

Final

**STRATEGIC TWO-YEAR STATE WORKFORCE INVESTMENT
PLAN FOR TITLE I OF THE WORKFORCE INVESTMENT
ACT OF 1998 (WORKFORCE INVESTMENT SYSTEMS) AND
THE WAGNER-PEYSER ACT
STATE OF
CONNECTICUT
for the period of
July 1, 2007 to June 30, 2009**

**State of Connecticut
Strategic Two-Year State Workforce Investment Plan
July 1, 2007 – June 30, 2009**

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Summary of Modifications
Strategic Plan
For
Title I of the Workforce Investment Act of 1998
And the Wagner-Peyser Act
State of Connecticut
for the period of July 1, 2007 to June 30, 2009

Below is a list of sections of Connecticut's Two Year Modification to its WIA/Wagner-Peyser Plan that have been changed. We have also highlighted the sections in the plan that have changed so they are easier to identify. Minor changes are not listed below but are highlighted in the plan.

Section I: Governor's Vision

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- Section G, Part 1: Provider Selection Policies
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- Section A, Part 2: Youth Formula Integration
- Section B, Part 1: Workforce Information
- Section B, Part 2: Dissemination of Workforce Information
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- Section C, Part 3: Trainings Services
- Section C, Part 4: Services to Specific Populations
- Section H: Strategies For Faith-Based and Community Based Organizations

Section X: Administration

- Section C: Waivers/Workflex
- Section D: Performance and Accountability

Preface to State WIA Plan Modification

(NOTE: This section represents a “unified” approach to the federal Training and Employment Guidance Letter that instructs states in preparing their plans, and parallels the general direction of that guidance in terms of describing the state’s vision and conceptual framework for the plan. Detailed responses to questions in the Federal Register planning instructions are in a separate section of the plan.)

Connecticut’s WIA Strategic Two-Year State Workforce Investment Plan for the period July 1, 2005 - June 30, 2007 presented Governor M. Jodi Rell’s vision for the state workforce system, emphasizing the demand-driven nature of the strategies described in that plan. This modification of the plan focuses on Connecticut’s talent-based strategy to keep the state competitive in the 21st century (Appendix G). The overall strategy, which emphasizes growing, using, and enriching the state’s talent pipeline, has evolved from a wide range of intensive technology-related studies, plans and programs initiated by the state Office for Workforce Competitiveness (with assistance from Battelle’s Technology Partnership Practice and others) over the past several years. This effort has informed the strategic planning process used by the Connecticut Employment and Training Commission (CETC), the state-level Workforce Investment Board, and has provided the foundation of the CETC’s annual plans in recent years.

Connecticut’s talent-based strategy for supporting economic growth is a response to demographic and economic realities described in the previous WIA plan. Those realities include the aging of the workforce, the globalization of the world economy, the projected shortages in critical skills, the need to increase the emphasis on education in science, technology, engineering, and math (STEM) skills in order to foster innovation, and the high cost of consumption and production in Connecticut and the entire Northeast. All of these factors combine to present formidable challenges to the state’s economic competitiveness and its quality of life. In addition, demographic realities such as the continued out-migration of young people from the state, as well as the aging of the workforce, mean that the entire potential labor pool must be tapped and that no potential workers can be “written off.” Older workers, people with disabilities, those with mental health or addiction issues, homeless people, ex-offenders, and inner-city youth (particularly young minority males), all need to be included in the effort to build and grow the talent pipeline, so that all of Connecticut’s citizens can be productive.

Connecticut’s strategic approach for building its 21st-century talent pipeline consists of three policy priorities:

- ***Growing talent*** -- Ensuring that future generations of the Connecticut workforce will possess skills for the 21st-century workplace, that sufficient numbers of trained knowledge workers are educated in the state, and that our K-16 system works seamlessly to advance student achievement.
- ***Using talent*** -- Putting the state’s specialized talent to work to advance innovation by increasing research, product development, and new venture

development, brokering assistance with early-stage funding sources, furthering collaborations between Connecticut industry and universities to identify R & D needs of business, supporting matchmaking and networking strategies such as the state's Small Business Innovation Research (SBIR) program to leverage the state's industry base towards furthering innovation, and linking Connecticut technology businesses with federal research funding opportunities.

- ***Enriching talent*** – Retraining existing workers (including older workers) to address key skill shortage occupations and to provide workers with new career options.

The talent pipeline spans the entire spectrum of education and training, beginning with early childhood education, continuing through K-12 and post-secondary education, and encompassing apprenticeships and workforce training (including the need for new strategies to retain older workers and attract retired workers back into the workforce). Interwoven through the continuum of the talent pipeline is the recognition that fostering **innovation**, through the production and application of skilled talent, is the key to Connecticut's continued economic competitiveness.

To be successful in implementing this strategic approach, Connecticut will have to work in new and smarter ways: breaking down the silos in which state agencies exist and facilitating better inter-agency communication; establishing new partnerships among government, education, industry, and labor; and creating a new culture of flexibility and agility to navigate the huge changes occurring within the 21st-century global knowledge economy. Under the auspices of the CETC, the state's public workforce system collaborates with the P-12 education and higher education systems (including the community colleges and the state university system), as well as the private sector, in pursuit of the development of a skilled and talented workforce that can meet the demands of the 21st-century global knowledge economy. Connecticut has long prided itself on the tradition of "Yankee ingenuity," and that tradition continues through the pursuit of innovation today.

The over-arching need to foster innovation will be addressed through a variety of policy initiatives:

- **Establishing an ongoing capacity to translate, interpret, and communicate data and information across education, employment, and economic development data sources.** Presently, Connecticut generates workforce, education, demographic, and economic information in silos – data emanates from multiple sources in varying formats, without the benefit of comprehensive and integrated analysis that clearly identifies policy issues in layman's terms. The capacity to provide and use such analysis must be improved. The inter-agency data infrastructure, initiative described on page 13, is a significant step in that direction.

- Increasing career options and promoting career pathways across industry clusters.** Specialized program efforts such as apprenticeships with access to career pathways, work-based adult learning, and on-line learning will be used as tools to work with employers in training incumbent workers who want to advance to higher-wage careers, as well as dislocated or transitioning workers who seek to learn new skills and preserve wage levels. Not only do incumbent workers need to be trained in greater numbers and with enhanced skill levels, but strategies must also be developed and promoted to increase the number of older workers retained in the workplace and to retrain older workers as necessary. To enhance opportunities for developing those strategies, the membership of a new Workforce Committee of the CETC will include the Chair of a “Redefining Retirement Years” subcommittee of the legislatively established Commission on Aging. To enhance the demand-driven nature of these efforts, target areas of occupational need will be updated continually, based on occupational forecasts from CTDOL. Today these areas of focus include health care occupations, construction trades, precision machining, and science and math teaching.
- Providing for adult literacy and basic skills development.** Given the growing numbers of immigrant groups in Connecticut whose native language is not English, it is important to provide literacy and basic skills courses, in collaboration with community-based organizations linked to educational providers. These courses can help to enable lower-wage workers to advance their careers and increase earnings.
- Strengthening the state’s existing workforce training and career development infrastructure at the regional level.** Connecticut’s system of training and career services, offered at the regional level and supported by WIA, is critical to the state’s strategy of enriching talent, and needs to be strengthened. The collaboration on workforce investment, described on page 7, will be an important component of this effort.
- Increasing the use of Work and Learn models and other strategies targeted to at-risk youth (particularly young minority males) to ensure access to social and work skills, financial literacy, and academic competency.** As described in more detail later (page 13), a key component of Connecticut’s vision for serving youth in need is the Work and Learn model, which will be replicated more broadly. The state’s at-risk youth need to be brought into the workforce and the talent pipeline, and this will require improving both their academic and work readiness skills. Work and Learn strategies, which include mentoring, can be used to help at-risk youth (particularly young minority males) to reconnect with education and training so that they can become productive members of the workforce and of society.

As noted in Connecticut’s plan for 2005-07, specific efforts to pursue the talent-based strategy encompass the entire P-20 education system. Those efforts begin with the Governor’s strong support for targeted public and private investments in early childhood

education, as an effective economic development strategy and the foundation of a comprehensive workforce development strategy. The Governor's vision also includes:

- Linking students and learning to innovation and growth;
- Aligning school curricula with the State's workforce and economic development strategic priorities;
- Improving teacher training and preparation;
- Changing the culture of schools so that they will be able to meet the talent requirements of Connecticut's innovation-driven, technology-based economy of the 21st century;
- Building cross-system linkages for the State's education systems;
- Developing strategies to attract more post-secondary students to courses that will prepare them for technical careers in occupational areas of demand;
- Implementing effective career counseling in schools;
- Getting parents and students interested in technology-related careers and the value of acquiring the math, science, and technology skills needed to compete for those opportunities;
- Increasing employer involvement in schools;
- Developing comprehensive strategies to satisfy the high-skills, innovation-focused education and training requirements of Connecticut's innovation-driven growth economy;
- Implementing recruitment efforts targeted at high-skilled immigrants;
- Sustaining the state's manufacturing industry base and encouraging development and application of new and emerging technologies in the industry;
- Developing and promoting strategies to increase the number of older workers retained in the workplace, and retraining older workers as necessary;
- Enhancing performance measurement and accountability;
- Developing specific proposals for incumbent worker training;
- Developing strategies to help low-wage workers and individuals with low skills become competitive in the workforce and advance to financially viable careers; and
- Maximizing the strategic impact of the State's adult education efforts, including strengthening linkages between local school districts' adult education programs and community colleges.

Implementation of these actions in a coordinated manner, with oversight by the Office for Workforce Competitiveness and CETC, will lead to realizing the Governor's vision for linking workforce development and economic development through a talent-based strategy.

Building on the above-referenced actions, the following issues are likely to receive attention in CETC's new state strategic workforce plan for 2007-2008, scheduled for completion in June. In that planning process and in the resulting document, CETC will promote the development and implementation of the *talent pipeline* as the organizing framework to drive state workforce policy. Looking ahead, CETC will use the planning process to advance workforce efforts in Connecticut that:

- Stimulate sectoral, demand-driven, regionally-responsive strategies to encourage growth;
- Address the importance of skills upgrading for all segments of the workforce as vital to ensuring the state's competitiveness;
- Emphasize effective coordination of partnerships among education, business and workforce-system interests at state and local levels to overcome institutional silos and maximize the investment of taxpayer dollars;
- Advance research, invention, and innovation, particularly through collaborative arrangements between industry and universities; and
- Provide needed levels of resources and funding to support and sustain critical workforce initiatives.

As part of the state planning process presently underway, CETC also will develop its own work plan for the months ahead, identifying those efforts on which its members and committees will focus their attention. Overall, CETC will take on several initiatives consistent with the *talent pipeline* framework and innovation agenda. Activity will be coordinated across CETC committees to ensure information flow, minimize redundancy, and promote performance accountability.

Building a demand-driven system within a regional economic development context: Advancing innovation and entrepreneurship by increasing research, product development, and new venture development will be crucially important, and these demand-driven efforts will need to be tailored to the particular needs of regional economies. Some promising beginnings are already under way. The WIRED framework is being used most conspicuously in the Southwestern region of the state, where The WorkPlace (Southwest WIB) in Fairfield County is collaborating with its counterparts in Westchester County, New York, pursuing common economic interests and needs. In addition, similar efforts are ongoing in the North Central region, where Capital Workforce Partners (North Central WIB) is working together with counterparts in Western Massachusetts along the Hartford-Springfield corridor, with a particular emphasis on the medical devices component of the manufacturing industry. In the Southeast and South Central regions, science, technology, engineering, and math (STEM) programs are being aligned and opportunities in the maritime industry are being examined.

As noted in the previous WIA plan, the Governor's vision for utilizing the resources of the public workforce system in support of the State's economic development includes the use of WIA funding, as appropriate, as one source of support for the Governor's overall workforce development and economic development agenda. The vision also includes recognition of the existence of a "dual economy" in Connecticut. The State must meet the demands for a technology-skilled workforce to support innovation as the foundation of competitiveness in the knowledge economy, while at the same time addressing the challenge of an increasingly dual economy that reflects continued growth of high-wage, high-skill occupations as well as those with low wages and low skill requirements. Increasing productivity through innovation as a hedge against high costs of production is essential to Connecticut's continued economic competitiveness.

Projections show that a significant number of the occupations in demand with large numbers of projected openings (62 percent of total openings) are at relatively low wage levels (less than \$40,000). But the advancement of productivity applies to many of the industries within which these occupations occur. The resources of the public workforce system will need to be focused and used effectively to raise the skills of entry-level workers in these kinds of jobs (including their technology skills, since technology is often the vehicle for increasing productivity), in an across-the-board increase in skill levels. That will include, at the lower end, using the public workforce system to enhance the skills of those in lower-paying jobs so that they can compete and advance into higher-paying careers. At the higher end of the “dual economy,” initiatives must be pursued to generate and retain the high-skill talent that can support the State’s ongoing competitiveness in the knowledge economy. Overall, the Governor’s vision for addressing the dual economy includes investing in the State’s education and training systems, beginning with early childhood education and continuing through higher education, from adult literacy programs and incumbent worker training to high-end scientific research, advanced entrepreneurship and company expansion, and new company formations. The resources of the public workforce system, including WIA funds, will be applied to that effort as appropriate.

Demographic realities loom large in Connecticut’s workforce and economic development picture. A February 2004 report by the Battelle Technology Partnership Practice entitled “Generating the Talent and Innovations for the 21st-Century Knowledge Economy: A Report on Connecticut’s Technology Preparedness” included a finding that “Demographic shifts threaten Connecticut’s ability to ensure a skilled, available workforce in years to come.” Not only is population growth slower in Connecticut than in many other states, but the State has actually been losing significant numbers of young adults in the 20-to-34 age group – a prime source of tomorrow’s workers. These troubling statistics add urgency to the need to use the State’s public workforce system, as well as the educational system, in demand-focused strategies to improve the skills of the young people who will be the workers of tomorrow. The available labor pool is limited, so it is necessary to engage all of our young people in becoming economically competitive. When these demographic realities collide with the economic facts of life in Connecticut, such as the high cost of production, it becomes clear that our State faces an imperative to maximize productivity through innovation, and to achieve competitiveness through superior technology and better service. This imperative requires raising skill levels across all segments of the Connecticut economy, which is the primary intent of the talent-based pipeline strategy.

Implementing system reform, with streamlined governance and alignment of economic and workforce development regions:

Government needs to emulate the business community when it comes to addressing the issues of jobs and the economy in the 21st century. Business leaders recognize that the vertical organizational structures of the past no longer work in the fast-changing and multiform 21st-century marketplace. New “integrative” structures have become the norm, managed laterally to ensure that a cross-cutting application of resources and ideas is applied to solving business problems that have grown in complexity. There is a lesson

here for government organization and function. The establishment and function of OWC has been a start in the right direction, providing a cross-cutting and collaborative management capability for the state's workforce development, economic development, education, and higher education systems.

Enhancing an integrated service delivery system that focuses on services rather than programs:

Connecticut's primary workforce service delivery system is centered in local *CTWorks* offices. Each workforce region's *CTWorks* office provides a full array of both business and employment services to customers. Customers seeking employment or training are provided services based upon their needs, not based upon funding priorities. Local areas leverage a variety of funding sources including: WIA, Wagner-Peyser, Adult Education, TANF, Veterans, Trade, state general funds, and private/foundation funding.

Through a partnership with the Department of Mental Health and Addiction Services, Department of Labor, Office for Workforce Competitiveness, and Bureau of Rehabilitation Services, Connecticut has begun pilot programs in two regions that connect tenants (dually diagnosed with addiction/mental health issues and those who have been identified as long-term homeless) living in supportive housing with workforce services that include workshops, assessment, job referral, and possibly training. Customers are supported throughout the process by their housing case manager. This pilot has enabled the state to access previously untapped and unrecognized sources of labor.

Business services in Connecticut focus on regional service delivery. Services include: labor exchange, access to adult education, incumbent worker training, and on-the-job training. Business service units are comprised of business teams that might include CTDOL, Chambers of Commerce, and the Connecticut Business and Industry Association. The teams are funded through a combination of WIA, Wagner-Peyser, and TANF funds.

Advancing a vision for serving youth most in need:

Connecticut has continued to pursue its vision for serving youth most in need, building on principles articulated in the state's Strategic Two-Year State Workforce Investment Plan for the period July 1, 2005-June 30, 2007, and plans to continue in those same directions during the next two years. Implementation of that vision is being augmented through the addition of specific initiatives designed to enhance services for youth and to target state investments more effectively. It is also being spread through other branches of state government, with the result that Legislative and Judicial initiatives are now working in closer coordination and collaboration with the concepts and principles that drive Gov. Rell's vision. These efforts are planned to continue.

The state's Youth Vision Team (YVT) remains a key element in Gov. Rell's approach to serving at-risk and vulnerable youth. The strong line of leadership described in her letter of July 18, 2005 to Assistant Secretary Emily Stover DeRocco remains in place, from the

Governor through the Connecticut Employment and Training Commission (the state-level WIB) and its Youth Committee. The Youth Vision Team is a subcommittee of the CETC Youth Committee, and is staffed through the Office for Workforce Competitiveness (OWC), led by Gov. Rell's Chief Policy Advisor for Workforce Development. This leadership structure provides for close alignment of youth service efforts with the state's workforce system. All five local WIBs are represented on the YVT, as is CTDOL, providing for linkage and coordination with the WIA-funded youth services system at the local as well as the state level. Another factor providing for effective coordination is the fact that OWC staff, with support from staff of the United Way of Connecticut (UWC) under contract with OWC, support and coordinate the work of the various youth-related entities described in this section. This allows for consistency and information sharing across initiatives, to a degree that would not be possible otherwise.

The YVT conducts much of its business through two work groups: a Prototype Work Group and a Systems Work Group. The former has made significant progress in aligning resources to address barriers and challenges in the course of planning, designing, and implementing a program in New Haven to serve 60 older foster youth who are aging out of the system and transitioning to independence. These youth are in the care of the state's Department of Children and Families (DCF), a YVT member agency that made an initial contribution of funds to the program. Based on the Work and Learn model, the program is enriched with a financial literacy component that has proved successful through the Jim Casey Youth Opportunities Initiative that has operated in Connecticut for the past few years. After the initial DCF funding became available, other YVT partner agencies came to the table in an unusually collaborative planning process that included a jointly-funded solicitation. Other agencies that contributed resources and collaborated in the program planning process were the State Department of Education and the Court Support Services Division (CSSD) of the Judicial Branch. CSSD contributed funds for an additional 20 slots for court-involved youth under their jurisdiction. An additional valuable aspect of the Prototype project has been the development of a competitive bidding process, funded by DCF, for research and evaluation of the new program and other Work and Learn model programs in the state.

The Systems Work Group of the YVT has been a key driver in initiating a strategic planning and capacity-building initiative around improved data infrastructure and inter-agency data sharing, coordinated by OWC, in collaboration with other agency efforts relating to employment for youth and adults with disabilities. Connecticut has a problem, shared by many other states, that has been described as "tons of data, very little information." Data resides in "silos" within agencies, in separate databases that do not allow for effective cross-agency data sharing. OWC is facilitating a process of bringing agencies together in a cooperative effort to address this problem, and has entered into an agreement with the Bureau of Rehabilitation Services in the Department of Social Services to use a small amount of funding from the Medicaid Infrastructure Grant for this purpose. This is another good example of cross-agency partnership, collaboration, and resource leveraging, on an issue of crucial importance for improving Connecticut's ability to serve at-risk and vulnerable youth and help them prepare to enter the workforce.

The Work and Learn model, referenced in Gov. Rell's letter to Assistant Secretary DeRocco and described in the state's 2005-2007 WIA plan, remains the conceptual and programmatic foundation of Connecticut's vision for serving at-risk and vulnerable youth. The model is in use in established programs in Hartford and Bridgeport, and also forms the basis for the new prototype program for older foster youth in New Haven, described above. Replication of the Work and Learn model in other communities is under consideration.

Another noteworthy application of the Work and Learn model for at-risk youth is a new pilot program in Hartford, operated by Our Piece of the Pie (OPP) and funded collaboratively by OWC and CTDOL, to serve youth with disabilities. This program, which has resulted in an unusually creative collaboration between OPP and the state Bureau of Rehabilitation Services (BRS), has two significant aspects with exciting implications for broader systems change. One is the training of OPP staff by BRS in how to conduct functionality interviews with participant youth who have been diagnosed with disabilities, and how to capture the information resulting from those interviews for use in individual service planning. This training will enable OPP staff to move beyond the "labels" of clinical diagnoses (which are often of little use to field staff operating youth programs), and to identify actual program interventions and activities that can help these young people by addressing their individual functionality needs. The second aspect of the pilot program that has significant implications for broad systems change is the development of an improved reporting system, based on measurable outcomes, which can yield much more meaningful and useful data than has been available previously. This pilot program is a good example of the recently improved collaboration and coordination among agencies serving at-risk and vulnerable youth in Connecticut, with significant potential for achieving genuine systems change.

Another way in which collaboration on youth services is occurring is an effort that originated in The WorkPlace (Southwest WIB). In this case, as a result of discussions in a forum sponsored by the CETC Youth Committee, the WIB youth services manager reached out to CSSD field staff and middle management staff to explore ways in which additional court-involved youth could be served through the WIA-funded youth services system. CSSD's increased ability to identify low-risk youth on probation who might be appropriate for WIA services, due to that agency's improved database capability described at the discussion forum, caught the interest of the youth services manager and resulted in his hosting a visit and presentation at the WIB for CSSD staff. That event led to continued discussions and collaboration, with the result that over 300 additional court-involved youth who can appropriately be served by the WIA system have been identified in the Bridgeport area. This collaboration between WIB and CSSD staff is growing and expanding within the Southwest region, with the potential for broader statewide replication. As a result of the Youth Committee's leadership, Connecticut is finding ways to implement cross-agency and cross-branch collaboration that leverages the resources of the justice system and the workforce system, and these efforts will continue during the next two years.

Connecticut's local WIBs use a variety of approaches to engage employers in identifying demand-driven workforce solutions for the youth they serve. One example has been the development of career competencies by Capital Workforce Partners (North Central WIB), in which employers from the region's four targeted industries were involved in focus groups to identify the core competencies required for success in any entry-level employment. The career competencies were then used as a framework for all WIB contracts with service providers. Employers were also engaged in the development and implementation of a retail/hospitality skills center, the Career Academy for Service Excellence, which uses a curriculum created and endorsed by employers that leads to a national credential. The Eastern WIB gathers information from employers through surveys and activity of their Business Services Team, and they also recruit Board members based on sector activity in the region, who then participate in discussions of solutions to the needs of out-of-school youth. In the South Central region, the Workforce Alliance has a Manufacturing Education Project, a partnership among the New Haven Manufacturers' Association, the WIB, the Regional Growth Partnership, the Greater New Haven and Greater Meriden Chambers of Commerce, and the Connecticut Business and Industry Association. This project matches high school students with companies that will offer plant tours and in-school presentations, as well as providing externships for teachers.

Identification of replicable models and innovative business solutions that connect secondary and postsecondary education, business and industry associations, and the workforce system is also pursued by the WIBs in varied ways. Capital Workforce Partners offers two "tiered" levels of services for out-of-school youth. The first tier level is foundational, based on the career competencies. A second level of training is in occupational skills, and is aimed at preparing youth for occupations in demand in the region. A pharmacy technician program offered by the Urban League of Greater Hartford first offers foundational skill attainment training based on the competencies, trains youth in pharmacy technician occupational skills, and then offers internships and job placement in that targeted industry. The youth begin their work in the field they have chosen, and are encouraged to continue their education in a college setting. In addition, youth served through CWP's integrated One-Stop delivery system are assessed by Youth Development Specialists, and may participate in the WIA adult program. This allows them to enroll in postsecondary education programs, often at community colleges. Whether in credit or non-credit programs, the youth are introduced to the college environment and encouraged to continue in higher education. The EWIB has developed models through their close partnerships with Adult Education and with the community college system, and these efforts to improve transitions has had positive results for programming. Another important model has been the emphasis on internships and job shadowing.

Attempts to reconnect out-of-school youth with high quality educational opportunities (such as development of academically rigorous alternative education pathways) are also made by the local WIBs. CWP encourages out-of-school youth without diplomas to commit to a high school completion program. In addition, the career competency standards referred to above include high-level skill attainment in both reading and math.

CWP supports programming that assists youth in gaining the skills needed to be successful in postsecondary education, including advanced training and two- and four-year colleges. When Individual Training Accounts for youth become possible (as a result of waivers), youth will benefit from the foundational skills gained through contracted training by entering certificate programs and others offered through ITAs. The EWIB's programs for out-of-school youth are operated by the region's Adult Education entities, and those comprehensive programs include high school completion options, employability skills, and opportunities for job shadowing and training. They also link closely with the community college system.

WIBs also have programs that serve as a catalyst for increasing both the quality and quantity of alternative learning environments and connecting out-of-school youth with secondary and postsecondary educational opportunities and high growth employment opportunities. In the North Central region, CWP has partnered with the cities of Hartford and New Britain to form a collaborative called the Future Workforce Investment System (FWIS). Although not funded through WIA, this program has a number of innovative applications that connect out-of-school youth with the workforce system. One is the Diploma Plus model implemented in the Hartford Public Schools' Adult Education site, which offers a credit diploma for youth who have dropped out of high school. The program offers onsite case management, a portfolio-based curriculum, and opportunities for work-based learning, occupational training, and gaining credits through a postsecondary institution. This model works especially well for youth who could not succeed in a traditional classroom setting and who need to be motivated to remain in education that will lead them to careers with adequate wages. In the Eastern region, the EWIB's work with the USDOL Home Builders grant is an example of a partnership that will build a career pathway for youth, first to a certificate program and then leading to an Associate's Degree. The strong partnership between the Adult Education providers and the community colleges is very helpful in this case.

In providing programs that can meet the learning styles and needs of youth who need to be reconnected to educational opportunities, a substantial support system is needed for program success. Many of the WIBs' learning opportunities are enhanced by this substantial support system of case management at *CTWorks* and through contracted services.. For example, CWP offers youth contextual learning and work-based experiences so they understand the purpose behind what they are learning and can connect it to the "real world." Career paths and educational requirements are incorporated into training so that youth can see a future and can develop individual plans to attain their goals. The EWIB meets the learning styles and needs of these youth through open-entry out-of-school programs with dedicated case managers and instructors. Most of these programs have on-site child care, which is an important component of support. The programs are individual-focused learning communities with the necessary supports, and they are able to leverage resources from other on-site Adult Education programs and facilities, such as computer labs.

Expanding workforce information as the foundation for strategic planning and career guidance:

Information about labor market trends, education, training, and skill requirements is a basic foundation for strategic planning and career guidance. Information should be accessible through multiple media outlets, include both hard copy and the Internet. The Office of Research within the CT Department of Labor has created regional planning guides that inform local areas about demographic information, workforce trends, industry clusters, economic trends within their local areas, and how those trends relate to state data. The Office of Research has partnered with higher education, economic development agencies, and others to provide workforce information that cuts across agency boundaries. However, given the pace of change within the global economy, new approaches to how organizations use data and develop products should become the norm. The Governor's vision includes "integrative" structures that rely upon a shared vision for development and promulgation of labor market information.

The 21st-century workforce requires career guidance information that both informs and assists individuals in making decisions regarding education and workforce training. Many 21st-century jobs require education beyond a high school degree but less than a four year degree. The Connecticut Job and Career Connection is used as the basis for ensuring that parents, students, and guidance counselors are equipped with the information necessary to make career decisions.

Strengthening partnerships with community and faith-based organizations:

In keeping with the broad scope of the CETC's oversight, and in partnership with Connecticut's local WIBs, CTDOL continues to strive to increase involvement by Faith-Based (FBO) and Community-Based Organizations (CBOs) in the state's workforce development processes.

In accordance with the WIA principle of universal access, CTDOL has directed its outreach to organizations that help meet the needs of under-served populations, by focusing efforts primarily on the largest cities where the incidence of poverty is most evident. This is where the largest numbers of FBOs/CBOs are located and where support services are primarily offered. Outreach efforts have and will continue to be directed to faith-based organizations of all denominational affiliations in order to reach people with a cross-section of religious beliefs.

Connecticut's WIA plan for the next two years contains detailed descriptions of specific activities that will be undertaken to increase the opportunities for participation of faith-based organizations' clients and customers to the services offered by the *CTWorks* centers in the state. In summary, the *CTWorks* system has a significant opportunity to leverage FBO/CBO services as an integral part of the *CTWorks* workforce development system by establishing reciprocal collaborative relationships and formalizing processes to ensure demand-driven services for all customers. Faith-based and other community organizations are indispensable in meeting the needs of the citizens living in our poorest

communities. They deliver their services 365 days a year with a staff of mostly volunteers. FBO/CBO leveraged services enable an extension to current *CTWorks* services beyond the boundaries of current physical service sites, current hours, and with additional service providers. This extension ensures that services are provided to customers at the time they need them most and at locations near their homes.

Increasing the use of flexibility provisions in WIA to design innovative programs that fuel regional economic competitiveness and create employment opportunities for career seeker customers:

Connecticut has applied for and received four waivers (and with this plan modification we are indicating our intention to request extensions for each waiver). We currently are operating under the following waivers:

1. Postpone the implementation of the subsequent eligibility process for training providers as described in Section 122 of the Workforce Investment Act. During the time since the requests were granted, Connecticut has continued efforts to implement the process. Unfortunately, the collection of all student data has been and continues to be a task nearly impossible to achieve. As a result, the training list would be severely diminished, leaving very little customer choice.
2. Include youth follow-up services as a framework service; grant recipient/fiscal agents would be able to create a streamlined and cohesive approach to case management by allowing providers of youth framework services to provide follow-up services to youth.
3. Allow the use of Individual Training Accounts (ITAs) by youth program participants; currently youth must be dually enrolled in the adult and the youth programs to access ITAs. Under this waiver, local workforce areas could allow older youth to access ITAs using youth funds; this would result in enhanced program flexibility as well as streamlined paperwork and tracking.
4. Continue of the waiver for the local Workforce Investment Boards to allow a portion, up to 15% of WIA Title I funds, to support incumbent worker training at the local level. These funds will be utilized in the same manner as statewide activities funding. Therefore, income eligibility and WIA performance measures would not be applicable.

These waivers have allowed the state and local areas to respond to the needs of business and tailor programs that both build the capacity of providers as well as prepare the workforce for available jobs.

Utilizing an integrated and enhanced performance accountability system:

Connecticut has developed an integrated and enhanced performance and accountability system, building upon the performance accountability system detailed in WIA. The CETC's Performance Committee is responsible for development of the Legislative Report Card (LRC) for the past eight years. The LRC provides basic information about the cost of workforce programs (including USDOL funded programs, adult education, state colleges and universities) in the state, program outcomes (job entry, job retention, earnings, and earnings gain) as well as demographic detail about participants.

The Connecticut State Legislature has embarked upon a process of using Results-Based Accountability (RBA) to inform budget decisions. The Performance Committee of the CETC is using the RBA framework to identify performance indicators that will be used to track performance of the workforce development system.

WIA Strategic Two-Year State Workforce Investment Plan

- I. *Describe the Governor's vision for a Statewide workforce investment system. Provide a summary articulating the Governor's vision for utilizing the resources of the public workforce system in support of the State's economic development that addresses the issues and questions below.*

The Governor's vision for a statewide workforce investment system is grounded in the Connecticut Employment and Training Commission, or CETC (the state-level Workforce Investment Board), the Governor's Jobs Cabinet (described below in item I.B), and the Governor's Office for Workforce Competitiveness (OWC), which provides staff support to both CETC and the Jobs Cabinet. OWC was created by Executive Order of the Governor in 1999 (and was then authorized in legislation by the General Assembly later that same year), as the Governor's principal workforce development policy advisor and with the responsibility for coordinating the workforce development activities of all state agencies. In 2004, OWC's mission was expanded to become the lead agency in the advancement and coordination of Connecticut's position in the knowledge economy (including the development of employment and training strategies and initiatives).

The Governor's vision for utilizing the resources of the public workforce system in support of the State's economic development includes the use of WIA funding, as appropriate, as one source of support for the Governor's overall workforce development and economic development agenda. The vision also includes recognition of the existence of a "dual economy" in Connecticut. The State must meet the demands for a technology-skilled workforce to support innovation as the foundation of competitiveness in the knowledge economy, while at the same time addressing the challenge of an increasingly dual economy that reflects continued growth of both high-wage, high-skill occupations and those with low wages and low skill requirements. Projections show that a significant number of the occupations in demand with large numbers of projected openings (62 percent of total openings) are at relatively low wage levels (less than \$40,000). The resources of the public workforce system will need to be focused and used effectively to raise the skills of entry-level workers in these kinds of jobs (including their technology skills), in an across-the-board ratcheting up of skill levels. That will include, at the lower end, using the public workforce system to enhance the skills of those in lower-paying jobs so that they can compete and advance into higher-paying careers. At the higher end of the "dual economy," initiatives must be pursued to generate and retain the high-skill talent that can support the State's ongoing competitiveness in the knowledge economy. Overall, the Governor's vision for addressing the dual economy includes investing in the State's education and training systems, beginning with early childhood education and continuing through higher education, from adult literacy programs and incumbent worker training to high-end scientific research. The resources of the public workforce system, including WIA funds, will be applied to that effort as appropriate.

Demographic realities loom large in Connecticut's workforce and economic development picture. A February 2004 report by the Battelle Technology Partnership Practice entitled "Generating the Talent and Innovations for the 21st-Century Knowledge Economy: A Report on Connecticut's Technology Preparedness" included a finding that "Demographic shifts threaten Connecticut's ability to ensure a skilled, available workforce in years to come." Not only is population growth slower in Connecticut than in many other states, but the State has actually been losing young adults in the 20-to-34 age group – a prime source of tomorrow's workers. These troubling statistics add urgency to the need to use the State's public workforce system, as well as the educational system, to improve the skills of the young people who will be the workers of tomorrow. The available labor pool is limited, so it is necessary to engage all of our young people in becoming economically competitive. When these demographic realities collide with the economic facts of life in Connecticut, such as the high cost of production, it becomes clear that our State faces an imperative to maximize productivity through innovation, and to achieve competitiveness through superior technology and better service. This imperative requires raising skill levels across all segments of the Connecticut economy.

A crucially important concept underlying the Governor's vision is **talent**, which is the main ingredient in fostering the innovation upon which the State's future economic competitiveness depends. There are four aspects to the talent effort: 1) Generating talent (building and fortifying the educational pipeline); 2) Sustaining talent (back-filling key skilled-occupational shortage areas and retraining older workers for emerging jobs); 3) Advancing talent (addressing both sides of Connecticut's dual economy); and 4) Using talent (increasing academic R&D and "entrepreneurism" in Connecticut).

The Governor's vision, based on labor market information and other economic data, includes not only developing a skilled information technology workforce (the initial focus of Connecticut's talent and innovation efforts), but also other areas that are critical to the State's long-term economic competitiveness: Bioscience, Aerospace, Alternative Energy (particularly fuel cell technology), Health Care (medical technology, nursing, and allied health), Nanotechnology, and Photonics.

Agenda items to be addressed over time to implement the Governor's vision include:

- **Establishing an ongoing capacity to translate, interpret, and communicate data and information across education, employment, and economic development data sources.** Presently, Connecticut generates workforce, education, demographic, and economic information in silos – data emanates from multiple sources in varying formats, without the benefit of comprehensive and integrated analysis that clearly identifies policy issues in layman's terms. The capacity to provide and use such analysis must be improved.
- **Increasing career options and promoting career pathways across industry clusters.** Specialized program efforts such as apprenticeships with access to

career pathways, work-based adult learning, and on-line learning will be used as tools to work with employers in training incumbent workers who want to advance to higher-wage careers, as well as dislocated or transitioning workers who seek to learn new skills and preserve wage levels. Not only do incumbent workers need to be trained in greater numbers and with enhanced skill levels, but strategies must also be developed and promoted to increase the number of older workers retained in the workplace and to retrain older workers as necessary. To enhance opportunities for developing those strategies, the membership of a new Workforce Committee of the CETC will include the Chair of a “Redefining Retirement Years” subcommittee of the legislatively established Commission on Aging. To enhance the demand-driven nature of these efforts, target areas of occupational need will be updated continually, based on occupational forecasts from CTDOL. Today these areas of focus include health care occupations, construction trades, precision machining, and science and math teaching.

- **Providing for adult literacy and basic skills development.** Given the growing numbers of immigrant groups in Connecticut whose native language is not English, it is important to provide literacy and basic skills courses, in collaboration with community-based organizations linked to educational providers. These courses can help to enable lower-wage workers to advance their careers and increase earnings.
- **Strengthening the state’s existing workforce training and career development infrastructure at the regional level.** Connecticut’s system of training and career services, offered at the regional level and supported by WIA, is critical to the state’s strategy of enriching talent, and needs to be strengthened
- **Increasing the use of Work and Learn models and other strategies targeted to at-risk youth (particularly young minority males) to ensure access to social and work skills, financial literacy, and academic competency.** As described in more detail later, a key component of Connecticut’s vision for serving youth in need is the Work and Learn model, which will be replicated more broadly. The state’s at-risk youth need to be brought into the workforce and the talent pipeline, and this will require improving both their academic and work readiness skills. Work and Learn strategies, which include mentoring, can be used to help at-risk youth (particularly young minority males) to reconnect with education and training so that they can become productive members of the workforce and of society.

A. What are the State’s economic development goals for attracting, retaining and growing business and industry within the state?

The foundation of Connecticut’s current economic development strategy combines an industry cluster initiative with traditional economic development approaches by formally engaging the private sector in a new way and by bringing

about a more extensive level of collaboration among business, government, education and civic leaders.

Innovation is the fundamental challenge facing Connecticut. Business must continually improve their products, develop new ones, and find new, more productive ways to do both in order to survive in the globally competitive marketplace.

Economic development and workforce development are inextricably linked. People and businesses sustain one another. Without educated, innovative people, businesses cannot succeed. Without successful businesses, people cannot obtain economic opportunities essential to their prosperity and a high quality of life. To foster prosperity, the state must be able to compete in the global market.

Connecticut has made significant investments in transportation infrastructure, investments in both affordable and supportive housing as well as tax credit programs for employers investing in new equipment, the film industry and machinery. All of the investments are focused on keeping Connecticut competitive in the global economy.

Key elements of Connecticut's strategic plan for economic development include:

- Increasing the competitiveness of Connecticut's small and midsize manufacturers by launching a next generation manufacturing initiative that would enhance their management, marketing and technology capacity, and by providing opportunities to strengthen their global understanding and commitment;
- Capitalizing on Connecticut's technology and innovation assets by creating a high-powered technology transfer and commercialization strategy and establishing educational and marketing campaigns regarding Connecticut's entrepreneurial culture;
- Expanding business growth in Connecticut's inner cities, particularly entrepreneurship, by capitalizing on their competitive advantages;
- Strengthening Connecticut's economic foundations:
 - Prepare Connecticut to compete successfully in the knowledge economy through stronger business and education linkages that result in demand-driven skill standards and curriculum in the Connecticut Technical High School and Community College systems;
 - Make Connecticut's regulatory processes competitive with those of other states;
 - Develop and improve Connecticut's transportation infrastructure through dedicated funding; and
 - Optimize "Smart Growth" by channeling new development toward areas where supporting infrastructure exists.

The successful implementation of this economic development strategy will be

built upon strategic private-public collaboration and commitment among the public workforce system, economic development, business and industry, and education and training providers.

B. Given that a skilled workforce is a key to the economic success of every business, what is the Governor's vision for maximizing the broad array of Federal and State resources available for workforce investment flowing through the State's cabinet agencies and/or education agencies in order to ensure a skilled workforce for the State's business and industry?

Governor Rell's vision for coordinating the workforce investment resources available to Connecticut is embodied in her expanded Jobs Cabinet. In her Executive Order No. 2 (Revised 11/3/04), Governor Rell noted that "...[T]he quality of life and economic prosperity of Connecticut's citizens are inextricably tied to the state's competitiveness in an increasingly technical and global economy; and...talent and innovation are key to advancing the competitive advantage and economic success of the state that will, in turn, lead to new company formation and job growth; and...it is vital that...Connecticut business and industry...have the skilled talent necessary to support the high levels of innovation that will be required to successfully compete in the knowledge economy both here and abroad..." The Jobs Cabinet, created initially by Governor Rell's predecessor, has been expanded by her revised Executive Order and now includes the Chancellor of the Connecticut State University System, the President of the University of Connecticut, the President of the University of Connecticut Health Center, the President of the Connecticut Development Authority, and the President of Connecticut Innovations, Inc. The addition of these representatives to the existing Jobs Cabinet membership (which also includes the Commissioner of the State Labor Department and the Commissioners of all other State agencies relevant to workforce development, education, and economic development, as well as the head of the State's budget office, the Secretary of the Office of Policy and Management) means that the Jobs Cabinet functions as the State's primary coordinating entity for workforce investment and workforce-related education resources. In her revised Executive Order, Governor Rell included a provision that "The Jobs Cabinet and the Director of the Office for Workforce Competitiveness are each authorized to apply for and accept grants, gifts, donations, or bequests from public and private sources for the purposes of this executive order," thus expanding the flexibility of the Cabinet to access resources for workforce and economic development.

Governor Rell's vision for coordinating workforce investment has been supported by the state successfully competing for a variety of competitive grants offered by the US Department of Labor. Included among the grants received are:

- o In 2005 the Connecticut Community College system (CCS) was awarded a \$2.1 million USDOL grant (Community-Based Job Training Grant Initiative) for the "Career Pathways in Nursing and Allied Health" initiative. Six thousand students in degree and certificate programs are

benefiting from curriculum enhancements and instructional support intended to improve retention, enhance academic and career support services, improve career marketing to secondary schools and *CTWorks* centers, develop an allied health certificate, enhance online instructional capacity and strengthen career ladder efforts. That grant leveraged an additional \$2.9 million from various partners. A second USDOL grant – “Bridges to Health Careers Initiative” – building on these efforts, was awarded to CCS in August 2006. The initiative targets educationally under-served “non-traditional” students to increase completion rates in allied health certificate programs and open pathways to obtain degrees and to higher-wage positions. It establishes a replicable virtual Health Care Career Academy to build institutional capacity, support the academic achievement of non-traditional students, and bridge gaps between short-term certificate and longer-term degree programs. The grant leveraged an additional \$6 million from partners in cash and in-kind support.

- In July 2006, the Department of Economic and Community Development, the Insurance and Financial Services Cluster, Capital Community College and The WorkPlace, Inc., a regional workforce development board received a High Growth Job Training Initiative award to create a “IFS University”. The grant provides funding to develop a curriculum which will provide skills training required to enter into and advance in four critical occupational areas: Financial Managers and Analysts, Accountants and Auditors, Financial Sales Agents and Brokers and Actuaries. The project will develop the first Associate in Science Degree in Insurance and Financial Services to be offered at the community college level in Connecticut.
- In October 2006, the Connecticut Business and Industry Association in collaboration with the Connecticut Community Colleges received a High Growth Job Training for Advanced Manufacturing. The grant relies on the Connecticut Community College System working with CBIA and manufacturers across the state to create new training and educational programs related to lean manufacturing, computerized machining and other areas of “next-generation” manufacturing. The grant will support creation of new certificate programs and fund the development of software simulation programs to train workers.
- In January 2007, The WorkPlace was the recipient of a WIRED grant from the US Department of Labor.—The WorkPlace is the lead partner for the region’s WIRED project. In Southwestern Connecticut, a key challenge is the current and project shortage of skilled workers in to meet the needs of business.

C. Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the Governor’s vision for ensuring a continuum of education and training opportunities that support a skilled workforce?

One of the important initiatives underlying the Governor's vision for ensuring a continuum of education and training opportunities is called Connecticut Career Choices (CCC). This State-funded initiative, first implemented by the Governor's Office for Workforce Competitiveness in 2002, is at the core of the State's technology-focused workforce strategy for building and maintaining the workforce pipeline in critical occupational areas. CCC focuses on fostering interest in technology-related careers (information technology and health care/medical careers), and includes two major components. The first adapts existing curriculum to include industry-validated skill standards, or, in some cases, develops new curriculum based on those standards. The second component is a strong experiential learning initiative, including internships and career mentoring programs, to give students opportunities to learn about the real world of work. CCC also envisions the creation of program articulations that can facilitate the movement of students from secondary to post-secondary levels, and between educational institutions at either level. The overall intent is to provide pathways for students to progress from secondary school to either post-secondary study or to rewarding careers.

In addition to CCC, several other specific strategies have been identified for intensifying the State's education and training activities, including development of an enhanced continuum of opportunities, to increase the focus on skills needed for demand occupations critical to Connecticut's economic future.

Those strategies include:

Talent, Innovation and Growth

- *Organize its workforce efforts to build a seamless talent pipeline to grow, use and enrich the talent pool needed to sustain the state's economic competitiveness.*

Early Childhood Education

- *Insure that all Connecticut children ages 3-5 complete an effective pre-K education program as a central feature of the state's strategy for competitive success.*

Education Pipeline

- *Insure our pre/K-16 schools and colleges educate students attuned to the requirements of Connecticut's innovation-driven knowledge economy for STEM-skilled graduates, prepared for success in higher education and productive careers.*

Higher Education

- *Insure that the state's colleges and universities produce well-educated, highly-skilled graduates, in numbers sufficient to fuel innovation and drive Connecticut's economic growth.*

Adult Workers

- *All adults in our labor force have the requisite skills for career success in*

businesses and occupations that drive innovation and economic growth.

D. What is the Governor's vision for bringing together the key players in workforce development including business and industry, economic development, education, and the public workforce system to continuously identify the workforce challenges facing the State and to develop innovative strategies and solutions that effectively leverage resources to address those challenges?

As described in item I.B., the Governor's Jobs Cabinet is an important vehicle for bringing together the key players in workforce development to identify workforce challenges facing the State. Two events, sponsored by the Jobs Cabinet and held in late November 2004 and late January 2005, provided specific opportunities to identify those challenges and to begin developing innovative strategies and solutions (including leveraging of resources) to address those challenges. The first was a day-long working session at which five working groups convened by the Governor presented findings developed by their respective groups during a series of previous meetings. The five groups included Workforce Development, Economic Development, *CTWorks* Business Services, Small Business Services, and Outsourcing. The second event was a Jobs Summit that built on the working session and, in addition, featured national experts speaking on a variety of topics germane to workforce and economic development and education. The Jobs Summit, attended by roughly 300 people, included representatives of business and industry, economic development, education, higher education, and the public workforce system.

The Jobs Summit provided valuable additional information for the Jobs Cabinet, and that information was coordinated with the development of the State's workforce strategic plan by CETC (the state-level Workforce Investment Board), another entity bringing together the key players in workforce development. (A list of CETC members is included in Appendix A.) That strategic plan, described in Section I.C, represents the Governor's vision for a coordinated approach to addressing the workforce and economic development challenges facing Connecticut.

The OWC, working in partnership with the Governor's Office and Connecticut General Assembly, is implementing a broad-based, bold new initiative to ensure that Connecticut has a talent pipeline that is all-inclusive and diverse. The initiative will operate as a seamless continuum, encompassing the state's early childhood education efforts at one end and world-class research and development and entrepreneurship at the other end.

A strategy to build a 21st century talent pipeline will incorporate three policy priorities:

- **Growing Talent:** To ensure that future generations of Connecticut's workforce will possess skills for the 21st-century workplace, that sufficient

numbers of trained knowledge workers are educated in the state, and that our K-16 education system works seamlessly to advance student achievement.

- **Using Talent:** To put the state's specialized talent to work in advancing innovation by increasing research, product development, and new venture development. This should include brokering assistance with early-stage funding sources, furthering collaborations between business and universities to identify research and development priorities, supporting networking strategies such as the Small Business Innovation Research program to leverage industry towards furthering innovation, and linking technology businesses with federal research funding opportunities.
- **Enriching Talent:** To retrain existing Connecticut workers to meet shortages in key skill occupations and provide them with new career options.

To succeed in implementing this strategic approach, Connecticut must work in new and smarter ways: breaking down the silos in which state agencies operate; facilitating better inter-agency communication; establishing new partnerships among government, education, industry, and labor; working closely in partnership with employers across the spectrum of talent pipeline initiatives; and creating a new culture of flexibility and agility to navigate the huge changes occurring within the 21st century global knowledge economy.

