovernmental affairs,

and political organizing. She has been with the union since 1973 and is currently the Senior Representative specializing in job training, unemployment insurance, social services and welfare, employee protections, and privatization of public services.

Prior to coming to AFSCME she spent 4 years working on employment and training and poverty issues at the U.S. Conference of Mayors and the National League of Cities.

We have an excellent panel. Welcome. And let's begin.

I want to give some rules, though, that we abide by; and that is the lighting system that you are going to see being utilized here. Those of you who have not testified before our subcommittee, please let me explain our lighting system and the 5-minute rule. Everyone—including our members—is limited to 5 minutes of presentation or questioning.

The green light is illuminated when you begin to speak. When you see the yellow light, it means you have 1 minute remaining. When you see the red light, it means your time has expired, and you need to conclude your testimony.

I will be a bit lax with that rule, but do try to stay within that time of 5 to 6 minutes. Please be certain, as you testify, to turn on and speak into the microphone that you will share, because there are only two mics there on the table. We are trying to save some money, I believe.

We will now hear from our first witness. Mario.

**STATEMENT OF MARIO MUSOLINO, EXECUTIVE DEPUTY
COMMISSIONER, NEW YORK STATE DEPARTMENT OF LABOR**

Mr. MUSOLINO. Thank you, Mr. Chairman. And thank you, Congressman Tonko, as well.

On behalf of Governor Paterson and Commissioner Smith, I really appreciate the opportunity here to spend a few minutes talking about the Workforce Investment Act, as well as the area of green job training.

In 1998, under the Workforce Investment Act, a new system was set in motion with the goal of making worker training both locally driven and responsive to the demands of the private sector. If we fast-forward a decade from there, upon her swearing in as Labor Secretary, our new Labor Secretary Hilda Solis said, "In a time of economic crisis, giving Americans the tools they need to find and keep a job must be our priority."

Here at the New York State Department of Labor, we have been working with every region of the State to tap into potential high-growth industries. We realize that our State is not just one economy, but a compilation of regional economies, each with its own needs.

Here in the State there are 33 local Workforce Investment Boards across the entire State, and sometimes, even in the respective regions, communication and coordination of common issues can be problematic. This is one of the reasons why the State requires local Workforce Investment Boards to partner together to apply for regional, sector-based partnership grants.

This type of regional economic focus needs to be a foundation of any WIA reauthorization effort. In addition to encouraging the development of regional partnerships, we are cultivating sector-based

approaches that align with our State's overall economic goals and policies. An industry-specific approach helps a region bolster its economic competitiveness by engaging partners to align education, economic and workforce planning, and targeting public resources more wisely in sectors with growth potential. The green area is one, of course, that we see as really part of the future of the State.

It is clear from established practices that the WIA program requires comprehensive and strategic overhaul. To put this in some context, 33 local Workforce Investment Boards operate independently across New York State, each with its own governing body and established policies for program implementation. This sometimes can create confusion for the customers we serve.

For example, WIB-established maximum levels for individual training accounts, or ITAs, vary from local area to local area and can be substantially different even among adjacent counties. We recommend that program goals and guidelines be based on policies determined by the State in consultation with the State Workforce Investment Board and consistently applied throughout the State.

In New York, we are looking for more flexible alternatives to getting training funds to community colleges. We are exploring possibility of funding entire classrooms in priority demand occupations that can serve multiple individuals on the basis of a single payment.

We also know that one of the biggest challenges facing community colleges is in the field of health care, such as the demand for registered nurses. The cost of hiring faculty to train nurses, who earn substantially more through practice than teaching, and the cost of purchasing equipment and laboratories makes the cost of delivering and expanding training programs in nursing prohibitive. WIA funding should have the flexibility to address these issues along with the cost of per participant training.

New York State currently operates the same service delivery system it did when WIA was first signed into law, but with only half the funding. In New York services once funded with \$305 million are now restricted to about \$159 million, while user demand has increased dramatically. Consider that 30 years ago, in 1978, the Federal Government spent \$9.5 billion on job training. Adjusting for inflation, the GAO has calculated we would have to spend \$30 billion today to provide the same level of training that was provided with that funding in 1978.

To support the ongoing needs of the program, we ask that the WIA funding levels be established, at a minimum, to program year 2000 levels, when New York received \$3.5 million in WIA funds.

In addition to funding, Congress should review WIA obligations and spending provisions, giving consideration to the time frame of the receipt of the current year WIA Federal resources. We also recommend consideration of continued use of obligation requirements that are in existing legislation, rather than impose restrictive spending requirements which may pressure States to place individuals in short-term training opportunities which may not be the best fit for the local economy or for the individual.

As mentioned earlier, there is hope in Washington in the form of the new administration and the American Recovery and Reinvestment Act, supported by you, Mr. Chairman, and Congressman

Tonko. We are very thankful for the resources that will be coming into the State under the ARRA package. We also support the expansion of the Trade Adjustment Assistance program that was in the ARRA package, and we think that there are some lessons there for WIA as well.

Previously, TAA was only available to workers in industries whose production was affected by import competition. The new provisions of TAA improve on the existing benefits available to workers and increase eligibility to include communities, firms, and service sector employees affected by trade.

In a perfect world, we would like to see the same flexibility that is in TAA, which includes 1 to 2 years of training and income support made available to all dislocated workers under WIA reauthorization.

Regarding WIA youth, as you know, current legislation for youth eligibility requires that individuals meet the age criteria of 21, have multiple barriers to employment; we request that WIA reauthorization eliminate the need for these multiple barriers and we recommend that the age be increased to 24, as it was done in the ARRA.

Chairman HINOJOSA. The gentleman's time has expired.

I want to assure you, Mario, that all of your statement in its entirety will be made a part of the record of today's hearing, and I thank you.

[The statement of Mr. Musolino follows:]

**Prepared Statement of Mario Musolino, Executive Deputy Commissioner,
New York State Department of Labor**

Good morning, Mr. Chairman, Congressman Tonko, and invited guests. My name is Mario Musolino and I serve as Executive Deputy Commissioner of Labor for the State of New York. On behalf of Governor David Paterson and Labor Commissioner Patricia Smith, I am pleased to offer testimony today on the federal Workforce Investment Act (WIA), as well as on related work in areas such as green job training, and more importantly, how we can work together at the local, State and Federal levels to improve the current service delivery system on behalf of New York's current and emerging workforce.

In 1998, under the Workforce Investment Act, a new system was set in motion with the goal of making worker training both locally driven and responsive to the demands of the private sector. Since 1998, however, our world has drastically changed, and with it the workforce needs of both business and industry.

Upon her swearing-in as Secretary of Labor, Hilda Solis, said, "In a time of economic crisis, giving Americans the tools they need to find and keep a job must be our priority." The Secretary went on to emphasize the need for more training in high-growth industries such as green collar jobs. Here in New York we are taking the steps necessary to meet this national priority and our Department of Labor is a key part of Governor Paterson's Economic Recovery and Reinvestment Cabinet, which is expediting employment and training activities using stimulus funding.

The following are improvements we would recommend including in WIA reauthorization.

Sector-based strategies / Regional-based system

At the Department of Labor, we are working with every region of the state to tap into these potential high-growth industries. We realize that our state is not just one economy, but a compilation of regional economies, each with their own needs. Sometimes, these regional economies affect workers in other states as well. Earlier this year, New York, New Jersey and Connecticut were awarded a \$22 million National Emergency Grant to help workers affected by the recent downturn in the financial sector. Each state recognized this as an issue that translated beyond borders—an issue that required a regional solution.

We are going to continue this approach with our neighboring states in the coming months. As neighbors, oftentimes we share the same media markets, weather and

geographic conditions, and very often, similar economic conditions and interests. One has to look no further than the Southern Tier of New York State, which shares a border with the Northern Tier of Pennsylvania. Southern Tier issues and Northern Tier issues are intertwined, and in this current economic climate, we need to explore every possible way to work with our neighboring states to overcome this crisis together.

There are 33 local Workforce Investment Boards (WIBs) across the state, and sometimes even in their respective regions, communication, and coordination of common issues, is problematic. This is one of the reasons why the state requires local WIBs to partner together to apply for our regional sector-based partnership grants. In the future we will be looking at more ways that we can better align our WIB structure to best suit our regional economies. Strategic investment of employment and training funds, based on regional collaboration and dialogue, can not only build on a region's strengths but maximize its ability to address weaknesses. This type of regional economic focus needs to be a foundation of any WIA reauthorization effort.

In addition to encouraging the development of regional partnerships, we're cultivating sector-based approaches that align with our state's overall economic development goals and policies. The sector approach builds strategic partnerships with key stakeholders around specific industries to address the workforce needs of business, as well as the training, employment and career advancement needs of workers, particularly career pathways or ladders, which have shown great promise under WIA, and should be expanded in the upcoming reauthorization.

An industry-specific approach helps a region bolster its economic competitiveness by engaging partners to align education, economic and workforce planning and targeting public resources more wisely in sectors with growth potential. This, in turn, brings about systemic change. Take renewable energy—if we can focus on specific career pathways within areas such as wind or solar, we can develop and provide training for entry-level jobs as well as skills development to sustain and grow high-skilled jobs within those high-growth industries.

Individual Training Accounts

It is clear from established practices that the WIA program requires a comprehensive and strategic overhaul, since program design and delivery capabilities fall far short of the goals intended by the original legislation. To put this into context, 33 WIBs operate independently across New York State, each with its own governing body and established policies for program implementation. Oftentimes, this can create confusion for the customers we serve. For example, Individual Training Account (ITA) practices vary by locality. The WIB established maximum levels for ITAs vary from local area to local area and can be substantially different even among adjacent counties. As a fundamental component of WIA reauthorization, we recommend that program goals and guidelines be based on policies determined by the state, in consultation with the Statewide Workforce Investment Board, and consistently applied throughout the state. In this way, the state can effectively compile data for monitoring and report out a common set of services and standards.

In regard to Individual Training Accounts, in New York we are looking for more flexible alternatives to getting training funds to community colleges. As mentioned, ITAs are processed on an individual basis. We're exploring the possibility of funding entire classrooms in priority demand occupations that can serve multiple individuals on the basis of a single payment.

We also know that one of the biggest challenges facing community colleges is in the field of health care, such as the demand for registered nurses, which exceeds the supply. As of last year, there are approximately 5,300 openings for registered nurses annually in New York. Community colleges, our largest provider of trained nurses, supply about 2,000 graduates each year. While other colleges have nursing programs, the demand is not being met. The cost of hiring faculty to train nurses, who earn substantially more through practice than in teaching, and the cost of purchasing equipment and laboratories makes the cost of delivering and expanding training programs in nursing prohibitive. WIA funding should have the flexibility to address these issues along with the cost of per participant training. What if WIA could be used for these additional costs of training? Imagine the possibilities and the positive impact on the economy.

Current resources

To do this, the current system as we know it would require significant change. Over the last year, our state has undergone the most severe economic downturn since the Great Depression. Our local communities, large and small, are feeling the effects of this recession, and in turn this has put tremendous strain on our current

service delivery system. In New York State, we anticipate serving in excess of 700,000 individuals through our WIA programs this year, which are especially vital in today's job market, where currently there is only one job opening for every three unemployed workers.

At present, New York State currently operates the same service delivery system it did when WIA was first signed into law, but with only half the funding. In New York, services once funded with \$305 million are now restricted to \$159 million while user demand increased exponentially. Reductions in the Wagner-Peyser Employment Service staff have added to this strain. WIA Reauthorization must ensure that adequate resources are appropriated to support its goals.

It's clear that the time to change business as usual is now. Consider that 30 years ago, in 1978, the federal government spent \$9.5 billion on job training. Adjusting for inflation, the GAO has calculated we would have to spend \$30 billion today to provide the same level of funding.

To support the ongoing needs of the program, we ask that the WIA funding levels be established at a minimum, the PY 2000 levels when New York received \$305 million in WIA funds. While we are aware ARRA funding is currently available to support services, we expect that the funds will be primarily used within a year.

We're certainly hopeful the ARRA or stimulus package will help the country slowly begin to emerge from the recession, but we anticipate that when we do finally emerge there will still be many workers in the pipeline looking for our services. Without increased funding for normal program operations, it will be difficult for local areas to address the ongoing program needs. In fact, without an increase in normal program appropriations, there will likely be a downward ripple effect in funding and subsequent employment and training services which could be devastating to New Yorkers.

In addition to the funding, Congress should review WIA obligation and spending provisions giving consideration to the timeframe of receipt of the current year WIA federal resources. The majority of the current year funds are received in October, not the onset of the year which occurs in July each year. In addition, consideration should be given to the time necessary to procure training and the fact that spending will occur throughout the duration of the training contract against existing obligation requirements. We recommend consideration of continued use of the obligation requirements that are in existing legislation rather than impose restrictive spending requirements which may pressure states to place individuals in short term training opportunities which may not be the best fit for the local economy and/or the individual.

ARRA Package

As mentioned, there is hope in Washington in the form of a new Administration and the American Recovery and Reinvestment Act (ARRA), supported by you and Congressman Tonko and other members of this Committee, to guide us on a path to renewal. Once again, we thank you for your support. Earlier this year, Governor Paterson wrote to the President and the New York Congressional Delegation strongly urging the passage of this package, detailing our state's goals of creating new jobs for a green economy with an ambitious clean energy agenda. The ARRA aims to save or create 3.5 million jobs nationwide, including 215,000 here in New York State, while making investments in worker training for emerging industries such as green, health care and advanced manufacturing.

The ARRA authorizes \$3.95 billion to be spent on training and employment services nationwide. Of this amount, New York will receive nearly \$170 million in training funds for adults, youths, and dislocated workers and an additional \$22 million in employment services, including re-employment services for current unemployment insurance claimants. Most of the WIA funds will go directly to the 33 Local Workforce Investment Areas across the state where New Yorkers can access a variety of training programs and connect with employers and potential job opportunities at their local One-Stop Centers. We're working to get this money to the local workforce areas as soon as possible, and will be out doing press events in the coming weeks in local communities to make certain that individuals know where to go to tap into these training funds.