CETC currently is coordinating preparation of a new state strategic workforce plan. In that planning process and in the resulting plan document we will promote the development and implementation of the *talent pipeline* as the organizing framework to drive state workforce policy. Looking ahead, CETC will use the planning process to promote workforce efforts in Connecticut that:

- Stimulate sectoral, demand-driven, regionally-responsive strategies to encourage growth;
- Address the importance of skills upgrading for all segments of the workforce as important contributors to competitiveness;
- Emphasize effective coordination of partnerships among education, business and workforce-system interests at state and local levels to overcome institutional silos and maximize the investment of taxpayer dollars;
- Advance innovation; and
- Provide needed levels of resources and funding to support and sustain critical workforce initiatives.

As part of that state planning process presently underway, CETC also will develop its own workplan for the months ahead, identifying those efforts on which its members and committees will focus their attention. Much of that work will support continuation and refinement of the initiatives described in preceding pages. In addition, CETC will take on several initiatives consistent with the *talent pipeline* framework and innovation agenda. CETC's upcoming efforts are likely to focus on opportunities that have already generated considerable attention by policy-makers and key stakeholders, where practical, useful, tangible results are reasonably attainable in the near term.

Opportunities likely to receive particular attention in CETC's new workplan, consistent with the *talent pipeline* framework, include:

Growing Talent

- Planning for the strategic use of available funding to enhance the integration of adult education, vocational-technical education and workforce development efforts in meeting *talent pipeline* objectives. This effort would include consideration of the need to bring at-risk and disadvantaged youth into the *talent pipeline* through focused efforts such as “Work and Learn” models and other initiatives targeting youth, in addition to maximizing the deployment of adult workforce education and adult literacy resources to support the state’s workforce objectives.
- Aligning middle school and secondary school curricula and instruction with established 21st century workplace skills. This effort would include rethinking how the state’s high schools can play a more effective role in producing talented graduates well prepared for the realities and demands of the 21st century workplace.
- Improving career exploration opportunities and experiences for middle and high school students, targeting strategic occupations and industries in Connecticut. This effort would include a focus on enhancing the role of school guidance counselors to support student career exploration options.
- Strengthening apprenticeship opportunities with access to productive career pathways in more high-demand occupational areas that support economic growth.

Using Talent

- Improving the state’s capabilities for integrated analysis of labor market information and occupational demand data across state agencies, to inform strategic planning and policy development.
- Strengthening tracking and reporting on the impact of the state’s various workforce and education programs and initiatives in achieving desired results, to maximize the return on investment of public resources.

Enriching Talent

- Enhancing the state’s incumbent worker training efforts, with a focus on increasing the 21st century skills of workers in key occupations and industries, responsive to the needs of employers critical to economic growth.
- Promoting investment in and implementation of a comprehensive strategy to upgrade the skills and career advancement of the state’s low-wage workers.
- Promoting policies and strategies to recognize and capitalize on Connecticut’s older workers as an important asset in the state’s talent pool to sustain economic growth.

CETC’s embrace of a talent-based strategy to support Connecticut’s economic growth is a response to demographic and economic realities described at the outset of this report. Those realities include the aging of the workforce, the globalization of the world economy, the projected shortages in critical skills, the need to increase the emphasis on education in science, technology, engineering, and math (STEM) skills in order to foster innovation, and the high cost of consumption and production in Connecticut. These factors combine to present formidable challenges to the state’s economic competitiveness

and its quality of life. In addition, demographic realities such as the continued out-migration of young people from the state, as well as the aging of the workforce, mean that the entire potential labor pool must be tapped and that no potential workers can be “written off.” Older workers, people with disabilities, those with mental health or addiction issues, homeless people, ex-offenders, and inner-city youth (particularly young minority males), all need to be included in the effort to build and grow the talent pipeline, so that all of Connecticut’s citizens can be productive.

E. What is the Governor’s vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need, such as out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farmworker youth, and other youth at risk?

During the past seven years, Connecticut has worked steadily on the development of an integrated “Connecticut Work & Learn” program model for serving at-risk youth, supported initially and consistently through funding from the Governor’s Office for Workforce Competitiveness. That work resulted in recognition of the model as a “promising practice” by the National Youth Employment Coalition’s Promising and Effective Practices Network (PEPNet) in 2002. More recently, the model has served as the basis of a substantial three-year grant from the Jim Casey Foundation to serve youth aging out of foster care. Essentially, the model is based on the understanding that young people with challenges (including youth involved in the juvenile justice system) respond well to real work and learning experiences in the context of building a business, aided by mentors and entrepreneurs, and aided to gain access to services that meet their other predictable needs including health and mental health, housing, and transportation services. Enrichments have been added to include attention to support for structured work experiences (including placements in subsidized work settings and entry-level unsubsidized work), and opportunities for youth to acquire financial literacy and develop their own real financial assets through matched Individual Development Accounts.

The Work & Learn program model is the basis of the Governor’s vision for ensuring that every youth (including those most in need) has the opportunity for developing and achieving career goals through education and workforce training. The Work & Learn Model reflects the four youth-related goals underlying ETA’s vision: alternative education, demand-driven focus on skills needed by business, prioritizing investments to serve the neediest youth, and improved outcomes-focused performance.

The Governor’s vision also encompasses the fact that as the Work & Learn Model is expanded further to additional areas, there should be an increased focus on cross-agency collaboration to involve a broader spectrum of youth-serving organizations. Beginning with the partnership that launched the model (among

OWC, the State Labor Department, and the State Department of Children and Families), additional collaborations **have included** the Court Support Services Division (CSSD) of the Judicial Branch, through development of “vocational probation” opportunities for court-related youth **and funding support for a new Work & Learn program in New Haven.** Local Workforce Investment Boards are involved in development of the model, and linkages between those WIBs and local school systems **continue to** be explored further.

Another vehicle for cross-agency collaboration with regard to youth services, is **the Youth Vision Team, created in 2005 and led by the CETC Youth Committee with support from** the State Department of Labor, to pursue **USDOLETA’s vision** for serving youth through WIA and to coordinate the pursuit of that vision in Connecticut. The team includes representation from the State Department of Labor, the leadership of the CETC Youth Committee, the Office for Workforce Competitiveness, the Department of Children and Families, the Court Support Services Division of the Judicial Branch (Juvenile Justice), the Department of Education, the Department of Social Services, **all five local WIBs, the Bureau of Rehabilitation Services (Department of Social Services), the Department of Mental Retardation, the Department of Mental Health and Addiction Services, the Department of Correction, the Commission on Children (Legislative Branch), New Haven Public Schools, the Governor’s Senior Advisor for Early Childhood, the Governor’s Prevention Partnership, the Office of Policy and Management, the Job Corps, Casey Family Services, United Way of Connecticut, and Families in Crisis.**

II. Identify the Governor’s key workforce investment priorities for the State’s public workforce system and how each will lead to actualizing the Governor’s vision for workforce and economic development.

The Governor’s Office for Workforce Competitiveness, on behalf of the Connecticut Employment and Training Commission (CETC), conducted in-depth research during the summer and fall of 2004 and determined that Connecticut faces a number of challenges to its future economic competitiveness as a result of a looming collision between demographic and economic realities. Three strategic priorities were identified for CETC’s use in guiding Connecticut’s workforce efforts over the next several years, along with action steps that CETC proposes to take and a corresponding set of recommendations to address specific challenges and opportunities. The priorities, which emerged from the research and analysis, are:

- To raise awareness about the state’s looming challenges in workforce and economic development and education, and provide the leadership required to pursue an innovation-driven strategy for producing talent to strengthen Connecticut’s economic competitiveness.
- To ensure that the state’s education and workforce investment systems impart the

necessary knowledge, skills, competencies, and credentials to generate workers who can be productive in the 21st-century workplace, in numbers sufficient to meet employer demand and sustain Connecticut's economic competitiveness in the global economy.

- To create an attractive environment for the talent needed to foster innovation and strengthen Connecticut's economic competitiveness in strategic industries, including manufacturing, while enabling lower-wage workers to advance their careers and increase earnings.

In its most recent Annual Report, the CETC built upon the above priorities and identified five broad strategic themes that will serve as a policy framework for going forward. They are:

- **Talent, Innovation and Growth**
 - *Connecticut must organize its workforce efforts to build a seamless talent pipeline to grow, use and enrich the talent pool needed to sustain the state's economic competitiveness.*
- **Early Childhood Education**
 - *We must insure that all Connecticut children ages 3-5 complete an effective pre-K education program as a central feature of the state's strategy for competitive success.*
- **Education Pipeline**
 - *We need to make certain that our pre/K-16 schools and colleges educate students attuned to the requirements of Connecticut's innovation-driven knowledge economy for STEM-skilled graduates, prepared for success in higher education and productive careers.*
- **Higher Education**
 - *We must insure that the state's colleges and universities produce well-educated, highly-skilled graduates, in numbers sufficient to fuel innovation and drive Connecticut's economic growth.*
- **Adult Workers**
 - *We need all adults in our labor force to have the requisite skills for career success in businesses and occupations that drive innovation and economic growth.*

Specific efforts to address these priorities and themes encompass the entire P-20 education system, beginning with the Governor's strong support for targeted public and private investments in early childhood education, as an effective economic development strategy and foundation of a comprehensive future workforce development strategy. The Governor's vision also includes:

- Linking students and learning to innovation and growth;
- Aligning school curricula with the State's workforce and economic development strategic priorities;

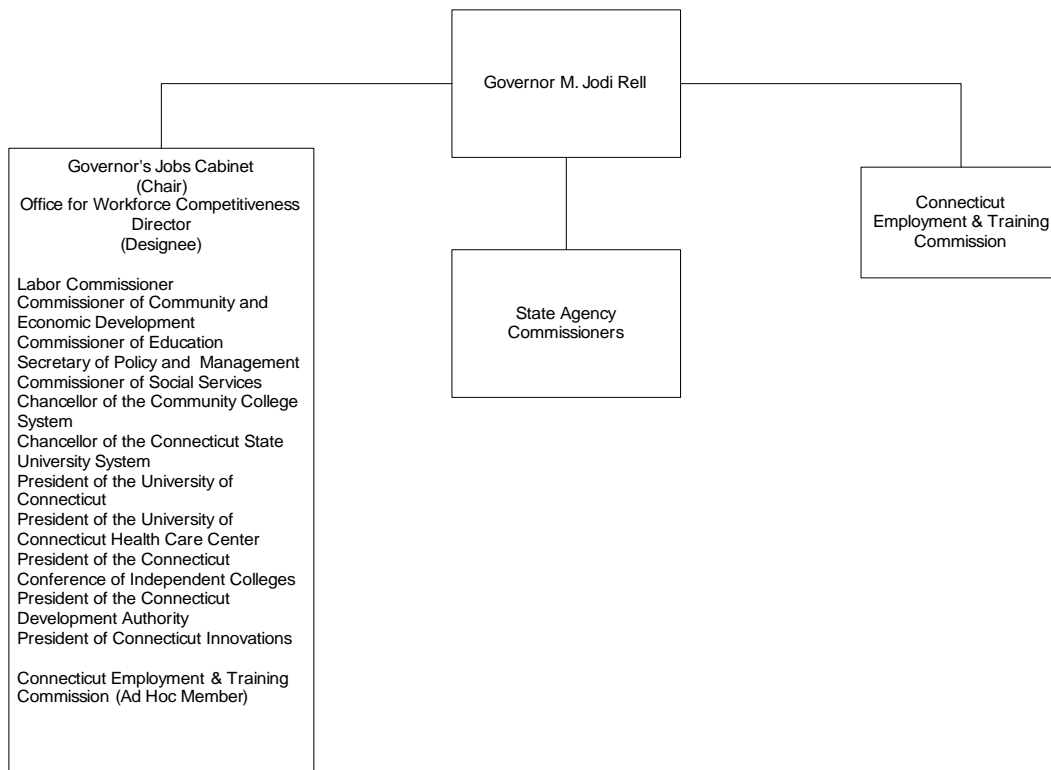
- Improving teacher training and preparation;
- Changing the culture of schools so that they will be able to meet the talent requirements of Connecticut’s innovation-driven, technology-based economy of the 21st century;
- Building cross-system linkages for the State’s education systems;
- Developing strategies to attract more post-secondary students to courses that will prepare them for technical careers in occupational areas of demand;
- Implementing effective career counseling in schools;
- Getting parents and students interested in technology-related careers and the value of acquiring the math, science, and technology skills needed to compete for those opportunities;
- Increasing employer involvement in schools;
- Develop comprehensive strategies to satisfy the high-skills, innovation-focused education and training requirements of Connecticut’s innovation-driven growth economy;
- Implementing recruitment efforts targeted at high-skilled immigrants;
- Sustaining manufacturing and encouraging development of new and emerging technologies;
- Developing and promoting strategies to increase the number of older workers retained in the workplace, and retraining older workers as necessary;
- Enhancing performance measurement and accountability;
- Developing specific proposals for incumbent worker training;
- Developing strategies to help low-wage workers and individuals with low skills become competitive in the workforce and advance to financially viable careers; and
- Maximizing the strategic impact of the State’s adult education efforts, including strengthening linkages between local school districts’ adult education programs and community colleges.

Implementation of these actions, in a coordinated manner with oversight by the Office for Workforce Competitiveness and CETC, will lead to actualizing the Governor’s vision for workforce and economic development.

III. State Governance Structure (§112.(b)(8)(A).)

A. Organization of State Agencies in relation to the Governor

- 1. Provide an organizational chart that delineates the relationship to the Governor of the agencies involved in the public workforce investment system, including education and economic development and the required and optional One-Stop partner programs managed by each agency.***



The Governor, through Executive Order No. 2, has established a Jobs Cabinet which includes Commissioners responsible for all of the required One-Stop partner programs. In addition, representatives from Economic Development, Education and Health Care are also included. The Director of the Office for Workforce Competitiveness serves as co-chair of the Jobs Cabinet with the Governor.

2. In a narrative describe how the agencies involved in the public workforce investment system interrelate on workforce and economic development issues and the respective lines of authority.

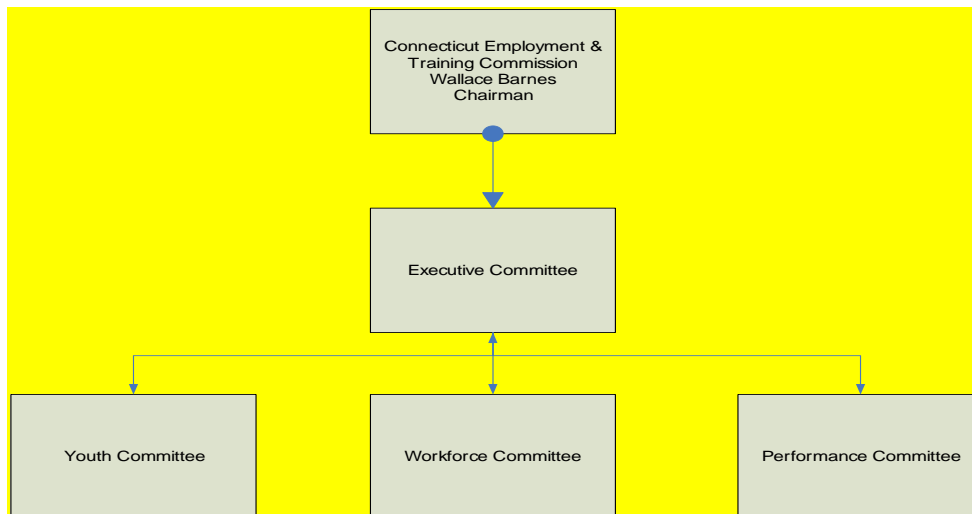
The primary vehicles for the interaction of public agencies on the state's workforce and economic development issues are (1) the CETC, and (2) the Governor's Jobs Cabinet. The membership of each organization is appointed by the Governor. Membership of each organization is shown in Appendix A. They also interconnect in the following ways:

- the Jobs Cabinet is co-chaired by the Governor and the Director of OWC.
- Each organization reports to the Governor and is responsible for reporting on policies and actions necessary to address the state's workforce and economic development issues.

B. State Workforce Investment Board

1. Describe the organization and structure of the State Board

The Connecticut Employment & Training Commission (CETC) is a business-led volunteer board appointed by the Governor. The Commission is staffed by the Office for Workforce Competitiveness and has four committees—the Executive Committee, the Youth Committee, the Workforce Committee and the Performance Committee. The Executive Committee is made up of the officers and chairs of Co-chairs of each of the standing committees.



2. Identify the organizations or entities represented on the State Board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will be involved in planning and implementing the State's workforce investment system as envisioned in WIA. How is the alternative entity achieving the State's WIA goals? (111(a-c), 111(e), and 112(b)(1).)

The CETC includes representation from business and industry, labor, the State legislature, education, community based organization, local workforce investment boards, and One-Stop partner State agencies. The CETC committees include representation extending beyond this to include community colleges, individuals with experience with youth, individuals with experience serving persons with disabilities, individuals representing chief elected officials and local workforce investment boards. The CETC works toward the achievement of the State's WIA goals through the work of each of its committees and the work of the Governor's Jobs Cabinet. **Three permanent committees have been established to develop strategies relating to youth, adult workers and performance of the state's workforce investment system.**

The CETC provides policy direction to the Governor's Jobs Cabinet through the establishment of goals, priorities and strategies set forth in the recently

completed State plan. The OWC Director serves as co-chair to the Jobs Cabinet with the Governor, and serves in conjunction with the CETC Chair as the Governor's principal advisors on workforce investment matters. The Jobs Cabinet, in turn, acts as the implementation arm for these statewide policies.

Additionally, the CETC and OWC work closely with the State's Workforce Investment Boards to operationalize policy within the State's One-Stop service delivery system.

- 3. Describe the process your State used to identify your State Board members. How did you select Board members, including business representatives, who have optimum policy-making authority and who represent diverse regions in the state as required under WIA?**

CETC members are appointed by the Governor from recommendations received from business organizations, state labor federations, and other workforce development-related organizations. The Governor appoints members based on their qualifications and also attempts to ensure that the membership reasonably reflects the population of Connecticut.

- 4. Describe how the Board's membership enables you to achieve your vision described above. (111(a-c) and 112(b)(1).)**

The CETC membership represents both the supply and demand sides of the workforce equation representing a broad array of industry in the state including healthcare, manufacturing and IT as well as providers of education and training to the state's workforce. This combination of expertise, along with the leadership provided by the Governor, and Jobs Cabinet, provide a solid foundation from which the vision and priorities outlined above can be achieved.

- 5. Describe how the Board carries out its functions as required in sec. 111(d) and 20 CFR 661.205. Include functions the Board has assumed that are in addition to those required. Identify any functions required in sec. 111(d) the Board does not perform and explain why.**

- a. In June 2006, the CETC completed its annual plan as required by Connecticut General Statutes. The State Plan lays out the strategic goals and priorities for the state based upon analysis of the critical demographic trends and economic realities in Connecticut. The 2006 plan builds upon the progress made during the past year. The CETC's three priorities are to:
- o Raise awareness about looming workforce and economic development and education challenges and provide leadership for an innovation-driven strategy to produce the talent needed to strengthen our economic competitiveness

- Ensure that education and workforce systems impart the 21st century knowledge, skills and credentials needed to general sufficient numbers of productive workers to satisfy demand and sustain our success in the global economy
 - Create an attractive environment for the talent needed to foster innovation and competitiveness in strategic industries while enabling low wage workers to advance their careers and increase earnings.
- b. The CETC has linkages to assure coordination and nonduplication in a number of ways. First, the membership of the CETC includes representation from the key One-Stop partner agencies as well as the local WIBs, making it an effective vehicle for the development of policy which ensures coordination and non-duplication. Additionally, the CETC, in collaboration with the Jobs Cabinet, guided the original design of the state's One-Stop system and will continue to be involved in future integration efforts. Lastly, the recent addition to the CETC of five business members, all of whom sit on local WIBs, establishes a solid foundation for parallel efforts at the local level.
- c. The designation of local areas is described in Section VIII.A.
- d. The development of allocation formulas is described in Section VIII.F.
- e. Continuous improvement of the State's performance measures is described in Section X.D.
- f. The annual report to the Secretary of Labor was submitted to US DOL. The State Board approved the LMI plan developed by the Office of Research, Connecticut Department of Labor. A member of the State Board chaired a work group comprised of local Regional Workforce board staff which discussed and defined products to be developed during the upcoming program year.
- g. In the past, OWC, CTDOL and the State Department of Education have worked collaboratively on the development of the incentive grant. This same approach will be used in the future as warranted.
- 6. How will the State ensure that the public (including people with disabilities) has access to board meetings and information regarding State board activities, including membership and meeting minutes? (20CFR 661.205)**

Public notice of CETC meetings is filed with the Office of the Secretary of the State in accordance with Connecticut General Statutes. Notices of CETC meetings and committee meetings are distributed to CETC members and other interested parties. All CETC meetings and committee meetings are open to

the public.

CETC also routinely conducts public hearings during the development of the statewide priorities and goals. Information regarding the CETC, its membership, and its committees is available to the public on request.

7. Identify the circumstances which constitute a conflict of interest for any State or local workforce investment board member or the entity that's/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (111(f), 112(b)(13), and 117(g).)

The CETC by-laws make the following provisions relative to conflict of interest:

- Members of the Commission shall not receive compensation for their services, but may be reimbursed out-of-pocket expenses directly related to the discharge of the Commission's affairs.
- No CETC member may receive anything of value as a result of a benefit conferred by the State of Connecticut upon an organization with which the Commission member is affiliated.
- A Commission member must disclose with particularity the nature and extent of any affiliation with an organization that is seeking anything of value from the State of Connecticut prior to consideration of the request by the Commission or an appropriate committee thereof.
- No member shall vote on a question in which he or she has a direct personal or pecuniary interest not common to other members of CETC. The minutes of the meeting shall record compliance with this requirement. The interested member may briefly state his or her position regarding the subject or may answer questions of other members, since his or her knowledge may be of assistance.

In addition, the CETC policy regarding conflict of interest for state and local Workforce Investment Board members has been revised to extend the prohibition against members voting on matters which would have financial benefit to the member. The extension also covers matters which would benefit the member's immediate family.

CTDOL policy outlines the following regarding conflict of interest for local Board membership:

- No member of any Board shall cast a vote on the provision of services by that member or organization which that member directly represents, or vote on any matter which would provide direct financial benefit to that member.
- There will be no vendor representation on Board committees that make funding recommendations.

- Board members who have vendor affiliations must disqualify themselves from any Board funding discussions and/or votes. This includes direct and indirect affiliation.
- There must be documented evidence of a distinction between the Board review and assessment of proposals for funding and staff review.

8. *What resources does the State provide the board to carry out its functions, i.e., staff, funding, etc?*

The state Office for Workforce Competitiveness (OWC) provides staff support to the CETC and its committees. OWC is supported by a State General Fund appropriation.

C: Structure/Process for State agencies and State board to collaborate and communicate with each other and with the local workforce investment system §112(b)(8)(A)

1. Describe the steps the State will take to improve operational collaboration of the workforce investment activities and other related activities and programs outline the section §112(b)(8)(A), at both the State and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc). How will the State board and agencies eliminate any existing State-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)

- a. The State has developed multiple approaches to improve the operation collaboration of the workforce investment activities within the state. At a fundamental level, the *CTWorks* Business system includes programmatic support for many of the mandatory partners required under WIA (i.e. Wagner-Peyser, WIA Adults, Dislocated Workers, Youth, and Veterans). The Business system also supports coordination of Business Services at the local level.
- b. The State has issued guidance to required partners and local areas regarding development of Memorandums of Understanding and is available to assist local areas when revising or developing new agreements.
- c. The State workforce board includes Agency Commissioners who represent required partner programs as well as business members some of whom also serve on local workforce investment boards.
- d. When State-level barriers to coordination are identified the State will work with the state agency, local board(s) to resolve the coordination issue.

2. Describe the lines of communication established by the Governor to ensure open and effective sharing of information among State agencies responsible

for implementing the vision for the public workforce and between State agencies and State workforce investment board.

The Governor, by executive order, has established a Jobs Cabinet that includes members of State agencies responsible for workforce development. The Jobs Cabinet serves as a venue for discussion and information sharing among the state agencies. The Chairman of the CETC serves as an Ad Hoc member of the Jobs Cabinet, in addition, as number of the Jobs Cabinet members are also members of the State workforce investment board.

- 3. Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between State agencies/State Board and local workforce investment areas and local Boards. Include types of regularly issued guidance and how Federal Guidance is disseminated to local Boards and One-Stop Career Centers. (§112(b)(1).)***

The Governor has designated the Connecticut Department of Labor (CTDOL) as the Administrative Entity for purposes of WIA Administration. The CTDOL is also the Administrator for ETA programs in Connecticut. As the Administrative Entity, CTDOL distributes all regularly issued State guidance to local Workforce Investment Areas. State guidance is also available on the CTDOL web-site. Federal guidance is disseminated to local Workforce Areas and *CTWorks* centers via U.S. Mail.

Meeting notices for the CETC are sent to local Workforce Boards, statewide organizations and other interested parties. The scheduled meetings are transmitted to the Secretary of State. Notices are mailed out advising groups of Committee and Ad Hoc Work group meetings.

Public comment is solicited at each CETC meeting.

- 4. Describe any cross-cutting organizations or bodies at the State level designed to guide and inform an integrated vision for serving youth in the state within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth? How is the State Promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)***

The primary State-level cross-cutting body designed to guide and inform an integrated vision for serving youth in the State in the context of workforce investment, social services, juvenile justice, and education is the Youth Committee of the Connecticut Employment and Training Commission (CETC), the State-level Workforce Investment Board. The importance of

youth issues to the CETC is reflected in the fact that the Youth Committee is one of the only standing committees of the CETC, besides its Executive Committee and a Performance Measurement Committee (to be established). All other work of the Commission is done through time-limited Ad Hoc Work Groups, but the Youth Committee has ongoing functions and responsibilities that warrant its status as a standing committee. In its membership, the committee includes representation from the State Department of Education, the Juvenile Services Unit of the Court Support Services Division of the Judicial Branch, the Department of Labor, the Department of Social Services, the Department of Children and Families, the Department of Economic and Community Development, the Department of Higher Education, the Community College system, local Youth Councils, and local Workforce Investment Boards. As one of its ongoing projects, the Youth Committee works closely with the Department of Labor to generate special customized quarterly reports based on data on WIA-funded youth services in the State's local Workforce Investment Areas. The reports offer information that can be helpful for management at the local level, as well as to State-level policy makers. The Committee also provides technical assistance to the local WIBs in analyzing contracts for youth services, identifying issues, problems, and strong points/best practices. This function is intended to result in improvements in youth services across the State. In addition, the Youth Committee has provided technical assistance to local staff in employability skills training for youth, as well as improved documentation of skills attainment.

As noted in Section I.E., another key cross-cutting body, created in 2005, is the Youth Vision Team, led by the CETC Youth Committee with support from the State Department of Labor, to pursue USDOLETA's vision for serving youth through WIA and to coordinate the pursuit of that vision in Connecticut. The team includes representation from the State Department of Labor, the leadership of the CETC Youth Committee, the Office for Workforce Competitiveness, the Department of Children and Families, the Court Support Services Division of the Judicial Branch (Juvenile Justice), the Department of Education, the Department of Social Services, all five local WIBs, the Bureau of Rehabilitation Services (Department of Social Services), the Department of Mental Retardation, the Department of Mental Health and Addiction Services, the Department of Correction, the Commission on Children (Legislative Branch), New Haven Public Schools, the Governor's Senior Advisor for Early Childhood, the Governor's Prevention Partnership, the Office of Policy and Management, the Job Corps, Casey Family Services, United Way of Connecticut, and Families in Crisis.

IV. Economic and Labor Market Analysis (§112(b)(4).):

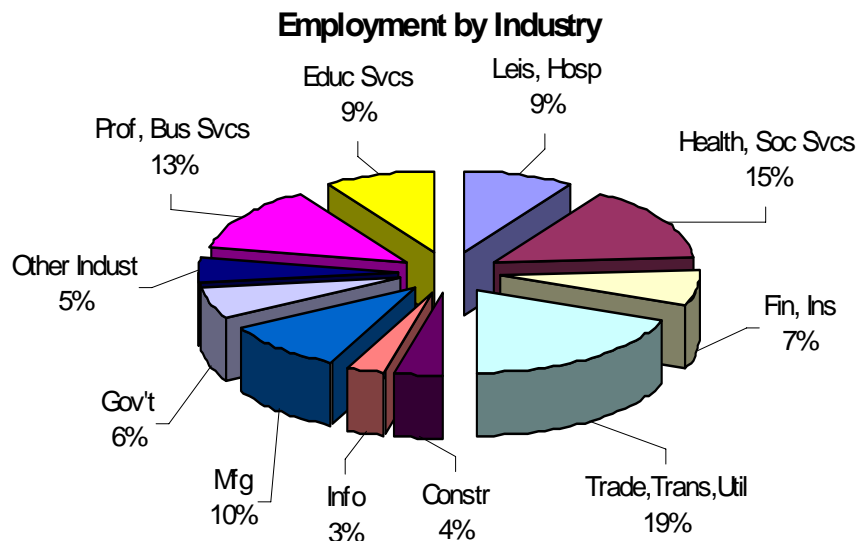
As a foundation for this strategic plan and to inform the strategic investment and priorities that flow from this plan, provide a detailed analysis of the State's economy, the

labor pool, the labor market context. Elements of the analysis should include the following:

A. What is the current makeup of the State economic base by industry?

Connecticut's industrial make-up, along with the rest of the nation, will continue its shift from a manufacturing-based to a service-economy. With expected flat employment growth in the goods-producing segment, virtually all employment growth will come from the service-providing segment of the State's economy. By 2014, Connecticut's manufacturing industry will employ less than 10% of the workforce.

As Connecticut's dependence on the defense and insurance industries remain, diversity will play a major role in shifting importance to other sectors such as biotechnology, medical device manufacturing, research and development, and recreation and tourism. Overall, Connecticut is expected to gain, on average, more than 15,000 new jobs each year. In addition, another 42,000 workers will be needed each year to replace those that leave the workforce due to retirements or for other reasons.



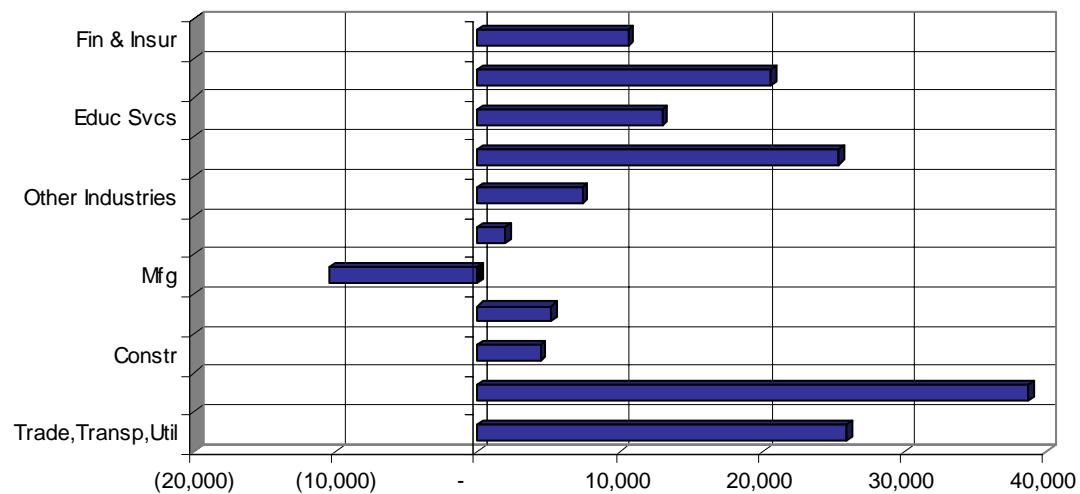
B. What industries and occupations are projected to grow and/or decline in the short term and over the next decade?

It is projected that a large number of high-tech, knowledge-driven jobs will spawn from the State's mature (finance, healthcare, insurance, etc.) and niche industries (fuel cell, medical device, fiber optics, etc.), as companies diversify their products and services to keep pace with ever-changing market trends. The demand for highly

skilled workers is a reflection of Connecticut's future economy that will become increasingly knowledge intensive and less dependent upon capital expenditures to stimulate economic growth.

While Connecticut is expected to experience nominal job growth over the next decade, the majority of its employment growth is expected to come from its service industries in both the short and long-term. The highest rate of change in employment between 2004 and 2014 will be in the Health Care and Social Assistance sector as Connecticut's demand for healthcare professionals will continue in the short-term and long-term as hospitals, community care facilities, and personal services generate thousands of new jobs to keep pace with the State's aging population. Specifically, registered nurses and licensed practical nurses will find numerous job openings annually, over 1,300 combined.

Employment Change 2004 - 2014



Lifestyle changes and gaming expansions will drive the creation additional accommodation and food services jobs, and an overall increase of more than 2,000 opportunities annually. The educational services industry will add nearly 1,300 jobs annually over the next decade to address teacher retirements in the State's elementary, secondary schools and colleges and universities in both the short-term and long-term.

Connecticut's trade, transportation, and utilities industries will also see an increase of nearly 2,600 jobs each year during the ten-year period. Professional, technical and business services industry jobs, concentrated in the accounting and tax preparation, engineering, and computer systems services will continue to grow more than 2,500 jobs annually as consumer demand increases for these specialized services. During

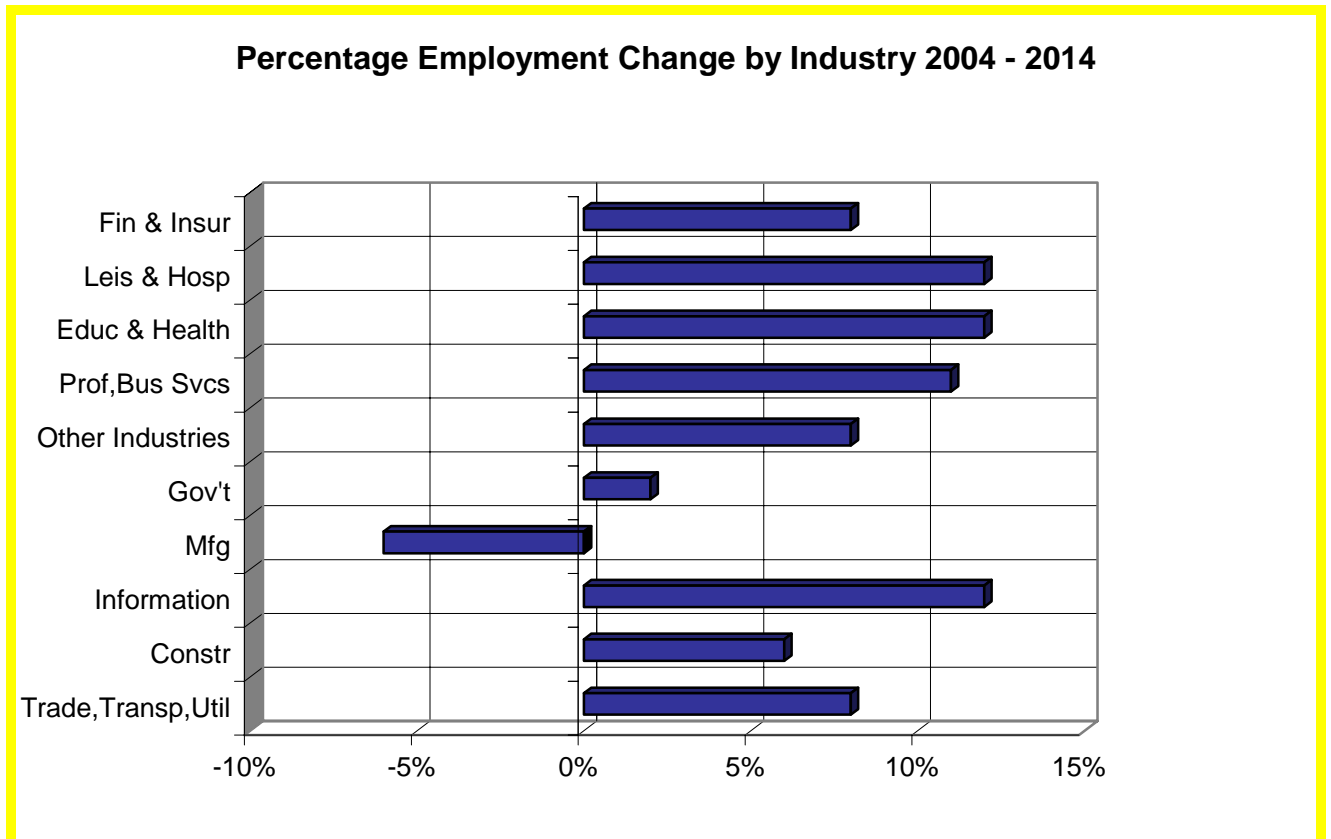
this same period, the finance and insurance industries anticipate stronger job growth due to improved profitability of the State's insurance firms and investor confidence.

Wholesale and retail trade employment growth over the next decade will be aided by consistent increases in consumer spending. The largest growth will be seen in the automotive, grocery, and construction industry sectors.

Construction and extraction occupations are forecasted to grow by over six percent over the next ten years, as the rise of highway and commercial building construction offsets some of the initial job losses associated with new residential construction. The influx of new businesses and the expansion of industry heavyweights have resulted in a boom in commercial building properties across the State. Connecticut's skilled trades (electricians, HVAC technicians, plumbers) an often overlooked, but equally high-tech segment of our State's economy, will also provide numerous job opportunities over the next ten years. The specialty trade contractor industry is forecasted to expand due to the rise in consumer demand for alterations, maintenance, and repairs to their residential homes as well as the growth of commercial building construction.

Over the next ten years, the State's leisure and hospitality sector will provide nearly 2,100 annual openings led by promising developments in the southeast's entertainment industry. The success of this region's gaming sector has produced a higher demand for workers in food preparation and serving-related occupations as well.

In the short-term, Connecticut's manufacturing employment will decline as jobs with routine responsibilities (low-skilled) are removed, and plant renovations create less need for labor. Long-term modern manufacturing processes requiring a more sophisticated and higher skilled workforce will lead to increased employment opportunities for the State's workers. This is reflected in Connecticut's stronghold in the biotechnology, medical device, fuel cell, and pharmaceutical manufacturing industries.



C. In what industries is there a demand for skilled workers and available jobs, both today and over the next decade? In what numbers?

Connecticut's health care and social services has replaced the professional and business services sector as the fastest growing segment of the State's economy, with a growth rate of 15% over the next decade. Significant growth in the State's gaming sector will increase the demand for workers in the leisure and hospitality industries – projected to grow by 12% by 2014. Connecticut's professional and business services will grow by more than 11% as the demand for specialized, high skilled services increases.

Finance and insurance will also show steady employment growth (8%) over the next decade. Increased financial investment activities will create new employment opportunities in the securities and commodities sector, while the insurance sector is expected to add additional jobs as well. As mentioned, the construction industry will enjoy continuing growth (6%) over the next decade, with nearly two out of every three workers needed in the specialty trades. Connecticut's teachers have a median age higher than most workers in the State. With many teachers approaching retirement age, Connecticut's schools will need close to 13,000 new teachers over the next decade.

Industry	Occupation	2004 Employment	2014 Employment	Annual Openings
Prof & Bus Services	General and Operations Managers	19,480	21,970	616
	Financial Managers	9,930	11,100	259
	Computer Software Engineers	6,850	9,050	288
	Computer Systems Analysts	9,600	11,350	284
Leisure & Hospitality	Chefs and Head Cooks	3,260	3,600	131
	Gaming Dealers	3,870	4,000	135
Health & Social Services	Registered Nurses	31,890	36,020	1,081
	Licensed Practical & Voc Nurses	7,880	9,100	294
	Social and Human Service Assts	7,890	9,330	283
	Rehabilitation Counselors	4,080	4,790	165
Finance & Insurance	Accountants and Auditors	20,520	23,370	672
	Business Operations Specialists	9,160	10,730	313
	Management Analysts	10,930	12,160	273
	Securities & Financel Services Sales	6,790	8,400	238
Construction	Carpenters	12,310	13,220	291
	Electricians	8,240	8,990	237
	Plumbers, Pipefitters, Steamfitters	5,930	6,540	197
Education Services	Teacher Assistants	22,580	25,080	687
	Elementary School Teachers	18,140	18,990	486
	Secondary School Teachers	12,730	13,530	438
	Middle School Teachers	10,150	10,980	306
Trade, Transp & Utilities	Sales Representatives, Wholesale	20,410	22,700	764
	Truck Drivers, Heavy/Tractor-Trailer	14,280	15,320	337

D. What jobs/occupations are most critical to the State's economy?

Connecticut's financial services and insurance sector is on its way to recovering the jobs lost due to the previous economic recession. The State has a long history of insurance institutions headquartered in the State, and while mergers and sell-offs have affected employment, mainly in the Hartford area, job creation is expected to be at an above average pace over the next ten years. With a current workforce of approximately 65,000, the insurance sector is forecasted to add an additional 2,600 jobs by 2014. Accelerated demand for accountants and auditors will result in over 650

annual job openings. Financial analysts will find ample employment, while management analysts with knowledge and expertise in corporate efficiency skills, will find more than 270 annual job openings. Connecticut's investments and securities industries include some of the highest paying and fastest expanding occupations in the State. Comprised of nearly 23,000 jobs, overall employment in this industry sector is expected to grow by approximately 30% over the next decade.

Engineers of varied academic disciplines will be in high demand through 2014. Breakthroughs in technology and expanded commercial use within Connecticut's fuel cell development, medical device manufacturing, and nanotechnology sectors have spurred demand for job seekers with backgrounds in chemical, electrical, and mechanical engineering. These engineers will also be coveted by aerospace and pharmaceutical manufacturing, and by scientific research and development services, providing over 200 job openings annually. The development of non-residential building construction (i.e., commercial building, expansions) appears relatively strong, opening up nearly 100 new job openings annually for civil engineers and architects.

Employment in computer and mathematical occupations is forecasted to be one of the State's strongest drivers of job creation, providing an average of more than 1,600 employment opportunities annually. As e-commerce and e-business become further embedded in the domestic and global marketplace, employers will need to add greater numbers of information technology professionals to keep up with increasing demand for services and to remain competitive. Computer network systems administrators and data communications analysts (+300 jobs annually), and computer systems analysts will be the primary beneficiaries of this growth. Employers' heightened attention to database network security will result in increased demand for database administrators to be proactive in their planning, implementing and testing of security measures in order to protect sensitive information.

Matching recent levels of graduates with the latest occupational projections from the Connecticut Department of Labor reveals ongoing shortfalls in meeting projected labor demand. It is important to note that even occupations that are not adding large numbers of new jobs are still offering significant opportunities because, as Connecticut's aging workforce retires, replacement workers will be needed.

Projections for the period 2004-2014 include:

- **Engineering:** Total of 1,372 new jobs, but expected openings of 7,280 (including replacement jobs)
- **Machine Tool & Shop:** Decline of 2,028 in overall jobs, but 8,580 expected openings (including replacement jobs)
- **Teachers and School Administrators:** Total 7,561 new jobs, but 26,670 expected openings (including replacement jobs)

When we consider annual openings created by both new jobs and turnover, it

becomes clear that several critical technology-related fields are falling well short of having the level of graduates needed to fill those positions. These occupations include information technology, registered nurses, teachers, engineers, and machinists. The shortfall in new graduates leaves Connecticut's employers with difficult choices. They can incur the expense of relocating workers from other states to fill the demand, which places Connecticut at a competitive disadvantage. They can decide not to fill jobs, holding back the state's economic growth. Or, even more damaging to the economy, they can shift production outside the state because of the skill gaps here.

The table below compares estimated annual openings in selected critical occupations with recent graduate levels, and illustrates the estimated potential annual labor gap for each.

Occupational Grouping	Estimated Annual Openings for 2004-2014	Recent Graduate Levels (School Year 2005-20061)	2006 Estimated Potential Annual Labor Gap
Information Technology	1,518	996	522
Registered Nurses	1,081	1,155	(74)
Teachers and Administrators	2,667	699 (Bachelor's) 2,977 (Master's)	1,968* (330)**
Electrical, Mechanical, Industrial and Civil Engineering and Technicians	584	504 (Bachelor's) 285 (Master's)	80 299
Machine Tool and Machine Shop	812	154	658

Source: Connecticut Labor Department Office of Research and Job Development.

*Based on Department of Higher Education 2005-2006 Graduation Report.

** Number of Master's graduates who are first time teachers is unknown.

Training Needs in Connecticut

An examination of the occupation and wage information contained in "Jobs 2010," a report based on occupational projections and prepared for the CETC by the Connecticut Economic Resource Center, clearly shows that as the average wages of occupations increases, so does the level of training required for those occupations. While this may seem like a common-sense conclusion, it is a potent reminder of the importance of education and training: the probability of attaining sustainable, living wages increases as the level of training and educational achievement increases.

Although low-wage jobs are projected to represent a substantial proportion of all jobs in the next few years, the table below shows that projections also include a significant number of occupations with fairly large numbers of openings at higher wage levels (37.6% of all openings are at average annual wages over \$40,000).

Projected Annual Openings By Wage Level, 2004-2010

Average Annual Wages	Total Projected Annual Openings	Percent of Total Openings	Total Occupations Represented
Less than \$25,000	19220	35.7%	60
\$25,000 to \$40,000	14382	26.7%	108
\$40,001 to \$75,000	16338	30.4%	137
\$75,001 or Higher	3861	7.2%	30

Higher wages are associated with higher levels of skill. The "Jobs 2010" report describes the situation with regard to the higher-skill, higher-wage jobs that will be a significant part of the labor market in the next few years:

One of every two new jobs will require some level of post-secondary training or education. The training needs are especially critical in the areas of science, technology, engineering and math (STEM) – particularly in the IT area where seven of the 10 fastest-growing occupations are found. STEM occupations are at the very core of the knowledge economy, an economy that thrives on continuous innovation and technical advances. Connecticut's long-term ability to compete successfully at a global level will be directly related to the quality and rigor of STEM training at all levels – K-12 and post-secondary. In the near-term, widespread availability and a high caliber of post-secondary education are essential to the growth of technology jobs and, therefore, regional competitiveness, particularly in the face of a coming worker shortage.

The report also notes that, as part of a region with a high concentration of colleges and universities, Connecticut is well positioned to educate its future workforce for these available positions. However, demographics enter the picture once again; the state's position is favorable only if there is a supply of young people to educate and employ.

While the challenge of meeting the demands for a technology-skilled workforce are substantial, Connecticut must also address the challenge of an increasingly

dual economy that reflects continued growth of both high-wage, high-skill occupations and those with low wages and low skill requirements. As stated in a recent article in Business Week, using information from the Bureau of Labor Statistics, "Five of the 10 fastest-growing occupations over the next decade will be of the menial, dead-end variety, including retail clerks, janitors, and cashiers."¹ Projections show that a significant number of the occupations in demand with large numbers of projected openings (35.7% of total openings) are at a relatively low wage level (less than \$25,000).

It is important to note that some of these are typically part-time occupations (such as retail sales positions). A household member working in one of these jobs can make a substantial contribution to a household where other income is also being earned; however, it is virtually impossible for a family to survive on such an income alone. It is also true that these jobs typically do not provide a career path to an occupation with a higher livable wage.

	Annual Openings	Average Annual Salary
High Demand, Low Education Occupations		
Retail Sales	2,594	\$26,995
Cashiers	2,404	\$20,123
Waiters	1,656	\$19,198
Food Preparation	726	\$22,135

Source: Connecticut's Industries and Occupations: Summer 2006 Connecticut Department of Labor

A key challenge for Connecticut will be determining how to ensure that the occupational needs of both ends of the state's economic spectrum are met. As stated earlier, Connecticut must also ensure that there are enough knowledge workers available to meet the needs of the state's technology-using and technology-producing companies. At the same time, Connecticut must work to enhance the skill sets of those at the lower end, so that they can compete and advance into higher-paying careers.

Alan Greenspan, Federal Reserve Chairman, articulated this same point at the national level during a hearing on Capitol Hill in mid-June, 2004. Discussing the issue of recent job creation, he expressed concern about an increasing earnings gap between workers with high skills and education, and those with fewer skills and less education.

The result, he said, has been that inflation-adjusted wages have been "flat to declining" for the lower half of income earners, and rising for the highest-paid quarter of the workforce. "It's a problem caused basically by

¹ "Working...and Poor" (Business Week, May 31, 2004)

*our skill mix not keeping up with the technology that our capital stock requires," the Republican Fed chairman said, calling it a structural problem "that can be and must be addressed, because I think that it's creating an increasing concentration of incomes in this country and, for a democratic society, that is not a very desirable thing to allow to happen."*²

The 2000 Census estimated that there were 1,804,457 people in Connecticut's labor force in that year. We can assume that the labor force is similar to the adult population 25 and over, and therefore roughly 16% of individuals in the labor force do not have a high school diploma or equivalent. This means that there are over 288,000 people in Connecticut without even basic skills for success in the knowledge economy. Moreover, each year approximately 5,600 more young people are added to that group.

In view of this significant need for remedial education, the most likely sources of such education – employers and the State Department of Education's Adult Education division, local school districts' adult education programs, community-based organizations, community colleges, and the state's employers – face an enormous task. Data for 2002 indicate that a total of 5,031 individuals were helped in attaining a local high school diploma or GED. Although many others also advanced their skills to some extent, it is clear that there is a huge shortfall, and that many people are left without the necessary basic skills to enable them to function in the labor market.

It is important to note that as the knowledge economy continues to evolve, the required training for many of these occupations will change as well. On-the-job training (OJT) or work experience programs will have to include a basic mastery of technology, and strong foundation in math and reading. Workers in a wide variety of jobs, such as retail sales, warehouse and distribution jobs, assembly and other light manufacturing, hospitality, and even food service, need to have the skills to enable them to work on a computer, use basic computer programs, and program and use other electronic devices. The widespread growth of the knowledge economy means that the skill requirements for these jobs are undergoing the same ratcheting up as the high-tech and advanced scientific occupations that often require advanced math or other intensive training; the only difference is one of degree.

E. What are the skills needs for the available critical and projected jobs?

For Connecticut to maintain a competitive advantage, occupations at all levels and in all industries must become more knowledge-oriented, and the minimum level of skills necessary for each occupational tier (low-wage, mid-wage, and high-wage) will only increase. Simply stated, the level of skills mastery in the classroom must keep pace with the increased knowledge requirements in the workplace. This has to be Connecticut's new paradigm for economic competitiveness, but attaining it will

² "Quality of New Jobs a Matter of Debate," (Jonathan Weisman, and Nell Henderson, *The Washington Post*, June 22, 2004)

require changes in the state's current approach to talent.

In January 2001, a legislatively mandated Workforce Investment Study Team produced a report for the Governor and the General Assembly, based on an intensive study of Connecticut's workforce investment system and the state's economy and workforce needs. That report noted that:

The state's various education, employment and training organizations and activities are not producing sufficient numbers of people with the skills required to meet the needs of employers. In addition, due to out-migration, the state is not retaining workers (including college graduates). As a result, many businesses are unable to grow to their potential... Employers in Connecticut are experiencing increasing difficulty finding, recruiting, and retaining workers – at the entry level and at higher levels of experience. i

The report goes on to say:

Given the state's small size, current demographic trends (aging workers, emigration of young people), and the capacity of our workforce preparation infrastructure, generating enough qualified workers to meet the annual need... represents a barrier to economic growth – for both employers and workers. Workers are finding it difficult to keep up with technological advances in industry, and enrollments in key vocational areas such as manufacturing and construction trades (major drivers of the state's economy) are decreasing. Employers are experiencing difficulty finding workers with the required skills.³

The major challenge to economic growth and quality of life in Connecticut is the mismatch between the needs of the state's employers on the one hand, and the size and skills of the workforce on the other. Moreover, the skills of the urban labor force must be ratcheted up significantly in order to provide a skilled pool of talent large enough to meet the future needs of employers and enable their businesses to maintain their economic competitiveness – indeed, even to survive – over the coming decades.

F. What is the current and projected demographics of the available labor pool (including incumbent workforce) both now and over the next decade?

Significant demographic change is underway in Connecticut. The State's population is relatively old, and the labor force is growing very slowly; in fact, as many members of the baby boom generation "age out" of the workforce and go into retirement, the problem of worker shortages will become increasingly acute. The shortages will not necessarily extend across the entire occupational spectrum,

³ "Workforce Investment Study Team Final Report" (WIST, January 2001) pp 11-12

but will be concentrated in particular occupations. Many of these, however, will be areas of critical need.

If this projected shortfall alone were not an alarming prospect, a look at the preparedness of our future workforce is reason for even greater concern. Higher proportions of Connecticut's future talent pool will come from the State's urban areas. Many of these individuals will have grown up in poverty, which is generally a critical barrier to educational opportunity and achievement, including mastery of the skill levels required in the 21st-century workplace.

The State's economy also is undergoing a transformation. An increasingly competitive and globalized economy – one that is fundamentally dependent upon knowledge – demands ever-higher levels of skills in the workplace in order for businesses to compete. Because of the high costs of production associated with doing business in Connecticut, innovation is now absolutely critical for economic growth. Firms must constantly develop new products and processes based on creating, distributing, and using information. Therefore they require "knowledge workers" who are skilled in these information-oriented activities.

The implications of the knowledge economy are not confined to the highest levels of technology nor does the knowledge economy represent only high-tech industries. Industries across the Connecticut economy must be knowledge-intensive if they are to be competitive, because the high cost of production requires ever-increasing levels of productivity. Technology has been and will continue to be one key element in making Connecticut a national leader in productivity. Accordingly, there is a broad need for workers with basic technology-related skills, even in occupations and industries that are not considered high tech. Automotive repair is just one example: senior technicians at car dealerships spend more time dealing with computers and sensors than with valves and gaskets.

Knowledge workers must have a solid foundation that includes basic literacy and mastery of math, science, and technology. These skill areas are essential for Connecticut's economic vitality, because the State's entire economy – from retail and service to finance and manufacturing – will need to be increasingly grounded in the production, use, and distribution of information to remain competitive.

The clash between demographic trends and economic forces is unavoidable. The only way to soften its impact will be through the generation of a well-educated and trained talent pool.

Like many States in the Northeast, Connecticut's population is older (and aging faster) than those of most other States. By 2008, the State's median age is expected to be 40, and by 2010, nearly 15% of the State's population will be age 65 and older (9th highest), and 40% of its labor force will be over 45 years of age. It is expected by the year 2025, 18% of Connecticut's population will be age 65

and older – mirroring Florida. Connecticut also continues to see persistent out-migration of their mid-life and older working-age populations. It is projected that the State will experience the largest loss of four-year degree holders in New England over the next decade. Furthermore, it is believed that among the State’s younger workers, the percentage of those having a baccalaureate or associate degree will be 30.5%, which is down from 34% in 1993. Because of these factors, a number of Connecticut’s major industries are expected to be severely impacted, namely education, healthcare, construction, manufacturing, and transportation. As the “graying” of Connecticut means younger workers will be a key source of labor, it should be noted that the State’s younger workforce is smaller than the national average, which could present a worker shortage in the future. The growth of Connecticut’s immigrant population may minimize the projected shortfall.

G. Is the State experiencing any “in migration” or “out migration” of workers that impact the labor pool?

In 2000, the outflow of recent high school graduates who enrolled as college freshmen in other states was almost 11,000 students. In contrast, the inflow of high school graduates from other states that enrolled as freshmen in Connecticut numbered about 7,800. That results in a net loss of roughly 3,200 students.

The state has also been a net exporter of recent college graduates. Census data indicate that between 1995 and 2000, Connecticut lost roughly 7 percent of its 25-to-39-year-old single, college-educated adults, with 28,470 moving out of the state and only 22,155 moving in. Unless action is taken now, ensuring the availability of workers with the increased levels of skill required by the knowledge economy of the 21st century will be a daunting task.

The net increase in population in Connecticut can be attributed to the increase in the immigrant population. Between 1990 and 2000 the percentage of non-English speakers at home increased from 15.2 percent to 18.3 percent.

H. Based on an analysis of the projected demand for skills and the available and projected labor pool, what skill gaps is the State experiencing today and what skill gaps are projected over the next decade?

Connecticut is experiencing skill gaps in some key vocational areas. Two examples are manufacturing and construction trades, both of which are major drivers of the State’s economy. In addition, health care occupations (nursing and allied health), which are in demand and which are increasingly important due to the aging of the population and of the workforce, require skills that are not readily available in the labor pool. Overall, the major challenge to economic growth and quality of life in Connecticut is the mismatch between the needs of the State’s employers on the one hand, and the size and skills of the workforce on the other. The “STEM” skills – science, technology, engineering, and math – are the ones in which the gaps are most crucial. Unless increased numbers of students

concentrate in these areas, Connecticut will not be able to grow the talent required for innovation, which is critically important for the State's economic competitiveness because it is the only way for the State's productivity to increase. Demographic trends indicate that these crucial skill gaps will continue over the next decade. Connecticut's workforce planning has recognized these skill gaps, and the Governor's vision includes steps to be taken to address the problem, but solutions will not come quickly and the gaps are likely to remain problematic over the next decade.

The Connecticut Legislature established the Allied Health Workforce Policy Board (AHWPB) to conduct research and planning activities related to the allied health workforce. They released a Nursing and Allied Health Faculty Staffing Plan in January 2007. The plan includes information concerning the current and projected shortages in the allied health field. Particular emphasis was placed on the lack of faculty to meet enrollment demands. The plan includes recommendations concerning how to alleviate the shortage in the allied health field as well as address shortages in faculty staffing throughout the educational system.

I. Based on an analysis of the economy and the labor market, what workforce development issues has the State identified?

Connecticut's most important workforce development issues arise from the looming collision between demographics and economics. The State will be confronting the impact of unprecedented change in the characteristics of its population, as well as an economy that plays by very new rules. The population is relatively old and the labor force is not growing, and as many members of the "baby boom" generation age out of the workforce and retire, the problem of worker shortages will become increasingly acute. If that projected shortfall were not an alarming prospect in and of itself, a look at the preparedness of the future workforce is reason for even greater concern. Higher proportions of the future talent pool will be coming out of the State's urban areas. Many of these individuals will have grown up in poverty, which is generally a critical barrier to educational opportunity and achievement, including mastery of the skills required in the 21st-century workplace. Lagging graduation rates on the part of minority students (at both secondary and post-secondary levels) attest to the effects of this fact. And those students who do graduate often have not focused on the fields that support the core needs of the knowledge economy. Another factor exacerbating the projected workforce shortages is the fact that Connecticut has been experiencing a net loss of recent college graduates and other young people, as more move out of the State than are moving in. In addition, many aging members of the workforce who want to continue working will need to be retrained in order to meet the skills requirements of the workplace.

The State's economy has also been undergoing a transformation. An increasingly competitive and global economy – one that is fundamentally dependent upon

knowledge – is demanding ever-higher levels of skills in the workplace in order for businesses to compete. Because of the high costs of production associated with doing business in the Northeast, innovation is now absolutely critical for economic growth. Firms must constantly develop new products and processes based on creating, distributing, and using information, and therefore they require “knowledge workers” who are skilled in these information-oriented activities. These workers must have a solid skill foundation that includes basic literacy and mastery of math, science, and technology.

The clash between demographic trends and economic forces is unavoidable. The only way to soften its impact will be through the generation of a well-educated and trained talent pool.

J. What workforce development issues has the State prioritized as being most critical to its economic health and growth?

Connecticut has prioritized the need for skilled talent that can spur innovation as one over-arching workforce development issue that is critical to economic health and growth. The other such critical issue is the other half of the “dual economy” – the need to address the skills of the lower-skilled portion of the workforce, and to develop career ladders that can enable those individuals (both incumbent workers and job-seekers) to upgrade their skills and become more economically competitive and viable. Both of these issues – the need for a high-skilled workforce to support the State’s need for innovation in the knowledge economy, and the need to advance the skills of the lower portion of the “dual economy” workforce – must be addressed simultaneously over the next several years.

Connecticut’s talent-based strategy for supporting economic growth is a response to demographic and economic realities described in the previous WIA plan. Those realities include the aging of the workforce, the globalization of the world economy, the projected shortages in critical skills, the need to increase emphasis on education in science, technology, engineering, and math (STEM) skills in order to foster innovation, and the high cost of consumption and production in Connecticut and the entire Northeast Region. All of these factors combine to present formidable challenges to the state’s economic competitiveness and its quality of life.

Connecticut’s strategic approach for building its 21st-century talent pipeline consists of three policy priorities:

- ***Growing talent*** -- Ensuring that future generations of the Connecticut workforce will possess skills for the 21st-century workplace, that sufficient numbers of trained knowledge workers are educated in the state, and that our K-16 system works seamlessly to advance student achievement;

- ***Using talent*** -- Putting our specialized talent to work to advance innovation by increasing research, product development, and new venture development; and
- ***Enriching talent*** – Retraining existing workers to address key skill shortage occupations and to provide workers with new career options.

The talent pipeline spans the entire spectrum of education and training, beginning with early childhood education, continuing through K-12 and post-secondary education, and encompassing workforce training. Interwoven through the entire spectrum of the talent pipeline is the recognition that fostering **innovation** through the production and application of skilled talent is the key to Connecticut's continued economic competitiveness.

V. *Overarching State Strategies*

- A. *Identify how the State will use WIA Title I funds to leverage other Federal, State, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the Statewide workforce investment system.***

The State has required that local areas leverage WIA Title I funds with Jobs First Employment Service funds (TANF) to provide contracted services to customers. This has resulted in co-case management for JFES clients who are registered in WIA services—primarily accessing ITA's.

Local areas have also worked closed with employer groups and foundations to leverage WIA funds and expand the availability of services (including ITA's) for their customers.

The State has allocated Governor's Reserve funds and appropriated state general fund dollars to support incumbent worker training in the state. Incumbent worker training has been focused on health care and manufacturing.

- B. *What strategies are in place to address the national strategic direction discussed in Part I of this guidance, the Governor's priorities, and the workforce development issues identified through the analysis of the State's economy and labor market?***

As noted earlier, the Governor's overall workforce development and economic development agenda recognizes the existence of a "dual economy" in Connecticut. The State must meet the demands for a technology-skilled workforce to support innovation as the foundation of competitiveness in the knowledge economy, while at the same time addressing the challenge of an increasingly dual economy that reflects continued growth of both high-wage, high-skill occupations and those with low wages and low skill requirements.

Projections show that a significant number of the occupations in demand with large numbers of projected openings (62 percent of total openings) are at relatively low wage levels (less than \$40,000). It will be necessary to raise the skills of entry-level workers in these kinds of jobs (including their technology skills), in an across-the-board ratcheting up of skill levels. That will include, at the lower end, using the public workforce system to enhance the skills of those in lower-paying jobs so that they can compete and advance into higher-paying careers. At the higher end of the “dual economy,” initiatives must be pursued to generate and retain the high-skill talent that can support the State’s ongoing competitiveness in the knowledge economy. Overall, the Governor’s strategies for addressing the dual economy include investing in the State’s education and training systems, beginning with early childhood education and continuing through higher education, from adult literacy programs and incumbent worker training to high-end scientific research. The resources of the public workforce system, including WIA, will be applied to that effort as appropriate.

Demographic realities are important in Connecticut’s workforce and economic development picture. A February 2004 report by the Battelle Technology Partnership Practice entitled “Generating the Talent and Innovations for the Twenty-First Century Knowledge Economy: A Report on Connecticut’s Technology Preparedness” included a finding that “Demographic shifts threaten Connecticut’s ability to ensure a skilled, available workforce in years to come.” Not only is population growth slower in Connecticut than in many other states, but the State has actually been losing young adults in the 20-to-34 age group – a prime source of tomorrow’s workers. These troubling statistics add urgency to the need to use the State’s public workforce system (and the educational system) to improve the skills of the young people who will be the workers of tomorrow. The available labor pool is limited, so it is necessary to engage all of our young people in becoming economically competitive. When these demographic realities collide with the economic facts of life in Connecticut, such as the high cost of production, it becomes clear that our State faces an imperative to maximize productivity through innovation, and to achieve competitiveness through superior technology and better service. This imperative requires raising skill levels across all segments of the Connecticut economy.

A crucially important concept underlying the Governor’s vision is **talent**, which is the main ingredient in fostering the innovation upon which the State’s future economic competitiveness depends. There are four aspects to the talent effort: 1) **Generating** talent (building and fortifying the educational pipeline); 2) **Sustaining** talent (back-filling key skilled-occupational shortage areas and retraining older workers for emerging jobs); 3) **Advancing** talent (addressing both sides of Connecticut’s dual economy); and 4) **Using** talent (increasing academic R&D and “entrepreneurism” in Connecticut).

The Governor’s strategies, based on labor market information and other economic data, are based not only on developing a skilled information technology

workforce (the initial focus of Connecticut’s talent and innovation efforts), but also on other areas that are critical to the State’s long-term economic competitiveness: Bioscience, Aerospace, Alternative Energy (particularly fuel cell technology), Health Care (medical technology and nursing), Nanotechnology, and Photonics. The industry cluster initiative that serves as an important part of the State’s economic development strategy recognizes the importance of innovation, and includes key elements such as:

- Launching a next-generation manufacturing initiative to increase the competitiveness of Connecticut’s small and midsize manufacturers;
- Creating a high-powered technology transfer and commercialization strategy to capitalize on Connecticut’s technology and innovation assets;
- Expanding business growth in the State’s inner cities, particularly entrepreneurship, by capitalizing on their competitive advantages; and
- Strengthening Connecticut’s economic foundations through stronger business and education linkages, by making Connecticut’s regulatory processes competitive with other states, and optimizing “Smart Growth” by channeling new development toward areas where supporting infrastructure exists.

The successful implementation of these strategies will be built upon strategic public-private collaboration and commitment among the public workforce system, economic development, business and industry, and education and training providers.

Additional strategies to be addressed include:

- Advancing R&D, innovation and commercialization through higher education-industry partnerships with the implementation of an Innovation Challenge Grant program;
- Advancing “Next-Generation” manufacturing through the identification of emerging-industry components (medical instruments, fabrication, materials, coatings, propulsion, photonics, etc.) and educational support programs;
- Ensuring the availability of occupational demand projections and vacancy surveys and promoting their use in educational planning;
- Establishing consistent and rigorous standards and curriculum in the math, science, engineering and technology areas in the K-16 system, guided by industry-validated skill standards;
- Developing a focused technical assistance resource for Connecticut tech-business start-ups to improve the State’s performance in receiving SBIR and other development grants; and
- Ensuring the availability of professional development opportunities for

teachers and administrators in the K-16 system, in the use of technology in the classroom (through distance learning via the Connecticut Educational Network) and as a teaching/learning resource.

Several other specific strategies have been identified for intensifying the State's education and training activities, including development of an enhanced continuum of opportunities, to increase the focus on skills needed for demand occupations critical to Connecticut's economic future.

Those strategies include:

- CETC will collaborate with others (including the Jobs Cabinet) in coordinating a statewide public information campaign to educate key audiences about the implications of Connecticut's demographic trends and future workforce realities and the importance of a new strategic jobs agenda.
- CETC will develop and promote specific recommended strategies intended to increase significantly the number of older workers retained in the workplace as an essential asset in Connecticut's future workforce. Strategies will address retention and training of older workers.
- The State Department of Higher Education will map out a comprehensive strategy indicating the range of actions needed to improve dramatically the abilities of the State's colleges and universities to respond effectively and quickly to address critical areas of workforce need.
- The State Department of Higher Education, in consultation with the State's colleges and universities, will take the lead in developing strategies to attract more post-secondary students to courses that will prepare them for technical careers in occupational areas of demand. Strategies will include scholarship assistance and other financial incentives for students who pursue majors in STEM disciplines at Connecticut colleges and universities. Loan forgiveness will be explored as another incentive for students who earn degrees in STEM disciplines and enter employment in related fields.
- The State Department of Education will develop specific proposals to strengthen state and local processes used to determine course availability, to ensure that schools provide ongoing instruction in subjects that reflect the State's workforce and economic development strategic priorities.
- The State Department of Education, in consultation with the State Department of Higher Education and the state's colleges and universities, will develop a strategic plan to improve preparation of new teachers for Connecticut's schools, especially in math, science, and technology areas. Strategies will address ways to prepare teachers to be able to make effective use of

technology in the classroom. They will also include a new student guidance model for a new generation, providing exposure to career information and related educational counseling beginning in grades K-5.

- The State Department of Education will produce a blueprint for fundamental change in the institutional culture and learning environment of K-12 schools so that they will be able to meet the talent requirements of Connecticut's innovation-driven, technology-based economy of the 21st century, empowering effective teachers and embracing principles of creativity, flexibility, and accountability.
- The State Department of Education, the Department of Higher Education, local school districts, and business leadership will develop strategies to:
 - Implement effective career counseling beginning in grades K-5 and continuing through middle school and high school; and
 - Get parents and students interested in technology-related careers and the value of acquiring the math, science, and technology skills needed to compete for these opportunities.
- The State Department of Education and the business community will collaborate in developing strategies to increase employer engagement with students, parents, and faculty in K-12 schools (including the Career Technical High Schools) to improve educational outcomes, help raise student skills, and increase students' career awareness. The strategies will recommend ways to reward effective employer-school partnerships. More businesses, particularly those with expertise in areas of occupational shortages, should reach out to and into schools more effectively, providing information about their needs, consultation on curriculum, and advice on competency standards, and acting as visible role models.
- As one dimension of a statewide "dual-economy" strategy, the Governor will direct selected members of her Jobs Cabinet – including institutions of higher education, Connecticut Innovations, and the Connecticut Development Authority – to propose comprehensive strategies to satisfy the high-skills, innovation-focused education and training requirements of Connecticut's innovation-driven growth economy.
- The Department of Economic and Community Development will lead an exploration of recruitment practices targeted at selected immigration markets to attract high-skilled workers who can help to address the state's workforce gap and projected shortfalls in key occupational areas. The campaign will emphasize accessibility to affordable public higher education in Connecticut as a key immigration incentive.

- CETC will develop specific proposals concerning the level, focus, and administration of funding for incumbent worker training to address current and projected gaps in key occupational areas.
- The Department of Economic and Community Development will develop policies to encourage development of new and emerging technologies, including low-interest loans to small and medium-sized manufacturers.
- To address the second dimension of a “dual-economy” strategy, CETC will recommend specific actions intended to help low-wage workers and individuals with low skills to become competitive in the workforce and advance to careers that provide financial viability. The recommendations will address:
 - Increased availability of workplace-based literacy (including ESL) and basic math incumbent worker training, to help employers upgrade the essential job-related skills of their current entry-level and/or low-skill employees; and
 - Increasing the number of individuals entering the State’s workforce pipeline and preparing those in untapped labor pools who are disengaged from the traditional workforce system – the unemployed, ex-offenders, individuals with disabilities, out-of-school and at-risk youth, etc., through short-term training programs and expanded career ladder initiatives.
- CETC will develop recommendations intended to maximize the strategic impact of the State’s adult education efforts, including the strengthening of strategic linkages between local school districts’ adult education programs and neighboring community colleges.

- C. Based on the State’s economic and labor market analysis, what strategies has the State implemented or plans to implement to identify and target industries and occupations within the State that are high growth, high demand, and vital to the State’s economy? The State may want to consider:***
- i. Industries projected to add a substantial number of new jobs to the economy;***
or
 - ii. Industries that have a significant impact on the overall economy; or***
 - iii. Industries that impact the growth of other industries; or***
 - iv. Industries that are being transformed by technology and innovation that require new skill sets for workers; or***
 - v. Industries that are new and emerging and are expected to grow.***

Industries and occupations identified by the State Labor Department’s Office of Research as high growth, high demand, and vital to Connecticut’s economy include

engineering, precision manufacturing (machinists), specialty construction, education, information technology, nursing, and allied health.

The Office of Research provides a comprehensive means of identifying high-growth and high-demand industries and occupations, through its economic forecasts. This data provide projected changes in industry employment from 2004 to 2014, and also shows annual growth and annual job openings. The data also identify top occupations in different ways: by annual openings, growth rate, and education and training requirements. As a planning tool, the forecasts provide an assessment of how such things as technology and demographics will continue to affect the State's industrial make-up and the types of careers in demand over the next decade.

In addition, information on specific skills, their importance to particular jobs, and the level of knowledge or expertise required for those jobs, is available through the Occupational Information Network (O*NET). The analysis of skills in demand is being brought into the assessment of the needs of the State's economy and the response of the workforce investment system. Connecticut's workforce professionals also use O*NET as a source of comprehensive information on job requirements and worker competencies for numerous occupations.

One of the ways in which particular occupations are identified as critical, within those showing high rates of growth, is to calculate the labor gap between estimated annual openings and recent graduation levels for each occupation. For example, computer and mathematical jobs show 1,600 estimated annual openings for the period from 2004 to 2014, but only 409 graduates for the school year 2003-2004, leaving an estimated potential annual labor gap of 1,191. Also, architecture and engineering employment opportunities are expected to reach nearly 1,150 for this same period, while the State's higher education system reported only 323 graduates for the school year 2003-2004 (potential annual labor gap: 827). This approach has been used to identify and target occupations, particularly in healthcare, where worker shortages are most severe.

Strategies for addressing such labor gaps, and for positioning the State's educational and workforce systems to be able to respond quickly to critical areas of workforce need, are a fundamental part of the Governor's vision for Connecticut's workforce and economic development efforts. As referenced in Item I.C., strategies will include the Department of Higher Education mapping out a range of actions that will improve the ability of the State's institutions of higher education to respond effectively and quickly to address critical areas of workforce need. In addition, the Department of Education will develop specific proposals to strengthen State and local processes used to determine course availability, to ensure that schools provide ongoing instruction in subjects that reflect the State's workforce and economic development strategic priorities. Overall, the emphasis will be on increasing the numbers of students at both the secondary and post-secondary levels who pursue studies in the "STEM" skills (science, technology, engineering, and

math), as a foundation for meeting the talent requirements of Connecticut's innovation-driven, technology-based economy of the 21st century.

D. What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the public workforce system, and education partners (K-12, community colleges, and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries' workforce challenges?

As noted in Items I and II, Connecticut has identified three strategic priorities to guide the State's workforce efforts over the next several years. As also noted earlier, several specific strategies have been identified in association with the above priorities. The strategies are listed on pages 3-4 and 4-5. Many of those strategies include ongoing and sustained strategic partnerships with the referenced entities, to identify workforce challenges and develop solutions to targeted industries' workforce challenges.

The State, through its planning guidance to local areas and through its grant solicitation process, requires that local areas engage in local partnerships that include local business and industry, economic development and education partners (including K-12, community colleges and others) when developing local plans and applying for additional funds. Local areas have responded to this process by engaging Chambers of Commerce as strategic business partners, responding to grant solicitations in partnership with local community colleges, and working with labor market information to develop training targeted to local strategic industries.

E. What State strategies are in place to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries?

The same strategies referenced above and listed on pages 3-4 and 4-5 include specific strategies to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries.

CETC has three committees that will focus on development of strategies to identify current resources and recommend strategies to increase resources available for incumbent worker training, career ladder development, and pilot programs that focus on careers in health care and technology.

Strategies relating to training for high-growth/high-demand industries include the following:

1. The State Department of Higher Education will map out a comprehensive strategy indicating the range of actions needed for dramatic improvement in

the abilities of the State's colleges and universities to respond effectively and quickly to address critical areas of workforce need.

2. The State Department of Higher Education, in consultation with the State's colleges and universities, will take the lead in developing strategies to attract more post-secondary students to courses that will prepare them for technical careers in occupational areas of demand. Strategies will include scholarship assistance and other financial incentives for students who pursue majors in STEM disciplines at Connecticut colleges and universities. Loan forgiveness will be explored as another incentive for students who earn degrees in STEM disciplines and enter employment in related fields.
3. As one dimension of a statewide "dual-economy" strategy, the Governor will direct selected members of her Jobs Cabinet – including institutions of higher education, Connecticut Innovations, and the Connecticut Development Authority – to propose comprehensive strategies to satisfy the high-skills, innovation-focused education and training requirements of Connecticut's innovation-driven growth economy.
4. CETC's Incumbent Worker Training Workgroup made specific recommendations to the Governor regarding investments in Incumbent Worker Training. Connecticut's Legislature appropriated \$500,000 in 2006 to be used to fund Incumbent Worker Training.
5. The Allied Health Policy Board has made recommendations to the Connecticut Legislature regarding how to increase the numbers of Allied Health faculty as well as access to Allied Health programs offered throughout the state.

F. What workforce strategies does the State have to support the creation, sustainability, and growth of small businesses and support the workforce needs of small businesses as part of the State's economic strategy?

Recently, the Small Business Services Committee of the Governor's Jobs Cabinet completed a set of recommendations to develop strategies for assisting small business start-ups and supporting on-going small business development. Specifically, the Committee recommended the following changes to the state's set-aside program for small and minority contractors which sets aside 25% of state-funded purchases for small businesses.

1. Expand the scope of the set-aside program by amending the definition of "small contractor" to open the contracting process to more small and minority-owned businesses;
2. Amend the current state law to require contracting agencies to notify contractors and subcontractors who are in violation of the set-aside

program in an effort to promote awareness of the set-aside goals and compliance with the program, resulting in more jobs for small businesses;

3. Train agency procurement personnel so that the program is administered uniformly; and
4. Work with the Small Business Administration and other appropriate organizations to develop a single document outlining all economic-development-related services available to small businesses.

The most effective way to ensure the continued growth of Connecticut's small businesses is to make certain small businesses, and particularly minority and women-owned businesses, benefit from the considerable investments that the state, through its agencies and partners, makes in economic development. Entrepreneurial business development becomes part of the core mission of their state's economic development policy and programs, and is integrated into the mission of related organizations such as the science and technology organizations, and the workforce development system.

Connecticut's goal is to leverage existing state investments to integrate minority and women-owned small businesses into the programmatic goals and objectives of Connecticut's overall economic development strategy, to ensure Connecticut fosters the growth of small businesses, expands the number of small businesses in the state, and gains a reputation as a state which provides the best environment for small businesses/entrepreneurs to grow and succeed.

Connecticut's Department of Economic and Community Development is pursuing several key strategies:

- Target out-of-state minority and women-owned small business specifically in cluster areas of biotechnology, IT, insurance and financial services as prospects for bringing their companies into Connecticut.
- Identify Connecticut minority and women entrepreneurs in the sciences and technology fields to include them in the planning, development and implementation of the technology transfer action plan.
- Increase the number of minority and women-owned businesses in each industry cluster organization.
- Work with our Washington delegation, the Ewing Marion Kauffman Foundation, and local partners to establish an Urban Entrepreneur Partnership Program in Connecticut and seek both federal and foundation funding. The Connecticut Urban Entrepreneur Partnership (UEP) Program is a statewide initiative (modeled after the national Urban Entrepreneur Partnership) that is aimed at encouraging and increasing entrepreneurship and minority/women

business development throughout the state of Connecticut.

- Continue to provide financial support for entrepreneurial training programs.
- Convene an advisory group of women and minority business owners and organizations focused on the success of small business, to provide counsel, advice, and assistance in developing and implementing identified strategies, including marketing.
- Develop a plan to utilize the commercial/retail portion of mixed-use housing projects for entrepreneur incubators in our key inner cities.

G. How are the funds reserved for state activities used to incent the entities that make up the State's workforce system at the State and local levels to achieve the Governor's vision and address the national strategic direction identified in Part I of this guidance?

Several examples illustrate Connecticut's commitment to its strategic vision and the vision articulated at the Federal level.

A portion of the 15% Governor's reserve funds is used to provide incentive awards to WIBs based on their WIA performance. These funds encourage WIBs to design their programs to achieve high levels of performance, thus meeting the demands of both the employer and the participant. For example, high entered-employment and retention rates, which exceed performance levels, are only possible when the individuals have been trained in occupations that the labor market can absorb and retain. Examples of the use of these funds in support of the Governor's vision and the national strategic direction include career ladder pilot programs, incumbent worker training, and prisoner reentry programs.

Local areas awarded incentives have programmed these funds into the following examples in direct support of the strategic vision:

In addition, the State provides statewide reserve funds to WIBs for incentives and technical assistance to Connecticut businesses to upgrade the skills of incumbent workers. Local incumbent worker training plans must identify key industries in their area, including the identification of emerging and growth industries.

H. Describe the State's strategies to promote collaboration between the public workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and have significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment.

Connecticut's primary means of pursuing collaboration between the public

workforce system, education, human services, juvenile justice, and others to better serve youth in need is the Youth Committee of the Connecticut Employment and Training Commission (CETC), the State-level Workforce Investment Board. As described earlier, the Youth Committee includes representation from the State Department of Education, the Juvenile Services Unit of the Court Support Services Division of the Judicial Branch, the Department of Labor, the Department of Social Services, the Department of Children and Families, the Department of Economic and Community Development, the Department of Higher Education, the Community College system, local Youth Councils, and local Workforce Investment Boards. With this broad spectrum of representation, the committee is in a position to foster dialogue and collaboration in meeting the needs of the State's at-risk youth.

Described in Sections I.E. and III.C.4 is a Youth Vision Team led by the CETC Youth Committee with support from the State Department of Labor to pursue USDOLETA's vision for serving youth through WIA and to coordinate the pursuit of that vision in Connecticut, including collaborative approaches among agencies to meet the needs of at-risk and disadvantaged youth. The team includes representation from the State Department of Labor, the leadership of the CETC Youth Committee, the Office for Workforce Competitiveness, the Department of Children and Families, the Court Support Services Division of the Judicial Branch (Juvenile Justice), the Department of Education, the Department of Social Services, all five local WIBs, the Bureau of Rehabilitation Services (Department of Social Services), the Department of Mental Retardation, the Department of Mental Health and Addiction Services, the Department of Correction, the Commission on Children (Legislative Branch), New Haven Public Schools, the Governor's Senior Advisor for Early Childhood, the Governor's Prevention Partnership, the Office of Policy and Management, the Job Corps, Casey Family Services, United Way of Connecticut, and Families in Crisis.

Another means of pursuing collaboration is through an interagency planning initiative involving the State's juvenile justice system (both the Court Support Services Division of the Connecticut Judicial Branch and the Department of Children and Families), the State Department of Education, the Governor's Senior Policy Advisor for Early Childhood Education, and the Office for Workforce Competitiveness. These representatives, plus a parent, sit on the Executive Committee of a Connecticut Joint Juvenile Services Strategic Planning initiative aimed at developing an integrated system for planning, implementation, and evaluation of juvenile justice service delivery in Connecticut. OWC participates in this effort due to the recognition of the importance of employment-related issues in the lives of young people involved with the juvenile court, and due to the fact that the OWC representative provides staff support to the CETC Youth Committee, the linkage with that interagency group is available to the strategic planning effort.

I. Describe the State’s strategies to identify State laws, regulations, and policies that impede successful achievement of workforce development goals and strategies to change or modify them.

The State will use the resources available within the Governor’s Jobs Cabinet to respond to issues related to achievement of the State’s workforce development goals. Any identified barriers will be brought to the Jobs Cabinet by the State Board. Each member of the Jobs Cabinet is responsible for oversight of their Agencies’ laws, regulations and policies.

J. Describe how the State will take advantage of the flexibility provisions in WIA for waivers and the option to obtain approval as a workflex State pursuant to §189(i) and §192.

The State Board (CETC) will continue to review recommendations included in its State Plan and the recommendations made by its Committees to determine if waivers are necessary to implement changes in the State’s Workforce system. Local areas may also apply for waivers based upon local need.

VI. Describe the major State policies and requirements that have been established to direct and support the development of a Statewide workforce investment system not described elsewhere in the Plan as outlined below (§§112(b)(2).)

Through legislation, the State has established the Connecticut Employment and Training Commission (CETC), which serves as the State Board, and the Regional Workforce Investment Boards. Also through legislation, the State has established the Office for Workforce Competitiveness, which serves as the Governor’s principal workforce development policy advisor; serves as the liaison between the Governor and any local, state or federal organizations and entities with respect to workforce development matters; coordinates the workforce development activities of all State agencies; coordinates the State’s implementation of the federal Workforce Investment Act; coordinates the development and implementation of strategies regarding technology-based talent and innovation among state and quasi-public agencies, including the creation of a centralized clearinghouse and technical assistance function at the state level to assist applicants in developing small business innovation research programs in conformity with the federal program established pursuant to the Small Business Research and Development Enhancement Act of 1992; establishes methods and procedures to ensure the maximum involvement of members of the public, the legislature, and local officials in workforce development matters; and serves as the lead state agency for the development of employment and training strategies and initiatives required to support Connecticut’s position in the knowledge economy. By Executive Order, the Governor has established a Jobs Cabinet to explore, identify and report on policies and actions necessary to ensure that Connecticut leads the nation in building a trained and employed workforce. (A list of members of the Jobs Cabinet is

included in Appendix A.)

A. What State policies and systems are in place to support common data collection and reporting processes, information management, integrated service delivery, and performance management? (§§111(d)(2) and 112(b)(8)(B).)

One system in place to support common data collection and reporting processes, information management, as well as providing integrated service delivery and performance management is the *CTWorks* Business System (CTWBS.) CTWBS supports the operational and management needs of the state of Connecticut in the administration of employment services under the Workforce Investment Act (WIA), Jobs First Employment Services (JFES) and Wagner-Peyser.

The primary benefit of the *CTWorks* Business System is the capability to make available more comprehensive data on all aspects of operation to the One-Stop operator. The system also offers other key elements that allow for improved efficiency and operations. For example, the system supports integrated case management for participants in a number of programs, including WIA, Wagner-Peyser, Veterans, and Job First Employment Services (JFES). Another positive element of CTWBS is the Employer Contact Management (ECM) component. This function provides users with a coordinated system for recording employer contacts and services.

From its inception, DOL staff continue to provide system users with assistance and training in operating CTWBS, particularly in regard to using the system to help meet performance management goals. There are over four-dozen report views and seventy-three standardized reports that have been developed to help the workforce investment boards manage clients and improve and enhance data collection for planning, management and reporting purposes. In an effort to continue to support the operational and management needs, the Department of Labor meets monthly with representatives from the workforce investment boards and program administrators to discuss both present and future CTWBS enhancements.

B. What State policies are in place that promote efficient use of administrative resources such as requiring more co-location and fewer affiliate sites in local One-Stop systems to eliminate duplicative facility and operational costs or to require a single administrative structure at the local level to support local boards and to the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery?

The State requires coordination of WIA Adult funds with Jobs First Employment Services funds, to support case management and job search activities in *CTWorks* offices. Wagner-Peyser staff are co-located in *CTWorks* offices throughout the state, and memorandums of understanding have been developed among required partners.

In Local Workforce Investment Areas, a single administrative entity supports both the local Workforce Board and serves as fiscal agent for WIA funds (as well as other state funds).

C. *What State policies are in place to promote universal access and consistency of service Statewide? (§112(b)(2).)*

The State, along with local Workforce Investment Board representatives, required partners, and service providers, developed a One-Stop design that identified core and intensive services. The State also issued guidance to local areas that defined and identified core, intensive and training services.

D. *What policies support a demand-driven approach, as described in Part I. “Demand-driven Workforce Investment”, to workforce development – such as training on the economy and labor market data for local Board and One-Stop Career Center staff? (§§112(b)(4) and 112(b)(17)(A)(iv).)*

There have been numerous policies implemented and actions taken to address the needs of the State’s employers and workers. Examples of these include the following:

- The analysis of the economy and workforce has long been the first step taken in formulating the State’s and local WIBs’ annual and long-term strategic plans. The economic, workforce and career information from the Department of Labor’s Office of Research provides the core information needed by system administrators and service providers to plan, evaluate, and effectively serve the business and individual customers of the system.
- Numerous yearly and special products have been prepared by the State Department of Labor, including the *Information for Workforce Investment Planning, Connecticut’s Industries and Occupations... Forecast 2014, Connecticut’s Labor Market Dynamics: Job Creation, Destruction, and Reallocation, Higher Education: Building Connecticut’s Workforce, and Benchmarking Growth in Demand-Driven Labor Markets*. These and other products, along with information from other government and private sources, have been used regularly since the inception of the Workforce Investment Act to identify the workforce development needs and plans of the State and local regions.
- The Office of Research maintains consultation with local workforce investment boards and stakeholders in the workforce investment system to determine customer needs for workforce information. Through continued contact with State and local policy makers, planners, educators, and economic developers, workforce information is provided to assist them in carrying out their responsibilities in a more informed, efficient, and effective manner. In addition to our collaboration with the State and local workforce investment boards and administrators of the public employment service, the Office of

Research provides workforce information training to all front-line workforce development system staff as requested. We regularly give presentations and training on the available Office of Research electronic and print resources to State and local agencies and organizations involved in providing workforce assistance to individuals and businesses. Included among them are representatives of the education community, welfare client service providers, rehabilitation services providers, and the corrections system. The Office of Research also conducts an annual regional conference (*Connecticut Learns & Works*) for educators, counselors, employment and training specialists, and businesspersons interested in career and workforce development issues.

- A number of legislative policy initiatives have been taken to directly address identified State workforce issues. These have included actions to permit the public institutions of higher education to retain certain funds if they are used for the purpose of establishing programs that directly address the identified occupational knowledge and skills needed by the State's industries, to establish career ladders in certain targeted occupations, to prepare forecasts of workforce shortages as a means for assessing the occupational needs of the State that need to be addressed by the workforce investment system, to develop strategies for addressing workforce shortages in high technology, health care and child care occupations, and to establish an Allied Health Workforce Policy Board to address critical workforce demands that are not being met in that field.

E. What policies are in place to ensure that the resources available through the Federal and/or State apprenticeship programs and the Job Corps are fully integrated with the State's One-Stop delivery system? (§112(b)(17)(A)(iv).)

Regional apprenticeship representatives from the Office of Apprenticeship Training meet on a continual basis to share information with *CTWorks* staff. Apprenticeship training opportunities are routinely integrated into career guidance and career exploration services offered through the One – Stop delivery system. Apprenticeship is a workforce solution and an education and training alternative for students and workers accessible through the *CTWorks* delivery system. Also, apprenticeship staff participates with the staff in the *CTWorks* centers concerning presentations to various groups, career and job fairs. Apprenticeship information for employers and individuals interested in the program is available in all of the *CTWorks* centers.

CTWorks partners are trained on the opportunities available through the Job Corps program. Many of the Job Corps Outreach, Admissions and Placement (OA&P) employees are housed within local *CTWorks* Centers. OA&P periodically presents Job Corps Orientations to describe in detail the Job Corps program and identify the basic requirements for candidates and the application process, and gives presentations at the *CTWorks* for parents and young people about Job Corps. Job Corps promotional material is prominently displayed in *CTWorks*

centers. Job Corps is included in the roster of service providers to whom *CTWorks* staff refers young people. In addition, the staff of the *CTWorks* offices provide workshops to students on resume writing, job search skills and interviewing techniques, as well as conduct tours of the *CTWorks* offices so that students know what resources are available to them at the centers.

VII. Describe the actions the State has taken to ensure an integrated One-Stop service delivery system Statewide (§§112(b)(14) and 121.)

A. What State policies and procedures are in place to ensure the quality of service delivery through One-Stop Centers such as the development of minimum guidelines for operating comprehensive One-Stop Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Centers? (§112(b)(14).)

While the State does not have a certification process for One-Stop Centers, CTDOL issued guidance regarding minimum guidelines for operating comprehensive One-Stops. The guidance states that to be considered a comprehensive One-Stop the site must include:

- A career resources center where clients have access to PCs, copiers, fax machines and other resources that can be used in their job search.
- A core set of workshops including interviewing techniques, resume writing and job search
- Wagner-Peyser funded staff
- WIA funded staff
- Jobs First Employment Services staff
- Memorandum of Understanding (MOUs) must be in place between all partners
- UI staff or information on how to access services
- Any other required partner as each area is able to negotiate with

In addition, CTDOL has issued Policies and Procedures so that there is standardization and quality on:

- Eligible Training Provider List
- WIA Registration
- Process for certifying Dislocated Workers
- Client Registration and Flow Process
- Priority of Service
- Program Integration

As part of this process, the Office for Workforce Competitiveness facilitated meetings with DOL and the WIBs to design the client flow process in each area.

DOL requires that its staff complete Global Career Development Facilitator Training, which is internationally recognized. The twelve modules of training include:

- Helping Skills
- Working with Diverse Populations
- Ethics
- Consulting
- Career Development Theory
- The Role of Assessment in Career Planning
- Labor Market/Career Information
- Technology
- Job Search and Employability Skills
- Training Clients and Peers
- Program Planning
- Public Relations

DOL staff also must attend certified resume writing, workplace violence, and customer service/greeter training.

To provide consistency, the Office for Workforce Competitiveness, through a contract with DOL, offers the same training for all *CTWorks* front-line staff.

B. What policies or guidance has the State issued to support maximum integration of service delivery through the One-Stop delivery system for both business customers and individual customers? (§112(b)(14).)

The CETC (State Board) adopted One-Stop design principles that were developed by representatives of state agencies, local workforce investment areas, community-based organizations, and representatives from higher education. The design principles focused on services to employers as well as to workers.

The State Board required that the State Department of Labor be a member of any consortium of One-Stop Operators, thereby assuring that all of the partner services provided by CTDOL staff are available in the local *CTWorks* centers.

Each local WIB, in partnership with its partners, developed service delivery strategies that responded to local need but were based upon the design template.

Business Services Representatives, supported by Wagner-Peyser funds, are assigned to one of five regions and team with the local business services staff of various partners to meet the needs of businesses. The consultants and their partners, using an individual approach, analyze a business customer's needs and its potential for employment stability and growth. After completing the analysis, they develop strategies to meet the business's needs. The DOL consultants and their partner business services staff use a customer-driven approach as opposed to the traditional program-driven approach.

The development and implementation of the *CTWorks* business system (CTWBS) in July 2003 went a long way in integrating services for both business and clients.

The business services component of the system allows all partners access and input to business, thereby avoiding duplication. The client case-management component integrates data from WIA, Wagner-Peyser, Jobs First Employment Services and Veterans customers. CTDOL is in the process of obtaining funds to also incorporate Trade Adjustment Assistance. A Policy and Procedural Handbook was developed for CTWBS and issued to all partners in August of 2003. A policy was issued that stated that this was the official case-management and reporting system for the State of Connecticut.

Through a contracting process, CTDOL requires the WIBs to integrate JFES and WIA case-management services whenever possible. Through policy and guidance issued in April 2001, CTDOL has disseminated information on program integration in regards to JFES and WIA and the need to account for similar activities from other funding sources.

Through the development and negotiation of MOUs between the WIBs and their partners, integration and non-duplication of services is fostered.

C. What actions has the State taken to promote identifying One-Stop infrastructure costs and developing models or strategies for local use that support integration?

Copies of the USDOL One-Stop Comprehensive Financial Management Technical Assistance Guide were formally distributed to WIBs to assist in the development of local cost sharing agreements.

The State, through its Office of Policy and Management, issued a memorandum to state agencies that were co-located in the *CTWorkss*, including the Departments of Social Service, Education, Economic Development, and Community Colleges, informing them of the need to develop, under the leadership of the WIBs, written cost sharing agreements documenting how facility costs will be allocated.

The State's Office for Workforce Competitiveness issued a written memorandum to all WIBs restating the need to develop cost sharing agreements as part of local memorandums of understanding with all *CTWorks* partners, including both partners required under WIA as well as any local partners that are part of a local *CTWorks*. Attached to this memorandum was cost information developed by the CT Department of Labor, containing all Labor Department costs for each of the local *CTWorks*, to assist WIBs in developing a cost allocation plan for the local area. As it happens, most One-Stops are housed in CTDOL leased facilities.

The State provided templates to assist WIBs in identifying, organizing, and totaling all shared costs for each partner. The CT Department of Labor, on an annual basis, identifies facilities costs under its leases, allocable to each WIB and other partners co-located in CTDOL facilities, and issues invoices for these amounts.

The CT Department of Labor is the entity responsible for administering the state's TANF Jobs First Program for TFA recipients. This program supports both state and local staff, who are co-located in all One-Stops throughout the state. This program also contributes its fair share of facilities expense for the respective One-Stops.

D. How does the state use the funds reserved for Statewide activities pursuant to Sec. 129(b)(2)(B) and 134(a)(2)(B)(v) to assist in the establishment and operation of One-Stop delivery systems?

All of the money spent on statewide services enhances the operation of the One-Stop delivery systems. For example, maintaining the ETPL provides clients with quality training options; the development of monthly and quarterly performance data allows state and local One-Stop operators to improve services; producing and disseminating labor market information allows businesses and job seekers to make informed choices and decisions; funding the *CTWorks* Business System supports the operational and management needs of the state, provides an integrated case management system for participants in a number of programs, including WIA, Wagner-Peyser, Veterans, and Jobs First Employment Services for TFA recipients, and features a coordinated system for recording employer contacts and services; funding an Incumbent Worker Training Program which upgrade workers' skills, increase wages earned and/or keep workers' skills competitive, and benefits employers to maintain or improve the company's economic position.