We were also actively supportive of the expansion of the Trade Adjustment Assistance program in the ARRA package. Previously, TAA was only available to workers in industries whose production was affected by import competition. The new provisions of TAA improve upon the existing benefits available to workers, and increase eligibility to include communities, firms, and service sector employees affected by trade. In a perfect world, we would like to see the same flexibility that is in TAA, which includes one to two years of training and income support, made available to all dislocated workers under WIA reauthorization. Like TAA, WIA reauthorization

should recognize that workers now face a dramatic break from one industry or career to an entirely new industry or career and require significant training and education. As some regions are hit harder by trade than others, the inception of Trade Impacted Regions would also ensure that more workers are covered by TAA provisions.

Ways to improve the current system

I've run a couple of "perfect world" scenarios by you today and with WIA reauthorization we have the ability to make "real world" solutions to strengthening the workforce system of tomorrow.

Underpinning the entire workforce development system is the issue of adequate resources. Simply, without appropriate funding levels, the system will not work for a large majority of its customers. Restoring previous funding levels will make the system more relevant at a time of economic crisis when people really need it and as ARRA funds spend out, will ensure continuity of services.

WIA should explicitly address the issue of regional and sector based approaches. These strategies are crucial for making the locally based workforce system relevant to the communities they serve by training and connecting workers for viable employment opportunities in their region.

The state should be in a position to establish policies that reinforce coordination amongst the WIBs and ensure a consistent set of statewide services. The reauthorization should address Individual Training Accounts, and allow them to be used more flexibly in order to purchase services and equipment to assist in areas of high demand, like the green economy and health care, that can serve a wider array of customers.

Regarding WIA Youth, as you know, current legislation for youth eligibility requires that the individual meet the age criteria of 21, be considered low-income and meet one of six barriers to employment. We request that the reauthorization remove these additional eligibility barriers to employment, and allow the state the flexibility to do summer or year round programs. We recommended to Congressman Rangel and former Senator Clinton to expand the WIA Youth age criteria up through 24 in the ARRA package, and we strongly recommend the age change be made permanent. Additionally, we recommend the income criteria be expanded to allow the use of School Lunch eligibility to be used as the poverty criteria.

Further, in New York, we require that those receiving Unemployment Insurance come into the WIA system. We believe in connecting those on UI into the WIA system early to receive value added services in our one-stop system, and recommend this be replicated in any national legislation and resourced accordingly.

Conclusion

I hope I have shared with you my vision for the future WIA system to better meet the needs of the New Yorkers. On behalf of Governor Paterson and Commissioner Smith, we would welcome continuing to be a part of this critical national conversation.

Thank you again for this opportunity to testify, and I welcome any questions you may have.

Chairman HINOJOSA. At this time, I want to welcome another friend and colleague from the great State of Colorado. Jared Polis who has just arrived. He serves on the Education and Labor Committee and is a valued member who makes great contributions as we are going through this process. Welcome this morning.

Mr. POLIS. Thank you.

Chairman HINOJOSA. I now call on the second presenter, Gail.

STATEMENT OF GAIL B. BREEN, EXECUTIVE DIRECTOR, FULTON, MONTGOMERY, AND SCHOHARIE COUNTIES, WORKFORCE DEVELOPMENT BOARD, INC.

Ms. BREEN. Good morning, Mr. Chairman. Good morning, Congressmen. It is my pleasure to be here today; I was really delighted and honored to be invited.

I particularly would like to acknowledge Congressman Paul Tonko. I have known him for many, many years and he is going to be a great asset to the committee as you go forward.

Mr. TONKO. Thank you.

Ms. BREEN. You are welcome.

I am going to talk quickly today about some best practices and innovations from the local level. When Congress established the Workforce Investment Act of 1998, it envisioned a locally driven, business-sector-led program that would bring together the resources of 19 workforce partners to provide quality services to both job seekers and businesses.

In 2000, FMS—Fulton, Montgomery, and Schoharie, where I am the WIB director—began to move to an integrated service delivery system, which has since become a statewide requirement by the New York State Department of Labor. Our One-Stop Center staff and supervisors work in teams that are based on job functions rather than funding organizations.

Our local Workforce Investment Board took WIA partnership seriously right from the beginning, as did our local partners. And with reduced funding across all workforce agencies, functional alignment of staff has become critical. We simply do not have the resources for agencies to provide quality workforce services through program silos.

Our customers don't need to know and they don't really care where an individual staff person's paycheck comes from. What they are interested in is receiving quality services. And although I believe that the best systems are those that are locally driven, we all need opportunities to identify and work with regional partners on projects of mutual interest and benefit.

FMS has been working with Saratoga-Warren-Washington and the Capital District and Columbia-Greene since 2002 on joint workforce summits and on workforce reports. We are a natural region that is based on common interests, common industries, commutation patterns, common workforce needs and collaborations of local colleges and other organizations.

Now, through a regional grant from the New York State Department of Labor, the Capital Region Workforce Coalition is developing a sector strategy that is regional, skill focused, systemic and collaborative. We are focusing on advanced manufacturing careers, including energy, nanotech, biotech and green initiatives. Our coalition encompasses four local Workforce Investment Boards, 11 counties, and includes partners from K-through-12 education, community colleges, 4-year colleges, training providers, economic development organizations, organized labor, and industry.

The American Recovery and Reinvestment Act of 2009 offers tremendous opportunities for our workforce programs. There has been a decrease in WIA funding of almost 50 percent since 2000, and local workforce areas have struggled to maintain quality services. Thanks to the stimulus bill, however, for at least 1 year we will be back at 2000-level funding and we will be able to train many, many more people for the jobs of the future.

Additionally, with significant increases in youth funds, we will be able to provide stronger year-round youth services. Looking towards the summer where we will see many dislocated workers

competing for the same jobs that our summer youth have had in the past, if we don't have a summer youth program, we are going to have young people that will have no opportunity for a job.

Other opportunities under the stimulus include the ability to buy an entire classroom customized to meet the needs of our participants in their preparation for the jobs of the future. This will allow us to spend stimulus funds quickly and wisely and encourage community colleges and WIBs to strengthen our relationships.

I also believe that we will be building on and creating new relationships with organized labor, focusing on the skills necessary for the workforce of the future. But we will continue to have challenges. Our potential workforce is shrinking and it is growing older; there are fewer workers in the pipeline and many have outdated skills. If we are going to be successful in our region in attracting emerging industries and retaining those we currently have, we need to have a globally competitive workforce. We have an untapped and underutilized segment of the greater workforce pool: older workers, individuals with disabilities, dislocated workers, the disadvantaged, disengaged youth, and the formerly incarcerated. We must engage them all.

Finally, I can't recommend too strongly that we continue to build on locally driven, business-sector control boards with local control and the flexibility to customize our services to meet our customers' needs. One-size policies do not always fit everyone.

While I know you are the authorizing committee and not the Appropriations Committee, our challenge is the need for ongoing financial support for these critical programs. We need this financial support if we are going to continue to provide the quality services that our dislocated workers and other job seekers so desperately need and deserve.

And finally I would like to highlight the importance of funding opportunities for regional partnerships, partnerships that are skill focused, collaborative, and reflect the common workforce needs of the natural region.

So again thank you for allowing me to provide testimony today. If I can continue to give you input as a local WIB director and as the partner of a regional sectoral strategies grant, or as the President of the Board of the New York Association of Training and Employment Professionals, I would be delighted to do that. Thank you very much.

[The statement of Ms. Breen follows:]

Prepared Statement of Gail B. Breen, Executive Director, Fulton, Montgomery, and Schoharie Counties Workforce Development Board, Inc.

Good Morning Congressman Hinojosa and Congressman Tonko. My name is Gail Breen, and I am Executive Director of the Fulton, Montgomery, and Schoharie Counties Workforce Development Board, Inc. in upstate New York. I also currently serve as President of the Board of the New York Association of Training and Employment Professionals (NYATEP), New York State's workforce association, and am the grant recipient for a four-Workforce Investment Board regional coalition initiative addressing sector strategies. I am delighted to be here with you today to share information on best practices and innovations, as well as ideas on how we might continue to build on our successes while identifying and acting on opportunities for further growth and success. Although I am here representing the FMS Workforce Investment Area, I will also be speaking to regional activities and issues and the thoughts of other local WIB directors as they relate to my positions in our Greater Capital Region Workforce Coalition and NYATEP.

I appreciate very much the invitation to testify at this field hearing today, and I would like to particularly acknowledge Congressman Paul Tonko, in whose district I both reside and work. I've known Paul for many years, and I believe he will be a great asset to the Committee.

The Workforce Investment Act of 1998

When Congress established the Workforce Investment Act of 1998 (WIA), it envisioned a locally driven, private sector led program that would bring together the resources of up to 19 mandatory partners to provide quality workforce services to jobseekers and businesses. This sounds very straightforward, but the "workforce services" is defined very differently by different people. Some interpret WIA as a straight forward jobs training for the unemployed who are primarily disadvantaged. Others see it as a system of One-Stop Career Centers with services for a universal population of jobseekers, while still others see it as a set of workforce programs that would meet the needs of unemployed adults, dislocated workers, and disadvantaged youth with few if any connections to school or work. Finally, still others see WIA as a way to provide business with a quality workforce so that businesses and the local economy can flourish.

Although different WIBs concentrate their efforts based on their own local needs, the fact remains that locally and nationally this is a very successful program. According to PY 07 WIA annual reporting data, nearly 3.5 million people received assistance from WIA funding. And 75% of WIA program participants and over 70% of employers indicated they were satisfied with the assistance they received. Seven out of ten WIA Adult and Dislocated Worker program participants gained employment by utilizing WIA programs, with these numbers exceeding 80% when participants received training. These workers also have a retention rate of 85%, and DOL's own data indicates that dislocated workers who are enrolled in WIA programming have an earnings gain over their previous employment. I believe that these successes can be attributed to a locally-driven system where local WIBs use their expertise to develop policies and implement programs targeted to their areas and those adjacent to them. One size simply does not fit all.

Fulton, Montgomery, and Schoharie Counties LWIA—the Demographics

The Fulton, Montgomery, and Schoharie Counties Workforce Investment Area lies 30 miles to the west of Albany, NY and is bisected by the Mohawk River and the NYS Thruway, creating a major east/west transportation system through the region. Fulton and Montgomery Counties have a long tradition of manufacturing particularly in textiles and leather. Over the last 50 years, however, manufacturing has declined dramatically as leather mills have closed their doors and textile mills have moved first to the southern states and then off shore. Schoharie County, which is primary agricultural, lost its only textile manufacturer in 2001, dislocating over 500 workers.

As traditional manufacturing companies have closed or moved abroad they have left behind an older population that still wants and needs to work but is lacking in education and skills to find jobs in other industries that have moved into our area or the adjacent capital region. In addition, fewer young people are staying in the area, which adds to a skewing of population percentage to the older end. Most of the young people who go away to college do not return. The young people who stay are predominantly those with a high school education or less. The 2000 census shows that 21% of the workforce in FMS does not even have a high school diploma, let alone post-secondary training.

Currently our area is experiencing some of the highest unemployment rates in the state. Schoharie County was at the top of list in January with an unemployment rate of 11.3%. Fulton and Montgomery followed closely with 10.5% and 10.7% respectively. Traffic in our Amsterdam One Stop Career Center is up by 45% in the first six months of this year as compared with the same time period of the previous year. Center traffic is also up significantly in our One Stop Career Centers in Cobleskill and Gloversville, as are repeat visits by jobseekers.

In spite of the current economic climate, we still have our successes. We offer youth GED programs in all three counties. Our GED students have a passing rate of well over 80%. Our youth programs also have a soft skills/work readiness component that has our local Board certification. We are using Adult and Dislocated Worker WIA dollars to assess current skills and abilities and then train people in emerging and expanding fields such as health and medical, advanced manufacturing, the trades, and now green jobs. Our private sector Board membership reflects these industries and lends their expertise to our workforce initiatives. We also work hard to help businesses keep a trained workforce by providing employed worker and customized training. This training, similar to Ireland's One-Step Up Pro-

gram, provides additional training to incumbent workers to enable them to stay competitive in their current jobs. In FMS, and in the majority of the local workforce areas across the state, we consistently meet and exceed state and federal expectations and measures. As I stated earlier, I believe that these successes can be attributed to a locally-driven system where each local workforce investment area has the flexibility to focus on different activities, at different times, depending on the current economic climate as well as to develop policies to meet the attendant needs.

Best practices

In 2006, One-Stop Centers across New York State moved to an integrated service delivery approach called Functional Alignment. Center staff work in teams based on job function rather than funding organization. We also utilize functional supervision for these teams. In other words, the day-to-day supervisor of a team may or may not be employed by the same organization. In the FMS Workforce Solutions Centers we have functional teams for our front desks, resource rooms, workforce advisors, business services representatives and youth. Teams are made up of staff funded through WIA, DOL Employment Services, Experience Works, local TANF and other programs. Functional Alignment is not as easy and straightforward as it sounds, however. Functional Alignment brings together staff with different job cultures, different organization and agencies, with vastly uneven pay scales, and expects them to learn and take on additional duties, while sharing skills and duties and identities with others that they may have invested years in attaining.

FMS is very fortunate, because we have been practicing the concept without knowing the name, since WIA was enacted in New York State in 2000. We developed this concept early on because our local workforce investment board took the WIA partner collaboration seriously—as did our local partners. In many local workforce investment areas, WIA and ES carry most, if not all, of the load for infrastructure costs for the One-Stop Centers. In FMS, all partners in our three Centers contribute to the infrastructure costs. Although WIA is still the primary funder, our Center partners include the Employment Service, VESID (Vocational Rehabilitation), local TANF programs, Experience Works, Literacy Volunteers, a community action program, and a local educational institution providing secondary and post second education. Even before 2000, the JTPA program (the predecessor of WIA) and ES were co-located.

In just a few steps, we moved from co-location to sharing costs, to sharing duties. And with reduced funding—we have lost nearly 50% of our WIA funding over the last 8 years—functional alignment of staff has become critical. We simply do not have enough staff from any one agency to provide workforce services through program silos. Staff all wear nametags with the FMS Workforce Solutions System logo—there is no reference to partner organization identities. This is an evolutionary process however, and each local workforce area moves forward at a different rate. At FMS, we still have improvements that we can make. As I talk with other WIB Directors across the state, I hear many different stories about why functional alignment is struggling; sometimes because some staff are reluctant to assume duties that are not in their job description, sometimes because other staff don't want to share control of duties, and other times because long time supervisors and managers of different programs just can't seem to change. By focusing on what we have in common, and by supervisors and managers of all organizations embracing and not just tolerating functional alignment, I believe we will be hearing more and more stories about differences being put aside and staff working together to provide quality services.