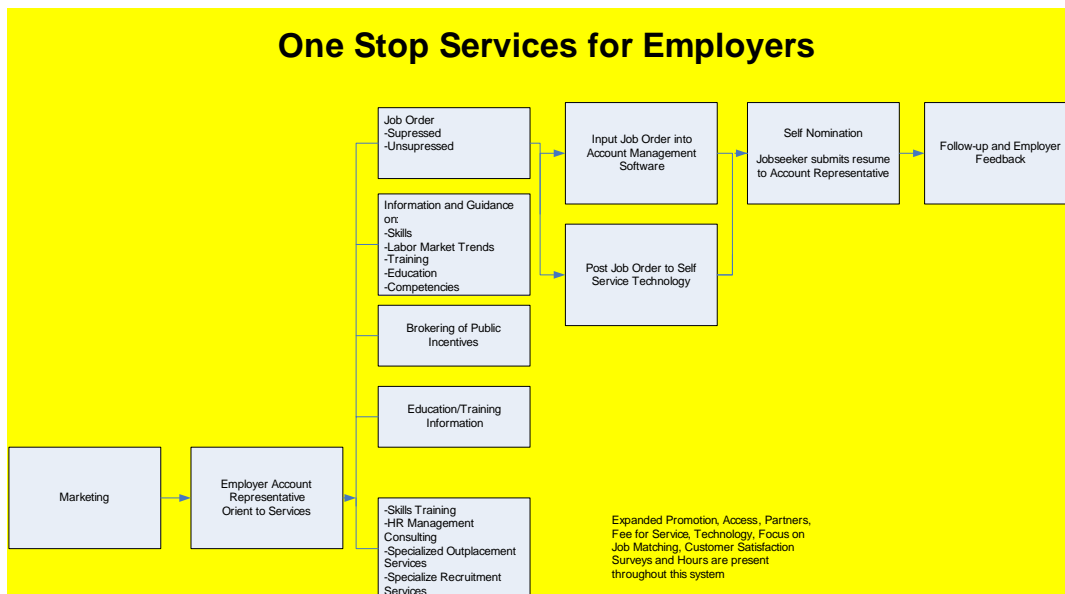
Additional uses of the statewide activity funds include:

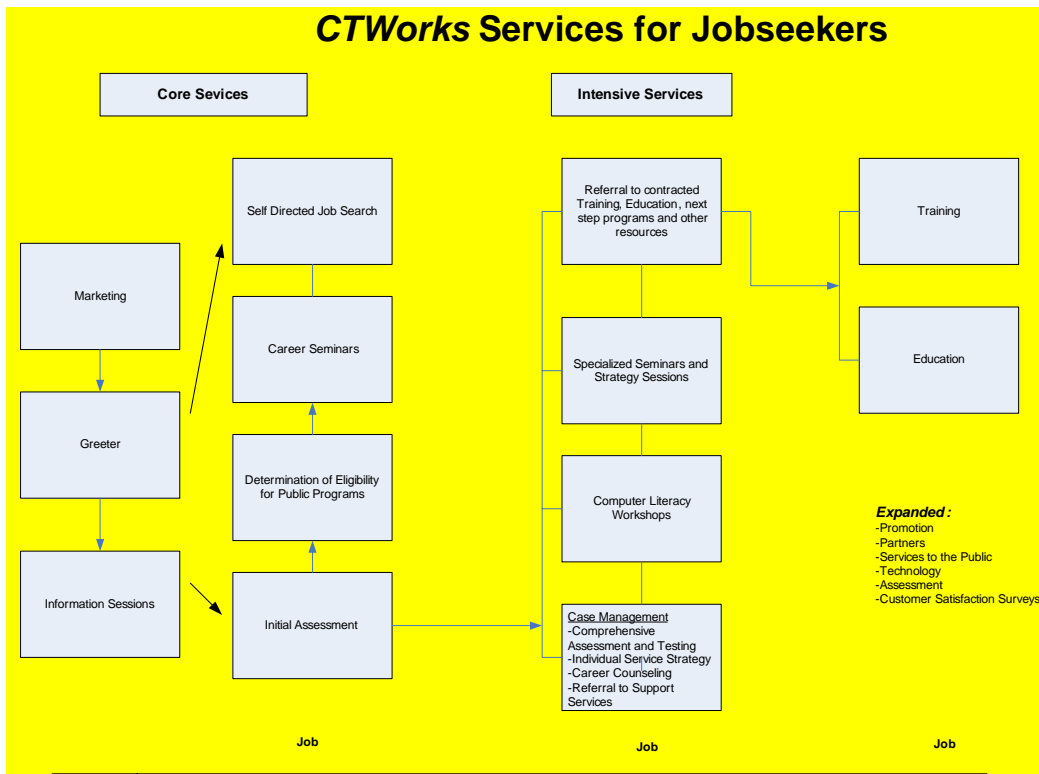
- Programmatic administrative support, monitoring, and technical assistance;
- Fiscal and management accountability information system;
- Staff in the local *CTWorks* offices to carry out adult, dislocated worker and youth activities, including:
 - Developing Individualized Service Plans based on assessments;
 - Referring customers to applicable services based on the service plans;
 - Monitoring customer compliance with the service plan;
 - Providing follow-up to customers after completion of plan;
 - Communicating with local service providers on customer's progress
 - Identifying of customers most in need of re-employment services based on statistical rankings;
 - Selecting of customers to attend Profiling Orientation
 - Conducting Profiling Orientation sessions for customers, and maintaining all customer records on Profiling activities;
 - Assisting in the provision of Rapid Response activities, including Early Intervention sessions.
- Providing Incentive awards;

- Administering customer satisfaction surveys;
- Providing funds for Incumbent Worker Training;
- Carrying out statewide Rapid Response activities;
- Providing emergency assistance to local areas that experience mass layoffs or plant closings

E. How does the State ensure the full spectrum of assets in the One-Stop delivery system support human capital solutions for businesses and individual customers broadly? (§112(b)(14).)

In partnership with local workforce investment areas, State agency representatives developed recommendations that are incorporated into the design of each *CTWorks* location. The recommendations were adopted by the State Board, transmitted to local workforce areas and serve as the basis for client flow and partner agreements. The recommendations included a matrix which identified services provided by each partner as well as services for both employers and jobseekers.





Section VIII. Administration and Oversight of the Local Workforce Investment System

A. Local Area Designations

1. Identify the State's designated local workforce investment areas and the date of the most recent area designation, including whether the State is currently redesignating local areas pursuant to the end of the subsequent designation period for areas designated in the previous State Plan.

By July 1, 2003, Connecticut had transitioned from eight to five local workforce investment areas. These areas include Southwestern CT, South-Central CT, Northwestern CT, North Central CT, and Eastern CT.

2. Include a description of the process used to designate such areas. Describe how the State considered the extent to which such local areas are consistent with labor market areas, geographic areas served by local and intermediate education agencies, post-secondary education institutions and area vocational schools, and all other criteria in section 116(a)(1) in establishing area boundaries to assure coordinated planning. Describe the State Board's role, including all recommendations made on local designation requests pursuant to section 116(a)(4).

Connecticut's Five-Year State Plan for title I of the Workforce Investment Act of 1998 included language that the State Board "should review the option of

some additional consolidation and standardization of boundaries throughout the state local investment areas as well as regional lines for state agencies and other government entities.” The Governor requested the CETC to conduct a study on reorganization which considered linking workforce development to economic growth and increased efficiencies. Throughout 2002 this study was conducted taking into account the state’s congressional districts, labor market areas, human service regions, economic development regions, transportation and commuting patterns, and coordination and system integration. In addition, the CETC considered demographic diversity, population growth, educational attainment, unemployment rates, job growth, and availability of services.

Several options were proposed and additional input was sought through three public hearings held across the state. In February, 2002, the CETC recommended a configuration of five workforce investment areas to the Governor and in June of that year the recommendation was accepted and the CETC was directed to take steps to implement it. As noted above, by July 1, 2003 all necessary steps to implement this change had been completed.

3. Describe the appeals process used by the State to hear appeals of local area designations referred to in 112(b)(5) and 116(a)(5)

(See Appendix B.)

B. Local Workforce Investment Boards – Identify the criteria the State has established to be used by the chief elected official(s) in the local areas for the appointment of local board members based on the requirements of section 117.

(See Appendix C.)

C. How will your State build the capacity of Local Boards to develop and manage high performing local workforce investment systems? (§§111(d)(2) and 112(b)(14).)

Connecticut has identified local capacity building as a critical element to building and developing effective and efficient local workforce development systems. The Department of Labor, in its capacity of WIA Administrator, sets aside money each year from the Governor’s reserve to use for the provision of technical assistance for the WIBs. This money can be requested by a WIB to purchase technical assistance when a problem has been uncovered during monitoring of the WIB. In addition, CTDOL provides technical assistance to the WIBs as necessary or may request technical assistance from the regional office of USDOL when a problem is identified. The provision of this technical assistance helps to build the capacity of the WIBs.

Connecticut Department of Labor builds the capacity of Local Workforce

Investment Boards to develop and manage high performing local workforce investment systems. These capacity building efforts include training on:

- Common measures and their impact on data management;
- Changes to the Connecticut Works Business System (CTWBS) resulting from common measures and including future changes in federal reporting requirements
- Changes to federal reporting requirements;
- Equal Opportunity, language assistance, and Migrant Seasonal Farm Workers (MSFW) identification and quantitative and qualitative equitable services,
- Job Development for Temporary Assistance for Needy Families (TANF) staff and Business Services staff performing job development services for Jobs First Employment Services (JFES) customers;
- Assessment skills for case managers, case manager supervisors, Jobs First Employment Service Workforce Investment Board staff, Department of Labor TANF and selected Wagner-Peyser-funded staff, and selected Department of Social Services staff, and
- Trade Adjustment Assistance (TAA)/Workforce Investment Act (WIA) integration will continue to be offered in the *CTWorks* One-Stop offices throughout the state for WIA and Department of Labor (DOL) staff.

D. Local Planning Process – Describe the State-mandated requirements for local workforce areas’ strategic planning.

1. What oversight of the local planning process is provided, including receipt and review of plans and negotiation of performance agreements?

The State Board will issue planning guidance to local areas upon completion and acceptance of both the State WIA Plan Modification and it’s annual plan.

2. How does the local plan approval process ensure that local plans are consistent with State performance goals and State strategic direction?

Local performance goals are negotiated and set once the State performance goals have been negotiated with US DOL. Also, the Boards must demonstrate in their plans how their strategic priorities and goals align with those identified in the State plan.

E. Regional Planning

1. Describe any intra-State or inter-State regions and their corresponding performance measures.

(N/A)

2. Include a discussion of the purpose of these designations and the activities (such as regional planning, information sharing and/or coordination activities) that will occur to help improve performance.

(N/A)

- 3. For inter-State regions (if applicable), describe the roles of the respective Governors and State and local Boards.**
(N/A)

F. Allocation Formulas

- 1. If applicable, describe the methods and factors (including weights assigned to each factor) your state will use to distribute funds to local areas for the 30 percent discretionary formula adult employment and training funds and youth pursuant to 128(b)(3)(B) and 133(b)(3)(B).**

Connecticut will allocate the adult and youth formula funds under Title I of the Workforce Investment Act by utilizing the three-part WIA formula (1/3 poverty, 1/3 areas of substantial unemployment and 1/3 areas of excess unemployment). Options available to the state have been examined (including the allocating of up to 30 percent of the funds in a discretionary formula) and it has been determined that the previously used methodology would provide the most fair and stable method of distributing WIA adult and youth funds. While the use of the discretionary allocation formula will not be adopted immediately, the use of discretionary formula criteria has been considered to be a viable option for the future and will continue to be studied by the CETC.

- 2. Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout the state and that there will be no significant shifts in funding levels to a local area on a year-to-year basis.**

As described previously, the state is adopting the three-part formula for both adult and youth funds that has been utilized for many years in employment and training programs. The formula is the same one utilized by the U. S. Department of Labor to states therefore providing equity and stability. To further ensure the stability of allocations from year-to-year, Connecticut is also adopting the use of a Hold Harmless provision that mandates that no area will receive less than 90 percent of its allocation percentage for the two previous years.

F. Allocation Formulas

- 3. Describe the state's allocation formula for dislocated worker funds under 133(b)(2)(b).**

The funding allocation formula for dislocated worker funds is reflected in the following information.

The formula to be used to allocate funds for dislocated workers is more volatile than the adult or youth formula. Unlike the adult and youth formula that mandates the percentage application for a minimum of 70 percent of each area's formula funds, the dislocated worker formula percentages are left to the state's discretion. Considerable research has been done on funding percentage options available and Connecticut has decided to continue to utilize the same percentages previously used for PY 06. The following chart presents information on the factors, data sources and weights assigned to our dislocated worker formula.

Dislocated Worker Formula

Allocation Factor	Data Source & Time Period	Weight Assigned in Formula
Insured unemployment data	Monthly Report of Insured Unemployed September (most recent year)	5%
Unemployment concentrations data	Monthly Report of Total Unemployed September (most recent year)	35%
Plant closing & mass layoff data	Dislocated Workers by Area September (most recent year)	30%
Declining industries data	Manufacturing Employment by Area (March most recent year vs. March previous year)	5%
Farmer/Rancher economic hardship data		0%
Long-term unemployment data	Current Claimants Collecting Benefits for 15+ weeks and exhaustees September (most recent year)	25%

While we understand that there is no Hold-Harmless provision for the dislocated worker program, we believe the formula and weights adopted present the best possibility for stability from year to year.

4. Describe how the individuals and entities on the State Board were involved in

the development of the methods and factors, and how the State consulted with chief elected officials in local areas throughout the State in determining such distribution.

Recommendations regarding the methods and factors used for WIA fund distribution were provided to the State Board (CETC) by CTDOL for consideration. The (CETC), through its Executive Committee, reviewed the methods and factors used to determine fund distribution for WIA Adult, Dislocated Worker and Youth. The Executive Committee also reviewed the budget for Governor's Reserve funds.

A public notice was published in major state newspapers on May 6, 2007, announcing availability of the draft WIA plan for public review and comment, thus affording local chief elected officials an opportunity to comment on the allocation formulas and factors.

G. Provider Selection Policies

- 1. Identify the policies and procedures, to be applied by local areas, for determining eligibility of local level training providers, how performance information will be used to determine continuing eligibility, and the agency responsible for carrying out these activities.***

In the years since Connecticut's Strategic Five-Year State Workforce Investment Plan was written, the State Department of Labor and its workforce partners have established numerous policies and procedures for determining the eligibility of local level training providers applying to be included on the state's Eligible Training Provider List. Connecticut took great care in developing stringent policies in an effort to ensure the appropriate approval of providers for the Eligible Training Provider List.

According to state policy, providers first submit a pre-application to the lead board, which is the board whose area includes the municipality in which the provider's administrative office or main campus is located. Upon reviewing the pre-application, the lead board sends the provider a full application, either A or B, depending on the Title IV status of the training provider.

Applications require the provision of detailed information and documentation that is used to ascertain whether the provider is financially sound, provides a safe learning and training environment, and is in compliance with applicable laws and regulations. Applications require information to be provided regarding accreditation, state licensing, and the filing of fire marshal, zoning, and insurance certificates as well as an affidavit of non-discrimination with the Department of Higher Education. Financial statements detailing the financial condition of the school, reviewed or audited by a licensed certified public accountant, must be submitted for review.

Applications must also include complete contact and site information, specific program costs, hours, availability of financial assistance, admission requirements, program pre-requisites, and occupations the program prepares the student for. Additionally, new definitions of “credential” and “certificate” that became effective July 1, 2006 pursuant to Common Measures Policy necessitated the revision of ETPL applications and instructions. CTDOL’s revised documents now accommodate these definitions and provide for the inclusion of specific information related to the type of award issued by a potential provider.

Upon receiving an application, the board may either approve or deny the application in accordance with established policies. All five boards notify CTDOL on a quarterly basis of the board-approved providers requesting to be included on the Eligible Training Provider List for the new quarter. CTDOL conducts an internal review in consultation with the Unemployment Insurance Tax Division and Wage and Workplace Standards. Potential new providers must be in compliance with all applicable employment laws in order for CTDOL to consider granting approval.

CTDOL has primary responsibility for carrying out the activities around performance and subsequent eligibility. CTDOL and the Office for Workforce Competitiveness worked with a technical workgroup of local and state experts to establish the Eligible Training Provider List (ETPL) and process. Connecticut sought and obtained a waiver to the subsequent eligibility requirement over the past program years. The State will continue to seek this waiver as necessary.

Performance information is available on providers that can be used to determine their effectiveness. Additionally, local workforce investment boards have built into their ETPL application process specific benchmark requirements for providers to receive portions of their payments for training as well as performance criteria that are used locally to evaluate each provider for future funding.

2. Describe how the State solicited recommendations from local boards and training providers and interested members of the public, including representatives of business and labor organizations, in the development of these policies and procedures.

During the initial WIA planning and implementation stage when most of the state’s policies concerning the Eligible Training Provider List needed to be developed, the Connecticut Department of Labor and the Office for Workforce Competitiveness formed a technical workgroup of local and state officials along with labor and business representatives. This group helped develop several key policies needed to begin the ETPL process. Policies were

developed that addressed a number of critical issues including the ETPL application process and the policy and procedures for the state-level review of the ETPL list. The technical **workgroup** also helped **establish** policy concerning the application denial and appeals processes and developed the “Guidance on Managing Training at the Local Level.”

The technical workgroup continues to meet to discuss and address ETPL issues that require attention. The workgroup’s efforts include working with CTDOL to establish policies on a variety of issues such as developing local lists of providers and programs, distance learning, initial and subsequent eligibility guidance and clarification, and, to reflect policy changes under Common Measures, ETPL application/instructions revisions. Additionally, changes to the definition of “credential” and “certificate” under Common Measures Policy led workgroup participants from the workforce investment boards to conduct a thorough evaluation of existing programs on the ETPL with the goal of identifying and ensuring the accuracy of credential attainment details. The workgroup continues to address credential issues and is working with CTDOL’s Office of Research on ETPL system enhancements to accommodate changes regarding credentials.

3. How will the State maintain the State’s ETPL?

The Eligible Training Provider List (ETPL) is maintained by the Connecticut Department of Labor. **In 2006**, the Office of Research developed a new web-based application for the administration and display of the list, replacing the original ETPL system. The web-based nature of the application allows the various entities involved to maintain their portions of the ETPL from various locations across the state without any special technical requirements beyond Internet connectivity and a web browser.

Data entry of all program-related information into the system is the responsibility of local board staff. **WIA Administration** is responsible for reviewing all program information and identifying any items needing correction, clarification, or completion. It is the responsibility of local board staff to keep all program information updated and make corrections to program information as necessary. In the event **WIA Administration** staff identifies a need for corrections during the review of listed programs, contact is made with board staff designated to ETPL activities. The staff of **WIA Administration** also serve as liaisons in the maintenance of the system. Local board staff notify **WIA Administration** if they experience system difficulties or technical problems. WIA Administration then contacts the Office of Research, which examines and resolves any technical difficulties that arise in system operations.

On a quarterly basis, the Department of Labor reviews potential new providers

for the ETPL. The process includes a review by the Unemployment Insurance Tax Division and Wage and Workplace Standards to ascertain whether any non-compliance issues or violations of laws or regulations exist. This process is essential to maintaining a quality list of providers for those who may be eligible to receive WIA training services.

The Connecticut Workforce Investment System's Approved Training Program List (www.ctdol.State.ct.us/cgi-bin/wiapub.pl) is maintained by the Connecticut Department of Labor. The Office of Research developed and recently upgraded this Web-based application for the administration and display of the list. The Web-based nature of the application allows the various entities involved to maintain their portions of the ETPL from various locations across the State without any special technical requirements beyond Internet connectivity and a web browser. Data entry of all program-related information into the system is the responsibility of local board staff. A recent enhancement of the application simplifies its entry and display screens, and eliminates the occurrence of duplicate training programs.

The WIA Administration Unit is responsible for reviewing all program information and identifying any items needing correction, clarification, or completion. It is the responsibility of the local workforce board staff to keep all program information updated, and make corrections to program information as necessary. In the event WIA Admin staff identifies a need for corrections during the review of listed programs, contact is made with board staff designated to ETPL activities. WIA Admin staff also serves as liaisons in the maintenance of the system. Local workforce board staff is responsible for notifying the WIA Admin unit if they experience system difficulties or technical problems. WIA Admin staff then contacts the Office of Research, which examines and resolves any technical difficulties that arise in system operations.

4. Describe the procedures the Governor has established for providers of training services to appeal a denial of eligibility by the local board or the designated State agency, a termination of eligibility or other action by the board or agency, or a denial of eligibility by a One-Stop operator. Such procedures must include the opportunity for a hearing and time limits to ensure prompt resolution.

On June 20, 2000, the Connecticut Department of Labor issued policy and procedures for the WIA Eligible Training Provider List. The policy details specific measures for a denial of an application to the ETPL, termination of eligibility of a program on the ETPL, penalties for violation, and appeals to the local board and State administrator. The policy defines specific timeframes for review and completion for each step in the process so that issues are resolved promptly. On February 23, 2007, a policy offering guidance and clarification on initial and subsequent eligibility was issued by

CTDOL. This issuance reiterated the process that is required to be followed when a denial of eligibility is involved.

5. Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for activities under Title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts.

For grants and other employment and training contracts (including contracts for youth activities), the selection of service providers will be made on a competitive basis. The procurement process to be used is based on the OMB circulars and uniform administrative requirements as codified in 29 CFR Part 97.

For grants and other employment and training contracts, a request for proposals (RFP) will be issued. Bids will be solicited by placing ads in the newspapers and a notice will be placed on the Connecticut Department of Labor's electronic bulletin board through its website. For awarding personal service agreements for administrative services or a purchase order for goods or material, there is a threshold. Those contracts with amounts above the threshold will require an RFP or RFQ (request for quotes) and must be advertised through the newspapers and CTDOL's electronic bulletin board. Those contracts below the threshold, although still competitive, can have bids solicited by more informal means.

In awarding contracts (personal service agreements) for administrative services under Title I of WIA at the state level, Connecticut will follow state procedures issued by Connecticut's Office of Policy and Management (OPM). In awarding purchase orders for goods or material, the state will follow the requirements established by its Department of Administrative Services.

All solicitations shall (a) include a clear and accurate description of the technical requirements for the service to be procured; (b) identify all requirements which the offerors must fulfill and all other factors to be used in evaluating proposals; (c) ensure that all prequalified lists of persons, firms or other organizations which are used in acquiring services are current and include sufficient numbers of qualified sources to ensure maximum open and free competition. The award shall go to the responsible offeror whose proposal is most advantageous to the program with price, technical and other factors considered. Such determination will be in writing and will take into consideration whether the organization has: adequate financial resources or ability to obtain them; the ability to meet the program design specifications at a reasonable cost, as well as the ability to meet performance goals; a satisfactory record of past performance; a satisfactory record of integrity, business ethics and fiscal accountability; the necessary organization, experience, accounting and operational controls; and the technical skills to

perform the work.

Procurements by non-competitive proposals (solicitation of a proposal from only one source, the funding of an unsolicited proposal, or after solicitation of a number of sources, when competition is determined inadequate) shall be minimized to the extent practicable, but in every case, the use of non-competitive procurements shall be justified and documented. This type of procurement shall be used only when the award of a grant is infeasible under competitive proposals and one of the following circumstances applies:

- The item or service is available only from a single source, or the provider has a unique capacity to provide the services;
- The public exigency or emergency need for the item or service does not permit a delay resulting from competitive solicitation;
- After solicitation of a number of sources, competition is determined inadequate.

6. Identify the criteria to be used by local boards in awarding grants for youth activities, including criteria that the Governor and local boards will use to identify effective and ineffective youth activities and providers of such activities.

The CETC Youth Committee has determined that the “Levitan Principles” can serve as a broad foundation of criteria to be used by local WIBs in awarding grants for youth activities. More specifically, the 10 WIA required program elements also will serve as criteria. WIBs will be required to ensure that youth grants in a local area collectively include a range of activities that cover all of the 10 WIA program elements and make them available to all youth participants: tutoring and study skills, alternative secondary school services, summer employment opportunities linked to academic and occupational learning, paid and unpaid work experiences, occupational skill training, youth leadership development, supportive services, adult mentoring, 12 months of follow-up, and comprehensive guidance and counseling. Contracts with local youth service providers should indicate how all 10 program elements will be made available to all youth participants.

In addition, by using information from the Promising and Effective Practices Network (PEPNet) of the National Youth Employment Coalition, which incorporates the Levitan Principles, the State will identify and recognize initiatives that meet criteria for effective practice in youth employment and development and that provide criteria designed to improve youth employment practice. PEPNet, established in coordination with USDOL, provides a context and methodology for awarding youth activity grants and identifying effective youth activities and providers.

Finally, the State will take into account information developed recently by contracting specialists under the sponsorship of the CETC Youth Committee, to provide guidance and technical assistance to local WIBs regarding the contracting process for youth services. Through analysis of local contracts, valuable information can be gathered to indicate which youth activities and providers are effective and which are less so. This information can be helpful to local youth services managers at the WIBs, as well as for state-level policy makers.

H. One-Stop Policies (§112(D)(14).)

1. Describe how the services provided by each of the required and optional One-Stop partners will be coordinated and made available through the One-Stop system. Include how the State will consolidate Wagner-Peyser Act funds to avoid duplication of core services (§112(b)(8)(A).)

The State and local Workforce Investment Areas regularly publish activities and services available in local *CTWorks*. Information is available to customers through the Internet, publication available at *CTWorks* locations, public libraries, and other partner locations.

2. Describe how the State helps local areas identify areas needing improvement and how technical assistance will be provided.

Technical assistance and training needs will be identified through a number of mechanisms:

- Annual compliance monitoring of all workforce board programs
- In-depth organizational reviews of Workforce Investment Boards, as needed
- Youth program quality appraisals
- Review of WIB quarterly performance
- Informal surveys of workforce investment board staff
- Specific requests from WIBs
- Topics identified at bi-monthly WIA Youth Managers meetings

Once technical assistance needs are identified, they will be addressed in any number of ways, such as statewide training sessions that address common issues among boards, or meetings with staff of a workforce board which identifies an issue particular to that area. Training can be provided by CT DOL staff or consultants hired specifically for that purpose. US DOL also provides technical assistance and training, both to state staff and to local WIB staff; that training can be initiated by federal directives or by requests from state staff.

I. Oversight/Monitoring Process—Describe the monitoring and oversight criteria and procedures the State utilizes to move the system toward the State’s vision and achieve the goals identified above, such as use of mystery shoppers, performance agreements (§112(b)(14).)

- a. The State has developed oversight and monitoring criteria that is used by CTDOL to review local area performance; that criteria is utilized in conducting the following types of reviews and analysis:
 - Annual compliance reviews of all workforce investment boards, to ensure compliance with the USDOL Uniform Administrative Requirements
 - Annual quality program reviews of workforce investment board youth programs
 - Quarterly WIA Performance Snapshot, which includes regional targets and measures, activities and totals, clients who need follow up and an economic snapshot of each region
 - Quarterly WIA Youth Balanced Scorecard, which includes performance outcomes, program quality measures, cost effectiveness and governance measures
 - In-depth organizational reviews and specific program reviews as mandated by the State’s Incentives and Sanctions Policy
 - **Quarterly** desk reviews of managerial information, such as expenditures, performance data, enrollment and client characteristics

3. Identify any additional State mandated partners (such as TANF or Food Stamp Employment and Training) and how their programs and services are integrated into the One-Stop Career Centers.

The Jobs First Employment Services (JFES), which is the State’s employment program for recipients of the State’s TANF-funded cash assistance program, is provided through the *CTWorks* career centers by WIBs, CTDOL, and One-Stop partners. Through interagency procedures and a shared business system (CTWBS), the State’s Departments of Labor and Social Services and the five Workforce Investment Boards work together to ensure that JFES participants receive TANF, WIA and Wagner Peyser-funded employment and support services. Additionally, JFES case management is integrated with WIA case management to ensure that WIA-funded services are made available to the JFES caseload.

J. Grievance Procedures. Attach a copy of the State’s grievance procedures for participants and other affected parties (including service providers).

(See Appendix E)

K. Describe the following State Policies or procedures that have been developed to facilitate effective local workforce investment systems (§§112(b)(17)(A) and 112(b)2),):

1. State guidelines for the selection of One-Stop Providers by local boards;

The State requires local areas follow procedures outlined in Sec. 121 (d)(2)(A) in selection of One-Stop operators. Further, any (1) requests to “grandfather” an entity(ies) to continue to operate a One-Stop center initiated prior to the passage of WIA will not be granted; (2) requests from RWDBs to act as a single operator will not be granted and (3) an RWDB may participate in the operation of a *Connecticut Works* Center as one member of a consortium of three or more WIA required One-Stop partners: and (4) CT DOL (Wagner-Peyser) is a required partner in any consortium arrangement.

2. Procedures to resolve impasse situations at the local level in developing memoranda of understanding (MOUs) to ensure full participation of all required partners in the One-Stop delivery system.

In the event that an impasse should arise between the partner(s) and/or the WIB regarding the terms and conditions, the performance, or administration of this Memorandum of Understanding, the following procedure will be initiated: (1) the WIB and the partner(s) should document the negotiations and efforts that have taken place to resolve the issue. (2) The WIB Chairperson would meet with the local elected official(s) and/or the partner(s) and/or the *One-Stop System* operator and/or the *One-Stop System* site manager based on the nature of the impasse to resolve the issue. (3) If an agreement can not be reached, the Office for Workforce Competitiveness will provide assistance in resolving the issue.

3. Criteria by which the State will determine if local Boards can run programs in-house

Policy on Separation of Services: In general, WIA prohibits local Boards from delivering services. CETC has approved a similar policy. CETC opposes use of Sec. 117(f)(2) of WIA which permit a local Board to provide core services and intensive services through a one-stop delivery system only with the agreement of the chief elected official and the governor. Local Boards may not deliver youth or training services.

4. Performance information that on-the-job training and customized

training providers must provide.

Section 122(h) of the Workforce Investment Act exempts providers of on-the-job training or customized training from the requirements placed upon other eligible providers of training services. It does, however, provide the Governor with the option of providing state policy on data collection and dissemination of performance information.

Connecticut has chosen to allow flexibility through local areas determining their specific performance data needs. While local areas do have flexibility on these requirements, they are still required to enter performance information on contractors into the state's mandated Connecticut Works Business System (CTWBS). We anticipate continuing to provide local flexibility, while maintaining the state's authority to develop performance criteria as the need arises.

a. Employee-Related Outcomes

1. Number of individuals trained - please identify with name and social security number.
2. Number of individuals successfully completing training
3. Number of training hours provided, cumulative and per individual
4. Number of trainees who improved their skill level
5. Wage increase per individual
6. Employee satisfaction

b. Employer-Related Outcomes

1. Cost per hour of instruction
2. Cost per trainee
3. Avoidance of layoffs
4. Increase in profitability
5. Employer satisfaction

5. Reallocation policies

CTDOL issued a reallocation policy to all WIBs during January 2001. This policy addressed the issue of reallocation among states and reallocation within the state. The policy provides specific details on the process for the state to distribute reallocated federal funds to local areas. It also contains a process to recapture funds from local areas when their individual funding stream obligations do not reach 80 percent. Additionally, the policy provides a manner through which the state will redistribute funds to areas that were not subject to recapture.

6. State policies for approving local requests for authority to transfer funds (not to exceed 20 percent) between the adult and dislocated worker funding streams at the local level;

CTDOL issued a revised policy on allowable transfer of WIA Title I funds on September 26, 2006 addressing the raising of transfer limits to 30 percent between adult and dislocated worker programs per section 133(b)(4) of the WIA as amended by Public Law 108-7. The revised policy reiterated the process for an area to request a transfer as previously provided in the original document issued during January 2001. There is no transfer authority with Title I youth funds.

7. Policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals and others with multiple barriers to employment and training;

Policy Guidance AP 01-16 was issued on April 23, 2001 to WIB Directors and Chairpersons and Grant Recipients, containing guidelines on Priority of Services (described in detail in Section IX, C (5) of this plan). These guidelines state that “under conditions of limited funding availability, a specific priority of the state of Connecticut in the implementation of its workforce investment system under WIA will be the delivery of services to Temporary Family Assistance (TFA) public assistance recipients and other low-income job seekers and “at risk” workers (as defined in P.A. 99-195, enacted by the Connecticut Legislature).” The overall goal for the delivery of services to these populations will be the attainment of stable, full-time employment that meets the self-sufficiency measurement calculated by the Office of Policy and Management, pursuant to C.G.S. Sec. 4-66e. This policy guidance requires Workforce Investment Boards (WIBs) to document in their local plans an assessment of local area needs for low-income job persons, and how low-income persons will be prioritized in the delivery of intensive and training services within their local area.

Services for WIA Dislocated Workers, including Displaced Homemakers, have been and will continue to be provided through the *CTWorks* system. Those who meet the eligibility criteria as defined in WIA will have access to Core, Intensive, and Training services. Displaced Homemakers may also be served through the WIA Adult program if eligible.

Connecticut has a long-standing commitment to nontraditional employment to enable people to access high paying jobs and career advancement. A model employment and training program has been implemented to prepare women to enter nontraditional employment in the apprenticeable building trades. A strong collaboration between unions and program operators continues to be fostered to increase women’s enrolment in apprenticeship and pre-apprenticeship programs.

Nontraditional employment opportunities are available throughout the

CTWorks system. The *CTWorks* centers have a number of nontraditional employment related audio-visual and printed materials available. Staff has received nontraditional employment awareness training and can inform and support customers regarding the possibility of accessing these training and employment opportunities.

Policy guidance AP 01-27 was issued on August 31, 2001, requiring that all local Boards develop a local policy on the eligibility of Senior Community Service Employment Program (SCSEP) participants. Section 510 of the Amendments to Title V of the Older Americans Act of 1965 states that “Eligible individuals under this title may be deemed by local workforce investment boards established under Title 1 of the Workforce Investment Act of 1998 to satisfy the requirements for receiving services under such title that are applicable to adults.” Therefore, local Boards are required to adopt an official position on this issue. Each board has the option of deeming all SCSEP participants automatically eligible for intensive and training services, or deeming that SCSEP participants must follow the same eligibility procedures as other WIA participants.

8. *If you did not delegate this responsibility to local boards, provide your State’s definition regarding the sixth youth eligibility criterion at section 101(13)(c)(iv)*

Connecticut has delegated this responsibility to the local WIBs.

IX. Service Delivery

Describe the approaches the State will use to provide direction and support to local Boards and the One-Stop Career Center delivery system on the Strategic priorities to guide investments, structure business engagement and inform service delivery approaches for all customers. (§§112(b)(17)(A) Activities could include:

A. One-Stop Service Delivery Strategies: (§112(b)(2) and 111(d)(2).)

1. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system?

The State, along with local Workforce Investment Boards, required partners, and others, developed the following recommendations which guided *CTWorks* service strategies:

- a. **Recommendation One:** Universal accessibility means barrier free admission to all seekers of employment and training services, including both workers and employers. The criteria for universal access are guided by the principles of eliminating physical and cultural barriers, as well as increasing access through technology. These characteristics should serve as guiding principles in the design process. **The Committee further recommends that the facility be “agency neutral” and have in place expanded service delivery hours.**

- b. **Recommendation Two:** Delivery of service through the one-stop system should be customer driven. WIA requirements serve as a framework, but the desired system goes beyond those services specified in the law.
- c. **Recommendation Three:** The desired one-stop system should be inclusive. Partnerships on a statewide basis should extend beyond the requirements of WIA. It is important that HUD Employment and Training, DECD (Business Services)/Public housing authorities be included among the required partners. It is understood that yet additional partners will be identified at the regional level
- d. **Recommendation Four:** Partnership with the following statewide entities should be explored: the Departments of Transportation, Children and Families, Corrections, Higher Education, and Mental Health and Addiction Services, the Connecticut Technology Council, and the Office of Policy and Management.
- e. **Recommendation Five:** There should be elements of service integration to increase operational efficiency. It is recommended that the following functions be addressed to move the process of integration. Some of these can be achieved earlier than others.
- Initial intake and assessment forms
 - Case management
 - Employer contacts
 - Career counseling
 - Tracking and data management
- f. **Recommendation Six:** The Committee recommends that there be at least one comprehensive *CTWorks* center per region. Other One-Stops within the region might augment service delivery through statewide, local partners or virtual services. The Committee was unable to deal with the question of the number of facilities, location of facilities and the number of staff because these items are resource driven. Recommendation is that the State provide the Regional Boards with estimated resources and planning assumptions so that the regions can address the above-mentioned issues.

2. *How are youth formula programs funded under Sec. 128(b)(2)(A) integrated in the One-Stop system?*

The state does not mandate a particular method of integration of youth services in the One-Stops, but rather expects each Workforce Investment Board's Youth Councils to identify the scope of services and program design for delivery of those services which best suits the needs of its in-school and out-of school youth customers. In all areas there is a strategic focus on

serving at risk out of school youth; greater coordination with the Department of Children and Families, Adult Education and the Community Colleges is a priority. Each youth council reviews its program design annually and strives towards continuous improvement in the delivery of services.

Currently the five workforce investment areas run the gamut from youth attending vendor “field trips” and workshops at the One-Stop to contracted delivery of case management services (which provide all functions, from recruitment, certification, testing, plan development, job development and follow-up) at the One-Stops.

In the North Central area, for example, the full range of services described above is provided for both in-school and out-of-school youth at the One-Stops. In this current program year, they have moved to a functional model for the one stop, which includes integrated case management; that is, the case management contractor works with adults, dislocated workers, youth, and Jobs First Employment Service program customers. In addition, the same case managers visit youth regularly at the vendor sites, helping to transition youth from where they receive services and training to the One-Stop with the help of a familiar face and an understanding of the system.

Some areas have set up specific “youth resources centers” within the One Stop which, depending on the area, may house case managers, and have job, training and school search tools such as information postings, computers and books. All areas have developed some youth-focused workshops that address the needs of youth, such as orientation to the One-Stop, basic computer classes, job readiness training and job search workshops. In addition, youth may attend job clubs, employer information services and career fairs at the One-Stop.

3. *What minimum service delivery requirements does the state mandate in a comprehensive One-Stop Centers or an affiliate site?*

The state requires that each full service CTWorks center include free access to a Resource Area equipped with personal computers that can be used by customers to access the internet, complete resumes, and facilitate job search; access to workshops/seminars that assist customers in job search, resume preparation, interview skills, etc.

Each local area, based upon customer demand and need adds additional products, including written and electronic materials to meet customer needs.

4. *What tools and products has the State developed to support service delivery in all One-Stop Centers statewide?*

The State has developed the following products for use by both customers and front line staff in *CTWorks Centers*:

- *CTWorks Business* system which supports:
 - Self service activities in the Career resource center
 - Case management services for customers receiving services under partner programs including WIA, Wagner Peyser, Veteran's services, Jobs First Employment Services (TANF).
 - Automated Business Services Case Management system—available to all *CTWorks Partners*.
 - An Automated Job Matching System, that both front line staff and employers can use

- *The Job and Career Connection* (www.ctjobandcareer.org), which includes current occupational wages and employment outlook, career videos, licensing information, availability of training, job search and other job seeker resources

- *The Education and Training Connection* (www.cttraining.info), which provides up-to-date information on education and training programs and providers throughout the State; the types of programs or courses which providers offer; and how programs or courses relate to occupations in which the customer is interested.

- The Connecticut Workforce Investment System's Approved Training Program List (www.ctdol.State.ct.us/cgi-bin/wiapub.pl) enables the Workforce Investment Board administrators to efficiently enter and edit training programs and providers. The Approved Training Program List will be integrated into the Connecticut Education & Training Connection to create a single source of training programs and providers.

- Nationally recognized certification of resume writers located in each *CTWorks Center*.

- Global Career Development Facilitators available in each *CTWorks Center*

- *The Connecticut Economic Digest* provides economic trend, indicators, business and economic news and information on the labor force.

- Workshops on a variety of topics including job search, interviewing, resume writing

- *Connecticut Career Paths* provides information on Adult Education, careers, and Connecticut Learns, a school-to-career system. Community based organizations and a host of other topics.

5. What models/templates/approaches does the State recommend and /or mandate for service delivery in the One-Stop Centers? For example, do all One-Stop Centers have a uniform method of organizing their service delivery to business customers? Is there a common individual assessment process utilized in every One-Stop Center? Are all One-Stops required to have a resource center that is open to everyone?

The State uses the recommendations of the One-Stop design workgroup to guide the provision of services in the local *CTWorks* system.

The State requires the use of CASAS to assess each individual for reading comprehension and math skills.

There is a uniform process for self-service registration throughout all of the One Stop centers that feeds data directly into our (CTWBS) *CTWorks* Business System.

All of the One Stop Centers have Career Centers that are open to everyone. In most cases these Career Centers are supported by Wagner Peyser staff, however, the Career Centers in some areas are supplemented with partner staff who are contracted through the local Workforce Investment Boards.

Business service units in partnership with Department of Labor, business service staff from local areas, other partner staff (including Chambers of Commerce, other state agencies, educational institutions) serve as primary contact for business in local areas. The *CTWorks* Business System supports business services by tracking employer contacts and services delivered.

- Connecticut's workforce delivery system has significantly increased emphasis on improving services to businesses. The Wagner-Peyser Business Services Unit was restructured and business consultant staff were deployed to each region to provide basic account representative services to WIB targeted industries. Connecticut's five WIBs allocated additional resources based on regional needs and supported the key principles for providing core (basic) and intensive (advanced or premier) business services. These principles include:
 - using dedicated staff to provide business services,
 - developing an understanding of individual business needs,
 - targeting key groups of businesses for outreach such as high growth businesses,
 - focusing on building long term relationships with businesses, providing services in a flexible, customized manner and
 - ensuring coordination between different partners providing services.

B. Workforce Information

1. Describe how the State will integrate workforce information into its planning and decision making at the State and local level, including State and local Boards, One-Stop operations, and case manager guidance.

Connecticut has already integrated workforce information into its planning and decision-making at the State and local level. The State used workforce information in preparing its first Statewide workforce investment plan and in subsequent strategic plans with an assessment of the economy and workforce. The local workforce boards annually prepare plans that are developed with the aid of a large compilation of information on each region from multiple sources that is prepared annually by the Department of Labor, Office of Research, supplemented by additional information from local sources.

Workforce information is extensively available for use in the delivery of workforce development services to job seekers and employers. In addition to numerous products on paper that may be offered to customers, a great deal of information is universally accessible over the Internet through the Department of Labor's Web sites. There is a career exploration site with information on more than 800 occupations, including the wages paid, the education and training required and where it may be found, whether the occupation requires a license or certificate, whether employers have listed openings, and the future job outlook for the occupation. The *Connecticut Job and Career ConneCTion* (www.ctjobandcareer.org) is the State workforce system's prime career information resource.

The *Connecticut Education and Training ConneCTion* (www.cttraining.info) is an electronic application that identifies 275 education and training providers and more than 7,400 programs available in the State that may be accessed by individuals seeking to advance their knowledge and skills or by employers looking to advance the abilities of their workforce.

There is yet another Department of Labor site that supplies much of the core information needed by businesses, economic development organizations, policy makers and other data users that need information on the workforce and labor market in Connecticut. All of these, as well as *America's Job Bank*, *America's Career InfoNet*, *O*Net Online*, and others are easily accessible at the State's *CTWorks* Centers, local workforce investment boards, libraries, businesses, and by the public at home.

Connecticut has for many years also assessed the success of its entire workforce development system. This "report card" has included all of the system's partners that provide secondary and post-secondary education, including the vocational technical schools, community colleges and State colleges and universities, and other agencies with client groups that have employment goals, including social services, rehabilitation services, and adult

education, as well the essential employment and training programs. Employment and earnings outcomes have been determined for the clients of all of these programs for the past six years. This has helped provide a broad, statewide perspective of results and has led to the improved coordination of the State's workforce investment initiatives.

Further, Connecticut has commonly initiated workgroup discussions with a presentation on the overview of the labor market or workforce specific to the focus of the workgroup. This provides a solid foundation of knowledge based on reliable information from which the workgroup can proceed to incorporate the firsthand experience of experts in the field and formulate action plans to address issues in the subject area.

2. Describe the approach the State will use to disseminate accurate and timely workforce information to businesses, job seekers, and employment counselors, in easy to use formats that are readily accessible within One-Stop Career Centers and at remote locations such as libraries, schools, worksites, and at home.

The Department of Labor's Office of Research is the prime source of labor market and workforce information in the State. It works closely with the U.S. Bureau of Labor Statistics and other State Labor Market Information offices in developing many of the core data used in measuring the health of the economy and identifying key workforce trends. The Department of Labor also has the knowledge and ability to summarize and analyze the important workforce system information contained within the key workforce development business systems.

Accuracy is critical to information used in making workforce investment decisions because deficient information can lead to wasted investments. The adage frequently applied to computer use is equally applicable here: garbage in – garbage out. The accuracy of workforce information is founded in reliable sources, much of which is based in broad based surveys with high response rates sufficient to yield dependable results at the level of detail needed, or in administrative records. The Department of Labor's Office of Research has the statistical knowledge and associations with federal statistical agencies to effectively carry out many of the surveys and administrative records analyses on which the workforce investment system can rely to make informed decisions.

The Office of Research strives to provide a broad array of workforce information in a timely manner, often as a product of publication schedules aligned with customer requirements. Further, products are routinely made available on the Internet as soon as they are released. Through regular feedback from customers and review of comparable products available across the nation, the Office of Research regularly revises products with the goal of making them easy to understand, and therefore more useful to users.

The Office of Research works directly with CETC and local WIBs to meet their system planning and management needs, as described earlier. They also supply many types of hard copy products to the *CTWorks* centers for use in serving their customers and continue to work directly with front-line workforce development service professionals to meet the needs of the broadest range of business and individual customers of the State's workforce development system. The information and service needs of the system are broad and varied and need to be addressed in a multifaceted way. To do so, in addition Internet information delivery systems and paper products, training is provided to facilitate the understanding and use of workforce information, and numerous customer outreach initiatives are made through job fairs, conferences, and targeted (direct mail/email) and broadcast (media) communications.

The Office of Research houses the Connecticut Career Resource Network, and through it maintains regular contacts with, and provides significant support to the products and services delivered to, the local education community. Information is provided through publications, workshops and conferences, web-based information systems, training, and marketing of career-related materials. In addition to the CETC and WIBs, the Office of Research has established working relationships with the Wagner-Peyser, TANF and WIA program administrators, the State University System, the Community College System, the Connecticut Economic Resource Center, and other partners in and contributors to the State's workforce investment system.

The Office of Research continues to assist the Agency's Rapid Response efforts for businesses and their workers experiencing plant closure or layoff. It also provides labor market information and analysis to other State agencies, most notably the Department of Economic and Community Development, as well as to our *CTWorks* partners, economic developers, municipalities, and others to assist companies considering expansion in Connecticut and out-of-state firms contemplating relocation.

The Office of Research has collaborated with federal, State and local entities on a wide variety of efforts. It has long-standing relationships with the Department of Economic and Community Development (DECD) and the University of Connecticut Economics Department to develop and disseminate economic information. With these partners, the Office of Research publishes a widely disseminated monthly newsletter, the *Connecticut Economic Digest*, which provides current data and provides an update to CT business climate.

- 3. Describe how the State's Workforce Information Core Products and Services Plan is aligned with the WIA State Plan to ensure that the investments in core products and services support the State's overall strategic direction for workforce investment.***

The State Department of Labor, through its Office of Research, takes many varied steps to ensure that the workforce information products and services provided support the State's current workforce development activities and its overall strategic direction for workforce investment. It regularly attends State board (CETC) meetings, meets annually with local workforce board planners, and responds regularly to special requests from the State and local boards and *CTWorks* Centers to address workforce system matters that require or can be enhanced with relevant workforce information.

The Office of Research has also worked collaboratively with other entities and agencies to provide labor market and workforce information to help accomplish the workforce system goals being pursued. These have included work with the Department of Economic and Community Development and the Connecticut Economic Resource Center on economic development initiatives; with the State Departments of Education and Higher Education on education-related workforce development planning and assessments; with the University of Connecticut on analysis of the economy, workforce and workforce development activities; and with the State Labor Department's Rapid Response efforts and Employer Service contacts with businesses.

4. Describe how State workforce information products and tools are coordinated with the national electronic workforce information tools including America's Career Information Network and Career Voyages.

The national electronic tools: AJB, ACINet, Career Voyages and O*Net Online, are accessible through the Department of Labor's career information delivery system. They are accessible in *CTWorks* resource rooms, and are included in *CTWorks* Center workshops and client counseling sessions that provide information on the resources available for pursuing a job or career. **CTDOL is committed to offering labor exchange services.**

- ***C. Adults and Dislocated Workers***
- ***1. Core Services §112 (b)(17)(a)(i)***
- ***a. Describe state strategies and policies to ensure adults and dislocated workers have universal access to minimum required core services as described in §134(d)(2).***

The State, through its One-Stop Design recommendations, provided guidance to local areas concerning universal access to required core services. Wagner-Peyser staff are co-located within each full service *CTWorks*; they provide core services through the resource areas, workshops and counseling.

Memorandums of Understanding between local WIBs and required

partners also include descriptions of service delivery and client flow.

The State issued guidance to local WIBs regarding core and intensive services, including definitions for services provided within the *CTWorks* system.

b. Describe how the state will ensure three-tiered service delivery strategy for labor exchange services for job seekers and employers authorized by the Wagner-Peyser Act includes: (1) self service, (2) facilitated self-help service, and (3) staff-assisted service, and is accessible and available to all customers at the local level.

Wagner-Peyser staff are **integrated** in full service *CTWorks* locations throughout the state—they provide staff within the resource areas, offer counseling services to customers who require one-on-one services but are not registered as WIA customers, and lead workshops for groups within the *CTWorks*.

Wagner-Peyser Act funds will be used to deliver Employment Services in accordance with the three-tiered delivery approach as outlined under WIA. *CTWorks* Career Centers respond to the self-service approach by providing public PCs in which customers can register and record resource room activity into CTWBS (*CTWorks* Business System, Connecticut's on-line One-Stop Operating System). This information is shared and available to all partners. Once customers have recorded their visit, they can use public PC's for Internet access to such on-line products as: America's Job Bank or its alternative, America's Service Locator, and America's Career Info-Net. Job search and résumé preparation software, **labor market information (LMI), self-assessments tools, and career information** are also available. **Employers could also access LMI information for talent development planning, as well as recruitment resources on our web site.** Employers can **either** directly enter job postings or search the job bank database for potential workers to fill their job openings, and job seekers can post their **résumé or search for jobs** through the Connecticut portal of America's Job Bank or its alternative.

For job seekers encountering difficulty using the electronic forum as their primary means of acquiring employment, the *CTWorks* Career Centers have public merit staff employees and partner agency staff providing facilitated self-help assistance. The staff will initially assess the level of assistance required by the customer and, if necessary, will recommend that the customer receive staff-assisted services. Such services include help with preparing a **résumé**, interviewing assistance, and one-on-one counseling for job seekers with barriers to employment.

The Connecticut Department of Labor continues to utilize the *Career*

Express to expand accessibility. The *Career Express* is a unique mobile unit that reaches out to the community to provide the latest workforce and job skills development tools and computer/Internet training for adults, youth, Dislocated Workers, and employers. *CTWorks* Career Centers have also invested resources in equipment that assist people with disabilities to find employment. This support will continue through integration of services to individuals with disabilities, including referral, consultation and the provision of direct services. The CTDOL and the Board for Education and Services for the Blind (BESB) co-sponsor *CTWorks*' participation in America's Jobline (AJL), a public service access search network that provides personalized job search by telephone for persons with disabilities. The service is available 24 hours a day and allows callers to search a regularly updated job order database. Currently we do not have an updated Memorandum of Understanding due to the uncertainty of the connectivity to the AJB alternative. The National Federation of the Blind (NFB) is currently not charging for this service, and we expect to assess the continuation of AJL once BESB gets back to us with information on the AJB alternative's technical connectivity requirements.

CTWorks has partnered with other service providers, businesses and community-based organizations to promote the employment of people with disabilities.

The Connecticut Business Leadership Network (CTBLN) strives to maximize employment opportunities for people with disabilities by working with businesses, governmental organizations and community service agencies in supportive and productive partnerships. The CTBLN's mission is to improve recruitment and retention of qualified persons with disabilities, establish an inclusive work culture, and promote the adoption of best practice initiatives.

In October of 2006, the Connecticut Department of Labor sponsored its third annual "Gift of Opportunity" symposium in partnership with the Aetna Foundation. The purpose of the event was to educate employers about the benefits of hiring qualified workers with disabilities. The program consisted of presentations from Walgreens, the National Business Disability Council, Earnworks and keynote speaker Kyle Maynard. The symposium also included a disability resource fair where companies could receive literature and speak directly to many organizations that provide supports to businesses that hire workers with disabilities. Another "Gift of Opportunity" symposium is planned for 2008.

CTWorks also administers The Federal Bonding Program, which provides fidelity bonding insurance coverage to ex-offenders and other high-risk applicants who are qualified, but have difficulty in securing employment

because regular commercial bonding is denied due to their backgrounds.

c. Describe how the State will integrate resources provided under the Wagner-Peyser Act and WIA Title I for adults and dislocated workers as well as resource provided by required One-Stop partner programs, to deliver core services.

Each year, the State and local areas negotiate service levels for the upcoming year. Included in the negotiation are service levels and activities that will be provided by Wagner-Peyser staff as well as each of the required One-Stop partners. Local workforce boards are responsible for conducting the negotiation and identifying resource needs.

The integration of resources for providing core services for *CTWorks* has been achieved through Memoranda of Understanding with local WIBs (Workforce Investment Boards), which outline the service delivery of all One-Stop partners so that an efficient service delivery system is in place without duplication of services. This coordinated system also allows for partner staff and public merit staff employees to provide core services.

CTWorks Career Centers provide core One-Stop Services and operate according to the *CTWorks* vision, which is to provide customers (both job seekers and employers) a demand-driven system that is convenient to use and cost-effective.

The *CTWorks* Business System (CTWBS) is an on-line One-Stop operating system that is available to all required *CTWorks* partner staff. All *CTWorks* Career Centers are equipped with “gatekeeper” PCs which allow customers to record their registration, and resource room activities such as the use of telephones, copiers, fax machines, computers, and to obtain labor market information (LMI). Additionally, case management data for TANF customers is uploaded into CTWBS to further provide integrated functionality for *CTWorks*.

Most importantly, *CTWorks* continues to maintain and build its partnerships with the agencies and businesses involved in the process to ensure the delivery of integrated services. The alliances between the CTDOL, the WIBs and the state Departments of Social Services, Economic and Community Development, Adult Education and Higher Education are in place. The *CTWorks* partners have built a strong foundation and continue to do so for a responsive and effective One-Stop delivery system in Connecticut.

Core Services

Title V of the Older Americans Act: Title V participants generally receive

core services from the state or national sponsors who administer the Title V program in Connecticut. Those services may be provided either at the sponsor's site or provided at the *CT Works* offices, depending upon agreements reached in the Memoranda of Understanding (MOU) between the Workforce Investment Boards and the sponsors. Three of the Workforce Boards have been selected as a national sponsor (Maturity Works, administered by the WorkPlace, Inc.); in this capacity they are positioned to provide totally integrated services within the One-Stop setting, with access to all partner services. In addition, all of the workforce investment boards have developed policies regarding the eligibility determination, service delivery and plan development for both state and national Title V participants, again ensuring integrated service delivery.

Trade Adjustment Assistance (TAA): TAA programs are currently provided by *CTWorks* and are closely coordinated with Rapid Response and Title III. The coordination between Title III and TAA often occurs before layoffs because of the effectiveness of the Rapid Response team in Connecticut. The CTDOL Trade Act Coordinator is responsible for facilitating coordination between DOL field staff that provide TAA services and WIA providers. Information is shared regarding status of layoffs, profiles of affected employees to be laid off, assessment and/or analysis of potential training and necessary follow-up. Staff who provide TAA services are co-located with WIA staff at *CTWorks* Career Centers.

Veterans Employment and Training Programs: CTDOL established the Office for Veterans Workforce Development (OVWD), which, under the direction of the Commissioner of Labor, administers the Jobs for Veterans Act (JVA) grant and oversees the Disabled Veterans' Outreach Program (DVOP) and Local Veterans' Employment Representative (LVER) staffs. The creation of the OVWD facilitates effective coordination between state, and federal veterans' agencies to maximize services and resources for veterans by increasing efficiencies in work assignments and staff deployment to provide quality seamless services to Connecticut's veterans' population. This structure provides for a centralized and consolidated statewide approach to LVER/DVOP program management and a regional approach to service delivery.

HUD Employment and Training Programs: The Department of Housing and Urban Development participates in the planning and coordination of the delivery of One-Stop Core Services. HUD is also a consortium member providing valuable input into the enhancement of CTWBS.

Food Stamps Employment and Training (FSE&T) Program: The Department of Social Services has contracted with one municipality and two community-based organizations with linkages to *CTWorks* offices to

deliver FSE&T services.

Title I Youth Programs: *CTWorks* provides a Website with employment information and job search development tools specifically designed for youth (<http://www.ctdol.state.ct.us/youth/main.htm>). Materials have also been purchased to assist youth with job search activities including resume preparation, interviewing, completing job applications, and career exploration. *CTWorks* staff and the *Career Express* also visit local High Schools and give workshops on topics such as interviewing skills, budgeting, and personal economics.

Each year, the State and local areas negotiate service levels for the upcoming year. Included in the negotiation are service levels and activities that will be provided by Wagner-Peyser staff as well as each of the required One-Stop partners. Local workforce boards are responsible for conducting the negotiation and identifying resource needs.

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- **2. Intensive Services.** (*§ 112(b)(17)(a)(i).*) *Describe State strategic and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.*

One-Stop designed recommendations accepted by State Board serve as the State's strategy to ensure that adults and dislocated workers receive intensive services. The State through the Administrative Entity (CTDOL) have also issued policies regarding service provision as well as registration policies for Adults and Dislocated Workers.

Each local area is required to have local policy for adult priority of service. This policy must define the process and procedures for the required registration of adults enrolled into any intensive and/or training services, and must address specific eligibility and documentation requirements for both intensive and training services.

One of two criteria must be satisfied for an individual to move from core to intensive services. The first requires that the individual is an unemployed adult or dislocated worker who received at least one core service and was unable to obtain employment through core services and has been determined by the One-Stop Operator to be in need of more intensive services to obtain employment. The second requires that the individual is an employed adult or dislocated worker who has received at least one core service and has been determined by the One-Stop Operator to be in need of intensive services to obtain or retain employment that leads to self-sufficiency (defined by the local Board with guidance from Section 663.230 of the Final WIA Regulations).

Local policy also identifies specific differences that may apply to dislocated workers from the eligible adult population. This local policy for dislocated workers includes: a requirement that there is a "local" priority of service policy; identification of the Gateway Activities for dislocated workers; identification of the assessment tools for dislocated workers; definition of what prioritization for training the local Board developed and how it will be utilized; definition of how the local area will ensure that training decisions made are labor market driven; and provision for individualized judgment.

- **3. Training Services.** (*§112(b)(17)(A)(i).*)
- **a. Describe the Governor's vision for increasing training access and opportunities for individuals including the investment of WIA Title I funds and the leveraging of other funds and resources.**

The Governor's vision includes: leveraging Jobs First Employment Service dollars, along with other state funds to improve access and training opportunities; development of scholarships for individuals who enter training for high demand occupations; development of career ladders and financial aid opportunities for low wage/low skilled workers to enter

training.

b. Individual Training Accounts

• ***i. What policy direction has the State provided for ITAs?***

During the initial years of WIA, the Department of Labor and Office for Workforce Competitiveness worked with local WIA staff and partners at both local and state levels on a policy guidance piece entitled “Managing Training at the Local Level.” This document provided local areas with basic facts, definitions, policy guidance and answers to often asked questions. The guidance left decision making on a number of items (such as limiting cost of training) for each local area to consider and adopt individual policy. Since the development of that guidance, a committee of state and local experts has continued to meet and address policy issues as necessary. While the Department of Labor provided guidance as necessary and requested, each local area was encouraged to develop their own ITA policies.

ii. Describe innovative training strategies used by the State to fill skills gaps

As included in the State’s 2005-2006 Annual Report, several innovative training strategies are being implemented in various parts of the state. Included below are some of the highlights from the Annual Report.

North Central Region

Career Competency Standards: Capital Workforce Partners, through input from its private-sector board members and targeted business focus groups, has established a set of career competencies identified as baseline skills needs for entry level employees. The four competency areas are: Basic Skills in Reading, Math and Language; Employability Skills; Customer Service Skills; and Computer Literacy. CWP is establishing baseline skill levels for all four competency areas, which can then be measured and certified together as a credential in work readiness. CWP expects to build an assessment and portfolio mechanism that can be used by any workforce development provider to certify participants in the competencies. CWP will issue to participants the work-readiness credential upon certification of all four competencies. This credential will be marketed to regional employers through the *CTWorks* Business Service Team as an element of qualified candidate referral screening from the *CTWorks* system.

Northwest Region

Planting the Seed—Growing Connecticut’s Manufacturing Workforce: the Northwest Regional Workforce Investment Board, in

response to the Smaller Manufacturers Association's need for more skilled workers, developed and received funding to provide a youth manufacturing pilot program. The project includes two components consisting of a training phase and internship phase. Combining after-school training with an employer-based internship program, the project seeks to develop a highly skilled manufacturing workforce. Students spend 90 hours in training in areas such as blueprint reading, statistical process control inspection and computer numerically controlled manufacturing. The program expects to see its first graduates in the spring of 2007.

Eastern Area

Connecticut's Eastern Workforce Investment Board has also developed some innovative training strategies. The Eastern Workforce Investment Area's rapid job growth and resulting increased churn among \$10-\$16/hr wage earners has transformed the EWIB's service provision style to better target the needs of entry-level workers and the companies that employ them. Accordingly, they have launched two new initiatives aimed at assisting employers with each of the following challenges:

- • Upgrading the skills of entry-level workers whose training time is limited by lifestyle; and
- • Improving the "user-friendliness" of the region's multiple ESL providers

• **Healthcare On-line Training Academy –**

-
- Working to meet the increasing labor market demands of the healthcare industry, EWIB proposed and received funding from the Office for Workforce Competitiveness for a Healthcare On-line Training Academy pilot. Building on its success in training over 500 job seekers on-line, EWIB saw this as a way for healthcare entities to upgrade the skills of their lower skilled workers.
-
- The On-Line Training Academy Grant was designed to:
 - Provide on-line training to 100 low-wage/low skill workers focused primarily in the healthcare field. The grant allowed EWIB to open up the on-line modules to other individuals as well.
 - Provide the selected employees with a one-year license to on-line learning.
 - Bring a technical instructor to the employer's site for an orientation with the selected employees to teach them how to navigate the learning site and ensure they have the technical skills to succeed in on-line learning.
 - Track the employee's progress including the number of courses successful completed, test scores to verify knowledge acquisition,

and wage gains or promotions that result from program completion.

EWIB provided services to 13 healthcare providers including a major hospital and many of the area's larger long-term care facilities. One hundred fifty three individuals were issued licenses during the grant period, enrolling in 912 classes. EWIB will seek funding to continue this service and, where appropriate, will use its Incumbent Worker Training funds.

Southwestern Area

The WorkPlace, Inc. was selected to receive one of ten nationwide grants from the U.S. Department of Labor for the Making it Real in Bridgeport project. The \$4905,255 grant is developing new partnerships with six faith-based and community organizations that are providing social services. The collaborative provides outreach, recruitment, intensive case management and extra support for participants during the transition to long-term employment in advanced manufacturing, office service or hospitality/entertainment/tourism.

The Council of Churches of Greater Bridgeport, Inc. serves as the intermediary, providing assistance to partners. Working with partners through this program will also build the capacity of these organizations, enabling them to extend their impact in the Bridgeport community. The WorkPlace's Center for Capacity Development and *CTWorks Career Coach* have trained partner organizations to offer employment services and education to participants. Local businesses have agreed to hire and advance qualified project participants. Through this 18-month program, 200 participants will be placed in jobs with an average hourly wage of at least \$9, and 100 will be placed in post-secondary education.

South Central Area

In Connecticut, shortages in various healthcare professions such as nursing and allied health mirror national shortages and are projected to increase over the next twenty years, thus limiting access to and the quality of healthcare services. Addressing the need to increase opportunities in healthcare professions for economically disadvantaged and typically underrepresented individuals, in conjunction with the need to increase the number of qualified, practicing healthcare professionals, has the potential to improve overall economic and quality of life indicators for the region.

In order to facilitate entrance into healthcare professions for *CTWorks*

customers, Workforce Alliance and Gateway Community College (GCC) have created an unprecedented partnership that capitalizes on the experience and expertise of each entity. Examples of such experience include facilitation of workforce development projects for the healthcare industry and provision of academic assessment, advisement and programming in allied health fields. Using local incentive funds, Workforce Alliance has funded a GCC Healthcare Careers Advisor position to build the capacity of *CTWorks* Career Centers to more comprehensively:

- Assess individuals for suitability in healthcare careers using the Health Occupations Basic Entrance Test (HOBET)'
- Provide academic, career and financial aid, advisement and counseling;
- Refer individuals to basid education and/or health professions programs that meet their career goals; and
- Improve outcomes for individuals entering the healthcare workforce, the healthcare facilities by whom they are employed, and the patient population that they will ultimately serve.

The Healthcare Advisor works with the four regional *CTWorks* locations, as well as at other community locations such as Adult Education and WIA youth program sites, which serves to strengthen the partnership between *CTWorks* and other systems. It is the goal of the Workforce Alliance to ultimately institutionalize these services within *CTWorks*.

iii. Discuss the State's plan for committing all or part of WIA Title I funds to training opportunities in high-growth, high-demand and economically vital occupations.

One of the strategies identified by OWC and CETC for action is to develop specific proposals concerning the level, focus, and administration of funding for incumbent worker training to address current and projected gaps in key occupational areas.

Another measure will be the Governor's directives to selected members of her Jobs Cabinet to propose comprehensive strategies to satisfy the high-skills, innovation-focused education and training requirements of Connecticut's innovation-driven growth economy.

The State of Connecticut has committed part of its 15% Governor's Reserve funds and other state and local incumbent worker training funds for high-demand occupations in the manufacturing and allied health industries.

iv. Describe the State's policy for limiting ITAs (e.g., dollar amount or

duration).

After the passage of the Workforce Investment Act, the Department of Labor convened a workgroup, along with our partners at the Office for Workforce Competitiveness, to examine the need for guidance on managing training at the local level. This team of local and state experts developed guidance that provided definitions and interpretations on a number of key issues around training, ITAs, etc. This issuance advised areas that decisions on amounts of ITAs and its coverage were individual, local area decisions.

All local areas in the state have developed internal policies governing ITAs with the WIBs setting ceilings on the costs WIA will reimburse with most setting the ceiling at the level of \$3000. The State Department of Labor has, since the inception of WIA, worked closely with its local areas to address policy issues through this on-going committee of local and state employment and training provider experts. This committee's work has resulted in a number of policy and/or advisory memorandums on training related issues.

v. Describe the State's current or planned use of WIA Title I funds for the provision of training through apprenticeship.

At the present time, the State has no current or planned use of WIA Title I funds for the provision of training through apprenticeship.

vi. Identify State policies developed in response to changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly (such as through an ITA). (20 CFR §667.266 (b)(1))

The Connecticut Department of Labor has issued the changes (published in the Federal Register, dated July 12, 2004) on training affecting faith-based organizations to all local areas and requested that they review all local policies and procedures affected by the change. On a state level, we are in the process of reviewing State policy and procedures to ensure that all changes/revisions will be done in a timely manner.

c. Eligible Training Provider List. Describe the State's process for providing broad customer access to the statewide list of eligible training providers and their performance information including at every One-Stop Career Center. (§112(b)(17)(A)iii.)

The Connecticut Department of Labor maintains the State Workforce

Investment System's Approved Training Program List (ETPL) that allows for broad customer access via the Internet. From the Department of Labor's home page (www.ct.gov/dol), customers can select the Training link and then chose to view the "WIA-Approved Training Programs" page. The page offers two options; a search of WIA approved training programs or information about the list. Customers selecting the search option are offered the choice of searching for programs offered in a specific region, by program title or subject area, or by provider name. Having the list available on the Internet allows for quick, easy access at the customer's convenience.

Another Internet site that houses information on WIA-approved training programs is the *Connecticut Education & Training ConneCTion* (www.cttraining.info). Made available by the joint efforts of the Connecticut Departments of Labor, Education, Higher Education, and the Workforce Investment Boards, the *Connecticut Education & Training ConneCTion* is the most comprehensive source of information on education and training programs and providers in Connecticut. Those programs that are WIA-approved are clearly denoted. Users will find many search options available to them and both quick and advanced search choices are provided.

CTWorks staff is available to assist customers who lack computer skills or may not be familiar with how to browse the Internet. In addition, *CTWorks* staff continuously informs customers about the Workforce Investment Act and directs them to the Approved Training Program List (ETPL) as appropriate. This guidance provides *CTWorks* customers and those who may be eligible to receive WIA training services with another avenue for accessing the list of approved providers.

d. On-the-Job (OJT) and Customized Training (§112(b)(17))A)(i) and 134(b). Based on the outline below, describe the State's major directions, policies and requirements related to OJT and customized training.

i. Describe the Governor's vision for increasing training opportunities to individuals through the specific delivery vehicle of OJT and customized training.

The Governor has accepted the state board's strategic plan, which lays out a series of action steps and recommendations regarding the need to address demographic/economic needs of Connecticut. Included in the action steps are a number of activities that State Board members will be engaged in over the next several months. Ad Hoc work groups, led by CETC members, have been established to study the issues and make recommendations to the full Commission.

One work group will address incumbent worker training in Connecticut. Another work group has been established to address “dual economy” issues in the state. A third will address issues related to older workers. All three groups will make recommendations regarding training needs, as well as how to increase the availability of training opportunities for individuals and employers. A fourth work group will address performance.

ii. Describe how the State:

- *Identifies OJT and customized training opportunities;*
- *Markets OJT and customized training as an incentive to untapped employer pools including new business to the State, employer groups;*
- *Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies;*
- *Taps business partners to help drive the demand-driven strategy through joint planning, competency and curriculum development, and determining appropriate lengths of training; and*
- *Leverages other resources through education, economic development and industry associations to support OJT and customized training ventures.*

The Connecticut Business and Industry Association and chambers of commerce provide their members with on-the-job and customized job training outreach and information through sponsoring presentations, website linkages and electronic information and direct mail.

At the regional level, WIBs have contracted with area chambers of commerce and business associations to provide on-the-job and job placement activities, providing a vital link to local area businesses. New business customers and business trends are also identified through state (DECD) and regional economic development agencies.

Resources are combined from the WIBs, CTDOL, the Department of Economic and Community Development (DECD), higher education, community colleges and adult education to support customized training projects.

Connecticut relies on state, regional and local business, education, public and community based organizations to identify, develop and implement on-the job training (OJT) and customized job training (CJT) opportunities.

At the state level, DECD has launched and maintains an Industry Cluster Initiative which provides a statewide forum for high-growth, high demand businesses to articulate their customized training and recruitment needs. These needs are translated into strategies by the CETC and action steps by the Governor's Jobs Cabinet. The industry cluster groups also provide valuable information for curriculum development, determining appropriate lengths of training and industry standard certification of skills.

In addition to substantial labor market data analysis, Connecticut's CETC and local WIB planning incorporate information obtained from business members by statewide associations such as the Connecticut Business and Industry Association (CBIA), and regional chambers of commerce regarding training and recruitment needs.

In collaboration with the Connecticut Department of Labor (CTDOL), community colleges and WIBs, DECD makes training funds available through regional business consultants for incumbent worker training under the Manufacturing Assistance Act (MAA).

4. Service to Specific Populations. (§112(b)(17)(A)(iv).)

a. Describe the State's strategies to ensure that the full range of employment and training programs and services delivered through the State's One-Stop delivery system are accessible to all and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrant and seasonal farm workers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English proficiency, and people with disabilities.)

- o The CTDOL ensures that eligible veteran workers are given priority over non- veterans for all available services
- o The State encourages co-location of State agencies providing services to people with disabilities.
- o The **CTWorks** Centers located throughout the State have access for people with disabilities.
- o The State Monitor Advocate provides out-reach for migrant seasonal farm workers and is available to visit agricultural locations.

- The State supports a Jobs Funnel that targets minorities and connects low-wage workers with apprenticeship opportunities.
- A specialized workshop for Mature Job Seekers over 40 is in development by CTDOL to be provided at the centers later this year.
- A specialized workshop for Ex-Offender job seekers is in development by the CTDOL to be provided at the centers later this year. CTDOL also administers the Federal Bonding Program, which provides fidelity bonding insurance coverage to ex-offenders and other high-risk job applicants who are qualified, but have difficulty securing employment because regular commercial bonding is denied due to their backgrounds.
- CTDOL has contracted with a provider of telephonic interpreting for agency wide use. This “Language Line” service is available during all of CTDOL’s hours of operation and will provide on-demand interpreters in 170 languages by telephone. This is available for those customers with Limited English Proficiency at no cost.
- CTDOL coordinates with the Permanent Commission of the Status of Women (PCSW) initiative (Non-Traditional Employment of Women, the NEW Program) to provide One-Stop Career Services and disseminates apprenticeship information to program participants.
- All *CTWorks* offices have been equipped with TTY/TDD machines, adjustable computer tables, large 20” flat screen monitors with enhanced visibility keyboards, magnifiers and large key telephones with volume control.
- In addition, all offices display appropriate signage, accessible restrooms, reserved parking and where applicable and without undue hardships, ramps and power assisted doors.

b. Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified as most likely to exhaust their unemployment insurance benefits in accordance with section 3c of the Wagner-Peyser Act.

As part of the intake for Telephone Initial Claims (TIC) and new Internet claims each claimant is asked a series of questions over the telephone at the time they file their initial claim. Everyone is required to register for job service activities as well as respond to a profiling questionnaire. The claimant’s responses to these questions form a basic job service registration and may place the claimant in a pool of individuals eligible for profiling services. All claimants are given a benefit rights booklet that outlines the State of Connecticut’s availability and work search requirements, scope of services delivered in One-Stop service centers, Labor Market Information (LMI), as well as locations of *CTWorks* centers.

The Worker Profiling and Reemployment Services program (WPRS) identifies claimants who are likely to exhaust unemployment compensation benefits, and provides additional services to these claimants in order to hasten their return to the workforce. The Connecticut Profiling program consists of five components:

Identification

The claimant answers the profiling questions at the time of the initial claim for unemployment benefits. Data is collected from these questions and are weighted according to statistical values assigned to each component of likely exhaustion. These candidates are then ranked according to their likelihood of exhausting benefits prior to returning to work.

Selection

A list of scored candidates is computer-generated each week for each participating *CTWorks* Center. The profiling representative selects candidates from the list, and generates appointment letters to call the candidates in for a profiling orientation.

Referral and Assessment

Selected candidates attend a profiling orientation held in the local *CTWorks* Centers. During this orientation, these profiled customers receive a Benefit Rights Interview (BRI), a comprehensive overview of all services available from CTDOL and One-Stop partners as well as the requirements of the program. The profiling representative provides each customer with an assessment interview service, and completes an individual service plan, which may include a long-term employment /career plan in conjunction with the region's identified talent development track. Job search assistance, workshop information, LMI and the effects of non-participation are also included in the orientation. Customers exempted from mandatory activities are encouraged to participate in all reemployment services available in the centers.

Reemployment Service Delivery

The range and extent of reemployment services are based on the needs of the customer. Services available include a variety of workshops, such as interviewing skills, job search techniques, résumé writing, LMI Overview and networking. Available reemployment services range from staff-assisted core services to workshops to training services. Career counseling, Veteran's services and résumé critiquing are provided in *CTWorks* centers customized to meet the specific needs as part of the demand-driven system in that demographic area. All profiled customers are offered placement in the *CTWorks* Business System's automated Job Matching system for referrals to employers with job opportunities. The CTDOL works with all One-Stop partners to offer a wide range of

reemployment services.

Feedback and Follow-up

The follow-up process is a link between the service provider, the **CTWorks** Center, and the Unemployment Insurance (UI) payment system. This mechanism tracks customer activity while participating in the profiling program. The profiling representative gathers information on the customer's job search activities and may refer them to additional services. When a customer does not comply with his/her Individual Service Plan, an Adjudications hearing may be scheduled.

Profiled customers may also be randomly selected to participate in the Eligibility Review Program (ERP). In this ERP interview a customer's job search efforts and availability for work are reviewed and additional reemployment services are offered in order expedite the customer's return to work. When a customer fails to comply with the ERP Interview, he/she may be referred to an Adjudications hearing. A customer may be scheduled for a second ERP Interview within five weeks if he/she continues to collect unemployment compensation benefits.

c. Describe how the State administers the unemployment insurance work test and how feedback requirements (under (§7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.

Every individual who files a claim for unemployment benefits does so through the Telephone Initial Claims System (TICS) or through the Internet. Each claimant is asked a series of questions over the telephone or on a web screen at the time he or she files the new claim. The claimant's responses to these questions will form a basic job service registration that is uploaded into CTWBS. This process ensures that Connecticut customers who file for unemployment benefits are registered for basic job service activities. The process of selecting an occupational code (O*NET) is a manual one for Call Center staff and involves data entry of the code itself; Internet filers select occupations from an abbreviated drop-down list. In an effort to improve coding, Connecticut will be integrating AutoCoder software into TICS and Web claim filing applications by the end of calendar year 2007. This software was developed for the U.S. Department of Labor (DOL) to assist states in properly assigning occupational codes for coding individuals' records.

All claimants are given a benefit rights interview where they are provided with the State of Connecticut's availability and work search requirements, location and scope of services delivered in *CT Works* Centers, and Labor Market Information (LMI). In addition, everyone is required to complete

a profiling questionnaire and is placed in a pool of individuals eligible for profiling services. Claimants may also be randomly selected to participate in the Eligibility Review Program (ERPS). In this program, each *CT Works* Center conducts weekly reviews on a random number of claimants in which their availability for work and efforts to seek employment are reviewed. When a question arises regarding a claimant's availability or work search, a hearing is scheduled for the purpose of fact finding and then adjudicating the issue.

d. Describe the State's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the State have a policy supporting co-enrollment for WIA and TAA?

The Rapid Response (RR) Team is frequently the first to contact an employer when there is a layoff. On the initial contact, the RR Team checks with the company about a number of items, including the possibilities of trade certification. If necessary, staff will file the trade petition for the company.

All dislocated workers, including those in trade certified companies, receive the same rapid response services. When the RR Team is doing an early intervention session, they will talk about trade benefits and hand out information if there's a potential Trade-certification or the company has been certified but the layoffs are not starting immediately. When the company has been Trade-certified, the Central Office trade staff attends the Early Information session and speaks on the benefits and responsibilities available under Trade Adjustment Assistance.

In the Department of Labor (DOL) Central Office, the RR and Trade Adjustment Assistance (TAA) staff works very closely together and both units work under the direction of the same Director. They notify each other about anything that is happening that might impact the others' area of responsibility. For example, if the RR Unit hears of a layoff, where the company was previously trade impacted, they will let the TAA Unit know. The Trade unit notifies the RR Unit when petitions come in on new companies. RR staff requests items needed by TAA staff, such as employee address lists.

The DOL central office schedules individuals who are TAA-eligible to attend an in-depth TAA Benefit Rights Workshop. This workshop is scheduled in a *CTWorks* center located near the individual's former place of employment. Department of Labor staff assigned to the *CTWorks* center, deliver a presentation on all TAA benefits, perform a preliminary

assessment, and if appropriate issue a waiver of the training requirement. The individual is also scheduled for an appointment with a vocational counselor for a full assessment, development of an employment and training plan, and access to benefits and services. DOL staff and partner staff share information and collaborate on the development of individual plans to preserve the individual's benefit rights and provide maximum access to a variety of *CTWorks* services funded through programs including but not limited to the WIA, Wagner-Peyser, and Trade Adjustment Assistance programs.

TAA/WIA integration training will continue to be offered in the *CTWorks* One-Stop offices throughout the state for WIA and DOL staff. The main purpose of the training is to be sure that WIA staff understands the extensiveness of trade benefits and is knowledgeable about companies certified for trade in their area. Then, if a worker chooses to access WIA services before becoming eligible for Trade, the WIA and Trade staff will work together to develop the worker's employment plan.

The state has a policy in place that explains the integration of WIA and TAA services and plans for continued integration in the next two years.

e. How is the State's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed in paragraph (a) above and to ensure that they are being identified as a critical pipeline of workers?

To address the second dimension of a "dual-economy" strategy, CETC will recommend specific actions intended to help low-wage workers and individuals with low skills to become competitive in the workforce and advance to careers that provide financial viability. The recommendations will address:

- Increased availability of workplace-based literacy (including ESL) and basic math incumbent worker training, to help employers upgrade the essential job-related skills of their current entry-level and/or low-skill employees; and
- Increasing the number of individuals entering the State's workforce pipeline and preparing those in untapped labor pools who are disengaged from the traditional workforce system – the unemployed, ex-offenders, individuals with disabilities, out-of-school and at-risk youth, etc., through short-term training programs and expanded career ladder initiatives.

Many of the populations listed need adult education in order for them to have access to the workforce and for them to become part of the pipeline of workers. CETC will develop recommendations intended to maximize the strategic impact of the State's adult education efforts, including the strengthening of strategic linkages between local school districts' adult education programs and neighboring community colleges.

The State has also developed pilot programs in coordination with local workforce areas to address the needs of low-wage workers through the development of career ladder programs.

Local Workforce Areas have worked with local adult education providers and community colleges to develop incumbent worker training to improve skills and promotional opportunities for workers.

f. Describe how the State will ensure that the full array of One-Stop services are available to individuals with disabilities and that the services are fully accessible.

The *CTWorks* centers are committed to providing reasonable accommodations and modification to services for people with disabilities and assuring access to Wagner-Peyser Act-funded services (per Section 504 of the Rehabilitation Act of 1973 prohibiting disability-based discrimination in any federal program or activity, which receives federal financial assistance. In the context of employment, a "qualified individual with a disability" is a person who can perform the essential functions of a job with or without reasonable accommodations).

Accessibility and accommodations for people with disabilities to *CTWorks* building facilities, programs and services has been an on-going mission of the CTDOL. The following statements appear on notices and materials relating to WIA programs and services in English and Spanish: "The Connecticut Department of Labor (or WIB) is an Affirmative Action/Equal Opportunity employer and equal opportunity program and service provider. Auxiliary aids and services are available upon request to individuals with disabilities." Sign language interpreters are made available upon request at no charge. All offices have been equipped with TTY/TDD machines, adjustable computer tables, large 20" flat screen monitors with enhanced visibility keyboards, magnifiers and large key telephones with volume control. In addition, all offices display appropriate signage, accessible restrooms, reserved parking and where applicable and without undue hardships, ramps and power assisted doors. Additional updating and accommodations are incorporated as recognized and within fiscal and/or financial constraints. Newly leased locations are required to meet the standards of Section 504 of the Rehabilitation Act of

1973.

As part of the Department of Labor's on-going desire to make services accessible to all populations we have instituted a process to determine whether the *CTWorks* offices meet universal design standards. The ideas behind the Universal Design concept is that making changes to offices, and services that help to meet the needs of people with disabilities also benefit all customers'. There are nine principles of Universal Design:

- Equitable Use: The design is useful to and accessible by people with diverse abilities
- Flexibility in Use: The design accommodates a wide range of individual preferences and abilities
- Simple and Intuitive: The use of the design is easy to understand, regardless of the user's experience, knowledge, language skills or current concentration level
- Perceptible Information: The design communicates necessary information effectively to the user, regardless of surrounding conditions or the user's sensory abilities
- Tolerance for Error: The design minimizes hazards and the adverse consequences of accidental or unintended actions
- Low Physical Effort: The design can be used efficiently and comfortably and with a minimum of fatigue
- Size and Space for Approach and Use: Appropriate size and space is provided for approach, reach, manipulation and use regardless of user's body size, posture or mobility
- Effective Communication: Environment promotes interaction and communication among customers and staff
- Welcome and Inclusive Climate: Environment is designed to be welcoming and inclusive

We enlisted the services of an expert in Universal Design Principles from the Capitol Region Education Council. This expert acted as a "secret shopper" to determine whether or not all facilities, letters, forms and services met "universal Design Standards." She then met with each WIB to go over her findings of their *CTWorks* offices and met with the administration at DOL to provide findings to the agency. In addition to reporting findings, she identified best practices. She also made suggestions for improving letters and mailings, phone calls and conversations, directions and appointments, missed or late appointments, forms and applications and other critical factors such as being flexible, improving observational skill, empowering the customer.

We have made changes to forms and written correspondences both in format and content, especially letters initiated through CTWBS, procedures and practices in our Orientation sessions, and have purchased

additional adaptive equipment. We will continue to monitor and make changes as needed.

Annually the State Equal Opportunity (EO) Officer provides training for all CTDOL EO Reps, WIB EO Representatives, selected representatives of the *CTWorks* Operators, and other interested parties.

To ensure that all WIA programs are operated in the most integrated setting appropriate to the qualified individual with a disability, the WIA Admin Unit requires each WIB grant recipient to provide documentation verifying completion of their ADA self-evaluation checklist.

All applications for applicants and training providers seeking eligibility for financial assistance under WIA Title 1 and ES/UI include assurances by referral (as described in §37.20(a)(2)) to comply with the nondiscrimination and equal opportunity provisions of WIA Sec. 188 and its implementing regulations. This provides the potential recipients with initial notice of compliance requirements. Copies of the documents are provided to awardees for their records.

The WIB is responsible for ensuring that WIA programs and activities are programmatically and structurally accessible to the general population. The State EO Officer also sends directives/memorandums as reinforcement to the recipients of their responsibilities to provide programmatic and architectural accessibility. The designated WIB EO Representative is responsible for monitoring the recipient's program and site accessibility and reports on these matters directly to the State EO Officer.

"Equal Opportunity is the Law" posters and notices that describe the prohibited grounds for discrimination and the procedures for filing complaints are prominently displayed in all WIBs and *CTWorks* offices. The WIBs are responsible for distributing posters to all their sub-recipients. The poster and notice are available in English and Spanish and will be made available in other languages as appropriate.

CTWorks staff has received training in recognition of people with special needs, utilization of adaptive equipment and communication with people with disabilities. CTDOL maintains relationships with special service entities such as the Commission on the Deaf and Hearing Impaired (CDHI), Bureau of Rehabilitation Services (BRS) and Bureau of Education and Services for the Blind (BESB). An EO Policy was issued to all WIA; WP; and UI staff establishing guidelines and procedures for securing sign language interpreters.

The public Vocational Rehabilitation programs of the Bureau of

Rehabilitation Services (BRS) and the Board of Education and Services for the Blind (BESB) are full partners in the workforce investment system. For eligible individuals seeking or attempting to retain employment, staff from these programs is available to provide disability-related services not otherwise available through the generic workforce investment system.

All medical documentation and information provided by registrants, applicants, eligible applicants/registrants, participants employees and applicants for employment will be kept confidential and locked separately from their regular file. This information will only be accessible to staff on a need-to-know basis and not to the general workforce.

Please note: CTDOL has applied for the Disability Program Navigator Grant and the status is pending. The award notice was received on April 25, 2007. This initiative promotes comprehensive services and work incentive information for SSA beneficiaries and other individuals with disabilities through the One-Stop system.

g. Describe the role LVER/DVOP staff have in the One-Stop delivery system. How will the State ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the State regarding veterans' employment programs?

The following are the roles of the DVOP in *CTWorks*:

- Carry out intensive services to meet the employment needs of eligible veterans, with priority on disabled, recently separated and campaign badge veterans, and with emphasis in meeting the employment needs of economically or educationally disadvantaged veterans.
- Document all intensive services including assessment, employment/career planning and guidance, coordination with supportive services, case management, referrals to jobs and training, and provision of job development contacts.
- Conduct outreach activities with the purpose of locating veterans who could benefit from intensive services. Market these services to potential clients at locations where they are being served by other agencies.
- Provide and facilitate a full range of Labor Exchange Services to include employment and training services to veterans with the primary focus

of meeting the needs of those who are unable to obtain employment through core services.

The following are the roles of the LVER in *CTWorks*:

- Conduct outreach to employers to assist veterans in gaining employment, including conducting seminars for employers as well as conducting job search workshops and establishing job search groups.
- Facilitate employment, training, and placement services furnished to veterans under the State employment service delivery systems.
- Establish, maintain, or facilitate regular contact with employers to develop employment and training opportunities for the benefit of veterans.
- Provide and facilitate a full range of employment and training services, as appropriate, to meet the needs of newly separated and other veterans in the workforce development system and especially address the needs of transitioning military personnel through the facilitation of TAP workshops.
- Advocate for employment and training opportunities with business, industry, and community-based organizations on behalf of veterans.
- Ensure that veterans are provided the range of Labor Exchange Services needed to meet their employment and training needs. Work with other workforce development providers to develop their capacity to recognize, and respond to these needs.
- Ensure that LVER's provide quarterly reports to the individual responsible for the management of a Service Delivery Area to which the LVER has been assigned.

In addition to the above roles of the LVER/DVOP staff they have a role with the following veteran groups who will receive specialized services.

Transitioning Service Members

- LVERs conduct Transition Assistance Program (TAP) workshops for transitioning service members. Spouses and significant others are welcomed to attend as well. TAP workshops are conducted for two days and include, but are not limited to, the following subject areas: skills assessment, strategies for an effective job search, UI benefits, stress management during transition, cover letters and résumés; interviews, *CTWorks* overview, and veteran's education programs.

- An LVER or DVOP Specialist will be out-stationed at the Submarine Base in Groton, CT.
- DVOP Specialists will provide recently separated veterans with intensive services.

Homeless Veterans

- LVER and DVOP Specialists will continue to work with homeless veterans and homeless shelters within the workforce investment areas. Services to homeless veterans will be coordinated with the Homeless Veterans Reintegration Project (HVRP) that is being operated by the Workplace, Inc., Southwestern Connecticut's WIB, at the Home for the Brave, a transitional housing facility.

VA Vocational Rehabilitation Participants

A DVOP will be out stationed at the Veterans' Rehabilitation and Employment office as the Central Point of Contact.

The state will ensure adherence to the legislative requirements for veterans' staff as follows:

Internal Recruitment

The CT Department of Labor initially polls the agency staff to see if there is anyone who has veteran's status or is a qualified eligible person who is interested in becoming a DVOP Specialist. Once the staff has responded, CTDOL administrators check their veteran's status that includes a review of the DD214 and disability compensation award letter from the DVA.

If there are no qualified service connected disabled veterans, CTDOL will then recruit from outside the agency.

Outside Recruitment

Once a position is established through the Department of Administrative Services (DAS), the position will be posted on the State of Connecticut's web site under DAS's web page under job openings. The position announcement will outline the veterans' priority order. The announcement will also be posted on CTDOL's web site.

CTDOL will also notify all veterans' program staff of the openings and ask them to search their files for qualified disabled veterans and to conduct outreach efforts by contacting the Veteran's Coalition, Veteran's Service Organizations, and the State Department of Veterans Affairs. CTDOL will ask the DVOP located at the Veterans Administration, working with chapter 31 Vocational Rehabilitation clients, to post the job order at that location and inform vocational rehabilitation counselors of the opening.

Appointments are then set up for interviews. Considering interview results, CTDOL will fill openings based on the following priority:

1. Qualified service-connected disabled veterans
2. Qualified eligible veterans, and,
3. Qualified eligible persons.

Services under this Plan will take into consideration the agreement reached between the Secretary and the State regarding veteran's employment program as follows:

Connecticut has a State Plan for Services to Veterans that has been approved by U.S. DOL – VETS and conforms to all aspects of the existing Secretary's Agreement which did not change as a result of the Jobs for Veterans Act.

The Connecticut Department of Labor (CTDOL) OVWD is uniquely positioned to meet the challenge of integrating the DVOP and LVER program functions into the current delivery of service to veterans within our *CTWorks* centers and other locations based on its proven track record over the past nine years of integrating human resource investment services.

Before the implementation of the Workforce Investment Act (WIA) of 1998, the CTDOL was acknowledged for developing and implementing an integrated seamless approach to service delivery for both job seekers and employers. In addition, twice in the past six years Connecticut has been recognized by the National Alliance of Business (NAB) as "State of the Year" for our workforce development achievements.

CTDOL established a program integration workgroup, to ensure the development of an integrated and coordinated approach to service delivery for veterans. The workgroup consisted of WIBs, one-stop operators and CTDOL staff. The state will continue to work collaboratively with the local WIBs, one-stop operators, and partners to design and recommend a service delivery flow chart that will effectively route veterans to the appropriate service providers based on their individual needs. Refinement of existing registration guidance and policy will incorporate the full integration of DVOP and LVER program functions. Any guidance or policies addressing integration and coordination of services to veterans issued by the state to the local WIBs, *CTWorks* One-Stop operators, and partner agencies, if applicable, will provide flexibility at the local level while addressing consistency on a statewide basis. To effectuate the integration of functions, cross training sessions will be

conducted to inform staff about the range of partner services available for veterans. Other activities may include monthly educational workshops to help staff become familiar with other programs' rules and the process for accessing their services. This cross training will improve staff understanding of agency partner programs and enhance the ability of DVOP and LVER staff to make and receive referrals. All capacity building activities will be facilitated by CTDOL's Staff Development unit, which will conduct a survey of other training needs for veterans and one-stop partner agency staff.

Participation of the Director of OVWD and local veterans' staff in local and state meetings, where the provision of service delivery for job seekers and employers is addressed, will promote service inclusion and integration.

The *CTWorks* Business System (CTWBS) that went on line effective July 1, 2003, has integrated the functions of intake, case management, data collection, and reporting for WIA Adults, Dislocated Workers and Youth; Wagner-Peyser; Veterans; and Jobs First Employment Services (JFES) programs. This system supports the operational and management needs of CTDOL and plays a vital role in full program integration and coordination of programs and services in the one-stop delivery system.

h. Department of Labor regulations at 29 CFR 37, require all recipients of Federal financial assistance from DOL provide meaningful access to limited English proficient (LEP) persons. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. Sub-recipients are also covered when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the State will ensure access to services through the State's One-Stop delivery system by persons with limited English proficiency and how the State will meet the requirements of ETA Training and Employment guidance on methods of complying with the Federal rule.

As a recipient of federal funds CTDOL is committed to ensuring that no one seeking access to services is discriminated against on the basis of national origin pursuant to Title VI of the Civil Rights Act of 1964 and Section 188 of the Workforce Investment Act (WIA) of 1998. In addition, Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency" requires federal agencies and recipients of federal financial assistance to improve access to federally conducted and assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP).

Through contractual assurances all *CTWorks* Partners and sub-recipients are also obligated to adhere to the non-discriminatory provisions of Section 188 of WIA 1998 and Title IV of the Civil Rights Act of 1964, as amended.

In accordance with Executive Order 13166, CTDOL has established a Language Assistance Plan that includes the provision of language assistance and written translation of documents at no charge to the customer. CTDOL's Language Assistance Plan consists of the following elements:

Identification of LEP Customer: A statistical analysis of the Unemployment Insurance Special Assistance Code (SAC) as well as a survey of *CTWorks* Centers to gauge LEP activity identified Spanish as the language spoken by an overwhelming majority of LEP customers. Therefore, CTDOL has concentrated on Spanish translations and interpretations and will continue to monitor factors that may affect its future LEP activity.

Language Assistance Measures: Individuals who do not speak English as their primary language and have limited ability to read, write, speak or understand English may be Limited English Proficient (LEP) and may be entitled to language assistance with respect to CTDOL programs and services.

Language assistance includes interpretation and translation. CTDOL will determine when these services are needed and are reasonable and will arrange for the provision of language assistance when such assistance is requested, anticipated, or deemed necessary.

Language assistance may be provided through the use of bilingual staff, DOL Spanish-speaking interpreters, Language Line (Contractor for on-demand telephonic interpretation in over 170 languages) or Department of Administrative Services (DAS) approved vendors for in-person interpreting services.

Customers filing for unemployment benefits have the option of filing their claim in Spanish through the voice response system or Spanish version of the Internet Initial/Continued Claims website.

The most commonly used documents throughout the agency have been translated into Spanish. CTDOL will periodically review its LEP data to determine if there is a need for document translation in other languages.

Training Staff: CTDOL provided LEP training to appropriate staff on the

policies and procedures of its language assistance activities. Newly hired DOL employees will also be informed of the requirements of the LAP as part of the new employee orientation. CTDOL will also provide LAP training to Equal Opportunity Representatives as part of the annual EO Training.

The LAP Plan was communicated to all DOL staff via email and is available on the EO Intranet website.

CTDOL employees have been advised that failure to provide language assistance may be a violation of a customer's civil rights.

Notification of Availability of Language Services at No Cost to the Customer

Posters in DOL/*CTWorks* Centers advise customers of the availability of language services at no cost to the customer. Outreach materials distributed at Job Fairs, Rapid Response Sessions and Agricultural visits, and other events highlight the availability of language assistance at CTDOL. CTDOL encourages community-based organizations to advise their customers of language assistance at CTDOL.

Monitoring and Updating the LAP

The ES Operations Equal Opportunity Unit has overall responsibility for administering the Department of Labor's Language Assistance Plan (LAP) and will monitor the LAP to determine if new documents, services, programs, and activities need to be made accessible for LEP individuals.