The customers don't need to know—and don't care—where the individual staff's paycheck comes from, customers only care that they are receiving quality services.

Innovations

Although I believe that the best systems are those that are locally driven, we all need opportunities to identify and work with regional partners on projects of mutual interest and benefit. Industries and commutation patterns cannot be defined—or confined—by political boundaries. Industries and jobseekers do not stop at the county line.

In 2007, NYS Department of Labor provided funding for local workforce areas to develop projects along regional lines. Fulton, Montgomery, and Schoharie had been working with Saratoga-Warren-Washington, Columbia-Greene, and the Capital Region WIBs on joint workforce summits and state of the workforce reports since 2002 but without the support and encouragement of significant additional funding. We are a “natural” region based on common industries, emerging industries, commutation patterns, common workforce needs, and collaborations of local colleges. We are not a region defined by political boundaries.

With FMS as the grant recipient, the four LWIBs, identifying ourselves as the Greater Capital Region Workforce Coalition, submitted a proposal to develop a sector strategy that is regional, skill focused, systemic, and collaborative, the goal of which is to play a significant role in helping the region develop a highly skilled, technology-capable workforce. The Coalition encompasses 4 LWIBs, 11 counties, and includes partners from K-12 education, community colleges, 4-year colleges, training providers, economic development organizations, organized labor, industry, chambers of commerce, and local government.

Working closely with partners, in Year 1 the Coalition is:

- Completing a talent pipeline to be used in addressing current and emerging needs of regional industries, particularly those in green and high technology areas;
- Promoting Advanced Manufacturing careers including energy, nanotech, biotech, green, and construction to all segments of the worker pipeline; including dislocated workers, youth, career changers, mature workers, individuals with disabilities, and formerly incarcerated individuals;
- Providing training opportunities in STEM skills (science, technology, engineering and math) dependent jobs;
- Adopting a regional consensus on the definition and measurement of work readiness skills;
- Developing a Technical Career Awareness Program directed to parents, youth, guidance counselors, teachers, and school administrators.

Year 2 proposed activities include:

- Working with local community colleges and organized labor to develop training programs around clean room technology and green technology;
- Supporting apprenticeship programs in emerging regional technologies;
- Developing innovative training methodologies including virtual training;
- Providing training opportunities to address gaps identified through the talent pipeline activity of Year 1; and
- Rolling out the marketing products of the Technical Career Awareness Program developed in year 1.

The Greater Capital Region Coalition Regional Sector Strategies Grant is just one of a number of regional workforce efforts currently funded by NYS Department of Labor. Although all are in various stages of implementation, all are reporting successes.

Opportunities and challenges to the success of our work

There are both opportunities and challenges to the success of our work. The American Recovery and Reinvestment Act of 2009 brings tremendous opportunities on many levels. In terms of workforce programs, this stimulus is critical in providing the funding levels of WIA programs to meet the challenge. In New York State, WIA was funded at \$304,953,605 in 2000. By 2008, New York State's allocation was \$159,224,210. This is a decrease of \$145,729,395 or -47.79%. In FMS, our 2000 allocation was \$2,072,033. In 2008 our allocation was \$1,092,730. Again, there has been a decrease of almost 50%, and it has weakened us as the country entered this deep recession.

Local workforce areas have struggled to reduce costs while maintaining quality services. This is especially difficult in rural multi-county areas that are lacking in public transportation. We have been forced to feel that we must choose between closing workforce centers (depriving many of those most in need to ready access of our services such as skills assessment and career counseling) or reducing the amount of funds we spend on training (which also deprives people of financial support in attaining new and necessary skills).

There has been no good choice. Many of us have chosen to reduce staff and to maintain funds available for participation in training by reducing the amount of training funds available for each individual going. Reducing the amount of training funds per participant has allowed us to maintain participant training numbers, but more people are now being trained for lower level jobs on the career ladder. We have found ourselves in the position of training people for lower level, career ladder jobs, but not always jobs that help people immediately become self-sufficient. These jobs do, however, start at a higher wage than our area's entry level wage for a total of all occupations. Thanks to our stimulus package allocation, FMS will once again be able to train people for the jobs of the future, including health care and green initiatives, without reducing the number of people we serve in training.

Additionally, with significant increases in youth funds, we will be able to provide stronger year-round youth services and work experience. Looking towards a summer where we will find many dislocated workers competing with young people for traditionally summer youth jobs, a WIA summer youth program may be the only opportunity for a young person to have a summer job.

Other opportunities include a renewed interest in partnership between organizations providing workforce and related services. We are all in real need of designing new training programs for the jobs of the future. The stimulus funding will provide us with the opportunity to buy an entire classroom customized to meet the needs of our participants in their preparation for the jobs of the future. This will allow us to spend stimulus funds quickly and wisely and will encourage community colleges and WIBs to re-new and strengthen our relationships. I also believe we will be building on and creating new relationships with organized labor. Together, we will focus on skills necessary for a technologically competent workforce that will attract emerging industries to our region.

We will continue to have challenges. Our potential workforce is shrinking—and growing older. There are fewer workers in the pipeline and many have out-dated skills. If we are to be successful in our region in attracting emerging industries, and retaining those we currently have, we need to have a globally competitive workforce. For that we must be ready to look beyond the traditional pool of emerging workers—young people with high school and post secondary school educations. We have untapped and underutilized segments in the greater workforce pool; older workers, individuals with disabilities, dislocated workers, the disadvantaged, disengaged youth, and the formerly incarcerated.

While I know you are the Authorizing Committee, not the Appropriations Committee, our final challenge is on-going financial support of these critical workforce programs—or the lack of it. We have all done more with less for many years now. But there comes a time when no one can do more with less, and worse—no one can continue to provide the quality services that our dislocated workers and other job-seekers so desperately need and deserve. Between 1990 and 2007, New York State lost 44% of its traditional manufacturing jobs. In 2008 and into 2009, the continued downward spiral of lost jobs—and companies—in New York State, and the nation, has been dizzying. Many of us firmly believe that we can turn this around. The economy will improve. Jobs will return. But they will not necessarily be the jobs that we have lost. And without continued and consistent funding of workforce programs, we cannot train the workforce of the future.

WIA reauthorization—where do we go from here?

I cannot recommend too strongly that we continue to build upon locally driven, private sector-led local workforce boards. Local Workforce Investment Areas will only be able to provide quality services to jobseekers and businesses alike if we have the local control and the flexibility to customize our services to meet local needs, while utilizing the knowledge and expertise of our private sector members.

We need to further strengthen our youth programs. In FMS, as in many workforce areas across the state, we believe in spending more than the required 30% of our youth funds on out-of-school youth. These are young people, many times young single parents, who have been given up on by their schools and their families. We are their last best hope. We need to continue to provide GED services and soft skills training, while increasing career pathway opportunities and opportunities for work experience.

We also need increased and consistent funding at a level that will allow us to invest in our future workforce by providing quality training opportunities, while continuing to fund the One-Stop Career Centers that provide the skills assessment and career counseling critical for jobseekers to make informed decisions for future careers.

Finally, I would like to again highlight the importance of opportunities for regional partnerships—partnerships that are skill-focused, systemic, collaborative, and reflect the workforce needs of a region. These also require funding—funding specifically targeted to regional efforts where local workforce areas come together to address common workforce and economic needs.

Conclusion

Thank you again for the opportunity to provide testimony today. I would be pleased and honored to continue to be a resource to this committee, as an executive director of a local workforce board, a partner in a regional sector strategy initiative, and as president of a statewide workforce membership organization. Please do not hesitate to call on me again as you move forward with WIA Reauthorization.

Chairman HINOJOSA. Thank you, Gail. In your closing remarks, you said that you realize that we are not appropriators that we are authorizers. The question comes up what is first, the chicken or the

egg? And without us, the appropriators are worthless; they can't do a thing. We are very important, too.

We are pleased now to introduce from General Electric, Tom Quick.

**STATEMENT OF TOM QUICK, HUMAN RESOURCES LEADER,
POWER & WATER, GE ENERGY INFRASTRUCTURE**

Mr. QUICK. I appreciate the opportunity to come here this morning and discuss green collar skills training in the United States.

The GE Power & Water business offers a diverse portfolio of products and services such as wind and solar renewable energy. The record-setting growth of wind energy is a bright spot in the U.S. economy. According to the American Wind Energy Association, AWEA, the U.S. Installed 8,358 megawatts of wind power in 2008. Currently, wind power in the U.S. Is enough to power 7 million homes.

The U.S. is now the global leader in wind power, having surpassed Germany in both wind generation and installed capacity. AWEA estimates that the wind industry employs over 85,000 people directly and indirectly, with 13,000 manufacturing jobs created in 2008 alone.

At GE, we now have installed over 10,000 1.5 megawatt wind turbines worldwide and one out of two wind turbines installed in the U.S. is a GE turbine. We have wind turbine assembly locations in Florida, South Carolina, Virginia, Pennsylvania, and California. The headquarters of our renewable business is located locally, here in Schenectady, New York.

The installed base of wind power in the U.S. has spurred a demand for skilled workers who can operate and maintain wind turbines. As the U.S.-installed base continues to grow, there is a growing demand for skilled wind technicians. A report from the Department of Energy states that if wind power supplied 20 percent of the U.S. electricity by 2030, this would result in over 160,000 direct jobs. The total direct and indirect jobs supported by the wind industry could exceed 500,000 by 2030, according to the DOE report.

The ability to train skilled turbine technicians—wind turbine technicians is a collective challenge faced by the business community and educational institutions, with the Federal Government playing a key role. At GE, we hire wind technicians with associate degrees in electrical or electronic repair and 3-plus years of work experience in the electrical or electronics repair industry. There are currently a number of community and technical colleges with programs to address these training needs, yet these represent only the beginning of the training effort required to support the wind industry growth.

Community and technical colleges with programs that emphasize a technical curriculum are good candidates to consider expanding their course offerings to include such courses as wind turbine mechanical systems or wind turbine site construction.

The business community has to expand their own job skills training as well. GE has expanded our Energy Learning Center located in Niskayuna, New York, to include a wind training program and facility. The wind training facility has eight classrooms, 11,000 square feet of lab space, and dedicated control room to train wind

technicians. We provide training to our own employees and employees of 200 customers in the United States.

Partnerships between the wind industry manufacturers, site operators, with local educational institutions are good for everyone. A recent example of such partnership is the one between GE and Hudson Valley Community College to create the machinist training program in 2006. This partnership results in students receiving 2-year associate degrees, and GE enrolls employees into the program.

The Capital District Workforce Investment Board encourages job training and skills development partnerships in our local area. The Federal Government can provide critical leadership to ensure these partnerships extend to the renewables industry. Through the Workforce Investment Act and the creation of regional Workforce Investment Boards across the U.S., the Federal Government can ensure that money is spent on educational programs today that can be leveraged to provide the green collar skills required for tomorrow.

The Federal Government can ensure that public education and private business partnerships are encouraged to prepare interested students for jobs in the green economy. A trained workforce able to meet the demands of this expanding green economy benefits all of us in United States, and GE welcomes the Federal Government's leadership to provide the necessary skills for workers to have rewarding careers in the renewable energy industry.

Thank you for the opportunity to speak to the subcommittee this morning on this very important topic.

Chairman HINOJOSA. Thank you, Tom.

[The statement of Mr. Quick follows:]

**House Committee on Education and Labor
Subcommittee on Higher Education, Lifelong Learning and
Competitiveness**

**Hearing on
"Green Jobs and Training"**

March 23, 2009

Written Testimony of
Tom Quick
Human Resources Leader
Power & Water
GE Energy Infrastructure

Mr. Chairman and members of the Committee, I am Tom Quick, Human Resources Leader for GE's Power & Water business. I appreciate the opportunity to testify before you today on the topic of green collar jobs and training.

GE Power & Water is a global leader with more than 100 years of industry experience. Our global team of more than 30,000 employees operates in 140 countries around the world, and had 2008 revenues of \$23 billion. GE Power & Water offers a diverse portfolio of products and services including renewable energy technologies such as wind, solar, and biomass, and fossil power generation, gasification, nuclear, oil & gas, water, transmission, and smart meters. The focus of my testimony

will be on the opportunities and challenges for jobs and training in the wind industry.

Wind Energy in the US

The recent record-setting growth of wind energy has been one of the bright spots of the US economy. According to the American Wind Energy Association (AWEA), the US installed 8,358 MW of wind power in 2008, setting another record for annual growth. This growth increased installed wind capacity by 50 percent to 25,170 MW, enough to power 7 million households, and stimulated \$17 billion of investment in the economy.¹ The US is now the global leader in wind power, having surpassed Germany last year in both wind energy generation and wind installed capacity.

In 2008, wind accounted for 42 percent of all new US nameplate installed capacity, second only to natural gas at 46 percent. AWEA estimates that the wind industry employs over 85,000 people directly and indirectly, with 13,000 manufacturing jobs created in 2008 alone. When one includes the induced economic effect of new workers spending money on goods and services, the number of wind-supported jobs approaches 185,000.²

¹ American Wind Energy Association (AWEA), "Wind Energy Grows By Record 8,300 MW in 2008," press release, 27 January 2009.

² Estimate is based on Navigant Consulting analysis prepared for AWEA, November 2008, which uses US Department of Energy (US DOE) Jobs and Economic Development Impact (JEDI) model.

Wind Energy at GE

GE's Wind business has grown dramatically to keep up with growing US and global demand. Since entering the industry in 2002, GE has invested over \$850 million in renewable energy technology and production. We have tripled the number of US assembly facilities and increased wind turbine production six-fold, ramping our production rate from 10 per week to 13 per day.

As a result of these investments, over 10,000 of our 1.5-megawatt wind turbines have been installed worldwide. GE is the leading wind turbine supplier in North America, and nearly one out of every two wind turbines installed in the US is a GE turbine. This growth supports GE wind turbine assembly in Pensacola, Florida; Greenville, South Carolina; Salem, Virginia; Erie, Pennsylvania; and Tehachapi, California.