Complaint Structure

Signs are posted in all *CTWorks* offices advising in Spanish that a complaint may be filed if a customer feels that the Agency has failed to adequately provide services in Spanish.

- i. *Describe the State's strategies to enhance and integrate service delivery through the One-Stop delivery system for migrant and seasonal farm workers and agricultural employers. How will the State ensure that migrant and seasonal farm workers have equal access to employment opportunities through the State's One-Stop delivery system? Include the following: the number of Migrant and Seasonal Farmworkers (MSFWs) the State anticipates reaching annually through outreach to increase their ability to access core, intensive, and training services in the One-Stop Career Center system.*

Connecticut has taken numerous steps to ensure that MSFWs are afforded access to the same services and opportunities available to all utilizing the One-Stop delivery System. The first step was improving staff's ability to identify MSFWs visiting *CTWorks* offices. **The Equal Opportunity Unit** presented training to CTDOL and Partner staff on identifying MSFWs. Topics covered in the training were registration completion assistance, improving communication **with MSFWs and barriers to employment**. With staff now trained to properly identify and register MSFWs, the Connecticut Business Works System (CTWBS) is now able to track what services, job referrals, training and supportive services are utilized by MSFWs.

The next step was to foster a more welcoming environment for MSFWs. All *CTWorks* offices have **bi-lingual staff and Language Line (a telephonic interpreting service)** as a means of providing language assistance to customers with limited English proficiency. Bi-lingual signage throughout *CTWorks* offices advises non-English speaking customers of the language assistance available to them at no charge. Publications regarding the services available in the *CTWorks* offices are also available in Spanish.

CTDOL continues to work with Community Based Organizations (CBOs) in an effort to reach out to MSFWs and others who may otherwise not be aware of services available in the One-Stop system. Agencies such as ConnectiCOSH, Statewide Legal Services **of CT, Inc.**, Connecticut River Valley Farm Workers Health Network (CRVFHN), **New England Farmworkers Council**, **Hispanic Health Council**, and the **UConn Medical Center** have all played major roles in promoting these services.

The State Monitor Advocate personally contacted over 100 MSFWs over the past year providing valuable information regarding services available at *CTWorks*. CTDOL expects to contact at least 100 MSFWs annually to continue their integration into the *CTWorks* system. Services provided to MSFWs include legal assistance, orientation to services, onsite recruitment, migrant education services, transportation services, job placement and counseling, Unemployment Insurance, health education and services, labor market information, and training and retraining information. Many of these services are provided through **Agricultural Health** and Information Fairs.

CTDOL is continuing to work with agricultural employers to address issues such as labor shortages, housing conditions, transportation issues and regulatory compliance, as well as making concerted efforts with the Connecticut Department of Agriculture and employers' associations to make services known and available to growers.

In February of 2006, CTDOL hosted a Growers Conference in

Wethersfield, CT to educate agricultural employers on the full range of services available to them through the One-Stop system. Representatives from U.S. DOL Wage and Hour, ConnectiCOSH, New England Farmworkers Council and Statewide Legal Services of CT, Inc. also presented valuable information on a variety of topics including: occupational health and safety, legal aid for MSFWs, wage and hour issues and other requirements under the H-2A temporary foreign labor certification program.

The following services are offered to employers:

- Recruitment assistance
- Mediation and Interpreter services
- Housing inspections to meet regulatory requirements for MSFWs
- Participation in Health and Information Fairs to help local recruitment
- Technical assistance to ensure compliance with all aspects of JS Regulations and employment related laws.

5. Priority of Service

a. What procedures and criteria are in place under 20 CFR 663.600 for the Governor and appropriate local boards to direct One-Stop operators to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds allocated to a local area for adult employment and training activities are determined to be limited? (§§ 112(b)(17)(A)(iv) and 134(d)(4)(E).)

As specified in Policy Guidance AP-01-16 issued on April 23, 2001 to WIB Directors and Chairpersons, and Grant Recipients, under conditions of limited funding availability, a specific priority of the State in the implementation of its workforce investment system under WIA is the delivery of services to Temporary Family Assistance (TFA) public assistance recipients and other low-income job seekers and “at risk” workers (as defined in P.A. 99-195, enacted by the Connecticut Legislature). The overall goal for the delivery of services to these populations will be the attainment of stable, full-time employment that meets the self-sufficiency measurement calculated by the Office of Policy and Management, pursuant to C.G.S. Sec. 4-66e.

Connecticut recognizes both the expressed goal of WIA to reduce welfare dependency and the specific statutory mandate of WIA to prioritize the delivery of adult intensive and training services to recipients of public assistance and other low-income individuals in situations where local area funding allocations for adult employment and training activities are limited. The state assumes, unless specifically demonstrated to the

contrary by a WIB, that local area funding allocations under WIA for adult employment and training activities are limited. However, in prioritizing service delivery, the availability of TANF funds must also be considered.

Accordingly, the WIBs have been directed to document in their local plans:

- an assessment of local area needs for employment and training programs, particularly those of TFA recipients and other low-income persons, and
- how TFA recipients and other low-income persons will be prioritized in the delivery of intensive and training services within their local areas. This prioritization process must include an assessment of how the local area:
 - funding allocations will be specifically targeted toward these populations
 - One-Stop delivery system will prioritize resources toward service delivery directed at these populations, and
 - Resources will be directed toward the goal of stable, full-time employment meeting the self-sufficiency measurement for each individual participant served in these populations.

b. What policies and strategies does the State have in place to ensure that, pursuant to the Jobs for Veterans Act, that priority of service is provided to veterans (and certain spouses) who otherwise meet the eligibility requirements for all employment and training programs funded by the U.S. Department of Labor, in accordance with the provisions of TEGE 5-03?

CTDOL's policies and procedures ensure that veterans will be given priority of service by the local areas for the receipt of employment, training, and placement services as long as the covered person otherwise meets the eligibility requirements for participation in the program.

The OVWD and Labor Commissioner will be issuing a new Policy Memorandum in April, 2007. Along with this new policy memorandum training will be provided to all One-Stop staff that work with veterans intake, job training or counseling services.

Also, the following processes will be in place:

- Signs will be posted in the reception area asking veterans to identify themselves and indicating the entitlement of priority of service.
- Registration and membership information will be recorded in the CTWBS system.
- CTWBS's job matching system is designed so that Veterans are sorted and put at the top of the results

- All veterans at the time of the one-on-one interview with *CTWorks* staff will be given information regarding priority of service.
- All laws pertaining to Priority of services will be posted on the Veteran web site. (www.ctvets.org).
- All *CTWorks* staff will be trained on “priority of service” as well as services available to veterans.
- CTWBS Ad-Hoc reports and utilization of quarterly reports from the LVER’s and quarterly activity reports from the DVOP Specialists will be used to identify potential performance problems.
- A performance indicator tool will be designed to monitor performance achievement on a quarterly basis.
- Compliance assistance monitoring will also be conducted on-site to ensure that the one-stop partners are complying with the priority of service provision. When applicable, corrective action will be requested and technical assistance provided.
- All WIBs, One-Stop Operators and Job Center Directors have been trained on the Jobs for Veterans Act by NVTI staff.

Additionally, CTDOL is currently reviewing its existing workforce development systems, processes, and operational policies to ensure that the priority provisions of the “Jobs for Veterans Act” (PL 107.288) are addressed. Where applicable, with guidance from Employment and Training Administration, the state will develop program policy guidance, modify existing policy, or reissue existing policy to all DOL funded workforce investment system partners. CETC will request that the local WIBs identify in their local strategic plans how services will be delivered to veterans in the *CTWorks* system and how the priority of services provisions will be implemented.

D. Rapid Response. (112(b)(17)(A)(ii).) Describe how your State provides Rapid Response services with the funds reserved under section 133(a)(2).

- 1. Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve local boards and Chief Elected Officials. If Rapid Response activities are shared between the State and local areas, describe the functions of each and how funds are allocated to the local activities.***

CTDOL’s Rapid Response Unit (RRU), part of the Dislocated Worker Unit, is responsible for and coordinates statewide rapid response services. Other entities on the collaborative RR team include representatives of the local boards, one-stop operators, Department of Economic and Community Development (DECD), Department of Social Services and Community Services representatives. As needed, and/or requested, additional representatives may be added to the Team, including those from the Trade Act

(TAA) Program, USDOL Employee Benefits Security Administration, and local/state/federal elected officials. When rapid response activities are requested, RRU staff arranges for meetings with the employer/union as soon as possible. Team members attend both the RR meeting and the Early Intervention (EI) meetings.

- 2. Describe the process involved in carrying out Rapid Response activities.**
- a. What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?**

The Rapid Response process begins when the CTDOL Rapid Response Unit is informed of a layoff or plant closing from any of several sources: receipt of WARN notices; phone calls from employers, employees, and unions; referrals from Rapid Response Team members; calls from private outplacement firms or re-employment support groups; and media notices or inquiries.

- b. What effort does the Rapid Response team make to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company and on company time?**

RRU staff contacts the employer as soon as they receive any indication that there may be a layoff. The services offered are explained and information about the layoff exchanged. Staff will mention the value of speaking with workers as soon as possible, ideally before layoff, on site and on company time. Almost all of the Early Intervention sessions in the State are held before layoff and at the company site. RRU staff present to the workers at whatever time is best for the employer and the workers.

- c. What services are included in Rapid Response activities? Does the Rapid Response team provide workshops or other activities in addition to general informational services will be provided for a particular layoff (including layoffs that may be trade-affected).**

RRU staff initiate contact with the affected employer and union immediately upon notification of the layoff or plant closure. Arrangements for an on-site RR meeting to discuss the situation in more detail will be made at the earliest possible date. A RR notice outlining the date, location, directions, general information about the company and layoff and confidentiality factors will be faxed and/or emailed to all RR Team members. The RR notice will also be sent to CTDOL's TAA Unit and the CTDOL Office of Research. In addition, if there is a possibility that a closing can be averted, DECD will be contacted and invited to attend the RR meeting. At that meeting, information will be gathered on the impending dislocation and the employer is informed about available services. Each team member speaks to his or her area of expertise. When feasible, times for Early Intervention sessions will be set up at the RR

meeting.

The Early Intervention (EI) session is a presentation given to affected workers by the RR Team. Each worker will be provided with a packet of information which has information on unemployment, the One/Stops (*CTWorks* offices), CTDOL and other employment related websites, insurance, community services and other related topics. Workers will be encouraged to call their local *CTWorks* Center as soon as possible to begin the certification process and receive services.

If the company has been certified, or is likely to be certified for trade, then staff from the TAA Unit frequently comes out with the RR Team and talks about trade. If that's not feasible the trade staff may go out to the company at another time, or the RR staff will present information on the trade act to the workers. In the initial conversation with the employer the RRU staff will explore the possibilities of workshops. If the employer is interested, then staff will work with the *CTWorks* Center to see how this can be arranged. RR Staff may also suggest other types of information sessions to the employer such as Credit Counseling or Social Security, or sponsoring a Job Fair or Education Fair for the employees. Every consumer must have access to the fullest service array possible.

3. *How does the State ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?*

Each of the *CT Works* Centers has a designated representative who is responsible for attending RR sessions and acting as a liaison among the *CTWorks* Center, board and/or One Stop staff and the company. Subsequent calls by the RRU to the employer, union, and team members will ensure that subsequent services will be provided in a timely and effective manner. Should questions arise after the EI sessions, each Team member is responsible for acting as a contact for workers at the affected company. Team members leave their cards so that workers can easily reach them.

4. *Describe how Rapid Response functions as a business service. Include whether Rapid Response partners with economic development agencies to connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers. How does Rapid Responses promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the State promote Rapid Response as a positive, proactive, business-friendly service, not only a negative, reactive service?*

The RRU functions as a business service by providing information and technical assistance to businesses that are considering laying off, or have laid off, workers. Basic information on layoffs and plant closings is also available on

the CTDOL website.

Rapid Response partners with the Business Services Unit at the CTDOL and the Department of Economic Development entities to connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers.

Rapid Response promotes the full range of services available to help companies in all stages of the economic cycle by informing employers of additional ways they could work with the Department of Labor. Additional services frequently mentioned include information on the job bank and the resume bank for recruitment and hiring, and the Shared Work program for reducing layoffs.

Rapid Response staff go out of their way at all times to present Rapid Response as a positive, proactive, business-friendly service. The employer is the customer and what services are offered is up to the employer's discretion. Information on all rapid response services is emailed immediately after speaking with the employer. Through RR services the staff is helping employers to maintain productivity and relations in the community by making a difficult situation as positive as possible.

5. What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff-warning network?

In the Early Intervention sessions, dislocated workers are informed of additional services available such as the Department of Education's ESL, basic skills, and adult education classes, community college classes and services, and a toll-free number, sponsored by the Department of Higher Education, that provides comprehensive information on all education and training services in the state.

To develop an effective early layoff-warning network, the RRU partners with the CTDOL Legal Department and the unemployment services units. Through these sources the RRU proactively contacts these employers to discuss services available in case of dislocations.

6. What systems does the Rapid Response team use to track its activities? Does the State have a comprehensive, integrated Management Information System that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?

The RR Team tracks its services to employers on an internal network drive, so that anyone in the agency can review the information. The data details information on type of meeting, attendees and details; it also notes companies where packets of information were sent out for laid-off workers. In addition, notices of Rapid response and Early Intervention sessions and fact sheets about the companies are posted on the CTDOL internal system so that all

CTDOL staff can access the information. The integrated management system (CTWBS) includes information on *CTWorks* offices and National Emergency Grants. As part of the common measures initiative, CTDOL will look at adding these additional programs to its current system.

7. ***Are Rapid Response funds used for other activities not described above; e.g., the provision of additional assistance to local areas increased workers or unemployed individuals due to dislocation events?***

Rapid Response funding is used to provide services to profiled claimants in the local *CTWorks* offices. This funding is also available in cases of large layoffs throughout the state, to provide services to the people recently laid off. The state is using this funding, when it is available, in situations that are not severe enough to qualify for a National Emergency Grant but large enough to stretch the availability of formula resources.

E. Youth

ETA's strategic vision identifies youth most in need, such as out of school youth and those at risk, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and migrant and seasonal farmworker youth as those most in need of service. State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships and enrollment in community and four-year colleges.

1. ***Describe your State's strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any State requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Include how the State will coordinate across State agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy.***

As described in Section I.E., Connecticut's strategy for providing comprehensive, integrated services to eligible youth (including those most in need) is based on the Connecticut Work & Learn program model. That model has become a key component in the work agenda of the Youth Committee of the Connecticut Employment and Training Commission (the state-level Workforce Investment Board). The model has been replicated recently in New Haven, in addition to earlier pilot sites in Hartford and Bridgeport, and discussions are under way for expanding the model to each of the State's five Workforce Investment Areas. The services of the co-founder of the youth

entrepreneur business element of the model will be used to provide early technical assistance in strategic planning and community capacity-building for the other **two** local areas that are not yet engaged with the model. The State will work with all five local areas to explore the possibility of reallocating some of their WIA resources from traditional providers working with younger youth to the development of relevant parts of the Work & Learn model with older, more at-risk youth.

In addition, as the Jim Casey Foundation Youth Opportunities Initiative moves to implementation in the Bridgeport and Hartford areas, the State will conduct in-depth internal and external evaluation to determine how a set of broad outcomes change for youth aging out of the foster care system. These findings can then be applied more broadly to other settings in which the Work & Learn model is being used as a basis for providing comprehensive services to youth in need.

A promising component of Connecticut's strategy is a project that is being implemented by the Eastern Connecticut WIB. Working with the WIB staff, consultants associated with the CETC Youth Committee developed materials and procedures to expand the local workforce system understanding of resources available to youth in making employment and career choices, and also developed career guidance to increase the capacity of local youth program staff to guide the employment and career decisions of young people being served in the region. A database of area youth service providers was compiled to enable access to all potential resources available to young job seekers. Then, based on regional economic data and employer needs, and taking into account strategic economic development plans for the region, six career pathways were identified as offering promising opportunities for young people beginning their careers. Key recommendations for implementing the career pathways were developed, including use of a "career lattices" conceptual approach to identify opportunities for youth to move across career ladders. This overall approach is being explored for possible replication in other local areas.

As the Work & Learning model is expanded further to additional areas, there will be an increased focus on cross-agency collaboration to involve a broader spectrum of youth-serving organizations. Beginning with the partnership that launched the model (among the Office for Workforce Competitiveness, the State Labor Department, and the State Department of Children and Families), additional collaborations will include the Court Support Services Division (CSSD) of the Judicial Branch, through development of "vocational probation" opportunities for court-related youth. Local Workforce Investment Boards are involved in development of the model, and increased linkages between those WIBs and local school systems will be explored further. [

As described in Section III, the State is promoting a collaborative cross-

agency approach for policy development through the Youth Committee of the Connecticut Employment and Training Commission (CETC), the State-level Workforce Investment Board. In its membership, the committee includes representation from the State Department of Education, the Juvenile Services Unit of the Court Support Services Division of the Judicial Branch, the Department of Labor, the Department of Social Services, the Department of Children and Families, the Department of Economic and Community Development, the Department of Higher Education, the Community College system, local Youth Councils, and local Workforce Investment Boards. As one of its ongoing projects, the Youth Committee works closely with the Department of Labor to generate quarterly reports based on data on WIA-funded youth services in the State's local Workforce Investment Areas. The reports offer information that can be helpful for management at the local level, as well as to State-level policy makers. The Committee also provides technical assistance to the local WIBs in analyzing contracts for youth services, identifying issues, problems, and strong points/best practices. This function is intended to result in improvements in youth services across the State.

Another entity that emphasizes a cross-agency approach to policy and youth service delivery is the Youth Vision Team, led by the CETC Youth Committee with support from the State Department of Labor, to pursue USDOLETA's vision for serving youth through WIA and to coordinate the pursuit of that vision in Connecticut. The team includes representation from the State Department of Labor, the leadership of the CETC Youth Committee, the Office for Workforce Competitiveness, the Department of Children and Families, the Court Support Services Division of the Judicial Branch (Juvenile Justice), the Department of Education, the Community College system, the Department of Social Services, all five local WIBs, the Bureau of Rehabilitation Services (Department of Social Services), the Department of Mental Retardation, the Department of Mental Health and Addiction Services, the Department of Correction, the Commission on Children (Legislative Branch), New Haven Public Schools, the Governor's Senior Advisor for Early Childhood, the Governor's Prevention Partnership, the Office of Policy and Management, the Job Corps, Casey Family Services, United Way of Connecticut, and Families in Crisis.

2. Describe how coordination with Job Corps and other youth programs will occur.

Connecticut has a close relationship with the Job Corps. Current efforts include meetings of the State Interagency Job Corps Partners which includes representation from Bureau of Rehabilitation Services, Board of Education Services for the Blind, Department of Children and Families, State

Department of Education, CTDOL, Department of Social Services, Permanent Commission on the Status of Women, the state community college system, the state Voc-Tech system as well as the State Judicial Office, Office of Policy and Management and the Regional Workforce Investment Boards. The Partnership's meetings focus state efforts to support Job Corps in Connecticut and highlight opportunities for continuous improvement in the seamless delivery of Job Corps and state services to Connecticut's youth.

Connecticut maintains the commitment stated in its Memorandum of Understanding with Region 1 Office of Job Corps to contribute up to \$750,000 worth of in-kind services and cash to support Job Corps in Connecticut annually. Services provided at the Job Corps Centers in Connecticut include: a pre-GED instructor at the New Haven Job Corps Center is provided by New Haven Adult Education, four full time instructors and a guidance counselor are provided at the Hartford Job Corps Academy by the Hartford Board of Education, two CTDOL Program and Services Coordinators, a judicial liaison, a DCF liaison, various training opportunities through the Community Colleges and State Board of Education, child day care centers at each Job Corps and other support services by other agencies.

WIBs understand Job Corps to be a viable option and include it on the roster of service providers to whom they refer young people. In addition, nearby *CTWorks* centers provide regular workshops for Job Corps student and employees, introducing them to the resources available to them for locating employment and other services.

The WIBs are responsible for ensuring that coordination with the youth services system is an integral component of the plan. The WIBs through the Youth Councils ensure that coordination occurs among existing activities serving youth in their regions. State agencies share information about program activities undertaken at the local level and deploy resources in support of WIB plans to the fullest extent possible. It is the responsibility of the WIBs especially the Youth Councils to ensure that effective coordination occurs among all youth programs provided through different entities such as Criminal Justice, Alternative Sanctions, the Bureau of Rehabilitation Services, Youth Services, city programs etc. Opportunities for cooperation between the two Job Corps Centers around providing training opportunities are constantly being explored. Collaborative opportunities between Hartford Job Corps Academy and the Connecticut Voc Tech System are amongst those presently under discussion.

3. How does the State plan to utilize the funds reserved for Statewide activities to support the State's vision for serving youth?

- a. As described earlier, Connecticut has convened its Youth Vision Team, based on the national youth vision team collaborative effort between the Departments of Labor, Education, Human Services and Justice. This is a good example of cross-agency collaboration. This approach is intended to develop innovative approaches, enhance the quality of services delivered, improve efficiencies and improve outcome for the youth served by all involved agencies. In Connecticut, our Youth Vision Team members include representation from CTDOL, the CETC Youth Committee, the Office for Workforce Competitiveness, the Governor's Office of Policy and Management, Job Corps, Department of Children and Families, Court Support Services (Connecticut Judicial Branch), Department of Social Services, Department of Education, and WIB Youth Coordinators for each of the five local Workforce Investment Areas. A letter has been sent out inviting all of the above parties to an initial meeting scheduled for May 25, 2005. Our challenge is to implement this shared vision for youth at the state and local levels. Funds reserved for Statewide activities will be used to support this effort as appropriate.

Funds also help to support the *Career Express*, Connecticut's mobile *CTWorks* office. While staffed by CTDOL staff, and used for a variety of purposes, one of the target audiences of the *Career Express* is youth. We are working collaboratively with the school systems and higher education on providing a variety of activities for youth using the *Career Express*. The activities include:

- Career Exploration
- Use of the Internet
- Resume Writing
- Job Search
- Interviewing techniques
- Computer skills training

Statewide funds also support the youth career centers, which are separate sections of the career centers located in the *CTWorks* offices that have resources geared toward youth. The centers were designed with input from youth in the community, and one center even has a mural created by the youth in the community. In addition to the youth centers CTDOL maintains a youth website called *Pathways to the World of Work*. This web site has a broad range of occupational information, self-assessment tools, information on job applications, rules of work, college exploration, on how to find a job, resume writing and cover letters and a link to other resources available to youth.

b. Demonstration of cross-cutting models of service delivery.

One cross-cutting model of service delivery that is under consideration in

Connecticut is a targeted, comprehensive infusion of support for eight schools (both high schools and middle schools) in Bridgeport, Hartford, and New Haven that have been identified as “in need of improvement” under the terms of the federal No Child Left Behind legislation. The State Commissioner of Education has recommended that all eight schools have Family Resource Centers. (Currently, only one of the schools has such a center.)

Included in the broad array of services to be provided by the Family Resource Centers would be workforce development services offered by *CTWorks*. Services could include:

- Career Exploration
- How to Search for Work
- How to Interview to Get the Job
- How to Dress for Success
- How to Write a Resume
- How to Complete Job Applications
- Motivational Workshops

Providing services in this way would meet the Family Resource Centers’ goal of offering services in a familiar setting. The array of services to be provide would be negotiated with each school in accordance with its needs.

c. Development of new models of alternative education leading to employment

Local WIBs, working with local Boards of Education, have developed educational connections for those older youth who have left school but are in need of either GED or ABE study. An example in Hartford is “Hartford Connects,” which works with students to identify credits necessary for high school completion and works with the school system to re-engage students in education.

d. Development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing those youth successfully into the workforce pipeline with the rights skills.

As described in Section I, an important demand-driven initiative is called Connecticut Career Choices (CCC). This state-funded initiative, implemented by the Governor’s Office for Workforce Competitiveness (OWC) in 2002, is at the core of the State’s technology-focused workforce strategy, and flows directly from the need to address the workforce

pipeline as a foundation of that strategy. CCC focuses on fostering interest in technology-related careers that show significant occupational demand (information technology and health care/medical careers), and includes two major components. The first adapts existing curriculum to include industry-validated skill standards (or, in some cases, develops new curriculum based on those standards). Therefore, because it targets demand occupations and incorporates standards approved by employers, CCC is very much a demand-driven model. The second component is a strong experiential learning initiative, including internships and career mentoring programs, to give students opportunities to learn about the real world of work. CCC also envisions the creation of program articulations that can facilitate the movement of students from secondary to post-secondary levels, and between educational institutions at either level. The overall intent is to provide pathways for students to progress from secondary school to either post-secondary study or employment in rewarding careers.

CCC includes a broad array of Statewide partner organizations. Some of those partners act in an advisory capacity, while others provide services. The education system has a prominent role in CCC: the State Department of Education is a CCC partner, and one of the State's Regional Education Service Centers manages the curriculum development component of CCC under a contract with OWC, the State's lead agency for the workforce investment system. Business and industry are also at the table in an active role: one of the State's major Chambers of Commerce manages the experiential learning component of CCC under a contract with OWC. In summary, CCC is an excellent example of a demand-driven model in which the State's workforce investment system leads the activities of several partners, including the education system as well as business and industry.

e. Describe how your State will, in general, meet the Act's provisions regarding youth program design.

The primary means of meeting the Act's provisions regarding youth program design is to ensure that all 10 of the required WIA program elements are made available by the local WIBs to every eligible youth. CTDOL conducts an annual Program Quality Appraisal of local WIA-funded youth services programs contracted for by the WIBs. This review includes questions regarding the extent to which all 10 program elements are made available to all program participants.

In addition, the CETC Youth Committee is providing technical assistance to the WIBs on contracting for youth services, building into contracts the requirement for making all 10 program elements available to all youth and advising the WIBs on ways to strengthen their contracts in that regard.

Connecticut has recently made a policy change, through the CETC, to the incentive funds for youth services, increasing the emphasis out-of-school youth performance. This change is in keeping with USDOLETA's increased emphasis on services to out-of-school youth in program design.

F. Business Services. (§§112(a) and 112(b)(2.) Provide a description of the State's strategies to improve the services to employers, including a description of how the State intends to:

1. Determine the employer needs in the local areas and on a statewide basis.

To determine the needs of employers, CT DOL and the Local Workforce Investment Boards (LWIBs) will continue to shift their focus from the traditional vendor or program-driven (supply-driven) system to a customer-centered (demand-driven) system of business services. The primary driver to understanding the business customer's needs is the on-one-one individual business approach that is comprised of an employer visit; a business needs analysis, and a business site tour. When business services staff from the DOL, chambers of commerce, and other WIA partners, use this one-business-at-a-time consultative approach, recruitment and training needs of the business are more accurately determined and customized solution to meet those needs are readily applied. To effectively follow up on the effectiveness of those solutions, use of customer satisfaction surveys will remain essential.

The CETC, LWIBs, DOL, and various one-stop partners will also continue to consult Labor Market Information (LMI) from the CT Department of Labor's Office of Research, the State's Department of Economic & Community Development, the private non-profit Connecticut Economic Resource Center (CERC), and local economic development commissions to target growing companies, growing industries, and high demand occupations.

2. Integrate business services, including Wagner-Peyser Act services, to employers through the One-Stop system.

Connecticut will continue to develop its Business Services and integrate those services within the one stop system. The Wagner-Peyser Business Services Unit has trained professional staff experienced in consulting businesses about recruitment, training, labor market information, safety and other regulatory practices. Business Services staff are assigned to each of the five LWIB regions where they manage individual business accounts and have successfully teamed with WIA-funded partner staff in two regions to target and serve businesses in high growth industries. Business Services staff have also collaborated with partner staff by sharing technical expertise in writing training contracts for businesses and participating on joint committees

reviewing incumbent worker training proposals. The five key principles for providing both basic and enhanced business services are as follows:

- Use dedicated staff to provide business services,
- Develop an understanding of individual business needs,
- Target key groups of businesses for outreach such as high growth businesses,
- Focus on building long term relationships with businesses,
- Provide services in a flexible, customized manner and
- Ensure coordination between different partners providing services.

WIA and Wagner-Peyser funded dedicated business services staff provide basic business services, which include:

- Assessment of employer needs
- Electronic job vacancy postings and resume bank (Connecticut Job Bank and America's Job Bank or its alternative),
- Job description writing and industry wage information for employer's postings,
- Labor market information,
- Referral services for additional resources (DECD, DOL, Community colleges, Small Business Administration (SBA), state colleges),
- Rapid response/downsizing assistance including referral to the UI Shared Work Program
- Space for recruitment at one stop centers,
- General, industry, and business specific job fairs,
- Information on tax credits
- Workshops and seminars on topics such as FMLA, UI, USERRA, recruitment and training resources for your business.

Enhanced business services for targeted businesses comprise:

- Account management,
- In depth assessment of workforce development training needs,
- Customized labor market information,
- Screening and matching services,
- On-the-job and customized job training assistance including grant and loan programs, and area training providers,
- Technical assistance programs.

The Vocational Rehabilitation partners are available to consult with employers regarding the ADA, reasonable accommodation, employee assistance, and other disability-related employment issues.

Connecticut will further enhance its business services integration based on best practices and lessons learned from two pilot programs: North Central WIB Business Services Team and Eastern WIB Business Solutions Team.

The North Central LWIB and its Employer Engagement Committee spearheaded an initiative to improve the quality and accessibility of workforce services for Capital Area businesses. The LWIB identified four priority industry clusters: healthcare, retail/hospitality, advanced manufacturing, and financial, insurance, real estate. Staff from Capital Workforce Partners, CTDOL, Bristol and New Britain Chambers of Commerce and the Connecticut Business and Industry Association (CBIA) met to develop a business services strategy that integrated WIA and Wagner Peysner funded staff and resources. This group identified a multi-tier approach. All employers in the North Central Region would receive consistent, quality basic services through the *CTWorks* service centers.

A subset of employers would be targeted to receive enhanced employer services through the North Central Business Services Team (NCBST.) Targeting criteria for enhanced services include: small to mid-size businesses from the four priority industry clusters, State and regional economic development initiatives, and businesses with wages and benefits that meet economic self-sufficiency standards.

The NCBST model focuses on delivering three enhanced services: screening and matching services, on-the-job and customized training services (as available), and customized labor market information. Marketing of these enhanced services would be in conjunction with the NC Marketing Committee to targeted businesses identified above.

The business services integration model developed in the Eastern WIB seeks to create a demand driven system that helps businesses find the workers they need as quickly as possible. The *CTWorks* Business Solutions Team partners are lead staff and business services consultants from EWIB, CTDOL, and the Northeastern Chamber of Commerce that receives funding representing a consortium of the region's six chambers.

This model relies on a four-member team of Business Solutions Consultants to target and coordinate business contacts. They draw heavily on the relationship with the six chambers and the link to their membership. It is critical that all one-stop system staff understand the *CTWorks* Business Solutions approach and how they fit into consistent, customer-focused communication.

CTWorks Business Solutions Consultants message is that they are: “virtually located across Eastern Connecticut where you do business,” and are “a community partnership designed to consult with businesses on a variety of resources.”

This model also employs a multi-tiered approach to service delivery:

- **Basic services consist of automated, electronic activities such as job bank, resume listings and labor market information such as wage rates;**
- **Intermediate services** are group activities such as workshops and seminars; and
- **Premier services consist of one on one personal contact to develop a customized package of services and follow up.**

Targeted industry sectors for EWIB are: (1) Healthcare, (2) Construction, Installation, Maintenance, Repair and Assembly occupations (CIMRA) (3) Retail, (4) Government and Education, (5) Hospitality and Entertainment, and (6) Office and Administration.

The Business Case Management component of CTWBS has been successfully implemented in the Eastern Region and the Capital Region. These two successful cases will serve as a springboard to implementing the CTWBS model for business services collaboration in the other three workforce development regions of Connecticut. CTWBS Business Case Management allows any partner to access and update information on a business so that there is no duplication of services.

2. Streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation? (20CFRpart652.3(b). §112(b)(17)(a)(I).)

Connecticut's demand-driven centralized tax credit unit continues to issue federal Work Opportunity Tax Credit certifications or denials to requesting employers.. Business Services staff assigned to *CTWorks* center areas directly and indirectly market services for business such as the Work Opportunity Tax Credit, including the Welfare to Work category, to area employers. Presentations, and printed materials regarding WOTC and other tax credits will continue to be available to the Workforce Investment Boards and their One-Stop operators for dissemination to employers and job developers. CTDOL created an area of its website for federal and state tax credits that is accessible to the Workforce Investment Boards, their One-Stop operators and the general public, to provide tax credit information to employers and job seekers. To further streamline the administration of the WOTC federal tax credit program and maximize employer participation, CTDOL will continue to investigate the feasibility of an on-line application and electronic data transfer.

G. Innovative Service Delivery Strategies

1. **Describe innovative service delivery strategies the state has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key State goals. Include in**

the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., Title I formula, Statewide reserve, employer contributions, education funds, non-WIA State funds)

CTDOL's *Career Express* is a mobile One-Stop unit designed to offer the latest technology for job training and education in a comfortable and productive environment. The vehicle's interior is equipped with 8 state of the art workstations with Internet access; featuring labor market information, self-directed job search software, web based learning, occupational skill assessment, computer software training and tutorial programs. It features the newest technology available, including a 42-inch interior plasma TV with SMART Board overlay and a 42-inch exterior plasma TV, for overflow. There is also a meeting area where customers can sit with staff to conduct one-on-one assessments, interviews, career counseling, résumé critiquing, and testing. In addition, the vehicle is equipped with a lavatory and a hydraulic lift to make it fully accessible to persons with disabilities. One of the workstations is wheel chair accessible and two of the workstations have enhanced specialty keyboards.

Career Express provides:

- Outreach to Faith Based Organizations and Community Organizations
- Marketing of *CTWorks*
- Outreach to Educational facilities including High Schools and Colleges
- Services to communities where CTDOL had to close offices providing workshops for résumé writing, job search techniques, interview pointers, and computer training.
- Training facility for Employers
- Employer Recruitment
- Candidate Screening/interviewing
- Labor Market Information
- Employee assessments
- Outplacement Services
- Staff Development
- Internet training
- Services at Rapid Response and Early Intervention Sessions
- Services at Job Fairs
- Incumbent Worker Training
- Conferences and Trade Shows

Connecticut Career Choices – This education and workforce initiative is a component of the State's strategic plan to develop its technology workforce and address the looming shortages of workers with the skills to keep Connecticut competitive in the 21st-century knowledge economy. Connecticut Career Choices, being implemented in 16 pilot sites, has two major components. The first is development of high school technology curriculum based on industry-accepted skill standards. The second component is experiential learning to provide students with real-world opportunities to learn

about the workplace through mentoring and internships.

Jobs Funnels – State general funds in addition to WIA Title 1 and funding from private foundations, cities, and developers support projects in Hartford and New Haven, CT which place individuals in apprenticeships and other training leading to construction careers. These projects reflect a successful collaboration between the State, WIBs, labor unions, cities, community based organizations, and foundations. Outcomes include placement, wage at placement, and retention.

Career Ladder Pilot Programs - The three initial occupational demand areas to be researched and potentially piloted are childcare, healthcare and information technology. Three initiatives are currently underway in the healthcare area including an Allied Health Training Academy, a Culture Change in Long-Term Care project and a Summer Internship Program. Additionally, pilots have been recommended in the childcare area.

- 2. If your State is participating in the ETA Personal Re-employment Account (PRA) demonstration, describe your vision for integrating PRAs as a service delivery alternative as part of the State's overall strategy for workforce investment.***

(N/A)

H. Strategies for Faith-Based and Community Organizations (§ 112(b)(17)(I.) Enhancing outreach opportunities to those most in need is a fundamental element of the demand-driven systems goal to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk. Faith-based and community organizations provide unique opportunities for the workforce investment system to access this pool of workers and meet the needs of business and industry. Describe those activities to be undertaken to: (1) increase the opportunities for participation of faith-based organizations' clients and customers to the services offered by the One-Stops in the State. Outline those action steps designed to strengthen State collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system. Indicate how these resources can be strategically and effectively leveraged in the State's workforce investment areas to help meet the objectives of the Workforce Investment Act.

Connecticut's Faith-Based initiative is an outreach and marketing effort, intended to promote Connecticut's CTWorks Career Center services among Faith-Based (FBO) and Community-Based Organizations (CBOs) to reach people who may not have been reached in the past. In partnership with Connecticut's Workforce Investment Boards (WIBs), the Connecticut Department of Labor continues to strive to increase involvement by these organizations in Connecticut's workforce

development processes.

In accordance with the WIA principle of “universal access,” Connecticut has directed its outreach to organizations that help meet the needs of the under-served populations, by focusing efforts primarily on the largest cities where the incidence of poverty is most evident. This is where the largest numbers of FBOs/CBOs are located and where support services are primarily offered. Outreach efforts have and will continue to be directed to faith-based organizations of all denominational affiliations in order to reach people with a cross-section of religious beliefs.

Connecticut Department of Labor issued an informational memo, WIM 05-07, to the local LWIBs advising them of WIA regulatory changes affecting Faith-Based/Community-Based organizations. The LWIBs were asked to identify those changes affecting their individual policies and procedures and to make any applicable changes.

The Equal Opportunity Officer position, located at the Connecticut Department of Labor, is the designated Point of Contact (POC) responsible for:

- Ensuring that state staff and organizations that receive and administer USDOL financial assistance complete by June 30, 2008 the upcoming Web-based training course on the Federal Equal Treatment and Religion-Related Regulations, and
- Ensuring that Connecticut’s policies, guidelines, and regulations are updated to comply with the Federal Equal Treatment Regulations.

Also, Connecticut will implement one new key practice to connect residents of Supportive Housing to *CTWorks* across the State in the next two years. This will improve the effectiveness of and access to the *CTWorks* One-Stop system through increasing committed partnerships with faith-based and community organizations. This practice should help Connecticut to increase the opportunities for participation of faith-based and community organizations as committed and active partners in *CTWorks* and expand the access of faith-based and community-based organizations’ clients and customers to the services offered by *CTWorks*. This key practice was initially conceived in 2005 when the Interagency Council on Supportive Housing and Homelessness recommended that Supportive Housing and the existing Employment and Training system be linked. Staff from DOL was assigned to OWC to spearhead and coordinate the new initiative to connect residents of Supportive Housing to *CTWorks*. Supportive Housing is affordable housing for people with co-occurring disorders, usually mental health, addiction and/or AIDS who are either homeless or in danger of losing their homes, coupled with support services. Supportive Housing providers in CT are either community based organizations or faith-based groups. Outreach was made to Faith-based and community based organizations that provide supportive housing as well as WIBs around the state to educate them on the need for and goals of this project i.e.: work as a way to get money to end homelessness; no duplication of services-leveraging funds; the need to tap into underutilized populations to help with Connecticut’s labor needs, and work as a method of recovery. Two WIBs agreed

to participate as pilots in this initiative, Capital Workforce Partners, and the Eastern CT Workforce Investment Board. The pilots will continue through June 30, 2007. We will be looking at best practices in order to expand the pilots to other providers in those two areas as well as to expand in other areas of the state over the next two years.

- The following were the steps taken:
 - Letters sent out to agencies listed below to invite to training planning session
 - Interagency training/planning session held, included state departments of Labor, Social Services-Department of Rehabilitation Services, Mental Health and Addiction Services, WIBs, Supportive Housing Services Providers and Mental Health and Addiction Providers
 - Trainer from **Advocates for Human Potential** facilitated the session and conducted training on the Workforce System, Evidenced Based Practices and the need for culture changes in all organizations
 - Glossary of terms developed to help the participants in the pilot to begin to understand each others work languages
 - Interagency Planning continued, forms developed to track clients, processes and procedures developed, and a method to track clients in the WIA system was developed
 - Tours of *CTWorks* and *Career Express* were held
 - Training for staff developed
 - Kick off meeting for case managers and *CTWorks* front line staff held
 - Training conducted
 - Referrals started
 - Web Site Developed
www.ctaidscoalition.org/hatford/hartford.htm
 - Application for Disability Program Navigator Grant was submitted and granted on April 25, 2007.

Simultaneous to the pilot, several cities in Connecticut are either in the development or implementation stages of their Ten Year Plans to End Homelessness. As a result of the pilot the Office for Workforce Competitiveness was asked to sit on Employment and Income committees of the cities Ten Year Plans to End Homelessness. This allowed us to get Department of Labor and Workforce Investment Boards to also participate in the planning process. As a result there has been more participation of the *CTWorks* system in outreach both through the Career Express to faith based and community based programs that the Employment and Training system had not formally worked with and through staff of the various entities working more

closely together. Faith-based organizations have played a big part in working with the cities on ending homelessness. In addition, the Supportive Housing/*CTWorks* pilot in Hartford, now formally named “**Keys to Success**” has been recommended as a strategy to be used to end homelessness in their Ten Year Plan.

Additional activities that will be undertaken to increase the opportunities for participation of faith-based organizations’ clients and customers to the services offered by the *CTWorks* centers in the State include:

- Some local Workforce Investment Boards have members of faith-based organizations, and the others will be encouraged to appoint members who are specifically familiar with local grassroots faith-based organizations to work alongside representatives who are familiar with a broad range of other community groups and service providers.
- CTDOL will continue to work with local WIBs to encourage them to contact faith-based and community-based organizations to educate them about the workforce investment system, including available grants and opportunities for participation and long-term partnership with *CTWorks* centers. These long-term partnerships are intended to sustain service delivery mechanisms in order to provide enhanced employment opportunities for hard-to-serve populations. As part of this effort, WIBs will be encouraged to deliver outreach sessions and to network with Faith-Based and Community-Based Organizations using information kits and outreach materials designed to educate these organizations. These Faith-Based and Community-Based Organization kits and outreach materials are currently accessible on the Connecticut Department of Labor’s website. For example, outreach and networking activities in one regional area resulted in the implementation of the Greater Waterbury Interfaith Ministries, Inc.’s Resource Center on October 31, 2003 at St. John’s Episcopal Church soup kitchen in downtown Waterbury, Connecticut.
- Continue to update, maintain and use as a resource the current Faith-Based and Community Initiative web page on the Connecticut Department of Labor website located at www.ctdol.state.ct.us. On this site, users can find an Overview of the National Faith-Based Initiative, a detailed listing of Frequently Asked Questions, Definitions, an updated Calendar of Events, access to various Information Kits & Outreach Materials, information relating to public and private Funding Opportunities, names/addresses/telephone numbers/e-mail addresses of Local Contacts, and a full range of Other Resources.
- Continue to use the Career Express mobile career center developed by the Connecticut Department of Labor to provide the latest workforce and job skills development services to job seekers, workers, students and employers at accessible locations across the State including Faith/Community Based

organization's sites. Career Express is equipped with eight computer workstations with high-speed Internet access and the latest audio-visual systems including a plasma TV with SMARTBoard technology.

The *CTWorks* system has a significant opportunity to leverage FBO/CBO services as an integral part of the *CTWorks* workforce development system by establishing reciprocal collaborative relationships and formalizing processes to ensure demand-driven services for all customers. Faith-based and other community organizations are indispensable in meeting the needs of the citizens living in our poorest communities. They deliver their services 365 days a year with a staff of mostly volunteers. FBO/CBO leveraged services enable an extension to current *CTWorks* services beyond the boundaries of current physical service sites, current hours, and with additional service providers. This extension ensures that services are provided to customers at the time they need them most and at locations near their homes.

X. State Administration

A. What technology infrastructure and/or management information systems does the State have in place to support the State and local workforce investment activities such as One-Stop operating system designed to facilitate case management and service delivery across programs, a State job matching system, web-based self service tools for customers, fiscal management systems, etc.?

The technology infrastructure used to support Connecticut's One-Stop operating system, *CTWorks* Business System (CTWBS) hardware platform is 15 Dell 2850, Quad processor Servers, running the Windows Server 2003 service pack 1 enterprise operating system. These servers are attached to the Connecticut Department of Labor's switched Ethernet network via an internal gigabit Ethernet card. The production environment (8 servers) is also connected via dual fiber channels to a 4.0 terabyte EMC Storage area Network. The production environment consists of 4, 2 server clusters for hot failover. These server clusters are for the IIS application server clusters running the CTWBS web front-end and the middleware Application (LightYear) written and provided by a third party vendor (SoftScape), as well as the back-end SQL 2000 server cluster.

The CTWBS mentioned above requires a large quantity of data storage due to its support of the administrative, financial and case management activities of participants in Workforce Investment, Wagner-Peyser, and Jobs First Employment Services. In addition to supporting integrated service delivery, the infrastructure uses a separate server to support the large quantities of data needed to produce the customized workforce performance and management reporting requirements of our One-Stop service providers. A nightly batch process has been developed that replicates the entire production server's data base to the reporting server's data base allowing Connecticut's One-Stop service providers to

better manage the delivery of the demand driven employment services in a more efficient and cost effective manner. In order to respond to the financial management requirements imposed by federal regulation under the Workforce Investment Act, the CTWBS database structure is uniquely designed to track workforce activities of WIA, Wagner-Peyser, and Jobs First Employment Services participants by identifying the funding source of the service providers. All partners in *CTWorks* have access to the system, which was designed with input from the partners.

This technological infrastructure is also supporting a web-based job bank component, including a statewide automated job matching and job seeker centralized notification process, as well as a statewide self-service login tool that interfaces in real time with the CTWBS case management data base in each of our **twenty two** *CTWorks* centers.

C. Describe how any waivers or workflex authority (both existing and planned) will assist the state in developing its workforce investment system. (189(i)(1), 189(i)(4)(A), and 192)

Through the vehicle of this plan, Connecticut is requesting an extension (to **June 30, 2009**) of the following waivers it now has in place or will have so **shortly:**

- Postpone the implementation of the subsequent eligibility process for training providers as described in Section 122 of the Workforce Investment Act. During the time since the requests were granted, Connecticut has continued efforts to implement the process. Unfortunately, the collection of all student data has been and continues to be a task nearly impossible to achieve. As a result, the training list would be severely diminished, leaving very little customer choice.
- To include youth follow-up services as a framework service; grant recipient/fiscal agents would be able to create a streamlined and cohesive approach to case management by allowing providers of youth framework services to provide follow-up services to youth.
- To allow the use of Individual Training Accounts (ITAs) by youth program participants; currently youth must be dually enrolled in the adult and the youth programs to access ITAs. Under this waiver, local workforce areas could allow older youth to access ITAs using youth funds; this would result in enhanced program flexibility as well as streamlined paperwork and tracking.
- A continuation of the waiver for the local Workforce Investment Boards to allow a portion, up to 15% of WIA Title I funds, to support

incumbent worker training at the local level. These funds will be utilized in the same manner as statewide activities funding. Therefore, income eligibility and WIA performance measures would not be applicable.

Additionally, CETC will reserve authority to recommend to the Governor, when appropriate, opportunities for applying for workflex and waivers as strategies for the ongoing improvement of the state's workforce investment system.

B. Describe the State's plan for use of the funds reserved for Statewide Activities under WIA §128(a)(1)

The State is in the process of developing and approving the uses of its statewide activity funds. This process includes the development of the budget by the state administrator (CTDOL) for review and discussion by the Connecticut Employment and Training Commission's (CETC) Executive Committee. Here recommendations are made and a vote is taken to move the budget to the full CETC for a final vote.

The State has used funds reserved for Statewide activities under WIA §128(a)(1) for those required activities and other allowable activities as follows :

- Dissemination and maintenance of the ETPL;
- Provision of monthly and quarterly *CTWorks* Management Performance Data;
- Provision of Labor Market Information;
- Provision of programmatic administrative support, monitoring, and technical assistance;
- Operation of a fiscal and management accountability information system;
- Operation and maintenance of a statewide *CTWorks* case management and information system-*CTWorks* Business System;
- Fund staff in the local *CTWorks* offices to carry out adult, dislocated worker and Youth activities, including:
 - Developing Individualized Service Plans based on assessments;
 - Referring customers to applicable services based on the service plans;
 - Monitoring customer compliance with the service plan;
 - Providing follow-up to customers after completion of the plan;
 - Communicating with local service providers on customer's progress
 - Identification of customers most in need of re-employment services based on statistical rankings;
- Provision of Incentive awards;
- Provision of technical assistance, including staff development and training;
- Administration of customer satisfaction surveys; and

- Provision of funds for Incumbent Worker Training.