The industry growth also supports professional jobs at our headquarters in Schenectady, New York, many of these related to our Wind Services business and ensuring the reliability of our wind turbines. We have invested in a world-class service center and a 24-hour call center. And we have hired engineers to track the availability of our fleet and provide remote monitoring of our turbines. These investments have boosted the availability of our turbines by a full percentage point, from 98 to 99%, in just one year.

The growth of our installed base of wind power has also spurred unprecedented demand for skilled workers who can operate and maintain wind projects. These are long-term jobs, lasting the full 20-year lifetime of a wind farm. But the need for more of these workers is great, and it reflects a broader challenge facing the US wind industry.

Job Opportunities in Wind

A 2008 report from the US Department of Energy illustrates the labor requirements to support the growth of the wind industry. The report examined a scenario in which wind supplies 20 percent of US electricity by 2030. It assessed the manufacturing, material, and labor requirements; transmission and integration needs; siting and environmental concerns; and economic and environmental impacts of achieving the 20-percent scenario.³

The DOE report indicates that a 20-percent wind scenario could support over 160,000 direct jobs in the wind industry by 2030. These jobs include manufacturing the major components and subcomponents of wind turbines, towers and blades; constructing wind turbines onsite; and operating and maintaining wind turbines over the lifetime of a project. Including the induced effect from these wind-related jobs, the total number of jobs that can be supported by the industry exceeds 500,000 in 2030. (See Figures 1 and 2.)

³ US Department of Energy (US DOE), "20% Wind by 2020: Increasing Wind Energy's Contribution to U.S. Electricity Supply," July 2008.

Figures 1 and 2

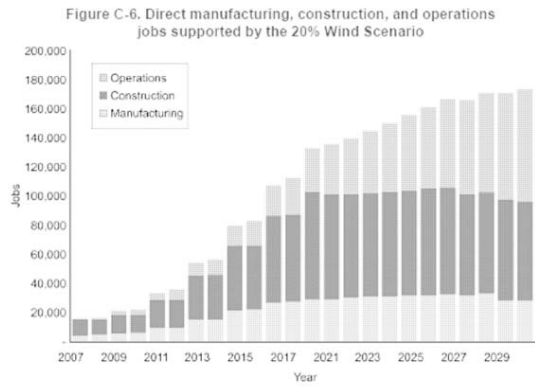
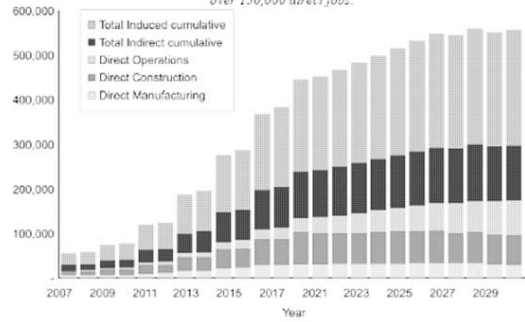


Figure C-7. Jobs per year from direct, indirect, and induced categories
In the last ten years of the scenario, the wind industry could support 500,000 jobs, including over 150,000 direct jobs.



Source: US DOE, op. cit. note 3, p. 209.

Wind Training Challenges

While it is true that the growth potential of the wind industry presents substantial employment opportunities, it is equally true that the educational infrastructure does not exist to support this opportunity. The DOE identifies availability of labor as one of the largest potential constraints to achieving its 20-percent wind scenario: "major expansion of wind power in the United States would require substantial numbers of skilled personnel available to design, build, operate, maintain, and advance wind power equipment and technology."⁴

As the 20-percent report indicates, several educational programs already exist to train personnel for the wind industry are being offered around the nation, including several community colleges in New York and Texas. (See Table 1.) The list below is not comprehensive but provides an indication of the types of activities that are now underway to address training needs in the wind industry. Yet they represent only the beginning of the training effort that is truly needed to support the growth of the wind industry.

⁴ US DOE, *op. cit.* note 3.

Table 1

Table 3-6. Wind technology-related educational programs around the United States today

School	Location	Degree or Program
Wind Energy Applications Training Symposium	Boulder, Colorado	Workshops for industry
Colorado State University	Fort Collins, Colorado	65 MW turbine on campus for research (engineering, environmental, etc.)
Advanced Technology Environmental Education Center: Sustainable Energy Education and Training	Bettencourt, Iowa	Workshops for upper level high school and community college technology instructors
Iowa Lakes Community College	Estherville, Iowa	One-year diploma for wind technician; two-year associate in applied science degree for wind technician
University of Massachusetts at Amherst: College of Engineering, and Renewable Energy Research Laboratory (becoming University of Massachusetts Wind Energy Center in late 2009)	Amherst, Massachusetts	MS and Ph.D. level engineering programs specializing in wind energy
Minnesota West Community and Technical College	Canby, Maine	Associate of applied science degree program in wind energy technology; diploma for wind energy mechanic; online certificate program for "windsmith"
Southwestern Indian Polytechnic Institute	Albuquerque, New Mexico	Under development: integration of renewable energy technology experiential learning into the electronics technology, environmental science, agricultural science, and natural resources certificate and degree programs
Mesalands Community College: North American Wind Research and Training Center	Tuzumcani, New Mexico	Under development: Curriculum for operations and maintenance technician; two-year associate degree in wind farm management
Wayne Technical and Career Center	Williamson, New York	New Vision Renewable Energy Program for high school seniors
Columbia Gorge Community College	Hood River, Oregon	One-year certificate and two-year degree for renewable energy technician
Lane Community College	Eugene, Oregon	Two-year associate of applied science degree for energy management technician; two-year associate of applied science option for renewable energy technician
Texas Tech and other American universities: Wind Science & Engineering Research Center	Lubbock, Texas	Integrative graduate education and research traineeship
Lakeshore Technical College	Cleveland, Wisconsin	Associate degree in applied science; electromechanical technology with a wind system Technician track
Fond du Lac Tribal and Community College	Fond du Lac, Wisconsin	Clean Energy Technician Certificate Program

Source: US DOE, op. cit. note 3, p. 71.

GE Wind Training Activities

At GE, training a skilled workforce to operate our power generation turbines has been part of our business for decades. At our Energy Learning Center, located just north of Albany in Niskayuna, New York, we have been training personnel to operate and maintain our steam, gas, and nuclear turbines for 35 years. In response to the dramatic growth of our wind turbine fleet, in 2007 and 2008 we expanded the Center to include a Wind Training Program and Facility. The mission of our Wind Training Program is to deliver an educational foundation to facilitate the development of a world-class services team and support the world's best running fleet. The program's instructors are technical and field experts and its curriculum includes topics such as the fundamentals of wind turbine operation and management, the roles of site managers and leaders, and updates on GE turbine technology.

To support this program, our new Wind Training Facility features wind turbine components, eight classrooms, over 11,000 square feet of lab space, and a dedicated controls room in which to train future wind fleet operators. Combined with our training facility in Germany, GE's wind facilities trained more than 2,700 students globally in 2008. In the US, we provided training to more than 200 customers and added over 500 O&M technicians, turbine commissioners, installation technicians, site leaders and managers to our US field operations.

GE is also reaching out to colleges to advance wind technician training. The goal of these college partnerships is to develop entry-level technicians who are well educated in electrical and mechanical theory and practice, as well as in basic wind theory and practice, and are well positioned to be top candidates for GE-specific wind technical training. We have initiated discussions with seven colleges in New York, Texas, New Mexico, Iowa, and Wyoming. These are colleges that have developed or intend to develop a wind technician program and are located near wind farms.

Partnerships like these are mutually beneficial for both colleges and GE. Colleges receive advice on curriculum design, network with other colleges and universities participating in the program, and develop a pipeline for internships and entry-level positions. And by developing this pipeline of technicians to serve our Wind Field Operations, GE ensures that its growing US fleet of wind turbines runs reliably.

Industry Wind Training Activities

GE is also working to address wind training needs as a member of the American Wind Energy Association, a national trade association consisting of more than 1,900 members. AWEA has created an Education Working Group that provides a forum for wind industry members and individuals from the educational community to promote: wind K-12 education programs; job and career training programs for community and technical colleges; academic and career development

programs at undergraduate and graduate institutions; and scholarship opportunities through an AWEA Educational Scholarship Program.⁵

As one outgrowth of this group, AWEA is currently working with member companies and educational institutions to develop a national skill set for wind technicians. Programs abiding by the skill sets will receive a "stamp of approval" from AWEA.

The AWEA Education Working Group recently conducted a national survey in which over 200 industry and educational members participated. The goals of the survey were to:

- Identify the industry's short- and long-term workforce needs;
- Identify the skill set required for wind turbine technicians;
- Gather information regarding wind energy programs currently offered or under development by AWEA member companies, community colleges, technical schools, universities and other training groups;
- Identify community and K-12 outreach efforts; and
- Anticipate future industry needs in order to plan educational programs to meet those needs.

⁵ AWEA, "Education Working Group," <http://www.awea.org/education/workinggroup/goals.html>.

Results of this survey will be presented at the industry's annual WINDPOWER Conference & Exhibition, which will be held in Chicago from May 4th to May 7th. In conjunction with this conference, AWEA is also working with the U.S. Department of Energy, and National Renewable Energy Laboratory to hold a Workforce Action Plan Development Meeting on May 4th to discuss the implications of workforce development for the wind industry.

In closing, GE and the wind industry are working to address the wind training challenge. We welcome the federal government's support of this work, such as the recent authorization of grants for research, labor exchange and job training projects to prepare workers for careers in energy efficiency and renewable energy. And we look forward to partnering with you in coming weeks and months to build a robust "green jobs" pipeline.

Thank you for the opportunity to present this testimony. I look forward to your comments and questions.

Chairman SARUBBI. Now I call on Joe Sarubbi.

**STATEMENT OF JOSEPH T. SARUBBI, EXECUTIVE DIRECTOR,
TEC-SMART, HUDSON VALLEY COMMUNITY COLLEGE**

Mr. SARUBBI. Mr. Chairman, Congressman Tonko, Congressman Polis, it is a pleasure to provide testimony to you providing regarding new innovations and best practices under the Workforce Investment Act.

I have spent the last 30 years of my life in higher education at the community college level, and I can say with confidence that regarding workforce development, there is no better place to develop a national agenda for green collar jobs. Community colleges are our Nation's best bet for retooling America.

I believe community colleges can be looked upon as the SWAT team for workforce development because of their ability to provide rapid development of customized courses to meet the needs of the workforce, green collar and otherwise.

One of the missions of community colleges is to be responsive to the educational needs of adult learners, displaced workers, returning veterans, and disadvantaged youths. Currently, there are 1,166 community colleges in the Nation and most offer workforce development type training.

I believe that the Workforce Investment Act should ensure that local Workforce Investment Boards provide for community college representation to strengthen their relationships. And as our Nation continues to advance renewable energy and energy efficiency programs with ambitious goals, there is a great urgency to create a green collar workforce; and community colleges, as the Nation's best bet, have been rallying to that cause. That could not be any more evident than right near in the Capital Region of New York State as Hudson Valley Community College has been providing nationally recognized PV training programs for 3 years and is considered by many in the business to be the model program, and it also offers geothermal training as well.

In fact, Hudson Valley Community College's multipronged approach could be a prototype for the renewable energy discipline and other community colleges nationwide, utilizing a combination of noncredit and credit courses and certificate and degree programs to meet the needs of all constituents. HVCC's program has been so successful that the college partnered with NYSERDA to expand its programs across New York State. Congressman Tonko is quite familiar with this initiative and, as former president of NYSERDA, supported the cause.

NYSERDA and Hudson Valley Community College also partnered to establish a statewide network of community colleges for energy efficiency training, and by 2010, will have trained a few thousand people. Such collaborations have provided a geographic blanket of green collar training across New York State in both the renewable energy and energy efficiency environments.

But NYSERDA and HVCC didn't stop there. They also partnered with the Interstate Renewable Energy Council and the Partnership For Environmental Technology Education to organize a Renewable Energy and Energy Efficiency Workforce Education Conference, which was held at Hudson Valley Community College. Educators from 34 States and 6 countries came together to learn and share best practices and effective approaches to teaching green collar workforce skills. We are now on our third conference, which will be held in November 2009.

The Workforce Investment Act should help support such endeavors to encourage stronger connections between workforce investment and green collar jobs training.

Hudson Valley Community College is now taking green collar training to another level as it will be constructing a state-of-the-art training facility dedicated to green collar jobs. With the creation of TEC-SMART, Hudson Valley Community College will have a facility with dedicated laboratories to specific green technologies:

photovoltaic, geothermal, large and small wind, alternative fuels, and semiconductor manufacturing.

Through TEC-SMART, the college will seek to work with local Workforce Investment Boards to offer training for the adult learners, displaced workers, returning veterans and disadvantaged youth I mentioned earlier. Through TEC-SMART, the college will be able to offer train-the-trainer programs to help other colleges ratchet up their green collar training programs, as well as partner with 4-year institutions to continue to develop green collar skills.

And it is also important to continue to support blue collar training programs, as many of these act as feeders to green collar jobs training.

In conclusion, community colleges can and are providing the backbone for green collar jobs. It is critical that the reauthorization of the Workforce Investment Act recognizes the role that community colleges play in workforce development training and will provide the necessary resources to support this training.

Thank you for allowing me the opportunity to testify and share these observations and opinions with you.

Chairman HINOJOSA. Thank you.

[The statement of Mr. Sarubbi follows:]

Prepared Statement of Joseph T. Sarubbi, Executive Director, Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies (TEC-SMART), Hudson Valley Community College

Mr. Chairman, Congressman Tonko, Members of the Committee, it is a pleasure to provide testimony to you regarding “New Innovations and Best Practices Under the Workforce Investment Act.”

The timing couldn’t be better to talk about what’s happening at the higher education level regarding “Green Collar” jobs and the role Community College’s can play (and are playing) in support of the Workforce Investment Act.

The Case for Workforce Training at Community Colleges

As a former Journeyman Electrician who was trained through the International Brotherhood of Electrical Workers, I’ve devoted the last three decades of my life to workforce training at Hudson Valley Community College; first as a Professor, then as a Department Chair, and now as the Executive Director of the College’s renewable energy training center. I feel strongly about the positive impact our college alone has had on the Capital Region community regarding job placement, and I’ve witnessed other community college’s having a similar impact within their respective regions.

One of the main objectives of a community college is to be responsive to the educational needs of adult learners, displaced workers, returning veterans, and disadvantaged youths. This is achieved by providing services and vocational training that will develop independent and confident learners, as well as life skills. There’s no question that community colleges are best suited to serve this mission. In fact, community colleges could be viewed as the “Swat Team” for workforce training because of their ability to provide rapid deployment of customized courses and services to address the employment needs of the community.

As our national economy continues to experience a major transformation, the need to aggressively re-tool our workforce has never been more paramount, and community colleges should be the epicenters for making this happen. Currently, there are 1,166 community colleges nationwide, and most offer workforce development type training. Moreover, numerous community colleges have a Workforce Development “Center” that often provides a one-stop system for easy access. With the ability to offer flexible training schedules, on-line courses, credit and non-credit courses, workshops, certificate programs, and degree programs, community colleges can quickly manage the challenges ahead and respond to learner needs in a rapidly changing environment. The Workforce Investment Act should ensure that local Workforce Investment Boards provide for community college representation.

As a Department Chair with oversight of numerous vocational training programs I've had the opportunity to work with Workforce Investment Boards for the purpose of retraining displaced workers. I've witnessed first-hand the value of the Workforce Investment Act (WIA) and the role it's played in improving the lives of many. Yet, I've also found that the administrative complexities associated with aligning training programs and individual benefits to be challenging. Depending on individual needs, effective, high quality job training and education can take anywhere from two weeks to upwards of two years. Aligning flexibility in benefits to mirror training programs will greatly improve completion of training and a better chance of leading to a "living wage." For example: if a displaced unskilled worker needs a two-year vocational training program to become successful, and was displaced at a time of the year where such training was offered, but the training program already started, it precluded the worker from starting. Often benefits would "run-out" before the worker could complete the training since the worker had to wait until the next training cycle. The Workforce Investment Act should focus on helping workers through the entire training process.

Green Collar Jobs and the Community College

As our nation continues to advance Clean Energy and Energy Efficiency programs with ambitious goals, the need to develop a Green Collar workforce has brought about a new sense of urgency, and community colleges have been rallying to the cause. Hudson Valley Community College, for example, has been providing photovoltaic (PV) training for three years, and is recently training students in geothermal technology as well. In fact, it should be noted that Hudson Valley Community College's model for photovoltaic training has received national attention for its three-pronged delivery that meets the needs of all constituents. So much so that Jane M. Weissman, Executive Director, Interstate Renewable Energy Council and Vice-Chair, North America Board of Certified Energy Practitioners, has stated, "The photovoltaic course programs at Hudson Valley Community College are national models for other educational providers across the country. Combining class-room instruction based on strong electrical curriculum, coupled with an extensive laboratory plus on-site training opportunities, have positioned Hudson valley as a leader in photovoltaic training. They have clearly demonstrated their ability to produce high-end instruction for a strong renewable energy workforce." Furthermore, Jerry Ventre, Engineering Consultant and Former Director of the Photovoltaics and Distributed Generation Division of the Florida Solar Energy Center stated: "In a relatively short time, Hudson Valley Community College has established itself as a clear leader in photovoltaic training in the U.S. They have extremely well designed course offerings, highly qualified faculty, excellent relationships with industry, outstanding facilities, and strong institutional support. And, most importantly, they provide their students with the proper combination of classroom activities, hands-on training in the laboratory and on-the-job experience with actual photovoltaic system installations in the field." While Hudson Valley Community College is a forerunner in Clean Energy and Energy Efficiency training, many other community colleges have demonstrated their ability to "ratchet-up" their training programs and offer similar "green" technology skills. All across the country community colleges are beginning to re-tool their trainers who can provide the green collar workforce training that would be supported under the Workforce Investment Act.

Best Practices

The success of Hudson Valley Community College's (PV) programs lies in the multi-pronged approach to training, ensuring access to any and all who seek such skills: (1) the 40 hour introduction to photovoltaic installation non-credit course offers access to those who demonstrate some existing construction and/or manufacturing skills and want to enter the PV installer industry. This could be a displaced worker, or someone seeking to enhance their skills in preparation for transitioning into renewable energy workforce. Upon completion of this course, students are eligible to take the Entry Level Certificate of Knowledge exam, which upon passing, awards them an entry level credential that is recognized by photovoltaic contractors, (2) the 19 credit Photovoltaic Installation Certificate program offers training to those who do not have any prior knowledge or skills, but seek to become a PV installer. This one year certificate can be completed in the evenings and weekend to provide flexibility to students, (3) Hudson Valley Community College also offers two credit courses in photovoltaic design and installation that is offered to students of the electrical Construction and Maintenance two-year degree program. Upon training completion, students will have multiple career paths thus ensuring that the size of the workforce does not out pace market demands, and visa-versa. Lastly, students of all three paths can enroll in the 40 hour non-credit "advanced PV installer train-

ing” course that prepares students to take the North American Board of Certified Energy Practitioners exam, which can lead to becoming a “Certified” PV Installer.

Hudson Valley Community College has partnered with the New York State Energy Research and Development Authority (NYSERDA) to expand such programs across New York State. In fact, I’ve had the pleasure of working with Congressman Tonko, who at the time was President of NYSERDA and understood the value of this training, which he supported 100%. With a combined vision to expand such training, Hudson Valley Community College and NYSERDA collaborated to provide a geographic “blanket” of green collar training across New York State by networking with other community colleges eager to provide similar training at their institutions. This training model is an offshoot of NYSERDA’s New York Energy Smart Residential Program that, again, with Hudson Valley Community College serving as the lead institution, established a statewide network of community colleges for energy efficiency training programs as well. By 2010 the energy efficient training programs will have trained a few thousand people across New York State. Hudson Valley Community College has created a paradigm for green collar training that, with the right resources, can be replicated across the country.

To further facilitate best practices in green collar job environment a: Renewable Energy & Energy Efficiency Workforce Education National Conference was sponsored by NYSERDA and organized by the Interstate Renewable Energy Council (IREC), Partnership for Environmental Technology Education (PETE) and Hudson Valley Community College was held in November 2006 at Hudson Valley Community College. It was the first national conference on workforce education for the renewable energy and energy efficiency trades and industries. The event was an opportunity for educational providers and faculty at Technical High Schools, Community Colleges, four-year Schools and other training programs to learn about best practices and effective approaches to teaching renewable energy and energy efficiency workforce skills. The conference attracted over 250 educators from 34 states and six countries, and was held over a three day period. The second national conference was again held at Hudson Valley Community College and attracted over 350 people from across the country and world. The audience again was community colleges, technical high schools, labor and apprenticeship programs, industry, government agencies and others who are planning to start or are providing practitioner training for the renewable energy and energy efficiency industries.

Sessions focused on some of the critical workforce topics such as jobs and how to prepare for workforce needs; how to create Vocational High School Trade Program to Community College to four-year College articulation agreements; model solar energy, wind energy, energy efficiency, geothermal curricula and programs; and how to integrate energy efficiency and renewable energy into other trades on campus. Other important areas covered included industry-based task analysis certification and training standards; establishing successful business and industry advisory committees; conducting local job market assessments; and creating hands-on renewable energy laboratories. The third national conference, being held in November 2009 in Albany, New York, will offer the most current information on instructional strategies, curricula development, and best practices for training in the renewable energy and energy efficiency fields. It will address many of the jobs outlined in the green jobs initiatives being launched nationwide. Most of the attendees are from community colleges seeking new and innovative ways to grow and improve their green collar practitioner training. The Workforce Investment Act should seek to become a partner for the National Conference to encourage stronger connections between workforce investment and green collar job training. The Workforce Investment Act should help local WIBs become more active in training programs by helping to facilitate articulation agreements that allow for seamless education from secondary and adult education to post-secondary education.

Innovative Ideas

Hudson Valley Community College is committed to training a green collar workforce and has taken a giant step towards enhancing its practitioner training initiatives. With the support of state funding, the College will be constructing a state-of-the-art training facility dedicated to green collar jobs. TEC-SMART (Training and Education Center for Semiconductor Training, and Alternative and Renewable Technologies) will have individual laboratories each dedicated to a specific green technology: photovoltaic, geothermal, large and small wind, alternative fuels, and semiconductor manufacturing. This facility will support many of the training initiatives mentioned earlier and serve the region, state and nation as the premiere resource for green collar training and education.

Through the TEC-SMART facility, Hudson Valley Community College will seek to work closely with local Workforce Investment Boards to offer training in myriad

ways. For example, with the necessary WIA resources, the College would focus its energies by turning its attention to the returning veteran. The number of returning veterans continues to grow well past the half-million mark, and providing green collar job training to many makes sense in today's competitive economy. Through TEC-SMART, Hudson Valley Community College will also seek to provide "Train-the Trainer" programs to other community colleges to help accelerate the availability of green collar training programs whereby local WIBs across the Country can provide the necessary services returning veterans anticipate. Furthermore, by collaborating with four-year institutions such as SUNY Stony Brook, the college could establish 2 + 2 programs that WIBs could support with a focus on higher-skilled, higher-wage green collar jobs.

Through TEC-SMART, and with the necessary WIA resources, Hudson Valley Community College will be able to provide upgraded training to low-income workers who seek to advance to a higher skilled green collar job. By working closely with local WIBs, the college can develop customized green collar training programs to meet the needs of the low-wage earner. In fact, another strength of a community college is its ability to effectively assess the academic skills of those seeking to upgrade their employment status and provide the services necessary to access training. Most community colleges have Learning Assistance Centers that help each worker's ability to succeed in training, and improve worker retention. There is nothing more daunting to a low-wage worker than to take up the practice of life-long learning, and there's no better place for them to have a feeling of accomplishment and achieve success than a community college. The Workforce Investment Act could help bridge that "disconnect."

Non-Green Collar Jobs

Many community colleges offer tremendous technology programs that have continued to provide training for "blue collar" jobs for decades. The importance of the WIA to continue to support these programs cannot be overstated. In fact, many of these "blue collar" programs provide a feeder system to green collar jobs. For example, most PV installers and wind technicians who hold the higher skilled positions within those respective "green collar" fields first received training in the electrical/electronic environment. Similarly, those seeking employment as a geothermal technician first gained valuable training in the HVAC/R environment. As the green technology job market continues to ebb and flow, those who are cross trained are most like to retain "living wage" jobs. The same could be said about alternative fuels.

In Conclusion

Community Colleges can and are providing the backbone for green collar jobs. It's critical that the reauthorization of the Workforce Investment Act recognizes the role Community Colleges play in workforce development training. The best practices I shared today can be implemented across the country with the right resources. Facilities like TEC-SMART can be instrumental in Train-the Trainer programs for other colleges and technical schools to ensure rapid deployment of training programs. Colleges like Hudson Valley Community College, who have learned to walk-the-walk regarding green collar training, can be active in helping other schools address the green collar work force needs of our nation.

Thank you Mr. Chairman, and Members of the Committee, for allowing me the opportunity to testify and share these observations and opinions with you.

Chairman HINOJOSA. And now we call on Nanine.

STATEMENT OF NANINE MEIKLEJOHN, SENIOR LEGISLATIVE REPRESENTATIVE, AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME)

Ms. MEIKLEJOHN. Mr. Chairman, Congressman Tonko, and Congress Polis, thank you for the opportunity to present AFSCME's views on reauthorization of WIA. AFSCME represents 1.6 million members around the country, many of whom work in State and local workforce programs.

The daunting economic challenges we are facing have revealed some underlying weaknesses and call into question some of the assumptions in Federal workforce policy over the last 10 years. We

believe it is time for a new direction that expands on and strengthens all of the components of the workforce system.

WIA was enacted during a period of economic growth and amid pressures to block grant, decentralize and reduce funding for Federal workforce programs, it was an uneasy compromise that caused tensions between the publicly operated State programs and the local, more privatized WIA-funded programs. For our members and the State agencies, WIA came to represent a way to weaken or privatize the services they provide.

Difficult issues emerged, such as how to finance one-stop operations and how much control local boards would have over the work of the State agency employees. Declining funding exacerbated these tensions. Organizational structures, policies, and services vary widely and the sequence-of-services rule focused resources on core services instead of training.

As local WIA providers increasingly duplicated some of the Wagner-Peyser Employment Service functions, the previous Labor Department tried to eliminate it, contending it was unnecessary. In fact, though, the employment service is much more than another job matching program. It is a crucial partner in the unemployment insurance system, conducts foreign labor certifications, helps administer the Trade Adjustment Assistance Act, and the Targeted Jobs Tax Credit. It also maintains statewide job banks and a comprehensive system of labor market information in each State.

The close relationship of the employment service to the UI system is especially important. Traditionally, States maintain flexible staffing patterns between the two that were undermined as they centralized their UI operations into call centers and ES staff moved into local one-stop centers. As a result, UI claimants rarely get the early reemployment services they need, and one-stop centers are ill-equipped to help jobless workers get through overburdened UI application systems. This situation and the role of the employment service in the broader workforce system requires more attention.

Typically, when the Nation has faced extraordinary challenges, we have turned to the Federal Government for leadership. This is true today. Already the economic recovery program asserts a stronger Federal role in workforce policy, limits local flexibility to modify Federal funding priorities, and calls for more balance between the needs of workers and employers.

We hope WIA reauthorization will continue this new direction. We specifically recommend the following: The sequence-of-service policy should be abandoned; WIA programs should have to devote more resources to training; training should focus on high-growth fields, while local areas retain flexibility to run programs specifically suited to their local needs.

We need a stronger, more comprehensive capacity to provide labor exchange services and counseling to an increasingly diverse group of disadvantaged and dislocated experienced workers seeking help.

A strong statewide employment service can complement the work of local WIA programs. Strengthening its ability to provide comprehensive job-matching tools and good labor market information will benefit the entire system because it will attract more employers, improve job matching for all workers, and support regional sec-

tor and labor management training initiatives which extend beyond local one-stop boundaries. Without the sequence-of-services rule, more effective and professional career planning and assessment will be needed to carefully match workers' skills and interests with the right services at the front end.

A computer is not enough. Just as real estate agents help house hunters, even though there are many real estate Web sites, knowledgeable counselors can help job seekers and employers achieve good matches. The State agency can establish a level of consistency for these functions statewide through its policy-setting authority.