C. Describe how any waivers or workflex authority (both existing and planned) will assist the state in developing its workforce investment system. (189(i)(1), 189(i)(4)(A), and 192)

Through the vehicle of this plan, Connecticut is requesting an extension of the waiver to postpone the implementation of the subsequent eligibility process for training providers as described in Section 122 of the Workforce Investment Act. During the time since the requests were granted, Connecticut has continued efforts to implement the process. Unfortunately, the collection of all student data has been and continues to be a task nearly impossible to achieve. As a result, the consequences of not having a waiver would mean that the Eligible Provider Training List would be severely diminished, leaving very little customer choice. Connecticut requests that USDOLETA provide an additional waiver extension through June 30, 2009.

Additionally, CETC will reserve authority to recommend to the Governor, when appropriate, opportunities for applying for workflex and waivers as strategies for the ongoing improvement of the state's workforce investment system.

D. Performance Management and Accountability. Improved performance and accountability for customer-focused results are central features of WIA. To improve, states need not only systems in place to collect data and track performance, but also systems to analyze the information and modify strategies to improve performance. (See Training and Employment Guidance Letter (TEGL) 15-03, Common Measures Policy, December 10, 2003.) In this section, describe how the state measures the success of its strategies in achieving its goals, and how the State uses this data to continuously improve the system.

- 1. Describe the state's performance accountability system, including any state system measures and the state's performance goals established with local areas. Identify the performance indicators and goals the state has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. For each of the core indicators, explain how the state worked with local Boards to determine the level of the performance goals. Include a discussion of how the levels compare with the state's previous outcomes, as well as with the state-adjusted levels of performance established for other states (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. Include a description of how the levels will help the state achieve continuous improvement over the two years of the***

Plan. (112(b)(3) and 136(b)(3))

Connecticut's performance accountability system under the Workforce Investment Act involves both the Connecticut Department of Labor and the Connecticut Employment and Training Commission, assisted by the Office for Workforce Competitiveness.

The Labor Department, as the administrator for WIA, has both its Performance Measurement Unit and WIA Administration involved in the managing of WIA performance. This is accomplished through the development and issuance of a number of reports/analyses designed to assist local areas in managing performance and to provide State reviewers with valuable information on each area's performance.

On a monthly basis, both local and State officials can produce reports on individual characteristics, activities and progress towards meeting program goals. Individual ad hoc reports can also be created at any time, which provide a wealth of information on participant progress in the program.

On a quarterly basis, the Performance Measurement Unit produces a WIA performance snapshot, which provides statewide and local area performance versus plan data, as well as an analysis of the results. Additionally, the report also provides individualized client data to each area. This data affects current or future performance. Areas are advised to review all data for accuracy and corrective action as may be necessary. The Performance Measurement Unit will, as requested, provide specialized performance reports for local areas. The staff of the WIA Administration Unit uses this quarterly data, as well as quarterly financial data, to assess each area's status on a quarterly basis. The unit also provides each area with a fund utilization review on a quarterly basis.

The Connecticut Employment and Training Commission has a youth subcommittee that on a quarterly basis receives a youth balanced score card, which includes performance outcomes, program quality measures, cost effectiveness and governance measures. The WIA Administration Unit has also developed and implemented an annual quality performance review of WIA youth programs. Another valuable tool utilized under WIA is the annual report produced by DOL with assistance from the Office for Workforce Competitiveness. This report provides an opportunity to assess the effectiveness of all programs.

Finally, one additional avenue for performance review is through CTDOL's yearly determination of incentive and sanctions. The process mandates specific reviews and actions dependent upon each area's final performance. This can range from a need for minor technical assistance to a need for a complete organizational review.

The State's measurement system utilizes both the seventeen required WIA measures and the six new common measures. The state will individually negotiate PY 07 and 08 performance standards with each local area. The negotiation process used in Connecticut has been identified as a model for other states to replicate. The process will begin with the federal/state negotiating process. It is our intention to develop a model for the state to use in that process that will include prior performance, trend analysis, rolling four quarter data, GPRA goals (if applicable) and continuous improvement. An exact or similar model will be developed for all local areas to help with that negotiation process. Local areas may also, as necessary, present any local mitigating factors that they believe should be considered.

While we have not as of yet developed state or local standards for the common measures, we will closely examine state and local actual results to prepare for the negotiation of standards once USDOL has determined the scope and nature of that process.

Finally, we believe that the performance measurement process and system should continually be updated and improved as we transform that process to meet the ever-changing need of the workforce development system.

2. Describe any targeted applicant groups under WIA Title I, the Wagner-Peyser Act or title 38 Chapters 41 and 42 (Veterans Employment and Training Program) that the State tracks.

The Connecticut Works Business System is tracking and reporting on the following targeted groups. Under WIA Title I, CTWBS is currently tracking Adult, Dislocated Worker, Older Youth, Younger Youth, Youth 5%, NEG Grants, Displaced Homemaker, Incumbent Worker, Other 15% and Rapid Response Additional Assistance. Migrant Seasonal Farm Workers, Dislocated Workers, and Interstate are tracked for Wagner-Peyser. Title 38, Chapters 41 and 42 (Veterans Employment and Training Program) is utilizing CTWBS to track Transitioning Service Members, Incarcerated Veterans, Disabled Veterans, and Homeless Veterans.

3. Identify any performance outcomes or measures in addition to those prescribed by WIA and what process the State is using to track and report them.

(N/A)

4. Describe the State's common data system and reporting processes in place to track progress. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records (including how your State accesses wage records), and how the Statewide

system will have access to the information needed to continuously improve. (§112(b)(8)(BN).)

WIA clients are CTWBS, run by the CT Dept of Labor (CTDOL). Employees of the Local Regional Boards, CTDOL, and various local partners have access to the live web-based system. The system is designed to maintain all pertinent client information including initial intake, certification status, activities and activity status, exit information, follow-up interviews and case manager notes. All of the client characteristics and program history, with the exception of wage records, are recorded in our one-stop system and easily retrieved by any employee with access to the system. Each Local Regional Board is also responsible for maintaining a paper folder containing support documentation for certain eligibility and participation requirements.

The Connecticut Department of Labor has created an open approach to track progress and administer continuous improvement. The most centralized approach involves a combination of reports generated by the CTDOL. On a quarterly basis, the CTDOL distributes a report of the 17 Core Measures as well as the eight recently established Common Measures which includes both the total year-to-date results for each measure and shows the results for all measures in of each of the 4 quarters that comprise the annual report. Also, on a quarterly basis, CTDOL generates Interim Reports to help identify problem areas in the data and/or identify clients who have exited the program and need to gain a credential, employment, or skill. Each Local Board receives a list of clients on a quarterly basis broken out by case manager and has the ability to either fix data integrity issues or identify what an exited client may need to successfully complete participation expectations.

CTWBS also allows local partners the ability to conduct their own research through an ad hoc query function of the system. Through this utility, employees with access to the CTWBS can design their own data questions and receive the results in real-time. Employees also have the ability to save their data request on the system in order to run the exact request again at another time without recreating the query. Further, some of the more common questions, such as current client lists/characteristics are maintained in a “canned” report area on the system for all users to access when desired.

The on-line client system does not extend to state wage records. Wage records are collected and maintained for a purpose separate from employment service programs. CTDOL has been able to design a routine, which allows the ability to cross-match WIA clients with the wage file records through a middle-process of wage aggregation. The state of CT anticipates participating in national wage sharing agreement.

5. Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the

Statewide workforce investment system.

The State Board (CETC), in its annual plan to the Governor, cited as one of its Action Steps: “*Enhance performance measurement and results accountability.*”

In implementing this action step, CETC will strengthen the tracking of performance of workforce development entities and programs, and report publicly on outcomes in an easily understandable and accessible manner, to enhance accountability for achieving critically important results.

To that end, the Chair of the State Board has appointed a member of the CETC to lead a workgroup charged with reviewing current performance outcomes for various state and federal programs and recommending to the CETC strategies for improving reporting and results accountability.

In addition, the State Board has produced a *Legislative Report Card* that is sent to legislative leaders as well state agencies and educational institutions. The *Legislative Report Card* provides outcome data for a number of employment and training programs in the State. The Workgroup will be responsible for reviewing the information contained in the *Legislative Report Card* as well as recommending enhancements and modifications that will be used by partners within the Statewide workforce investment system.

6. How do the State and local boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the State and Local Boards use the review process to reinforce the strategic direction of the system? (111(d)(2), 112(b)(1), and 112(b)(3).

There are a number of formal processes in place at the state level to evaluate local performance:

- The WIA Annual Report to the Governor, which, in addition to providing a performance overview, describes all state evaluations of workforce investment activities, governor’s initiatives, the youth program, and current and future projects
- Annual compliance reviews of all workforce investment boards, to ensure compliance with the USDOL Uniform Administrative Requirements
- Annual quality performance reviews of workforce investment board youth programs
- Quarterly WIA Performance Snapshot, which includes regional targets and measures, activities and totals, clients who need follow up and an economic snapshot of each region
- Quarterly WIA Youth Balanced Scorecard, which includes performance outcomes, program quality measures, cost effectiveness and governance

measures

- Monthly and quarterly expenditure reviews and analyses.

In addition, informal processes include attendance at regional and statewide meetings of board and vendor staff, and daily contact with workforce investment board staff, both of which provide opportunities to determine if issues exist that require one-on-one or larger scale technical assistance.

At the Local Workforce Investment Area level, boards utilize all of the above-listed reports to analyze their own performance; in addition they receive information from the automated case management system (CTWBS) which allow them to track client data more effectively and address corrective actions quickly. This type of analysis provides boards with early warnings on client failures and successes.

The state issued an Incentives and Sanctions Policy which addresses the issues of corrective actions, sanctions and required technical assistance. The boards' performance on each of the 17 core indicators of performance is compared to the negotiated level for that indicator. A WIB is subject to sanctions if its performance falls below 80 percent of the negotiated performance level of any of the 17 core indicators of performance.

There are two levels of sanction based upon the degree and type of performance difficulty being experienced by a WIB that is subject to sanction. Level one sanctions involve the receipt of mandatory technical assistance, and the requirement for a written corrective action plan that documents how the WIB will address the performance problem. In the first year of sanctioning, level 2 sanctions involve the receipt of mandatory technical assistance, the requirement of a written corrective action plan, formal quarterly performance reviews, and possible state mandated corrective action.

The second year of level 2 sanctions, necessitates substantive organizational change; financial penalties of up to 5 percent of the total local area allocation may be assessed. A WIB that becomes subject to level 1 sanctioning for two consecutive years would progress to level 2 sanctions in the second year. The state WIA Administration reacted to this type of sanction in the past year, conducting a comprehensive organizational review of one of the local workforce investment areas. After an exhaustive review, it was determined that the area had proactively addressed many of the issues, which resulted in the initial failure. The action steps taken resulted in significant improvement in achieving performance for the following year, and therefore, organizational change was not required.

Utilizing the same annual review process to reinforce the strategic direction of the system, the state employs an incentive policy to reward exceptional

performance in each of the program categories (adult, dislocated workers and youth). The initial qualifying gate for incentives is reaching 80 percent of the target level on the WIA participant customer satisfaction measure. An incentive pool will be created for each program category. A local area must reach at least 80 percent of the negotiated target levels on all measures in a program category and average 100 percent of the negotiated target level across all measures in a program category to be eligible for incentives in that program area. Being sanctioned in one program category does not preclude receiving incentive funds in another program category, although missing 80 percent of the target level on the participant customer satisfaction level disqualifies a WIB from any eligibility for incentives.

7. What steps, if any, has the State taken to prepare for implementation of the new reporting requirements against the common performance measures as described in Training and Employment Guidance Letter (TEGL), 15-03, December 10, 2003, Common Measures Policy? NOTE: ETA will issue additional guidance on reporting requirements for common measures.

In preparation for the implementation of the new reporting requirements against the common measures as described in TEGL 15-03, dated December 10, 2003 (rescinded by TEGL 28-04 which was rescinded by TEGL 17-05 dated February 15, 2006), the Connecticut Department of Labor assembled a sub-committee composed of program specialists charged with interpreting the guidance provided in common measures policy. The sub-committee evaluated the policy in an effort to determine the impact the changes would have on the tracking and reporting capabilities of the *CTWorks* Business System (CTWBS).

Additional preparatory steps included program specialist participating in the Employment and Training Administration's Performance Webinars on the implementation of common measures and attending common measures training and conferences. These opportunities provided critical information, guidance and clarification that helped Connecticut further prepare for the new reporting requirements.

In regard to business system requirements, Connecticut made tremendous efforts to fully identify and address policy changes and ensure those changes would be reflected in CTWBS. To accommodate new reporting requirements as described in Common Measures Policy, TEGL 17-05, CTDOL identified existing business system functionality that required modification and also developed plans for adding new data reporting items and system functions to meet data collection requirement pursuant to common measures.

During this process, CTDOL frequently consulted with workforce investment board partners to consider their suggestions and concerns. As a result of these meetings and a thorough evaluation process, significant changes and

enhancements were made to CTWBS. For example, new screens and functions were developed to accommodate literacy and numeracy data items and changes to WIA customer satisfaction methodology were implemented. Numerous data fields were revised to match new definitions and coding values and edits were added to the system to increase the securing of valid data. The business system was also modified where necessary to ensure the collection of required data for each eligible participant and exiter in the Wagner-Peyser or WIA program. The system modifications were established via the issuance of statewide policies and procedures. These policies and procedures, as well as One-Stop Business System functionality requirements, will continue to follow guidance received from the Employment and Training Administration (ETA) on common measures, the Workforce Investment Streamlined Performance Reporting (WISPR) System, and other ETA directives.

- 8. Include a proposed level for each performance measure for each of the two program years covered by the Plan. While the plan is under review, the state will negotiate with respective ETA Regional Administrator to set the appropriate levels for the next two years. At a minimum, states must identify the performance indicators required under Section 136, and, for each indicator, the state must develop an objective and quantifiable performance goals for two program years. States are encouraged to address how the performance goals for local workforce investment areas and training providers will help them attain their statewide performance goals. (112(b)(3) and 136)***

The following are the proposed WIA performance goals for PY 07 and PY 08. The goals will be utilized in the negotiation of final local area goals. The local areas will be expected to use these goals in a manner that will assist the state in achieving its overall performance goals.

PY 07/08 State of Connecticut Proposed Performance Levels

WIA

Measure	PY 07 Performance Level	PY 08 Performance Level
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Adult

Entered Employment Rate	80%	81%
Retention Rate	84%	85%
Earnings Change	\$10,842	\$11,000
Employment & Credential Rate	69%	70%

Dislocated Worker

Entered Employment Rate	88%	89%
Retention Rate	90%	91%
Earnings Change	\$16,796	\$16,900
Employment & Credential Rate	73%	74%

Older Youth

Entered Employment Rate	74%	75%
Retention Rate	84%	85%
Wage Gain	\$3,450	\$3,600
Employment & Credential Rate	58%	59%

Younger Youth

Skill Attainment Rate	85%	86%
Diploma or Equivalent Attainment	69%	70%
Retention Rate	79%	80%

Customer Satisfaction

Participant	75	76
Employer	74.8	76

Wagner Peyser

<i>Performance Measure</i>	<i>PY 07/08 Performance Goal</i>
Entered Employment Rate (EER)	58.4%
Employment Retention Rate (ERR)	76.4%
Average Earnings (12-month period)	\$13,084

E. Administrative Provisions

1. Provide a description of the appeals process referred to in Sec. 116(a)(5)(m).

(See Appendix B)

3. Describe the steps taken by the State to ensure compliance with the non-discrimination requirements outlined in Sec. 188.

CTDOL has established an Equal Opportunity Unit (EOU) within the **ES Operations** Unit. This unit is staffed with the State Equal Opportunity Officer and the State Monitor Advocate. The Equal Opportunity Unit is responsible for enforcement for all equal opportunity and nondiscrimination laws that CTDOL and/or its recipients must comply with, including equal opportunity monitoring and discrimination complaint processing. CTDOL has appointed Equal Opportunity Representatives for each *CTWorks* Center **and WIB to assist the EOU** in fulfilling the State's equal opportunity and nondiscrimination obligations, particularly in complaint processing and serving as first-contact with customers.

Development of all WIA written policies, information and guidance regarding service delivery and the administration of providing services are developed in consultation with the State EO Officer to ensure nondiscriminatory language. Policies developed by WIBs and other recipients; such as subcontractors and sub-recipients, are reviewed by desk audit and on-site monitoring to ensure compliance with nondiscrimination and equal opportunity laws and regulations. The State EO Officer coordinates with the staff of the *CTWorks* Business System (CTWBS) and the State Information Technology Department to develop and implement data collection maintenance and reporting procedures.

To ensure that EOU staff maintains competencies in the area of civil rights, professional staff is required to take a minimum of 40 hours of specialized training annually. Training that fulfills this requirement includes courses offered by Federal, State, Municipal, non-profit or private agencies. It is the policy and practice of CTDOL to send at least 1 staff person to CRC's annual EO training conference, as well as any other training opportunity offered by the Civil Rights Center (CRC).

CTDOL is committed to ensuring that all persons within the State's workforce system are knowledgeable of their equal opportunity and nondiscrimination obligations. The EOU annually establishes training goals directed at **WIB EO Representatives** and *CTWorks* EO Representatives. To the extent local resources permit, WIBs are strongly encouraged to take advantage of training provided by Federal civil rights departments, particularly the Civil Rights Center's annual training conference.

The agency has a system of policy communication and training to ensure that agency, recipient, and sub-recipient staff is aware of and carry out their EO responsibilities. The State EO Officer provides training for all CTDOL EO Reps, WIB EO Reps, selected representatives of the One-Stop Operators, and other interested parties. Training sessions include a review and update of information and materials covering: Equal Opportunity; Americans with Disabilities Act; Migrant and Seasonal Farmworkers; **Provision of Services to LEP Customers** and Discrimination Complaint Processing Procedures. Labor

Department employees are also given orientation to the Department's Equal Opportunity Policy upon hire. The EO policy is also contained in the employee handbook.

There is a concerted effort to ensure that all State and WIB recruitment materials, program brochures and other publications contain the statement, "The Connecticut Department of Labor (or WIB) is an Affirmative Action/Equal Opportunity employer and equal opportunity program and service provider. Auxiliary aids and services are available upon request to individuals with disabilities." CTDOL's letterhead carries the tag line, "An Equal Opportunity/Affirmative Action Employer." The EO policy is also contained on electronic communications.

Posters and notices have been designed to describe the prohibited grounds for discrimination and the procedures for filing complaints. The posters are prominently displayed in reasonable numbers in all WIB and *CTWorks* offices for all those entering the facility. The WIBs are responsible for distributing the posters to all their sub-recipients. The State EO Officer ensures poster placement upon site visits. Applicants/registrants and eligible applicants/registrants and participants in intensive and training services are required to sign a certification acknowledging written receipt of their notice of their Equal Opportunity rights.

XI. Assurances

1. The State assures that it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through the allotments made under sections 127 and 132. (§ 112(b)(11).)
2. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that—
 - a. The State has implemented the uniform administrative requirements referred to in section 184(a) (3);
 - b. The State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
 - c. The State has taken appropriate action to secure compliance with section 184 (a) (3) pursuant to section 184(a) (5). (§ 184(a) (6).)
3. The State assures that the adult and youth funds received under the Workforce Investment Act will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this Plan. (§ 112(b)(12)(B).)
4. The State assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of title 38 U.S. codes. The State assures that it will comply with the veterans priority established in the Jobs for Veterans Act. (38 U.S.C. 4215.)
5. The State assures that the Governor shall, once every two years, certify one local board for each local area in the State. (§ 117(c)(2).)
6. The State assures that it will comply with the confidentiality requirements of section 136(f)(3).
7. The State assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. (§181(b)(7).)
8. The State assures that it will comply with the nondiscrimination provisions of section 188, including an assurance that a Methods of Administration has been developed and implemented (§ 188.)
9. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188. (§ 185.).
10. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State by the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:
 - **General Administrative Requirements:**
 - 29 CFR part 97—Uniform Administrative Requirements for State and Local Governments (as amended by the Act).
 - 29 CFR part 96 (as amended by OMB Circular A–133)—Single Audit Act.
 - OMB Circular A–87—Cost Principles (as amended by the Act).
 - **Assurances and Certifications: Æ SF 424 B—Assurances for Non-construction Programs.**
 - 29 CFR part 37—Nondiscrimination and Equal Opportunity Assurance (and regulation) 29 CFR 37.20.

- CFR part 93—Certification Regarding Lobbying (and regulation).
- 29 CFR part 98—Drug Free Workplace and Debarment and Suspension Certifications (and regulation).

- Special Clauses/Provisions:

Other special assurances or provisions as may be required under Federal law or policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.

11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.

12. The State certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38

U.S.C. chapter 41 and 20 CFR part 1001.

13. The State certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees in accordance with DOL regulations.

14. The State assures that it will comply with the MSFW significant office requirements in accordance with 20 CFR part 653.

15. The State certifies it has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners.

16. As a condition to the award of financial assistance from the Department of Labor under title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

—Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA title I—financially assisted program or activity;

—Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin;

—Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;

—The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

— Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA title I—financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA title I—financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

17. The State assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written Department of Labor Guidance implementing these laws, and all other applicable Federal and State laws and regulations.

ⁱ “Introducing the Connecticut Manufacturing Production Index—June 1999” (Connecticut Department of Economic and Community Development, 222.ct.gov/edc/cwp/view.asp?a=1106&q=250064)

ⁱⁱ Milken Institute, op. cit., p. 1

ⁱⁱⁱ OWC, “Generating the Talent...,” p. 2

^{iv} “The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States” (Lynn A. Karoly and Constantijn W. A. Panis, The Rand Corporation, 2004)

^v “Working ...and Poor” (*Business Week*, May 31, 2004)

^{vi} “Quality of New Jobs a Matter of Debate,” (Jonathan Weisman, and Nell Henderson, *The Washington Post*, June 22, 2004)

^{vii} “Workforce Investment Study Team Final Report” (WIST, January 2001) pp. 11-12

^{viii} Connecticut Economic Digest, April 2004

^{ix} “Reversing Trends, Connecticut Retains the Majority of its New College Freshmen” (Connecticut Department of Higher Education, May 2003)

^x “Migration of the Young, Single and College Educated: 1995-2000” (US Census Bureau, November 2003)

Program Administration Designees and Plan Signatures

Name of WIA Title I Grant Recipient Agency: Connecticut Department of Labor

Address: 200 Folly Brook Blvd., Wethersfield, CT 06109

Telephone Number: (860) 263-6505

Facsimile Number: (860) 263-6529 E-mail Address: Patricia.Mayfield@ct.gov

Name of State WIA Title I Administrative Agency (if different from the Grant Recipient): (Same)

Address: _____

Telephone Number: _____

Facsimile Number: _____

E-mail Address: _____

Name of WIA Title I Signatory Official: Patricia H. Mayfield

Address: Connecticut Department of Labor, 200 Folly Brook Blvd., Wethersfield, CT 06109

Telephone Number: (860) 263-6505

Facsimile Number: (860) 263-6529 E-mail Address: Patricia.Mayfield@ct.gov

Name of WIA Title I Liaison: Patricia H. Mayfield

Address: Connecticut Department of Labor, 200 Folly Brook Blvd., Wethersfield, CT 06109

Telephone Number: (860) 263-6505

Facsimile Number: (860) 263-6529

E-mail Address: Patricia.Mayfield@ct.gov

Name of Wagner-Peyser Act Grant Recipient/State Employment Security Agency: CT Dept. of Labor

Address: 200 Folly Brook Blvd., Wethersfield, CT 06109

Telephone Number: (860) 263-6505

Facsimile Number: (860) 263-6529

E-mail Address: Patricia.Mayfield@ct.gov

Name and title of State Employment Security Administrator (Signatory Official): Patricia H. Mayfield

Commissioner, Connecticut Department of Labor

Address: 200 Folly Brook Blvd., Wethersfield, CT 06109

Telephone Number: (860) 263-6505

Facsimile Number: (860) 263-6529 E-mail Address: Patricia.Mayfield@ct.gov

As the Governor, I certify that for the State of Connecticut, the agencies and officials designated above have been duly designated to represent the State in the capacities indicated for the Workforce Investment Act, title I, and Wagner-Peyser Act grant programs. Subsequent changes in the designation of officials will be provided to the U.S. Department of Labor as such changes occur.

I further certify that we will operate our Workforce Investment Act and Wagner-Peyser Act programs in accordance with this Plan and the assurances herein.



Typed Name of Governor: M. Jodi Rell **Signature of Governor:**

Date: May 1, 2007

APPENDICES

APPENDIX A – Membership Lists (Connecticut Employment and Training Commission, Governor’s Jobs Cabinet)

APPENDIX B – Appeals Process for Local Area Designations

APPENDIX C – Criteria for Appointment of Local Board Members

APPENDIX D – State-Mandated Requirements for Local Workforce Areas’ Strategic Planning

APPENDIX E – Grievance and Complaint Procedures

APPENDIX F – Policy for Serving Veterans under WIA Dislocated Worker Formula Grant

APPENDIX G – A Talent-Based Strategy to Keep Connecticut Competitive in the 21st Century

APPENDIX A –Membership List

Membership Lists

Connecticut Employment and Training Commission

<u>Name</u>	<u>Organization</u>	<u>Location</u>
Wallace Barnes, Chairman	SkyBight Partners	Bristol
Thomas Burns	Northeast Utilities	Hartford
Joseph M. Ercolano	Pitney Bowes,	Stamford
Noel Grant	Regional Water Authority,	New Haven
Hon. Sonya Googins		Glastonbury
Lauren Weisberg Kaufman	CT Business & Industry Assoc.,	Hartford
Valerie F. Lewis Commissioner,	CT Dept. of Higher Education	Hartford
Richard McAloon	Hartford Hospital	Hartford
Lawrence McHugh	Middlesex CTYChamber of Com.	Middletown
Julio Mendoza	Spanish-American Merchants' Assoc.	Hartford
Lewis A. Miller	Wentz Miller & Associates	Darien
Deborah Monahan	TVCCA	Montville
John Olsen	CT AFL-CIO	Hartford
Raymond R. Oneglia	O&G	Torrington
Win Oppel	Ad-Merica Corp.	Shelton
James Parent	AFL-CIO District 91	Kensington
Stephen A. Pryor	Nutmeg Electric	Naugatuck
Paul C. Puzzo	Community Renewal Team,	Hartford
Louis Saloom	Educational Consultant,	Avon
Peter J. Schultz	Mohegan Tribe of Indians,	Uncasville
Carol P. Wallace	Cooper-Atkins Corp.,	Middlefield
William D. Moore	COSTA,	Newington
Commissioner,	CT Dept. of Economic & Community Development	
Patricia Mayfield Commissioner,	CT Dept. of Labor	
Dr. Mark McQuillan Commissioner,	CT Dept of Education	
Michael Starkowski	CT Dept. of Social Services	

Governor's Jobs Cabinet

Name	Organization
M. Jodi Rell, Co-Chair Governor,	State of Connecticut
Mary Ann Hanley, Co-Chair	Office for Workforce Competitiveness
Commissioner, CT	Dept. of Economic & Community
Development	
Patricia Mayfield, Commissioner,	CT Dept. of Labor
Philip Austin President,	University of Connecticut
Judith Greiman President,	CT Conference of Independent Colleges
Dr. Mark K. McQuillan Commissioner,	CT Dept. of Education
David G. Carter, Chancellor,	CT State University System
Marc S. Herzog Chancellor,	CT Community Colleges
Robert Genuario Secretary,	Office of Policy and Management
Marie O'Brien President,	CT Development Authority
Elaine Pullen	Connecticut Innovations
Michael Starkowski Commissioner,	CT Dept. of Social Services
Valerie Lewis Commissioner,	CT Dept. of Higher Education
Peter J. Deckers, M.D. Exec. Vice President for Health Affairs, UConn Health Center	

APPENDIX B

Appeals Process for Local Area Designations

CONNECTICUT PROCESS FOR APPEALS OF LOCAL AREA DESIGNATION

- A. An appeal and request for hearing by a unit of general local government or grant recipient has thirty (30) days from the mailing of a notice of denial of automatic designation under WIA § 116(a)(2) or of temporary and subsequent designation under § 116(a)(3) to appeal the decision of the Governor to the State Workforce Investment Board and to request a hearing. The appeal must be sent to the address listed below. The Chairperson of the Connecticut Employment & Training Commission (CETC) will then designate an independent hearing officer to preside over the proceedings.

Chairman, Connecticut Employment & Training Commission
c/o Governor's Office for Workforce Competitiveness
100 Great Meadow Rd, Suite 401
Wethersfield, CT 06109 fax (860) 258-6912

- B. The appeal must be in writing and state the grounds for the appeal and, specifically, the reasons which would support the receipt of the designation sought by the appellant.
- C. The appeal may be filed by facsimile transmission or by mail, but to be timely filed, it must be received at such office no later than the thirtieth (30th) day following the date on which the denial was made. If sent by mail, there must be a legible United States postal service postmark which indicates that within such 30 days it was placed in the possession of the postal authorities for delivery to the Department of Labor. If the 30th day falls on a day when the Labor Department Office was not open for business, the last day shall be extended to the next business day of such office.
- D. Failure to file the appeal within the 30 day appeal period will render the denial a final determination and shall result in termination of the entity's right to appeal the State Board's determination.

Procedural Rules for Hearings

- A. Hearing Office: Hearings will be conducted at the office of the Connecticut Employment and Training Commission.
- B. Scheduling: Within ten (10) days of the receipt of the appeal, the CETC will contact the appellant (appealing party) to set a hearing date which is acceptable to both parties. Once the hearing date is set, it will not be rescheduled without a showing of good cause.
- C. Discovery: The parties shall engage in informal prehearing discovery for the purpose of exchanging relevant information, and avoiding unnecessary delays in the proceedings. The Hearing Officer shall have the discretion to resolve any rehearing discovery disputes.
- D. Exchange of Witness and Exhibit Lists: The parties shall exchange witness and exhibit

lists at least twenty (20) days before the scheduled hearing.

E. Voluntary Withdrawal of Appeal: The appellant may voluntarily withdraw the appeal upon written notice to the hearing officer.

F. Involuntary Withdrawal of Appeal: Upon notice to the appellant, the State Board may submit a motion for involuntary withdrawal of appeal upon the appellant's failure to timely pursue its appeal. (For example, the appellant fails to appear at the hearing). The Hearing Officer shall rule upon such a motion upon twenty (20) days of the receipt.

G. Representation: Appellant may be represented, at its own expense and without the use of federal or State funds, by counsel or, unless prohibited by law, by another representative.

H. Witnesses and Evidence: Both parties will have the opportunity to present evidence and witnesses and to cross-examine witnesses at the hearing. Evidence and witnesses will be limited to only those issues specified in appellant's request for hearing. The hearing may also cover, at the Hearing Officer's discretion, any separate issue which was not referenced in the appeal and request for hearing which the parties are prepared to present and notice of which issues have been expressly waived by the parties.

I. General Procedures : Area designation hearings shall be conducted informally. Formal rules of evidence shall not apply. The Hearings Officer has the discretion to exclude evidence that he/she determines is immaterial or redundant.

J. Conduct of Hearing: The parties may make opening statements to advise the Hearings Officer concerning the issues and to summarize the evidence to be presented. The parties are responsible for furnishing all information relevant and available to resolve the issues during the presentation of the case. They may also briefly summarize each party's position at the conclusion of testimony. The Hearing Officer may elicit any testimony and information that may be necessary to discover the truth and to arrive at a fair decision. In examination of the witnesses, the party calling the witness is entitled to conduct initial questioning. Witnesses are subject to cross-examination by the other party and by the Hearing Officer.

K. Transcript: The proceedings shall be memorialized by a court reporter, the expense for which shall be borne by the appellant without the use of state or federal funds.

L. Close of Record: All evidence must be submitted and argued, and the record must be closed, no later than fourteen (14) days following the first day of the hearing.

M. Final Decision: The Hearing Officer shall submit a recommendation to the Connecticut Employment and Training Commission and the CETC shall issue to the parties a written decision not later than thirty (30) days from the close of the record date. This time frame may be extended for good cause, only the consent of both parties. The decision shall be comprised of finding of fact and conclusions of law that are based upon the application of relevant law to the facts. The Hearing Officer's written decision shall constitute final state action.

Appeal of CETC Decision

- A. In accordance with §116(a)(5) and 20 CFR §667.640, a unit or combination of units of general local government whose appeal has not resulted in designation as a local workforce investment area may appeal the denial to the United States Secretary of Labor.
- B. Such appeals must be filed not later than 30 days after receipt of written notification of the denial from the State Board, and must be submitted by certified mail, return receipt requested, to the Secretary, U.S. Department of Labor, Washington, D.C. 20210, Attention ASET. A copy of the appeal must be simultaneously provided to the State Board.
- C. The appellant must establish that it was not accorded procedural rights under the appeal process set forth in the state plan, or establish that it meets the requirements for designation in WIA §116(a)(2) or (a)(3). The Secretary may consider any comments submitted in response by the State Board.
- D. If the Secretary determines that the appellant has met its burden of establishing that it was not accorded procedural rights under the appeal process set for above, or that it meets the requirements for designation in WIA (§116(a)(2) or (a)(3), the Secretary may require that the area be designated as a local workforce investment area.
- E. The Secretary must issue a written decision to the Governor and the appellant.

APPENDIX C

Criteria for Appointment of Local Board Members

LOCAL BOARD CERTIFICATION

NOMINATIONS AND COMPOSITION REQUIREMENTS

A. BUSINESS

1. Business representatives on local Boards shall be selected from representatives of business in the local area, who:

a. Are owners of businesses, chief executives or operating officers of businesses, and other business executives or employers with optimum policymaking or hiring authority.

b. Represent businesses with employment opportunities that reflect the employment opportunities of the local area.

2. Business representatives shall constitute a majority of the members.

3. Business representatives must be from businesses in the Workforce Investment Area.

4. Where possible at least one half of the business members appointed to the Regional Workforce Development Board shall be representatives of small business including minority business.

5. Nominations shall be solicited from local business organizations and business trade associations.

B. EDUCATION

1. The board must have as a minimum three(3) educational representatives.

2. WIA requires that there must be at least two (2) representatives of "local educational entities, including representatives of local educational agencies, local school boards, entities providing adult education and literacy activities, and postsecondary educational institutions including representatives of community colleges, where such entities exist." (WIA section 117).

3. The Connecticut General Statutes require representation from regional community colleges and other educational institutions, including secondary and postsecondary institutions and regional vocational technical schools. Therefore, at least one of the educational representatives must be from a regional community college and one representative must be from a regional vocational technical school.

4. WIA also requires that Carl Perkins Postsecondary Vocational Education and Adult Education and Literacy be represented on the Board as one stop partners. Where either of the education representatives also represent the one stop partners multiple categories may be filled by one educational representative.

5. Nominations shall be solicited from regional or local educational agencies, institutions, or organizations representing local educational entities, or the appropriate one stop partner agency.

C. LABOR

1. There must be at least two (2) representatives of labor organizations for a local area in which employees are represented by labor organizations, or for a local area in which no employees are represented by such organizations, there shall be other representatives of employees.

2. Connecticut General Statutes require state and local labor representation.

3. Nominations shall be solicited from the Commissioner of the Department of Labor.

D. COMMUNITY BASED ORGANIZATIONS

1. There must be at least two (2) representatives of community-based organizations (CBOs). WIA does not mandate that CBO representation on a local board be from organizations representing individuals with disabilities and veterans but that "special consideration" be given to these organizations.

2. WIA defines Community-Based Organization as follows: "The term 'community-based organization' means a private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment."

3. Nominations shall be solicited from community-based organizations which deal with workforce development or human services.

E. ECONOMIC DEVELOPMENT

1. There must be two (2) representatives of economic development agencies, including one private and one public sector representative of economic development entities.

2. Nominations shall be solicited from the Commissioner of the Department of Economic and Community Development and/or local public and/or private economic development entities.

F. ONE-STOP PARTNERS

1) WIA Title I - Adult, Dislocated Worker, and Youth

- a) The Lead Elected Official in accordance with the Intergovernmental Agreement shall represent WIA Title I Adult, Youth and Dislocated Worker programs or may designate a representative to represent these funding streams.
- b) One individual may be appointed to represent these three funding streams.

2) WIA Title I - Job Corps

- a) There shall be a representative of the Job Corps in local areas which have a job corps center.
- b) Nominations shall be solicited from the Job Corps Center.
- c) Since the CT Job Corps located in New Haven is a statewide Job Corps, there must be an opportunity for the Job Corps grant recipient/operator to serve on other local boards to the extent that the grant recipient/operator is willing to do so.

3) WIA Title I - Native American Programs

- a) Local Workforce Investment Areas in which there is a Native American reservation or a tribal presence shall solicit a nomination from the Tribal Head to represent the Native Americans on the Regional Workforce Development Board.
- b) The determination regarding the existence of a Native American reservation shall be made by the Connecticut Indian Affairs Council.
- c) The representative of Native American Programs may also serve as a private sector representative where appropriate.

4) Wagner-Peyser, TAA/NAFTA, Activities authorized under chapter 41 of title 38, U.S.C. ,Programs authorized under State Unemployment Insurance laws, WIA Title I - Migrant and Seasonal Farmworker Programs, WIA Title I - Veterans' Workforce Programs

- a) Nominations shall be solicited from the Commissioner of the CT Department of Labor to represent these programs and activities on the local board in each local area.
- b) A single candidate may be appointed to represent these six program areas.

5) Adult Education and Literacy

- a) Nominations shall be solicited from the Commissioner of the State Department of Education to represent adult education and literacy on the local board in each

local area or the Commissioner of Education may authorize a local educational agency or local school board to submit nominations.

b) The agency/entity that will participate in the local area as the One-Stop partner must be represented on the local board.

c) This representative(s) may also serve as one of the three required educational representatives.

6) Vocational Rehabilitation

a) In Connecticut, there are two agencies responsible for the administration of two distinct vocational rehabilitation programs - the Bureau of Rehabilitation Services at the Department of Social Services (BRS) and the Vocational Rehabilitation Services Division at the Bureau of Education and Services for the Blind (BESB).

b) There must be two representatives, one from BRS and one from BESB, to serve as members of local boards.

c) Nominations shall be solicited from the Directors of BRS and BESB.

7) Welfare-to-Work

a) The Lead Elected Official in accordance with the Intergovernmental Agreement shall represent the Welfare-to-Work program or may designate a representative.

8) Title V Older Workers

a) Nominations shall be solicited from the Division for Elderly Services at the Department of Social Services.

9) Postsecondary Vocational Education

a) Nominations shall be solicited from the Chancellor of Community Colleges.

b) This representative may also serve as one of the three required educational representatives.

10) Housing and Urban Development

a) Nominations shall be solicited from municipalities and/or organizations who are knowledgeable about or are recipients of grant funds available through U. S. Department of Housing and Urban Development Employment and Training Programs. These programs include but are not limited to Community

Development Block Grant, Youthbuild, Project Self-Sufficiency, Family Reunification, as well as general HUD Section 3 hiring requirements.

b) Individuals should have experience and expertise in applying for and administering these programs.

11) Community Service Block Grants

a) Nominations shall be solicited from the local community action agency.

G. ADDITIONAL ONE-STOP PARTNERS

1) The Lead Elected Official is encouraged to appoint a representative for each additional, non-mandated one-stop partner to the local board.

2) The Lead Elected Official is encouraged to appoint a representative of the Temporary Assistance to Needy Families(TANF) and the Food Stamp Employment and Training programs to the local board as additional one-stop partners.

a) Nominations shall be solicited from the Commissioner of the Department of Social Services.

b) A single individual may represent the TANF and Food Stamp Employment and Training programs.

H. ADDITIONAL REQUIREMENTS

1. In accordance with the Public Act 99-195, the Lead Elected Official shall make appointments to the RWDB to assure the representation of welfare recipients, the disabled, veterans, dislocated workers, younger and older workers, women, minorities and displaced homemakers. All categories in bold can be represented by a one-stop partner. Displaced homemakers may be considered represented by the WIA representative to the RWDB, as displaced homemakers are a category of eligibility for dislocated workers under WIA.

2. Appointments to the RWDB shall reflect as nearly as feasible the demographic representation of females and minorities for the local area.

3. There may be such other individuals or representatives of entities as the Lead Elected Official may determine to be appropriate.

4. Members appointed to the local RWDB who cease to represent the category of membership to which they were appointed must be replaced within 60 days of the time that notice is provided to the local RWDB Chair.

APPENDIX E
Grievance Procedures

MEMO: AP 05-07

DATE: April 19, 2005

TO: WIB Directors, WIB Chairpersons, Grant Recipients

FROM: Lorna Joseph Director of Program Support

SUBJECT: Grievance and Complaint Procedures

EXECUTIVE SUMMARY:

Purpose:

This directive (1) provides guidance to local workforce investment areas (LWIAs) and subrecipients of the Workforce Investment Act (WIA) Title I grant funds in the development, maintenance, and implementation of local-level grievance and complaint procedures. These procedures cover complaints alleging noncriminal violations of the requirements of WIA in the operation of local WIA programs and activities; and (2) transmit policy governing WIA Title I related grievance and complaint procedures at the state level.

Scope:

This directive requires that LWIAs and subrecipients of the WIA Title I grant funds comply with the grievance and complaint provisions of WIA. This directive applies to programmatic grievances and complaints pursuant to WIA Section 181(c) and does not address the procedures for processing complaints alleging discrimination under WIA Section 188 and/or Title 29 Code of Federal Regulations (CFR) Part 37. The discrimination complaint process is addressed under “What to Do If You Believe You Have Experienced Discrimination” on JS/WIA-1 (Rev. 7/00), 0043-003-06 and JS/WIA-2 (Rev. 12/00), 0043-003-08. Information and complaints involving allegations of fraud, abuse or other criminal activity must be reported directly to Department of Labor's (DOL) Office of Inspector General and CT Department of Labor's WIA Administrative Unit.

Effective Date:

This directive is effective on the date of its issuance.

REFERENCES:

- WIA Section 181(c)
- Title 20 CFR Part 667.600
- Title 29 CFR Section 37.35

STATE-IMPOSED REQUIREMENTS:

This directive contains some state-imposed requirements. These requirements are indicated by ***bold, italic*** type.

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BACKGROUND:

Title 20 CFR Section 667.600 requires each LWIA, state, and direct recipient of funds under Title I of WIA, excluding Job Corps, to establish and maintain a procedure for grievances and complaints from participants and other interested parties affected by the local workforce investment system, including One-Stop partners and services providers and the statewide workforce investment programs. (Job Corps complaint/grievance requirements can be found at Title 20 CFR Section 670.990.)

POLICY AND PROCEDURES:

Definition(s):

Days means consecutive calendar days, including weekends and holidays.

Local Workforce Investment Area includes the LWIA administrative entity and its subrecipients to which the administrative entity has delegated the complaint and grievance resolution process.

Complainant or Grievant means any participant or other personally interested or personally affected party alleging a noncriminal violation of the requirements of WIA.

Grievance or complaint means a written expression by a party alleging a violation of WIA, regulations promulgated under WIA, recipient grants, subagreements, or other specific agreements under WIA. All complaints, amendments, and withdrawals shall be in writing. These procedures are intended to resolve matters, which concern actions arising in connection with the WIA Title I grant program.

Hearing Officer means an impartial party who shall preside at a hearing on a grievance or complaint.

Participant means an individual who has been determined to be eligible to participate in, and who is receiving services under a program authorized by WIA as defined in WIA Section 101(34).

Recipient means an entity to which a WIA grant is awarded directly from DOL to carry out a program under Title I of WIA. The state is the recipient of funds awarded under WIA Sections 127(b)(1)(C), 132(b)(1)(B), and 132(b)(2)(B).

Subrecipient means an entity, including service providers, to which a subgrant is awarded and which is accountable to the recipient (or higher tier subrecipient) for the use of the funds provided.

Policy:

It is the policy of the CT Department of Labor that:

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- *The principles and procedures set forth in this directive shall be used by all Connecticut LWIAs in the development of local-level grievance and hearing procedures including those for LWIA staff as addressed in WIB personnel manuals; and*
- *The principles and procedures set forth in this directive shall govern the treatment and handling of all grievances or complaints in connection with all WIA Title I grant programs and activities conducted by the state, or pursuant (directly or indirectly) to subgrants from the state.*

Procedures:

I. GENERAL PRINCIPLES AND REQUIREMENTS

These procedures will guide the receipt, hearing, and resolution of noncriminal grievances and complaints relating to WIA Title I grant programs and activities that are funded with WIA Title I grant monies provided to the state by USDOL. These procedures will be available for use by all individuals and entities, including WIA Title I grant participants, LWIA staff, subrecipients of LWIAs, and other interested parties. Local procedures must include "a process which allows an individual alleging a labor standards violation to submit the grievance to a binding arbitration procedure, if a collective bargaining agreement covering the parties so provides." [Title 20 CFR Section 667.600(c)(3)]. Additionally, all Connecticut LWIAs and subrecipients of WIA Title I grant funds must make reasonable efforts to assure that information about the content of the grievance and complaint procedures will be understood by affected participants and individuals, including youth and those who are limited English-speaking individuals. Such efforts must comply with the language requirements of Title 29 CFR Section 37.35.

At all levels of the grievance or complaint process, complainants have the right to be represented, at their own expense, by a person(s) of their choosing. Grievances or complaints must be filed within *one hundred and eighty (180) days* of the alleged violation. All grievances or complaints, amendments, and withdrawals must be in writing. All persons filing grievances or complaints shall be free from restraint, coercion, reprisal, or discrimination.

II. LWIA GRIEVANCE AND COMPLAINT PROCEDURES

Pursuant to Title 20 CFR Sections 667.600 through 667.610, the state requires LWIAs to establish procedures for resolving grievances and complaints alleging a violation of WIA Title I, regulations, grants, or other agreements under WIA. The following outlines the procedures for resolving issues arising in connection with WIA Title I grant programs operated by each administrative entity for the LWIAs or its subrecipients. Any participant or other interested party adversely affected by a decision or action by the local workforce system, including decisions by One-Stop partners and service providers, has the right to file a grievance or complaint with the LWIA.

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A. Notice to Affected Parties

Initial and continuing notice of the local grievance and complaint procedures and instructions on how to file a complaint must be:

- posted in a public location and be made available to any interested parties and members of the public.
- made available to each participant. A copy of a written description of the local grievance and complaint procedure shall include (1) notification that the participant has the right to file a grievance or complaint at any time within ***one hundred and eighty (180) days*** of the alleged violation; (2) instructions and timeline for filing a grievance or complaint; and (3) notification that the participant has the right to receive technical assistance. Such information shall be modified, as needed, whenever the procedures are changed.
- included in each participant's file. The participant shall sign a copy of acknowledgement of receipt.

The LWIAs have the responsibility to provide technical assistance to the complainants, including those grievances or complaints against the LWIAs. Such technical assistance includes providing instructions on how to file a grievance or complaint, providing relevant copies of documents such as the WIA, regulations, local rules, contracts, etc., and providing clarifications and interpretations of relevant provisions. This requirement shall not be interpreted as requiring LWIAs to violate rules of confidentiality.

B. Form and Filing of Grievance or Complaint

The official filing date of the grievance or complaint is the date the written grievance or complaint is received by the LWIAs, its service providers, One-Stop partners, or subrecipients. The filing of the grievance or complaint will be considered a request for a hearing, and the LWIA shall issue a written decision within 60 days of the filing of the grievance or complaint.

The grievance or complaint must be in writing, signed, and dated. For resolution purposes, the state recommends that the LWIAs obtain the following information for all complaints:

- full name, telephone number, and mailing address of the complainant;
- full name, telephone number, and mailing address of the respondent;
- a clear and concise statement of the facts and dates describing the alleged violation;

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- the provisions of the WIA, the WIA regulations, grant, or other agreements under the WIA, believed to have been violated;

- grievances or complaints against individuals, including staff or participants, shall indicate how those individuals did not comply with the WIA law, regulation, or contract; and

- the remedy sought by the complainant.

The absence of any of the requested information shall not be a basis for dismissing the grievance or complaint.

A grievance or complaint may be amended to correct technical deficiencies at any time up to the time of the hearing. Grievances or complaints may not be amended to add new issues. The one hundred and eighty (180) day time period in which a grievance or complaint may be filed is not extended for grievances or complaints that are refiled with amendments. Grievances or complaints may be withdrawn at any time prior to the issuance of the hearing officer's decision. The LWIA shall send a copy of the grievance or complaint to the respondent.

C. Informal Resolution

The LWIA shall notify the complainant and the respondent of the opportunity for an informal resolution. Respondents must make good faith efforts to resolve all grievances or complaints prior to the scheduled hearing. Failure on the part of either party in the grievance or complaint to exert good faith efforts shall not constitute a basis for dismissing a grievance or complaint, nor shall this be considered to be a part of the facts to be judged in the resolution process. Where a complaint alleges a violation of WIA Title I, grant or any agreements under WIA, the LWIA must assure that every grievance or complaint not resolved informally or not withdrawn is given a hearing, regardless of the grievance or complaint's apparent merit or lack of merit.