The fact that State employment service employees are in merit-based personnel systems is a benefit. Merit system principles of personnel administration were originally adopted to ensure government accountability, fairness, and transparency. When applied well, they lead to quality services by a staff accountable to the public, not individual private interests. These principles currently in regulation should be codified in law.

Mr. Chairman, you are considering WIA reauthorization at an unusual point in time. We look forward to working with you as you begin this process and again thank you for the opportunity to testify.

Chairman HINOJOSA. Thank you for your presentation.
[The statement of Ms. Meiklejohn follows:]

Prepared Statement of Nanine Meiklejohn, Senior Legislative Representative, American Federation of State, County and Municipal Employees (AFSCME)

Chairman Hinojosa and Congressman Tonko, my name is Nanine Meiklejohn, and I am a Senior Legislative Representative for the American Federation of State, County and Municipal Employees (AFSCME).

AFSCME's 1.6 million members work in state and local government agencies, health care institutions, and nonprofit agencies across the country. They include the employees in state employment security and workforce agencies and in local one-stop operations. We appreciate this opportunity to present AFSCME's views on reauthorization of the Workforce Investment Act (WIA).

We face a starkly different economic situation now than when WIA was enacted and when Congress last considered legislation to reauthorize WIA. The accelerating pace of job loss is breathtaking. In February, unemployment surged to 8.1 percent as non-farm payroll employment fell sharply. Over the past year the number of unemployed persons jumped by five million as the unemployment rate rose by 3.3 percentage points. The number of workers receiving unemployment benefits has risen by 54 percent in the last 12 months to over five million people, and 2.9 million workers still had not found jobs after 26 weeks of unemployment in February—a 55% increase over last year.

This extraordinary situation is creating extraordinary demands on our workforce system. The unemployment insurance system, which relies on telephone call centers and electronic applications, is under enormous strain and in some states, including here in New York, has experienced temporary breakdowns. Long lines of unemployed workers have formed at overwhelmed local one-stop centers—the only physically available place they can go for help.

These challenges have revealed some underlying weaknesses and call into question some of the assumptions in federal workforce policy over the last 10 years. Since WIA was enacted, and especially during the last eight years, workforce funding declined; federal leadership continued to shrink; efforts were made to collapse workforce programs into each other despite their unique roles; training activities have been extremely limited; the voice of workers in the system was almost silenced; and publicly administered systems were neglected in favor of publicly-funded but privately-provided services.

This is not to imply that there have not been important innovative programs during that time. Indeed, many are operating in local areas. They include sector and regional training initiatives, labor-management partnerships, such as the long-

standing health care training partnership conducted by AFSCME's affiliate, District 1199 (c) in Philadelphia, career pathways initiatives for young people, and closer linkages between the workforce system and economic development strategies. The testimony of Bill Camp, on behalf of the AFL-CIO on February 12, 2009, described a number of important and exciting policies and initiatives taking place in California. They should be strengthened and encouraged during WIA reauthorization.

However, more is needed to enable our workforce system to meet today's challenges. We believe now is the time to guide federal workforce policy in a new direction that expands on and strengthens all of the components of the workforce system so that it can provide the highest level of services for workers and employers possible. We support all of the recommendations made by the AFL-CIO at the February hearing, but in this statement, I will focus specifically on key aspects of the delivery system.

WIA's Place in the Workforce System

WIA was enacted during a period of relative economic stability and amid pressures to block grant, decentralize and reduce funding for federal workforce programs. It established a one-stop center system with the laudable goal of facilitating access to a wide range of related services, including the WIA adult, dislocated worker and youth programs, Unemployment Insurance (UI), Employment Services (ES), Trade Adjustment Assistance (TAA), Vocational Rehabilitation and Adult Education.

As originally conceived, these programs would be coordinated by locating WIA services and other workforce programs in local one-stop centers and by linking them electronically. As much as possible, the programs were to be integrated with each other; a term that has been interpreted in different ways in different states and local areas and which has represented an uneasy compromise between block granting and coordination.

In moving in this direction, WIA created significant tensions between the publicly operated state programs, such as Vocational Rehabilitation and Wagner-Peyser Employment Services, and the local more privatized WIA programs, particularly where local workforce boards attempted to assert control over the large state public agency operations. For our members in the state agency programs, WIA came to represent a mechanism to weaken or privatize the programs in which they work and the services they provide.

Difficult issues emerged, such as how to finance one-stop operations (because WIA did not provide operational funding for the one-stop centers) and the extent to which local boards and one-stop operators, some of them private companies, would control the work of the state agency employees. As a result, considerable energy has been spent on governance, financing and process issues, and significant WIA resources have been spent building an operational infrastructure of one-stop centers. Declining WIA funding and stagnating Wagner-Peyser funding greatly exacerbated these tensions.

Because of the highly decentralized nature of the program, organizational structures, policies and services vary widely among, and even within, states. This has made it virtually impossible to paint a clear picture of the way the system operates from a national perspective.

At the same time, WIA's effectiveness as a source of meaningful training services was weakened by a mandate to provide universal services through a sequence of core, intensive and training service with no effective job quality criteria and heavy reliance on self-service. As a result, WIA providers increasingly focused primarily on general labor exchange services and on placements with low-wage employers at the expense of a consistent policy of providing value added quality services for job seekers and employers.

Wagner-Peyser's Role in the Workforce System

As local WIA providers increasingly duplicated some of the labor exchange services historically provided by the state Wagner-Peyser Employment Service, the previous Labor Department pursued an aggressive effort to defund and eliminate the state Employment Service. Department officials based their case primarily on the claim that the state Employment Service is essentially like other local job matching activities funded by WIA, a view shared broadly among those providing local WIA funded services.

In fact, though, the Employment Service is much more than another job matching program. It is a crucial partner of the Unemployment Insurance program, conducts labor certifications, and helps administer the Trade Adjustment Assistance program and the targeted jobs tax credit. In addition, it maintains statewide job banks and a comprehensive system of labor market information in each state, both of which

are valuable resources that support state and local economic development strategies and regional and sector partnerships.

Maintaining this flexible state agency workforce can provide both efficiencies and flexibility. For example, Ohio state staff is trained in ES, UI, TAA, labor market information and outreach services to employers, which allows the state to provide more universal services that can respond to emerging and changing local needs.

The relationship of the Wagner-Peyser Employment Service to the Unemployment Insurance program is especially important. In administering the Unemployment Insurance program, the states also must ensure that UI claimants are looking for and securing employment.

Traditionally, ES and UI staff worked closely together in providing benefits and employment services to help UI claimants find jobs. They often were cross trained so that they could shift between the more technical functions of processing unemployment benefit applications and matching job seekers with employers. This flexibility to adjust staffing patterns was substantially undermined as states centralized their UI operations into call centers and ES staff moved into local one-stop centers.

Separating the ES and UI operations has had several consequences. In any state that does not require it, and most states don't, Unemployment Insurance recipients have no obligation to go to a one-stop center at all. Even if they do go, they rarely get early reemployment services that can shorten their time without work or help move them to a new career. In addition, local one-stop centers are ill-equipped to help jobless workers get through the overburdened UI application system other than offering them a telephone connection.

However, the severity of the economic downturn has led some states to seek ways to rebuild the connection between the two programs. Connecticut and Ohio are moving to assign some of their ES staff situated in local one-stop centers to help workers with their UI claims. This ability to adjust duties and functions as economic circumstances change is possible only because the states retain authority over the ES staff.

Although the transition of ES staff into local one-stop centers appears almost complete, its role in the centers requires more attention both in terms of its relationship to the UI program and as part of the overall workforce system.

Moving Forward—A New Balance

Typically, when the nation has faced extraordinary challenges, we have turned to the federal government to achieve important national objectives and priorities. This is true today. The American Recovery and Reinvestment Act (ARRA) asserts a stronger federal policy in the workforce system.

The law provides specific guidance on how some funds are to be used. In particular, it requires that states use \$250 million of the \$400 million appropriated for the Employment Service specifically to provide reemployment services for UI claimants. Our hope is that the U.S. Department of Labor will consider a requirement for all contractors receiving ARRA funds to list new jobs on the state job banks to facilitate matches for all job seekers. The program also directs training resources to high priority areas, in particular green jobs and health care, through a grant process that will be managed by the Secretary of Labor.

A subsequent March 4, 2009 notice from the Labor Department further asserts federal policy and calls for more balance between the needs of workers and employers. It urges alignment with economic and community development strategies and close alignment of education and training with jobs and industries that are important to local and regional economies. The Department also has determined that several waivers will not apply to Recovery Act funds on the grounds that they are contrary to congressional intent, including a waiver providing authority for full transfer of funds between the Adult and Dislocated Worker Programs. In addition, services and training are to be maximized and administrative costs minimized.

AFSCME applauds this new direction and hopes that WIA reauthorization will continue to foster it. In particular, we hope to see more balanced membership on workforce boards, including stronger participation by organized labor, and increased support for labor-management partnerships in industry and sector training initiatives. We also hope to see more balance among available services and a new stronger partnership among the public and private agencies and state and local governments. In addition, we hope greater attention is given to reemployment services for UI claimants by the Employment Service.

Training and Services

The sequence of services policy has caused local WIA programs to emphasize core services at the expense of other services and training. As demands on the local cen-

ters escalate though, it is becoming apparent, at least in some states, that there are important gaps in the services available for job seekers.

In order to ensure that WIA programs provide more intensive services and training, the sequence of service policy should be explicitly abandoned. WIA programs should have to devote a certain percentage of their funding for training as previous job training laws required.

In addition, federal law should place a priority on training in high growth fields, such as alternative energy, broadband, advanced manufacturing, child care, and health care that are of a high national priority. The recently enacted Higher Education Act embraced a similar concept of high national need in the loan forgiveness program. Guiding, but not requiring, states and localities to direct services and training in such areas can help ensure a meaningful role for the workforce system in a new economy without stifling other initiatives specifically suitable to local economic conditions and populations.

Expanding the Scope of the One-Stop System

As more experienced jobless workers seek help at local one-stop centers, the demands on the system are expanding and changing. While WIA may have been largely a last resort for low-income and disadvantaged persons, increasingly others with different experiences, but perhaps similar skill development needs, are lining up at local centers. It is not clear yet whether this is a temporary phenomenon due to the downturn or a more fundamental shift. Some analysts predict that many of the lost jobs will never return.

In either case, this development means that the workforce system needs to strengthen both its labor exchange—or core services—capacity and its ability to guide and provide services to workers with increasingly disparate needs. It also needs to be able to help them acquire new skills in a changing economy.

The statewide and public character of the Employment Service makes it a potentially valuable asset in achieving this objective. A study of six states conducted by WESTAT for the U.S. Department of Labor, “Evaluation of Labor Exchange Services in a One-Stop Delivery System Environment”, which was completed in 2004 but suppressed by the Department for four years, is instructive. It noted that by virtue of its statewide character the state Employment Service overcomes a tendency of local workforce areas to engage in more targeted job development and job matching at a time when job seekers are more willing to look for opportunities beyond their immediate communities.

The WESTAT study further observed that “Effective job-matching systems linked high-quality technology with well-trained staff dedicated both to ensuring that employers were appropriately listing their jobs and job seekers were able to effectively use the technology.” Achieving both involves staff outreach and a concerted effort to attract and hold employers as well as the staffing capacity to make good matches.

This is an important finding. The broader the scope of information available to local one-stop centers, the more effective all of the partner programs can be. Strengthening the ability of the state employment services to provide comprehensive job matching tools and good labor market information will benefit the entire system because it will attract more employers, improve job matching, and support regional and sector training initiatives. It can be a rich resource for all job seekers, experienced and disadvantaged alike, particularly helping to open up opportunities for disadvantaged job seekers they might not otherwise have.

Eliminating the sequence of services rule will have important consequences for the system. It will create more flexibility to provide a broader range of services, but it also will create a new need for effective and professional career planning and assessment in order to carefully match workers’ skills and interests with the right services, training and jobs. It will open up new ways to align services functionally and perhaps in teams of staff from different programs, even as dedicated funding continues to be provided for specific groups of workers.

A skilled and professional state Employment Service staff that competently advises workers and employers will become even more necessary. An analogy with the real estate industry helps make this point. Although there are many websites that list homes for sale, house hunters still seek out real estate agents to help them narrow their search and make the best decision.

The state Employment Service staff already conducts assessment and career planning functions when they provide reemployment services to UI claimants and counsel TAA enrollees. The state can control the quality and consistency of these services statewide through its policy setting authority, the ability to set high standards for job counselors, and, if resources are available, professional training and upgrading. Because it is not limited to the local boundaries of one-stop systems it is well posi-

tioned to perform such functions to support both sector and regional training and skill development partnerships.

WIA reauthorization should strengthen the state Employment Service capacity by, among other measures, providing resources for staff development. We note that New York state is moving to upgrade its Wagner-Peyser staff by hiring labor service representatives with masters degrees in counseling.

A strong statewide Employment Service can compliment, rather than compete with, the work currently being done by local WIA programs which focus on the more intensive work involved in serving populations with significant barriers to employment.

The fact that state Employment Service employees are in merit based personnel (civil service) systems is an additional benefit despite claims of the previous administration which tried to eliminate this longstanding regulatory requirement. It did so because the merit staffing rule stood in the way of its effort to dismantle the Employment Service, devolve it to local WIA boards, and contract out the funds to private contractors.

The merit staffing rule was characterized erroneously as a "labor protection", but the reality is that merit system principles of personnel administration were originally adopted in the interests of government accountability, fairness and transparency. They require adherence to the following principles to insure improvement of public service:

a) Recruiting, selecting, and advancing employees on the basis of their relative ability, knowledge, and skills, including open consideration of qualified applicants for initial appointment.

b) Providing equitable and adequate compensation.

c) Training employees, as needed, to assure high quality performance.

d) Retaining employees on the basis of the adequacy of their performance, correcting inadequate performance, and separating employees whose inadequate performance cannot be corrected.

e) Assuring fair treatment of applicants and employees in all aspects of personnel administration without regard to political affiliation, race, color, national origin, sex, religious creed, age or handicap and with proper regard for their privacy and constitutional rights as citizens. This "fair treatment" principle includes compliance with the Federal equal employment opportunity and nondiscrimination laws.

f) Assuring that employees are protected against coercion for partisan political purposes and are prohibited from using their official authority for the purpose of interfering with or affecting the result of an election or a nomination for office.

These principles should be codified in the Wagner-Peyser Act to establish them more firmly in the law. In fact, we suggest that the substance of these principles is unassailable and that they also are appropriate for the operators of the one-stop centers as well.

Mr. Chairman, you are considering WIA reauthorization at an unusual point in time. Our economic circumstances present both unique challenges and opportunities for the workforce system. If reformed by building new partnerships and creating a new balance, we believe WIA along with its workforce program partners will be well positioned to play a much more expansive and meaningful role in the economic life of our country. AFSCME looks forward to working with you as you begin this process. Thank you again for this opportunity to testify here today.

Chairman HINOJOSA. I liked everything I heard, and I am sure that my colleagues are going to have some questions that will be directed to one or more of the presenters.

I would like to start myself. I will be limited to 5 minutes also by the rules, and if necessary, we will have a second round.

I believe that your contributions will be very valuable to us as we move forward in the reauthorization of this WIA reauthorization act of 2009, so my first question is going to be directed to the Hudson Valley Community College. And let me look at the one that I think was engraved in my mind, because you talked about even partnering with high schools. And I think that stakeholders include our schools, our community colleges, our workforce boards, and of course, our 4-year universities.

So I would like to ask you, Joe, you mentioned that there are some challenges in the administrative complexities related to the alignment of training programs and the individual benefits. So would you elaborate on how the reauthorization of WIA should consider these issues?

Mr. SARUBBI. Certainly, some of the concerns we have seen at the community college level:

Nobody can predict exactly when they anticipate getting laid off from a job. So if we were to take a particular displaced worker, for example, the way most community colleges are set up in our Nation is on a semester-by-semester basis. Courses usually start around the 1st of September, finish at the end of December, pick up in January, end in May. If a particular worker gets displaced in October and that is the starting point for them to start to earn their actual funding, part of the problem is they can't get into training until either January or the following September of the next year because of the sequence of actual course work that they would have to complete, knowing that they have to start out with the simpler courses.

Chairman HINOJOSA. If I may interrupt you, have you seen the model of the Maricopa County Community College system in Phoenix, Arizona, which is the open entry and open exit for community colleges?

Mr. SARUBBI. No.

I have heard about that, and other community colleges are looking at that particular model. A lot of it has to do with when we talk about the type of green collar jobs, you still need a certain level of on-the-job, you know, hands-on training that needs to be done at specific institutions.

So if you have got the type of technologies where you can offer that training in a way that—again, knowing the size of the actual classes that you would be able to have coming through, sometimes it works good, sometimes it doesn't.

I have heard mixed reviews about it right now, and I have not had a chance to research it at the highest level.

Chairman HINOJOSA. I think there are some advantages and disadvantages of that model, but it was listed by Newsweek as one of the largest and best community college systems in the country, so there must be some good qualities to that.

Mr. SARUBBI. Certainly.

Chairman HINOJOSA. You said one of the factors leading to the successful efforts between Hudson Community College and local entities was the investment of the New York State Energy Research and Development Authority.

Is this a model that we should consider for other areas in the Nation?

Mr. SARUBBI. Without a doubt. NYSERDA has been a fantastic partner in helping us to get to the level where we are. They have the resources and the skill sets to allow a technical school like Hudson Valley to gear for the Green Collar Jobs Initiative that we have been able to get to the level that we have. Without NYSERDA, we would not have been able to pull that off.

Chairman HINOJOSA. My area has about 30 percent of its population in my congressional district below the national poverty level.

What efforts are being made by your community college to recruit a diverse and typically underserved population?

Mr. SARUBBI. Right now, we have worked closely—I am drawing a blank at the name of the organization that we have been working with right now, with youth programs that are bringing disadvantaged youths to Hudson Valley to help them earn their GED. And once they finish that, they can continue on with actual skills within the technology—

Chairman HINOJOSA. Could it be HEP-CAMP?

Mr. SARUBBI. No, it is—Youth Skills of America is the actual organization, and we have been working with Albany, Schenectady and Troy to do that. They helped us build homes for disadvantaged people, too, and—to be able to get us to that next level. So that has been successful so far.

Chairman HINOJOSA. I thank you for your responses, and it looks like I am running out of time. But I would like to call on my colleagues; and we will start out with Paul and see what questions he would like to ask.

Mr. TONKO. Thank you, Mr. Chairman. A question to all of you.

I hear this whole concern with structure and focus. And maybe just hearing from each of you, from your varying perspectives: If you could structure the best response programmatically to the needs of underskilled or those needing training in new skills, how would it work?

I am hearing these regional boards, I am hearing the regional concepts, I am hearing an employee service sector, training sector to the side, and allowing some of our agencies to do more of the routine work.

What is the best way for—from an industry perspective and a governmental perspective and education perspective, what is the best way you could structure it? In an ideal sense, what would it be in order to really maximize training opportunities?

Mr. MUSOLINO. There is a lot in that question, Congressman, needless to say.

Mr. TONKO. I am not looking to make enemies.

Mr. MUSOLINO. I think there are probably two different structural issues that we certainly struggle with at the State level, both equally important.

One of the structural issues is the geography of the State. New York State is a large State as is Texas—Colorado. So when we are thinking about the State, we are thinking in terms of various regional economies that exist. And in New York State we have placed some bets, as it were, in different areas of the State. State policy is invested in photonics in the Rochester area, nanotechnology here in Albany, and health sciences, biotechnology in the Buffalo area. And trying to create an employment and training system that is flexible enough to be able to deal with those different regional economies, knowing that even though those are target areas, they are not the only jobs and industries that exist in those large swaths of the State.

We have 33 local Workforce Investment Boards. It is an interesting geographic question whether there should be fewer or more. But ultimately the need for on-the-ground, local-level input matters

a lot. We have to know what the businesses in the areas of the State need.

Mr. TONKO. So do these boards—as established, do they get to that issue? Are they the best outreach?

Mr. MUSOLINO. Some do and some don't, and that is one of the issues.

We have—you are fortunate, you have Gail Breen here who is really one of the best in the State. Other areas of the State aren't often as sensitive to the needs of the business community. They don't have the same level of active business participation.

We have tried to incentivize the Workforce Investment Boards from the State by doing regional grants that require Workforce Investment Boards to apply as a partner with their neighboring Workforce Investment Boards; and we think you get more strength from doing that. So there is the local geographic area that is tricky to deal with. I think business participation is a big help with that.

The other structural issue that I think is important is how we use Workforce Investment Act funds in the State government agencies, within the world where there is an awful lot of other public money in the system—and, in fact, Workforce Investment Act funds are dwarfed by educational funds that come into the State—but using this as a coordinating mechanism and as a lever to be able to keep our policies unified.

We have been looking at different ways to deal with community colleges in the State. We agree that community colleges are a great delivery mechanism, and they are publicly funded and they have great penetration across the State. But things don't always align so well, so I think you have to deal with those structural things in both ways.

Mr. TONKO. Let me go across quickly—I don't want to go beyond my 5 minutes, but I think it is a fundamental question.

Ms. BREEN. I will try go quickly because I see the orange light on.

From the perspective of our own level Workforce Investment Board, we have taken the business sector perspective very seriously on our board. And if you look at the people to sit on our board now, as opposed to the people who were on the board in 2000, it is a different board. It reflects the industries, health care, manufacturing, distribution centers, service industries that are there now that might not have been there 8 years ago. So we have tried to repopulate the board, looking at what do people need locally.

But beyond that, we have looked at our natural regional area. And when I say "natural," it is very difficult to draw boundaries in New York State because they don't work for everyone. When we look at Fulton, Montgomery and Schoharie, we are in the Mohawk Valley region, according to the State; but when you look at our commutation patterns and where people go to work and school every day, they go east, they do not go west.

Schoharie County has 40 percent of the working population leaving the county every day, 70 percent go to the Capital Region. Montgomery and Fulton Counties are not far behind that. That is why we talk about natural partnerships between our regions. And that is why I think that working with Fulton, Montgomery and

Schoharie, Saratoga-Washington-Warren, the Capital Region and Columbia-Greene, we have wonderful relationships with community colleges, with industries. That is a natural fit for us, and I would like to see that continue.

Chairman HINOJOSA. The gentleman's time has expired.

Before I call on my colleague from Colorado, Congressman Polis, I want to take advantage of something you said, Gail.

Is it possible for workforce boards like yours to help us increase the percentage of the Federal dollars that go towards retraining folks who are jobless? The rule of thumb has been in our hearings that only 40 percent of every dollar goes towards retraining; so it seems to me that the administration and profits for the subcontractors is just too high.

Is it possible to increase that 40 percent? And if so, quickly tell me how to do it.

Ms. BREEN. First of all, we have to talk about 40 percent of what?

Chairman HINOJOSA. Of a dollar.

Ms. BREEN. Of whatever the dollar is?

Chairman HINOJOSA. Federal money that we send down to you.

Ms. BREEN. I think that we can meet that goal and exceed it, if we go back to—the original funding level was 2,000 or higher, but at the current funding level—you look at Fulton, Montgomery, and Schoharie, we get an allocation of a million dollars a year. In 2000, we got an allocation of 2 million a years. You can't cut funding like that and expect people to be able to keep centers open that are critical for the workforce, particularly in rural areas.

Chairman HINOJOSA. Thank you.

At this time, I would like to call on Congressman Polis from Colorado.

Mr. POLIS. Thank you, Mr. Chairman.

I would like to thank Chairman Hinojosa for helping to arrange this hearing today, and Representative Tonko for making sure that our colleagues on this subcommittee are aware of the best practices here in New York.

One of the important things for us to take into account as we work to reauthorize WIA is regional diversity, and we can learn from programs that work in Colorado, New York, and other States and try to incorporate and scale best practices; and this is a particularly valued hearing for that.

I would also like to thank the New York Department of Education, I served 6 years on the Colorado Department of Education and I am jealous of this venue. We would have loved to have had such a wonderful venue. I thank the New York Department of Education for opening up their building to us.

My first question is to Ms. Breen. I would like you to elaborate on the manner in which you map the needs of the private sector to your workforce training programs and how you incorporate evaluating trends and making sure that your programs are geared towards the growth areas and areas that jobs will be needed in.

Ms. BREEN. Excellent question. Not to give too much to other organizations and not enough to the actual board, but we rely very heavily on New York State Department of Labor, our regional analysts, to provide us with the initial information. But then we have

a business services team that works closely with us and our board members to look at what are the declining industries, where are the industries expanding?

And then we look at the dislocated workers, the people who are being laid off and do some skills assessment on them, because what we are finding, at least in our area, the dislocated workers are generally an older population and they have fewer skills. They have worked in manufacturing where maybe a high school education is the best they have had.

And in emerging industries and advanced manufacturing, you need those STEM skills, you need science, technology, engineering, and math to make it work. So how do we get those dislocated workers who are older to come back in and take an interest in getting the additional skills they need so that they will be successful in health care, so they will be successful in advanced manufacturing?

Mr. POLIS. Just to follow that up, does your State Department of Labor give you regional job things? Is it broken out regionally, or is it just a State assessment?

Ms. BREEN. Not only will it break it out regionally, but we have regional analysts that will work with us by county. So we can look at not just my three-county region, but we have an 11-county coalition that I talked about before.

Mr. POLIS. Mr. Musolino, first of all, it sounds like you provide some excellent information to the regional centers. But my question is about the age restrictions, and I am wondering if you have any indication of interest of what level of interest there is in the 22-to-24-year-old demographic for the youth services?

Mr. MUSOLINO. Well, certainly as we have begun to talk to providers around the State—I was in Harlem last week meeting with a number of community-based organizations—they see being able to deal with the older youth population as pretty critical to what they are doing. A lot of kids, young people, dropped out of school and maybe aren't thinking about getting back in until later on. And so there is anecdotal evidence that they think this would be a valuable change.

Mr. POLIS. Mr. Quick, the wind training facility that you mentioned, is that strictly a privately run facility or is that also a private-public venture?

Mr. QUICK. It is a privately run facility, run by General Electric.

Mr. POLIS. And you have public partnerships working with the community colleges?

Mr. QUICK. Yes.

As a matter of fact, in the example with Hudson Valley Community College with our machinist apprentice program, certainly one of those kind of private and public partnerships that have happened.

You know, as we look and continue to expand in the wind industry, I would expect with the Workforce Investment Boards and the demand for green collar jobs that it is only going to increase, the partnership that is going to be needed in our wind facility with the local community colleges and educational institutions.

Mr. POLIS. Do these public-private partnerships, like with the community college, help justify your corporation to have this wind training facility?

Mr. QUICK. I believe so. In order for us to meet certainly the demand of our customers who are requiring our wind turbines, we have to make certain that we have not only our own skilled employees, but the customers having to skill their own employees as well.

Coming to General Electric in our facilities in concert with local communities here from an educational perspective, or community colleges around the country, I think is the way to go, quite frankly.

Mr. POLIS. Thank you.

Chairman HINOJOSA. We have time for a second round of questions, and I would like to start that second round and continue with the line of thinking of Congressman Polis. My question is to Tom Quick.

There is a lack of skilled labor, and you said that that was a major obstacle to the expansion of the wind industry. But—obviously it may be easier to work with college graduates, but what contributions should come from the high schools, the community colleges, and technical schools so that we can help those jobless individuals get a job?

Mr. QUICK. Well, I believe it is a critical component, Congressman. I think that, you know, it is the folks with the 2-year associate degrees in a technical discipline that will be the wind turbine technicians that we will need going forward, not necessarily the 4-year degreed individual.

I think that the Workforce Investment Act needs to consider where it spends its money. If it spends its money across all community colleges or technical colleges across the U.S., it may not getting it biggest bang for the dollars spent. I think current educational institutions that already have a technical degree program are probably best prepared at this point in time to augment that program with training that would be involved in the renewables industry.

Chairman HINOJOSA. I want to say that we in Texas have some regions along the Gulf of Mexico that are ideal for setting up windmills. And I think that Kleberg County and Refugio County and those areas there are, as we speak, some of those windmills being put up. We have some technical colleges in Harlingen, South Texas Technical College, that would be ideal after listening to your answer.

How would they be able to partner with you here in Albany so that they could get that 2-year associate degree program for this specific trait?