Should an individual allege a labor standards violation, and a pertinent collective bargaining agreement so provides, parties may submit the grievance to a binding arbitration procedure. Submission must occur during the informal resolution process.

When the complaint has been resolved through the informal resolution process, the LWIA shall attempt to contact the complainant and have him or her provide a written withdrawal of the complaint within 10 days of the receipt of the notice of resolution or impasse where a complainant decides not to proceed to an administrative hearing. The LWIA shall maintain copies of correspondence in the complainant's file.

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D. Notice of Hearing

Hearings on any grievance or complaint shall be conducted within 30 days of filing of a grievance or complaint. The complainant and the respondent must be notified in writing of the hearing 10 days prior to the date of the hearing. The 10-day notice may be shortened with the written consent of both parties.

The hearing notice shall be in writing and contain the following information:

- the date of the notice, name of the complainant, and the name of the party against whom the grievance or complaint is filed;
- the date, time, and place of the hearing before an impartial hearing officer;
- a statement of the alleged violations. These statements must accurately reflect the content of the grievance or complaint as submitted by the complainant. However, clarifying notes may be added to assure that the grievance or complaint is addressed accurately;
- the name, address, and telephone number of the contact person issuing the notice.

E. Conduct of Hearings

An impartial hearing officer shall conduct the hearing. The state suggests that LWIAs seek impartial hearing officers from among the staff of legal offices or personnel departments of municipalities that will not be directly affected by, or will not implement the final resolution of, a specific grievance or complaint.

The hearing will be conducted in an informal manner with strict rules of evidence not being applicable and according to the procedures established by the LWIAs. Both parties will have the right to present written and/or oral testimony and arguments; the right to call and question witnesses in support of their position; the right to examine records and documents relevant to the issues; and the right to be represented. The hearing will be recorded electronically or by a court reporter.

F. Decision

Not later than 60 days after the filing of the grievance or complaint, the hearing officer shall mail a written decision to both parties by first class mail. The hearing officer's decision shall contain the following information:

- the names of the parties involved;
- a statement of the alleged violation(s) and issues related to the alleged violation;
- a statement of the facts;
- the hearing officer's decision and the reasons for the decision;

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- a statement of corrective action or remedies for violations, if any, to be taken; and
- notice of the right of either party to request a review of the decision by the state within 10 days of the receipt of the decision.

G. Appeal

If a complainant does not receive a decision at the LWIA level within 60 days of the filing of the grievance or complaint, or either party receives an adverse decision, the party then has the right to file an appeal with the state within one hundred and twenty (120) days from the filing of the grievance or complaint.

The party may request a state hearing by submitting a written notice of appeal to:

Director of Employment and Training
Connecticut Department of Labor
200 Folly Brook Boulevard
Wethersfield, CT 06109

III. STATE-LEVEL GRIEVANCE AND COMPLAINT PROCEDURES

Title 20 CFR Section 667.600(d) requires the state to provide a process for dealing with grievances and complaints from participants or interested parties affected by the statewide workforce investment programs, resolving appeals of decisions issued at the LWIA level, remanding grievances and complaints related to the local WIA Title I programs to the LWIA grievance process, and affording an opportunity for an informal resolution and a hearing to be completed within 60 days of the filing of the grievance or complaint.

State-Level Informal Resolution and Hearing Procedures

All complaints of noncriminal violations of the requirements of WIA by the state, or complaints by individuals or interested parties affected by the statewide workforce investment program shall be filed in writing with the Director of Employment and Training. All requests for state hearings shall include the same basic elements necessary for local-level hearings. These are:

- full name, telephone number, and mailing address of the complainant;
- full name, telephone number, and mailing address of the respondent;
- a clear and concise statement of the facts and dates describing the alleged violation;
- the provisions of the WIA, the WIA regulations, grant, or other agreements under the WIA, believed to have been violated;

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- grievances or complaints against individuals, including staff or participants, shall indicate how those individuals did not comply with the WIA law, regulation, or contract; and
- the remedy sought by the complainant.

Upon receipt of the request for a state hearing, the Director of Employment and Training or his/her designee shall review the grievance or complaint and shall provide an opportunity for an informal resolution. The Director of Employment and Training shall notify the complainant and the respondent within 10 days of receipt of the grievance or complaint and proceed with the informal resolution process. If the state cannot resolve the grievance or complaint informally, then a hearing will be held.

Hearings on any grievance or complaint shall be conducted within 30 days of the filing of a grievance or complaint. The complainant and the respondent shall be notified in writing of the hearing 10 days prior to the date of hearing. The hearing notice shall advise the following:

- the date, time, and place of the hearing before an impartial hearing officer;
- the pertinent sections of the WIA or any other federal regulations involved;
- a statement of the alleged violations. These statements must accurately reflect the content of the grievance or complaint as submitted by the complainant. However, clarifying notes may be added to assure that the grievance or complaint is addressed accurately;
- the name, address, and telephone number of the contact person issuing the notice.

B. Appeals of LWIA Decisions or Requests for a CT Department of Labor Review

1. A complainant may file a request for review with the CT Department of Labor if no decision has been issued at the LWIA level within the 60-day time limit or if there has been an incident of restraint, coercion or reprisal as the result of filing a grievance or complaint. A complainant may file an appeal if the LWIA has issued an adverse decision. The request for a CT Department of Labor review or appeal shall be filed or postmarked (if mailed) within 10 days from the date on which either party received an adverse decision from LWIA or 15 days from:

- the date on which a complainant should have received a decision regarding a locally filed complaint, which is defined as five days from the date the decision was due, or
- the date on which an instance of restraint, coercion or reprisal was alleged to have occurred as a result of filing the complaint.

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2. All requests for review or appeals shall include the following:
 - the full name, telephone number, and mailing address of the complainant;
 - the full name, telephone number, and mailing address of the LWIA;
 - a statement of the basis of the request or appeal; and
 - copies of relevant documents, such as the complaint filed at the LWIA and the local decision, if any.
3. If an evidentiary hearing was held at the LWIA level, the CT Department of Labor shall request the record of the hearing from the LWIA and shall review the record without scheduling an additional hearing. If an evidentiary hearing was not held at the LWIA level, the CT Department of Labor shall instruct the LWIA to hold a hearing within 30 days of receipt of the appeal or request for a CT Department of Labor review. If the LWIA refuses to hold a hearing within the required timeframe, the CT Department of Labor shall, within 30 days of receipt of the appeal or request for hearing, schedule an evidentiary hearing before a hearing officer. The Director of Employment and Training shall notify the concerned parties and the LWIA by first class mail, certified with a return receipt, of the following information at least 10 days before a scheduled hearing:
 - the date of the notice, name of the complainant, and the name of the party against whom the complaint is filed;
 - the date, time, and place of the hearing before a hearing officer;
 - a statement of the alleged violations. This statement shall accurately reflect the content of the complaint as submitted by the complainant;
 - the name, address, and telephone number of the contact person issuing the notice.

C. Hearing

1. The CT Department of Labor hearing shall be conducted in an informal manner with strict rules of evidence not being applicable. Both parties shall have the right to present written and/or oral testimony under oath and arguments; the right to call and question witnesses; the right to request and examine records and documents relevant to the issues, and the right to be represented. The hearing shall be recorded electronically or by a court reporter.
2. Parties may file with the Hearing Officer written arguments in lieu of closing arguments within five (5) days of the close of the hearing.

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D. CT Department of Labor Commissioner Decision

1. Following completion of the CT Department of Labor hearing, or submission of written closing arguments, the CT Department of Labor hearing officer shall issue a proposed decision which the Commissioner of Labor may adopt or modify as a final decision, or direct the hearing officer to conduct further proceedings. The hearing officer's proposed decision shall contain the following information:
 - the names of the parties involved;
 - a statement of the alleged violation(s) and issues related to the alleged violation;
 - a statement of the facts;
 - the hearing officer's proposed decision and the reasons for the decision; and
 - a statement of the proposed corrective action, if any, to be taken.
2. The Commissioner of Labor shall not conduct a new evidentiary hearing, but shall review the record established by either the LWIA hearing or the CTDOL hearing officer. The Commissioner of Labor shall issue a decision on the basis of the information contained in the record. The Commissioner of Labor may accept, reject, or modify the hearing officer's proposed decision of the LWIA, and shall issue a written decision to the concerned parties within 60 days of receipt by the CT Department of Labor of the request for hearing or review.
3. The Commissioner of Labor shall mail a written decision to both the complainant and the respondent by certified mail. The decision shall contain the following information:
 - the names of the parties involved;
 - statement of the alleged violation(s) and issues related to the alleged violation;
 - a statement of the facts;
 - the Commissioner's decision and the reasons for the decision;
 - a statement of the corrective action, if any, to be taken; and
 - a notice of the right of either party to file an appeal to the Secretary of Labor.

E. Referral of Local Grievances or Complaints

Grievances or complaints filed directly with the state related to the local WIA programs will be remanded to the local area grievance process in accordance with LWIA Grievance and Complaint Procedures.

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F. Remedies

1. Remedies that may be imposed for a violation of any requirement under WIA Title I shall be limited to:
 - suspension or termination of payments under WIA Title I;
 - prohibition of placement of a participant with an employer that has violated any requirement under WIA Title I;
 - reinstatement, where applicable, of an employee, payment of lost wages and benefits, and reestablishment of other relevant terms, conditions, and privileges of employment; and
 - where appropriate, to other equitable relief.
2. Nothing in paragraph 1 shall be construed to prohibit a complainant or grievant from pursuing a remedy authorized under another federal, state, or local law for a violation of WIA Title I.

G. Federal-Level Appeal Process

Under Title 20 CFR Section 667.610(a)(1), if the state has not issued a decision within the required 60-day time limit, the complainant can file an appeal to the Secretary of Labor. The appeal must be filed with the Secretary of Labor no later than 120 days of the filing of the grievance or complaint with the state, or the filing of the appeal of a local grievance or complaint with the state.

In cases where a decision has been reached and the state issued an adverse decision, the party can file an appeal to the Secretary of Labor within 60 days of the receipt of the decision being appealed.

The request for appeal must be submitted by certified mail, return receipt to:

Attention: ASET
Secretary
U. S. Department of Labor
200 Constitution Avenue, NW
Washington, D.C. 20210

A copy of the appeal must be simultaneously provided to the ETA Regional Administrator-Region 6, U.S. Department of Labor, Office of Regional Administrator, P.O. Box 193767, San Francisco, CA 94119-3767 and the opposing party.

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ACTION:

All LWIAs shall review grievance and complaint procedures specified in this directive and ensure that the policies and procedures are in accordance with these requirements. Revised LWIA grievance and complaint procedures must be in place by July 1, 2005.

INQUIRIES:

Please direct inquiries about this directive to your area liaison.

APPENDIX F

Policy for Serving Veterans under WIA
Dislocated Worker Formula Grant

MEMO: AP 05-06
DATE: April 19, 2005
TO: WIB Directors, WIB Chairpersons, Grant Recipients
FROM: Lorna Joseph Director of Program Support

SUBJECT: Implementing the Veterans= Priority Provisions of the A Jobs for Veterans Act@ and Serving Military Service Members and Military Spouses under WIA Dislocated Worker Formula Grant

Background: In 2003 USDOL issued information on priority provisions for veterans in twenty DOL-funded workforce investment system programs. More detail was published in 2004.

Policy: This policy clarifies information about veterans= priorities and provides general guidance on the implementation of these provisions. Assuming that no current policies discriminate against veterans, priority of service to veterans should be provided within the context of existing policies, operational management and related work processes.

Under these guidelines there is no change to the requirement that participants must qualify as eligible under WIA. It does require providers to ensure that eligible veteran workers are given priority over non-veterans for all available services.

The attached document defines all terms including Veteran and Military Spouse and states policy for when military service members and military spouses could be eligible as dislocated workers. There is additional detail as to circumstances when a military spouse would and would not be eligible as a dislocated worker or adult.

Further background is included in the two attached documents: *Implementing the Veterans= Priority Provisions of the A Jobs for Veterans Act@* (PL107-288) and *Serving Military Service Members and Military Spouses under WIA Dislocated Worker Formula Grant*.

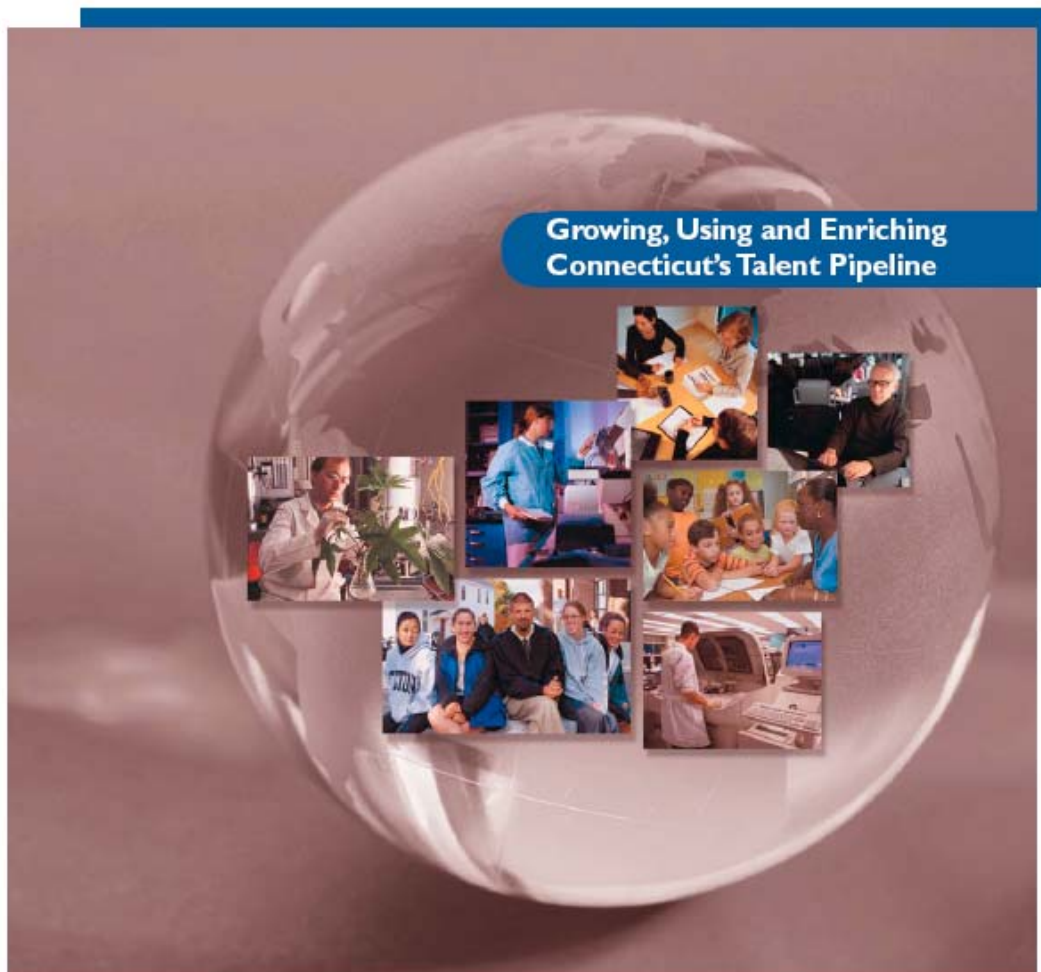
Action Required: We are asking you to review all of your relevant policies affected by the requirements of the “Jobs for Veterans Act” and to revise them as necessary to reflect the requirements of this piece of legislation.

If you have any questions, please contact your WIA area liaison.
Attachments

APPENDIX G

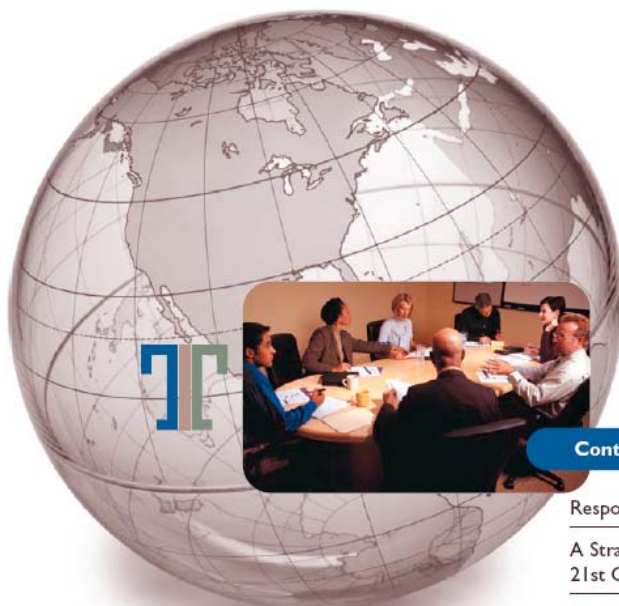
A Talent-Based Strategy to Keep Connecticut Competitive in the 21st Century

TC A Talent-Based Strategy to Keep Connecticut
Competitive in the 21st Century



Prepared by the Connecticut Office for
Workforce Competitiveness

February 2007

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GOVERNOR M. JODI RELL'S CHALLENGE



Since the first day I took office, the issue of growing jobs has been a top priority for my administration.

The skilled talent that once fueled our manufacturing economy and that was once the hallmark of the Northeast is now readily available in other states and other countries around the world. As technology has become more advanced, the skill demands of employers have risen. And they will keep rising, because those higher skills lead to the innovation that, in turn, leads to higher levels of productivity. To complete the cycle, new products and innovations lead to new and expanded companies and to a need for skilled people to work in them. That is the recipe for growing jobs, and talent is the important ingredient that drives the process.

But the issue of job growth is much more complex than just helping business and industry retain and create jobs in Connecticut, and more than providing incentives to help businesses move jobs into the state. A critical part of job growth is long-term economic development. We need to anticipate and plan for the future, and we need to do it now. The basic question is: can our educational systems keep up with the knowledge economy's demand for skilled talent? The answer is — they have to. And I know they can.

From opening remarks, Call To Action Symposium, September 27, 2005



Responding to the Governor's Challenge: A Talent-Based Strategy for Economic Growth

Connecticut is confronting new challenges to its economic competitiveness and quality of life. The foreign competition in lower cost manufacturing is being intensified by a far more serious threat—competition for skilled workers and technology know-how reaching nearly every industry and business function.

The bar for performance is being raised. The ultimate competition is now for *talent* able to meet high levels of productivity and advance innovative new products and markets. Those workers who lack education or skills will struggle to keep pace. And those state and regional economies lagging behind in the overall skills of their workforces will face declining economic fortunes.

Talent touches everyone and requires a broad spectrum of skills. It represents not only the general skills of our workforce to produce top quality goods and services quickly and efficiently, but the specialized capacity found among world-class scientists and engineers to invent, advance discoveries and develop new technologies, as well as entrepreneurs and managers to bring those technology advances to the global marketplace.

"The physical proximity of talented, highly educated people has a powerful effect on innovation and economic growth—in fact, the Nobel Prize-winning economist Robert Lucas declared the multiplier effects that stem from talent clustering to be the primary determination of growth. That's all the more true in a post-industrial economy dependent on creativity, intellectual property and high-tech innovation."

Richard Florida, "Where the Brains Are," *Atlantic Monthly*, October 2006, page 35

Simply put, talent development is not just about creating more Ph.D.s—it is about technicians, machinists, quality control, nurses and, most importantly, teachers of science, technology, engineering and math (STEM).

To remain competitive in the 21st century, Connecticut must renew its efforts to ensure a talent pipeline that must be all-inclusive, diverse, and operate as a seamless continuum, encompassing the state's early childhood education efforts at one end and world-class

research and development and entrepreneurship at the other end.

Connecticut is at Risk

Even Connecticut, which is widely recognized for its highly educated and skilled workforce and high level of productivity and industrial research and development, is at great risk. We face a clash of demographics and economics that present a huge challenge for the future.

- **Connecticut is aging.** The proportion of Connecticut workers over the age of 55 is the 7th highest in the nation. (*The State of Working Connecticut, 2006, Connecticut Voices for Children*)
- **Connecticut's future young workers are expected to be less prepared for the 21st century careers than those they are replacing** in large part because nearly half our future workforce will be coming out of the state's urban centers where a significant and stubborn achievement gap persists. (*New England 2020: A Forecast of Educational Attainment and Its Implications for the Workforce of New England States, June 2006, A Study Commissioned by the Nellie Mae Education Foundation*)
- **Connecticut's students are not making the grade.** Less than 50% of all tenth graders pass the Connecticut Academic Performance Test in Math, Science and Reading and only 15% of Black and Hispanic students have passing grades. (*State Department of Education, 2006*)
- **Connecticut is already feeling the economic consequences.** The Connecticut Business & Industry Association, in assessing the results of its 2006 industry survey concludes, "With baby-boomers entering retirement age in greater numbers over the next five years, industry identified their growing concern about being able to find qualified workers to maintain future competitiveness. What's more, the need for skilled workers for current open positions is acute. This could be Connecticut's most significant economic challenge."

A Strategic Approach for Building Connecticut’s 21st Century Talent Pipeline

Connecticut must develop an aggressive and comprehensive policy focus on advancing a 21st Century Talent Pipeline that emphasizes these three priorities:

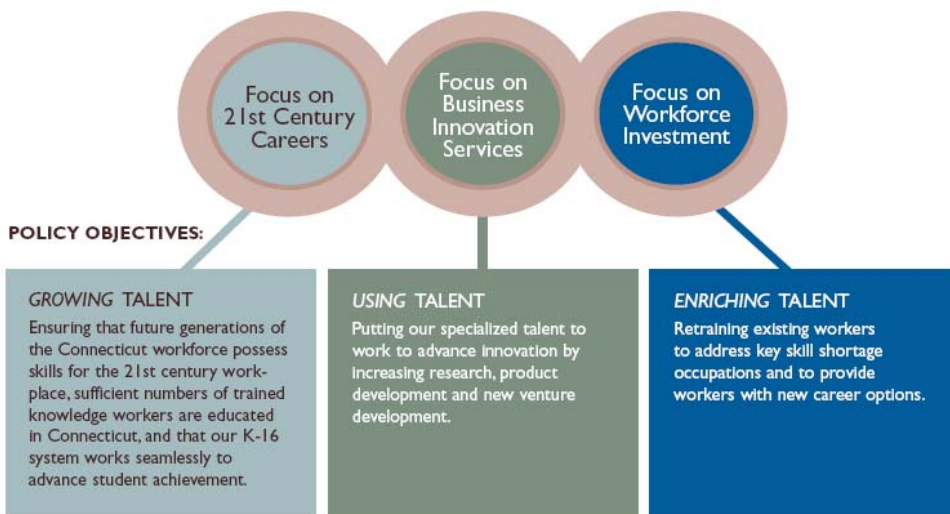
- *Growing talent*
- *Using talent*
- *Enriching talent*

To be successful, Connecticut will have to work in new and smarter ways—breaking down the silos that exist across state agencies, facilitating new government-education-industry-labor partnerships and creating a new culture of flexibility and agility in navigating the “sea changes” occurring within the 21st century global-based knowledge economy.

“Globalization and the emergence of other competitive nations has dramatically raised the bar for performance, creating pressure on those regions, industries, companies and workers who are not prepared to meet the new standards of productivity. Simply being an American does not guarantee a high-wage job anymore as companies allocate more of their activities across locations based on productivity relative to wages...we see rising inequality as the most educated prosper while those who lack education or skills struggle to keep pace.”

The Council On Competitiveness

NEW ORGANIZATIONAL FOCUS:



TALENT PIPELINE:





Steps Taken Toward Framing a Talent-Based Strategy for Economic Growth

Connecticut has taken some constructive steps towards growing, using and enriching its talent pipeline with a goal of producing 21st century talent comprised of high-achieving students, skilled workers, world class researchers and entrepreneurs and business entrepreneurs.

Guiding Connecticut's actions have been strategic studies and broad-based deliberations involving stakeholders from industry, education, economic development and government.

And in just a few short years, in the midst of a national recession, Connecticut can boast of a growing record of achievements.

Setting the Stage...

- February 2004: *Generating the Talent and Innovations for the 21st Century Knowledge Economy: A Report on Connecticut's Technology Preparedness* identified ten key findings about Connecticut's position to succeed in a knowledge economy to engage government, industry, education and labor leaders in a fact-based discussion of where Connecticut now stands and how to ensure our continued success in the future.



Doing the Research...

Several major studies and policy forums undertaken to more closely examine Connecticut's position in the knowledge economy have been released:

- 2005 *Assessment of Connecticut Core Technology Competencies*, which identified key technology platforms that cut across Connecticut industries and universities that are critical to the future of the state's competitiveness.
- 2005 *A Strategic Assessment of Connecticut's Position in Nanotechnology and Action Plan*, examined an emerging field that promises to usher in the next industrial revolution.
- 2005 *Connecticut's Technology Transfer and Commercialization Needs*, which highlighted leading activities across the nation and called for Connecticut to establish an Innovation Network.
- 2006 *Governor's Talent Symposium Series*, undertaken with the support of the Central Connecticut State University's O'Neill Center for Public Policy and Institute for Municipal and Regional Policy, focused on identifying policy issues and strategies necessary to ensure Connecticut's competitiveness in the knowledge economy, including:
 - *Governor's Call to Action* bringing together business and education leaders to discuss the key issues.
 - *CONNVene* to develop a comprehensive plan to advance science, technology, engineering and math skills in K-12 education.
 - *Learning from Others: Ideas, Strategies and Models* bringing best practices to Connecticut.

Actions Taken To Date...

In the 2005 and 2006 legislative sessions, the Governor and General Assembly worked together to enact several specific actions to ensure the competitiveness of Connecticut in the global-based knowledge economy, including:

Growing Talent

- Establishment of a Connecticut Early Childhood Investment Initiative with strong links to education, business, philanthropic, workforce and economic development organizations
- Establishment of Connecticut Career Choices as an ongoing program
- Advancing the Connecticut Education Network (CEN)
- Establishment of a pilot laptop program through the Department of Education
- Establishment of a Connecticut Youth Futures initiative to address the needs of students caught in the K-12 achievement gap

Using Talent

- \$100 million for Connecticut Stem Cell Initiative
- Continuation of the State R&D Tax Credit
- Establishment of the state's Small Business Innovation Research (SBIR) program
- Framing an Innovation Challenge Grant Initiative
- Advancing a nanotechnology plan and action steps
- Establishment of a New Opportunities Fund within Connecticut Innovations
- Provision for developing a plan for a comprehensive Innovation Network

Enriching Talent

- Providing existing workers with assistance to pursue high value career options through career pathways and job funnel initiatives, in the key skill shortage areas of:
 - Medical and health care occupations
 - Science and math teaching
 - Construction trades
 - Precision manufacturing

These efforts to date have a clear and consistent theme—the single over-riding component in any strategy focusing on competitiveness in the global knowledge economy is the availability of 21st century skilled TALENT.

Now Connecticut needs to take the next leap forward. A bold new public policy approach towards implementing a 21st century talent development strategy is needed.



Strategic Priorities and A New Organizational Approach

Strategic Priorities

Competitiveness today is all about 21st century talent—growing it, using it and enriching it. The newly emerging and fastest growing occupational sectors in Connecticut are comprised of knowledge workers—employees whose value to an employer is measured more by what they know, how they think and solve problems, and their ability to communicate, than what they do.

For workers and students, a competitive 21st century talent base is defined in terms of acquiring knowledge to use and apply science, information technology, engineering and math skills, as well as mastering critical thinking, problem-solving and communication skills.

21st Century Talent is:

- *The driver of innovation*
- *The catalyst for invention*
- *The source for new ideas*
- *The engine of efficient production*

In many respects, a talent-based strategy is a reaffirmation of Connecticut's proud heritage of Yankee ingenuity. A renewed focus on developing and supporting a 21st century talent pipeline is once again essential to preserving the state's quality of life. It is time to declare Connecticut "*The Knowledge State.*"

Organizing for Success: Developing New Integrative Organizational Approaches

Government needs to apply 21st century business principles to addressing the issues of jobs and the economy. Business leaders recognized decades ago that the vertical organizations of the past no longer worked effectively in a marketplace characterized by rapid change and global reach. Instead, business has utilized an integrative approach that draws upon and applies resources across organizational boundaries, providing for greater efficiency and effectiveness. Government should employ a similar approach, to build upon the expertise and resources existing in individual governmental agencies to create strategic partnerships and focused public policy.

For Connecticut's talent-based strategy, three new integrative organizational structures should be implemented:

- **A Collaboration on 21st Century Careers for growing talent in Connecticut**
- **A Collaboration on Business Innovation for using talent in Connecticut**
- **A Collaboration on Workforce Investment for enriching talent in Connecticut**

Connecticut should facilitate and foster new collaborations across education and industry to advance talent generation, innovation and skills upgrades.

I. GROWING TALENT

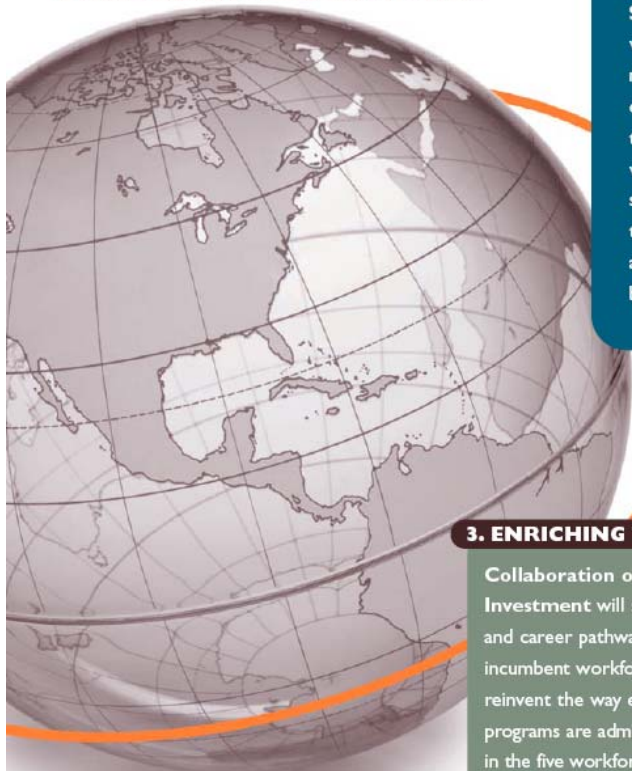
Collaboration on 21st Century Careers addressing pre-kindergarten through post-secondary education as an interconnected system for growing Connecticut's talent base. Improved achievement in literacy and STEM disciplines, better collaboration across levels of education, pro-active articulation, results-based accountability, and a focus on career preparation will be the hallmarks of Connecticut's approach.

The goal will be to build partnerships and put existing resources to better use within state government. Connecticut will facilitate and foster new collaborations across education and industry to advance talent generation, innovation and skills upgrades.

To guide Connecticut's ongoing efforts and to ensure that it stays at the forefront in addressing new issues and barriers that arise in the fast-moving knowledge economy, Connecticut needs a 21st century policy

development capacity informed by multiple sources of data. Currently Connecticut receives workforce, education, demographic and economic information from multiple sources and in varying formats and without the benefit of comprehensive analysis. The 21st century economy is talent-based and requires intelligence cutting across education, labor and economic development that can only be accomplished with an improved data infrastructure.

NEW INTEGRATIVE ORGANIZATIONAL APPROACH



2. USING TALENT

Collaboration on Business Innovation

Services will put Connecticut's talent to work by enhancing business innovation and new product development for emerging and established companies across Connecticut's technology core competency areas. Connecticut will broker assistance with early-stage funding sources, furthering collaborations with universities and supporting matchmaking, networking and other strategies to leverage our industry base towards furthering innovation.

3. ENRICHING TALENT

Collaboration on Workforce

Investment will seek to enrich the skills and career pathways for Connecticut's incumbent workforce and in doing so help reinvent the way employment and training programs are administered and implemented in the five workforce investment areas to be more collaborative and forward thinking.



Theme: Growing Talent

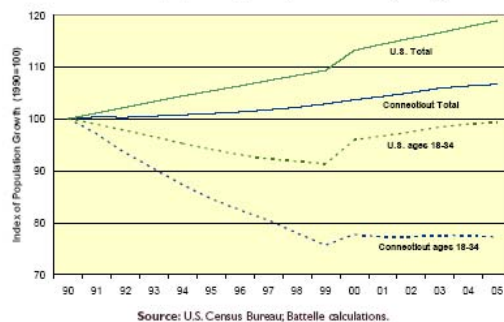
THE CONNECTICUT CHALLENGE

Connecticut's population growth rate has been largely stagnant over the past decade, and most disturbingly, Connecticut leads the nation in the decline of young workers.

- From 1990 to 2005, Connecticut's population grew by 218,000 or 6.6 percent. By comparison, the nation added 47.0 million residents or 18.9 percent.
- The relative loss of Connecticut's young workers is significant. From 1990 to 2005, Connecticut's population aged 18 to 34 fell by 211,000 or nearly 23 percent, while nationally this cohort remained essentially the same, declining by less than one percent.

Connecticut's Lagging Population Growth

CT vs. national total population growth; declines among the ages 18–34



Looking to the future, the next generation is not making the grade, particularly in light of the rising standards found among our global competitors.

- At the post-secondary level, the overall levels of graduates have declined in engineering, biological sciences, and physical sciences since the mid-1990s.

Continued poor performance in reading, math and science courses in K-12 (particularly in urban school districts) is a real danger sign in preparing a 21st century workforce.

Industry and Education Leaders' Insights from Governor's Talent Symposium

Raise student achievement

Connecticut is a highly educated state, but many students perform well below mastery and even below proficiency standards. We must focus on those individuals and help them achieve academic success in literacy and STEM disciplines.

Address urban education dilemma

We are not addressing the needs of students from disadvantaged communities. The goal should be to produce not simply high school graduates but young adults qualified for higher education and for employment.

Mobilization for science, technology, engineering and math (STEM) skills from pre-K to post-secondary

Connecticut is not succeeding at attracting students from vulnerable and underrepresented communities into the STEM fields. Women and disadvantaged students may need specialized assistance, but their full participation is essential to the economic health of Connecticut.

We need to attract good teachers to the profession and ensure that they are qualified to teach STEM subject matter effectively and proficiently. In addition, teaching must provide students with tools that will make them successful in real world.

Incentives to study STEM subjects at Connecticut Universities and to remain in Connecticut must be developed and implemented. In addition, support for university programs in STEM must be increased.

Promote business-education-government partnerships

The business community must be a full partner in creating a sense of urgency, defining the mismatch between student skills and business needs, and in upgrading employee skills.

Policy Implications

Make college preparation curriculum the “default” curriculum for all Connecticut high schools.

Advance a statewide goal of “all youth ready for work/college by the age of 21.”

Focus and expand e-learning activities associated with the Connecticut Education Network on the development and distribution of STEM-related content and make available to all school districts through the CEN.

Develop and distribute model STEM core e-curriculum, particularly in math and science, which embeds research-based best practices for use in all school districts in the state.

Pursue the design, development and implementation of a STEM-focused “Virtual Learning Center” for grades 6-12 which will include access to all STEM curriculum.

Develop and increase the number of teachers in STEM-related fields for the K-12 (particularly 6-12) system and community colleges. Consider use of incentives for science, engineering and math undergraduates, employment bonuses, and drawing on the

ranks of Connecticut’s retiring engineers and scientists for second careers through an expansion of the Alternate Route to Certification Program (ARC).

Increase the number of and support for schools focused on the Connecticut Career Choices model for encouraging students to pursue STEM-related careers.

Pursue the recommendations of the CONNvене process to advance a statewide STEM Dialogue and Strategy, including:

- The newly established Connecticut P-16 Council must guide, monitor and ensure connectivity across all of Connecticut’s educational reform efforts.
- Create a statewide network of after-school and out-of-school programs with a concerted focus on encouraging interest and participation by families and youth in STEM activities.
- Provide state support for STEM-based teacher professional development.
- Develop annual improvement plans to assess the degree to which STEM teaching and learning are progressing within each school district in Connecticut
- Encourage the expansion of engineering programs, such as *Project Lead the Way* and *Connecticut Pre-Engineering Program*, across the state and continue ongoing evaluation of their effectiveness.

Best Practice Lesson:

The Public School Forum of North Carolina: Focus on Seamless K-16 System with an Emphasis on High School Performance

In North Carolina, the link between economic development and education has been the primary policy driver since the early eighties. Today, North Carolina finds itself at a critical juncture. The “low hanging fruit” has been picked with rising math and reading scores at the lower grades. There are still stubborn performance gaps confronting the state, particularly at the high school level. Now the focus of activities is on governance and high school reform:

- **Harnessing all of the state’s educational resources through the creation of the Governor’s Education Cabinet to provide a seamless K-16 education system.** This includes the full breadth of the education system—K-12, community colleges, public university system, private colleges and universities—and the Department of Health and Human Resources. The specific goal of the Education Cabinet is to focus the resources of the entire education system on K-12 school improvement, stimulating collaboration instead of competition.
- **Tying high school reform directly to the state’s future economic needs.** In addition to increasing rigor of high schools as a conduit to higher education, North Carolina’s goals are to have 78 specialized high schools with ties to specific economic employment sectors—such as health and life sciences, information technology and coastal studies—and enable all studies to be in driving range of a specialized high school. Accessibility is key to advancing smaller learning communities and creating strong school relationships with students.





Theme: Using Talent

THE CONNECTICUT CHALLENGE

Connecticut is a *high cost* place to do business. The only way for our state to remain competitive is to be a *high value* place to do business. Today, Connecticut enjoys high rates of productivity and innovation fueled by our extensive research and development base found across industry and universities. The ability to be a leader in research and development ultimately comes down to the supply of and utilization of scientific and engineering talent found in a state.

But many global competitors are catching up and Connecticut and other states are facing for the first time global competition in research and development. Of particular concern is that major companies are taking advantage of the massive numbers of well-educated personnel found overseas and constructing true research centers. Rapidly growing nations, such as India and China, are proving to be strong competitors in R&D, and are beginning to attract significant direct investment in R&D, even from major U.S. firms such as Microsoft, GE, and IBM.

Industry and Education Leaders' Insights from Governor's Talent Symposium

Economic leadership depends upon innovation

Economic development is based on value creation which requires constant innovation in today's fast-paced global economy.

Finding Connecticut's niche

It is appropriate to focus efforts on selected high-technology disciplines where Connecticut can be a world leader, building on historical strengths such as precision manufacturing and bioscience.

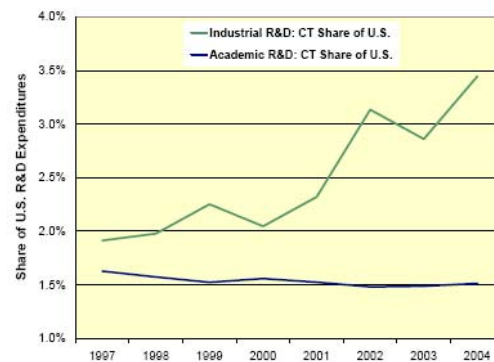
Building a culture of innovation

Innovation is the key to "keeping the engine going." It is necessary to think out of the box and develop the seeds of innovation, and then support them through venture capital and other financing mechanisms.

Available data suggests that Connecticut's standing in research and development is mixed.

While Connecticut remains a national leader in industrial research and development, the situation in university research is more troubling.

Connecticut Industry R&D is Thriving, University R&D is Lagging



Source: National Science Foundation; Battelle calculations.

Connecticut is also slipping in the utilization of its research and development base to support innovation.

- Patent activity is a direct way to measure the base of innovation across Connecticut industry. While Connecticut is a leader in the absolute level of patents per worker, growth of patents is lagging well behind the nation—rising only 5 percent in Connecticut compared to 22 percent for the nation from 1996 to 2005.
- Similarly, Connecticut is not keeping pace in the growth of venture capital—an indicator of investment in high growth potential emerging companies. Venture capital investments in Connecticut from 1996 to 2006 have increased only 56 percent as compared to a growth of 115 percent for the entire nation.

Policy Implications

Invest in the Innovation Challenge Grant Program as authorized by Public Acts 05-198 and 06-187. The Innovation Challenge Grant Program is an important opportunity for Connecticut to build capacity and foster an environment for greater collaboration among and between higher education institutions with business and industry in the vital areas of talent-generation, technology commercialization and applied and basic research. The Innovation Challenge Grant Program offers Connecticut a comprehensive approach to enhancing talent, technology development and innovation that can be tailored to specific strategic technology areas for reinvigorating Connecticut's economic competitiveness, including:

- Nanotechnology—touted as the key driver of the next industrial revolution—to bolster Connecticut's advanced product development capacities.
- Marine and Ocean Research to take advantage of the new technology paradigm of ocean and coastal observation that is essential to taking advantage of growing and emerging ocean-related global markets—from port operations and security to improved fisheries to coastal management.
- Translational Biomedical Research to address a national challenge of how to move ground-breaking bioscience discoveries into effective new cures and treatments spanning therapeutics, diagnostics and medical devices.
- Alternative Energy building on Connecticut's leading position in fuel cell technology and turbine-generated power to further develop a broad cluster of firms, skilled workers, and suppliers involved in advanced energy systems.

Best Practice Lesson:

Georgia Research Alliance: Example of Return on Investment in Research Funding and Unique Approaches to Public-Private Partnership

A public-private partnership dedicated to having Georgia recognized among the top-tier states in the nation with a technology-based economy by 2010. GRA's core strategy is to focus investment on top people in research universities. GRA has recruited 51 Georgia Research Eminent Scholars to date—who in turn attract research funding, attract the best graduate students and generate spin-off companies from their research discoveries. GRA invests in infrastructure for university-based centers of excellence to attract scholars, build critical mass for excellence and advance technology-based economic development.

Other key initiatives focusing on building university research excellence for economic returns include:

- Support for incubator development at research universities;
- Innovative technology commercialization initiative, known as "VentureLabs," to advance high potential research discoveries into new technology company spin-offs;
- Industry-university applied research funding to further collaboration with industry for commercializing research and advancing product development.

Strong record of success: \$600 million of incremental investment since 1990 has led to:

- \$1+ billion in annual research funding generating more than 1,500 research jobs at universities
- 500 Ph.D. and Master's graduates
- 120 companies started employing over 2,000 workers

Increase the availability of early-stage venture capital to address the "valley of death" in moving research discoveries from concept to commercialization by providing state supported seed capital funds, expanded angel investor networks and the use of tax incentives. Capital could support: equity investments, specialized technology facilities loans, and pre-seed proof of concept awards.

Expand Connecticut's Small Business Innovation Research (SBIR) Office into a full service business innovation and commercialization services resource center to include technical assistance to broaden the base of federal R&D funding to industry, enhance business commercialization services and foster industry partnerships in product development across Connecticut's technology core competency areas.



Theme: Enriching Talent

THE CONNECTICUT CHALLENGE

Connecticut's capacity for economic growth and competitiveness in the global economy will be constrained by the retirement of the "baby boom" generation.

There are not enough replacement workers to fill these positions. At the close of 2006, a survey of industry executives across the state by the Connecticut Business & Industry Association found that two out of three expected it would be difficult to find new and replacement workers for their businesses over the next year. Therefore, Connecticut cannot afford to overlook any sources of talent. This includes at-risk youth who need academic help; adult workers who need retraining; and people with disabilities.

Analysis by Connecticut's Department of Labor (CTDOL) points to significant annual shortfalls in filling job openings across major science, technology, engineering and math occupations from the base of new graduates in the academic year 2005–2006, including:

- An annual gap of 911 workers across all health care professions
- An annual gap of 1,213 workers in computer and information sciences with bachelor's and associate degrees
- An annual gap of 212 workers in engineering with bachelor's degrees

In addition, Connecticut is not generating enough elementary and secondary teachers in the critical skill shortage areas of STEM, special education, and bilingual education.

Many fast growing occupations in Connecticut requiring knowledge of math and/or science are found outside of pure science and engineering occupations and include advertising and marketing, financial analysis and graphic design.

Fast Growing Occupations Requiring Knowledge in Math and/or Science

GENERAL FIELD:	General Mathematics & Sciences	Sales & Marketing	Computer & Electronics	Finance & Accounting
Fast Growth Occupations In Connecticut	Budget Analyst	Advertising Manager	Computer & IS Manager	Accountants and Auditors
	Chemical Engineer	Advertising Sales	Computer Software Engineer	Financial Analysts
	Chemist	Market Research Analyst	Computer Sales Analyst	Financial Manager
	Economist	Public Relations Specialist	Database Administrator	General & Operations Manager
	Registered Nurse	Sales Manager	Graphic Designer	Personal Financial Advisor

Source: CTDOL, Math & Science Knowledge and Skills: Catalysts for Future Economic Growth in Connecticut, 2005.

Equally challenging, Connecticut residents who lack the educational backgrounds and skills to participate in the growing knowledge-based economy face a difficult economic future. Connecticut does produce many jobs for low-skill workers—nearly 20,000 a year according to the latest occupational forecast produced by Connecticut's Department of Labor. But the salaries for these occupations are often less than \$25,000 a year, far less than what is needed to support a family or even a single headed household in Connecticut.

Industry and Education Leaders' Insights from Governor's Talent Symposium

There are more replacement jobs than new ones, which suggests that although innovative technology is important, there is a need to create jobs in other sectors, too.

The issue of career pipelines is critical. We need to show incumbent and prospective workers why investing in education can pay off.

Being competitive involves many factors. Employers need skilled workers, but low labor costs for skilled workers are one important reason for the off-shoring and outsourcing that is taking place. Infrastructure is also critical, particularly broadband capability.

Policy Implications

Establish an ongoing capacity to translate, interpret and communicate data and information across education, employment and economic development data sources. Presently, Connecticut generates workforce, education, demographic and economic information from multiple sources in varying formats without the benefit of a comprehensive and integrated analysis that not only clearly identifies the policy issues but does so in laymen's terms.

Advance Work and Learning Models targeted to "at risk" youth to ensure access to social and work skills, financial literacy and academic competencies. Build on the success of Connecticut's novel program, *"Our Piece of the Pie,"* directed at youth in the juvenile justice and foster care system to advance independence and ties to further academic and career development.

Accelerate career options and promote career pathways across industry clusters. Specialized program efforts such as career pathway apprenticeships, work-based adult learning and on-line learning will be used as tools to work with employers to train incumbent workers who want to advance to higher-wage careers and dislocated or transitioning workers seeking to learn new skills and preserve wage levels. Target areas of occupational need will be continually updated based on occupational forecasts. Today these areas of focus include:

• Health care occupations
 • Construction trades
 • Precision machining
 • Science and math teaching

- Health care occupations
- Construction trades
- Precision machining
- Science and math teaching

Provide for adult literacy and basic skills development. Given the growing numbers of immigrant groups in Connecticut whose native language is not English, it is important to provide literacy and basic skills courses in collaboration with community-based organizations with linkages to educational providers.

Reading is a critical prerequisite for the acquisition of 21st century skills.

Strengthen the state's existing workforce training and career development infrastructure at the regional level. The state's system of training and career services offered at the regional level and supported by the Workforce Investment Act are critical to the

Best Practice Lesson:

Wisconsin Regional Training Partnership is a nonprofit organization that serves the needs of Milwaukee-area employers, unions and community residents focused on cultivating a workforce necessary to meet the future needs of Greater Milwaukee's construction, health care, manufacturing and service industries.

In 2005, WRTP partnered with the BIG STEP apprenticeship test preparation program to create a Center of Excellence to address a boom in construction and a skills shortage for advanced manufacturing. The Center of Excellence offers streamlined services to industry and job seekers, performing such critical functions as centralizing job orders from employers and developing training certificate programs related to career opportunities in skilled trades and industries. The pinnacle of the Center's offerings is the BIG STEP apprenticeship test preparation program, which improves the access of women and minorities to the building and construction trades, focusing on developing the academic skills needed to pass the entrance exams for jobs in the field. Most participants are already employed in entry-level jobs in construction or manufacturing, but need remediation to qualify for advanced training programs, particularly apprenticeship training programs. In its first year of operation, the Center of Excellence placed 348 community residents in jobs at an average starting wage of \$14.60 per hour plus benefits.

state's goal of enriching talent. These regionally-based training and career services need to fully incorporate the best practices of various pilot employment and training efforts in the state, such as the Jobs Funnel and Career Ladder pilot programs, as well as advance broader and stronger interagency agreements across education institutions and technology development organizations as exemplified in the Workforce Innovation in Regional Economic Development (WIRED) language coming out of the United States Department of Labor.



Battelle
The Business of Innovation

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