Mr. QUICK. Thinking about that specific location, Congressman, I think the question would be, what would be one of our customers who would want to take that area of the country where the wind is blowing and like to create a wind farm? Once that potential customer is identified, obviously not only are they purchasing our wind turbines, but they have staff and skill their own wind technicians to be able to stay on these wind farms. There becomes the local labor connected with the local community colleges and where our wind training facility can help train those specific employees to return back to Texas to really have a career, quite frankly, in that wind farm.

Chairman HINOJOSA. I will put their president in contact with you and see if we can take advantage of that offer.

My next question would be to the last presenter, and Nanine, you mentioned that local one-stop centers are ill-equipped to help jobless workers get through the overburdened application system. How can we get more cooperation from all of the workforce training partners to expedite services during this period of severe national unemployment problems where our Nation's jobless rate is over 8 percent?

Ms. MEIKLEJOHN. Well, it is not an easy answer.

Before WIA was established, the employment service and the unemployment insurance workforce sat in the same location and often were cross-trained so that they could do each other's jobs; and when the economy changed, they could be shifted around to meet the existing need.

Now, there are a couple of States that have actually started to make an effort to get their employment service staff, who are sitting in the local one-stop offices now, to help process unemployment claims again as workers come into those local offices. At the moment, most one-stop centers only have a telephone link to the UI call center, but both Connecticut and, now, Ohio are moving to shift some of their employment staff who are sitting there over to doing UI claims again.

So they are trying to knit back together a connection that has frayed very badly over the last 8 years or so.

I wanted, if I might, just to supplement what some of the other panelists have said about training and partnerships and sectoral initiatives. And I would like to call your attention to a program that our affiliate in Philadelphia, 1199 C, has had actually for 35 years.

It is a very strong partnership with hospital employers in the Philadelphia area. There are over 40 employers in that partnership, and it is a labor-management partnership which brings—they train—half of the people that they bring into the training program are from the local low-income communities and half are incumbent workers in the health care sector; and they have created career pathways so that they can move people who are unemployed and unskilled into jobs and move them up.

They have trained about 1,300 workers in the last year. And they also partner with the Philadelphia school board and Youth Build and the Philadelphia Youth Network. It is a very expansive program which also receives WIA funding from the State. So it is a really good model for a sectoral partnership approach which involves strong participation by the local union.

And I just want to also make the observation that WIA—one of the, I think, unfortunate effects of WIA was that the role of organized labor was sidelined pretty significantly by the law and the extent to which it exists in local programs now is very hit or miss.

Chairman HINOJOSA. I like your recommendation, and after we close this session, I would like to talk to you a little bit more. Because we have a program in McAllen, Texas, that has been very successful in increasing the number of students that were underemployed and then trained in an associate degree program that is

allied health and nursing that has been very successful. But we need to increase it even more, so I would like it talk to you.

With that, I yield to Congressman Paul Tonko.

Mr. TONKO. Thank you, Mr. Chair.

Joe Sarubbi, you mentioned that there are some challenges in the administrative complexities in your testimony that relate to the alignment of training programs. Can you just elaborate on that, please?

Mr. SARUBBI. Again, when you look at the great job that the Department of Labor is doing as far as pulling together statistics and what is happening with the Workforce Investment Board, sometimes there is a disconnect when it gets to the level of the training, you know, within, for example, at a community college, of kind of pulling that all together.

I don't believe we have enough business representation involved with this creating that consortium of companies with the Department of Labor, with Workforce Investment Boards and community colleges together to figure out the best way to get this training off the ground.

When I see students come to Hudson Valley, it is a daunting task for most of them to be able to say, if I am a 40- or 50-year-old person who has been laid off, "I need to be retrained; how do we make this happen?" And they are brought to Hudson Valley or any community college; we are trying to give them the best services. What we need is a stronger connection between the Department of Labor and the Workforce Investment Boards and the colleges to make that happen, so that we can be more successful with these students. I am starting to see that kind of disconnect right now.

Mr. TONKO. Is there something in the reauthorization of the act that you would recommend to this panel? Would there be a specific improvement that would be required?

Mr. SARUBBI. I would like to see more employers invested in some type of consortium that involves the Workforce Investment Act that would allow employers to help us—working with the Department of Labor and Workforce Investment Boards, help us understand their employment needs and how they could also participate in this particular process, whether it is on-the-job training or supporting students who are coming out of high school who need to get to that next level, displaced workers, and/or the returning veterans.

If it is incentivized in a way that employers are willing to take on these types of candidates in a way that would allow them to grow within the job, I think we would have a strong chance for them to succeed within the program while they are gaining their training. So I see a stronger connection bringing some of the employers into this act to make it happen more successfully.

Mr. TONKO. And, Tom, when you talk about the 500,000 projected jobs by the Department of Energy—

Mr. QUICK. Right.

Mr. TONKO [continuing]. In the wind industry?

Mr. QUICK. Correct.

Mr. TONKO. I am going to make an assumption here that if an underskilled, displaced worker or a student who comes to you

wants this training, might have an interest in an across-the-board renewable opportunity, are we at risk of maybe siloing what we train someone for?

Is there a way, once you capture that individual, to provide PV training, the geothermal and wind? Is there an across-the-board introduction, or do we channel that into the site operators or wind technicians?

Mr. QUICK. That is a good question. I think that there is certainly a unique skill set for each part of the renewable industry. It would be nice if one brush touches everyone who had an interest in a career in the renewable industry.

I think there is a need to go deep inside of these technical skill sets. Someone, for example, who goes deep with the skills to be a wind technician may not be necessarily trained to immediately go in and set up a solar farm. That is a different type of a skill set.

I think we have got to work in concert with private employers, with the Federal Government, and the educational institutes to watch as we move forward with the Department of Energy goal of 2030 to have 20 percent of electricity be wind power, to determine where best do we need to train the workers of tomorrow.

Mr. TONKO. Does the training focus come through your training program that you described, or do you reach to a program like Gail's that might have that traditional regional aspect going, or to Nanine, where she might be able to provide for, like, what use is there of apprenticeship programs for the labor community?

Mr. QUICK. I think you can really touch, quite frankly, all three. We can sort of hire students who have gone through the community college or technical colleges immediately to be placed, for example, around the U.S. on wind farms.

But I think we can take that student, bring them then to our wind training facility and train them specifically on General Electric wind turbines so that they are in the best position, quite frankly, to service our own manufactured wind turbines across the U.S.

Mr. TONKO. Does anyone else on the panel have a response to that? Anything you would add?

Mr. MUSOLINO. I have a quick point I would make.

At the department we are actually trying to deconstruct various jobs in the green area now to understand what the common skill sets might be. Because a lot of what we have to think about in WIA and all the training programs is really about career ladders. And you might bring a young person in or someone in with maybe not a high school education, maybe just a GED, to start thinking about things like weatherization, which is a fairly low level of skill. It requires some training, short training courses, 40 hours to be able to do the building envelope analysis.

But we would like to see how you move people up to higher and higher skill levels, so they get more family-sustaining wages and a better career path for that. We are doing that work at the department now, and we are seeing that there are cross-skill sets that we will be able to deal with.

Mr. TONKO. Do I still have time, Mr. Chairman?

With the concern for resources, that a couple of you have made mention of, and the fact that the 2000 level is double what you are

working on right now, when you have that sort of economic fiscal pressure, what gives?

Do you serve fewer people? Do you have less intense training? Just how do you absorb that sort of shortfall?

Ms. BREEN. I will take that one from a local level.

What we looked at, because obviously when you lose 50 percent of your funding, you are losing a tremendous amount of money. Being three rural counties and people not have having the computer skills that they might need to access our programs by computers, the first decision we made that was that we need to have a center in every county, and that was reinforced by chief elected officials that said, You can do anything you want, but don't take my resource room away from me.

After that, we looked at staffing. How much staffing could we lose and still provide quality services? And again that goes back to having an integrated service delivery system. If we had to rely on just WIA staff or just employment service staff or just VocRehab staff, we would never be able to continue to operate our programs, but by having integrated services delivery with functional supervision of those teams we have done very, very well.

When you get down to the training aspect, you want to continue to train at least at many people as you did before, if not more. What that means then is, you have to train people for shorter periods of time for lower level jobs. Where for years we trained registered nurses, we have gone back to LPNs and certified nurse assistants. Even a certified nurse assistant still makes more money than an entry level wage than our actual average level wage across the three counties.

Another thing we have started to do is going to the community colleges and look at student who are in their second year, who in trouble financially and might not be able to complete the radiology technology programs, the histotechnology, the RN, and bring them in and serve them too. We don't serve less people; in fact, we serve more. But we serve them with newer resources, and it means that we have to serve at a different level.

Mr. TONKO. And for a facility like yourself, if someone has an interest or finds that their makeup perhaps is such that they are suited for a green collar opportunity, would you then integrate them into a program like that at Hudson Valley?

Ms. BREEN. Absolutely. And Fulton-Montgomery Community College is currently working with HVCC in conjunction with them. They might start out at FMCC.

Absolutely, we are looking at green jobs not just for dislocated workers, but also for young people coming out of high school or our GED programs. And we have GED programs in each of our three counties and we have a pass rate of over 80 percent for our students.

Chairman HINOJOSA. The gentleman's time has expired.

We are about to bring this to a closing, and I wanted to ask the gentleman from Colorado, Congressman Jared Polis, if he would like to have any closing remarks.

Mr. POLIS. Yes, thank you. Closing remarks or questions for the panel, as well?

Chairman HINOJOSA. I will allow you to ask one or two questions, then a closing remark.

Mr. POLIS. Thank you, Mr. Chairman.

A question for Mr. Sarubbi: What efforts are being made by your institution to recruit and remain a diverse and typically underserved population, including women, in nontraditional fields and minorities?

Mr. SARUBBI. That is a great question. We have reached out into the inner cities. We have traveled to—faculty have traveled even towards New York City, trying to attract inner city youth about the value of technology programs.

Again, working with Youth Build programs, trying to get students who are disadvantaged or are struggling just to finish high school right now, we brought them to Hudson Valley Community College. We actually get them through special program that allows them to finish their GED and, while doing that, pick up real trade technical skills in a construction industry. And we have employers who are happy to pick them up.

We are reaching out to the female population as well. We are starting to see an increase in the number of women in our program, so much so that we highlight them on our marketing materials to attract more women; and we move those publications towards places where you would see more women actually interact with those types of publications with the idea of attracting females in that regard. And it has been successful so far.

Typically, most of the construction industries, as we know, has been nontraditional for females, but we are doing our best to try to publicize that as much as possible.

Mr. POLIS. Thank you.

Final question for Mr. Musolino: Your State requires the 33 WIB boards to apply for regional, sector-based partnership grants. My question is, are all of them participating and do you recommend this model for consideration on a national basis?

Mr. MUSOLINO. All of them are not participating. Those are optional. That is additional funding that they can apply for.

I believe we have nine that have received those grants, nine consortia across the State. Not all Workforce Investment Boards are involved in it.

We do highly recommend it. It is a way to use incentive dollars to get people to think in regional terms and cooperate across our traditional Workforce Investment Board lots.

Mr. Polis. I would like to thank Mr. Tonko, in particular, for helping to arrange this hearing, as well as highlighting some of the wonderful work that upstate New York is doing in this area that will help inform our own discussions as we work towards the reauthorization of WIA. And again I express my gratitude to Chairman Hinojosa for his efforts in leading the WIA reauthorization efforts and making sure that we learn from best practices across the country.

In my district, as well, there are many green collar jobs. In addition to wind, we also have solar—a strong solar industry. In fact, some of the turbines that Mr. Quick's lab teaches people to use were tested in my district at the wind farm of the National Renewable Energy Laboratory in Golden, where they apply stress testing

to wind turbines to see how they will hold up over time, usually at the prototype stage before they are rolled out.

Due to the excellent geophysical characteristics for solar power in Colorado, we have also had tremendous growth in that area, including both distributed solar installations on homes as well as primary and applied research and development, some of which is related to the Federal lab, the National Renewable Energy Laboratory, others which now occur in the private sector.

The testimony that you have given today will help all of us on our committee, both those of us who are here and those of who us can read the written testimony back in Washington, to better formulate a national WIA Act that will truly take into account our regional differences, as well as best practices nationally, including some of the wonderful accomplishments you have had here in upstate New York.

Thank you.

Chairman HINOJOSA. Now I would like to ask our host, Congressman Tonko, if you would like to make any closing remarks.

Mr. TONKO. Thank you, Chair.

Certainly, I thank all of you for the focus that you provide with the essential work that is done in training the workforce of the future.

But an added thank you, and probably the most sincere I can offer, is for the hope that you provide to individual workers and their families. The despair of not having work opportunity and the opportunity that you provide for individuals to know that they have these capabilities and can develop even more is a great bit of hope that you can instill, and I thank you for that.

What I take from this is the need to continue to provide, somehow with the reauthorization, enhanced flexibility so that you can have that opportunity to strike those regional strategies or partnerships that will best get the dollars to most effective use.

And then the collaboration—if you can advise us into the future, as we work on this mission, to best understand how we can strike that collaboration amongst the States, working with the Federal dollars, in our academic settings, our community colleges and others, the apprenticeship programs and the private sector needs and the private investments that are being made—if we can strike a strongest bit of collaboration there, with your guidance, it would be most useful.

And then I heard the message clearly about resources, and whether we are dealing with the appropriators or the authorizers, it is the amount of money that you have to invest locally that is most telling. And to be able to address that in meaningful measure, as we did in a down payment in the stimulus package, certainly should be our goal.

So I thank you for your advice and the sage wisdom you have imparted.

Chairman HINOJOSA. As I come to my concluding remarks I want to say that the American Recovery and Reinvestment Act signed in mid-February by our President Obama included over \$4 billion in funding for WIA programs; and now that the stimulus plan has been approved with the \$787 billion, it is our responsibility to bring all the stakeholders who can work together in different programs

and take advantage of this Federal investment to create jobs, good-paying jobs.

And so I want to say that, once again, I would like to thank the witnesses and the members of the subcommittee for a very informative session. As previously ordered, members will have 14 days to submit additional materials for the hearing record. Any member who wishes to submit follow-up questions in writing to these witnesses should coordinate with our majority staff within the requisite time.

And without objection, this hearing is adjourned. Thank you.
[Whereupon, at 11:45 a.m., the subcommittee was adjourned.]

