

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, 2005 to June 30, 2007

State of Connecticut
Strategic Two-Year State Workforce Investment Plan
July 1, 2005 – June 30, 2007

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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:

- 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.

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.

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.

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:

- a. CETC will collaborate with others (including the Jobs Cabinet and the Governor's Competitiveness Council) 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.

- b. 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.
- c. 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.
- d. 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.
- e. The State Department of Education will develop specific proposals to strengthen state and local processes used for determining course availability, to ensure that schools provide ongoing instruction in subjects that reflect the State's workforce and economic development strategic priorities.
- f. The State Department of Higher Education, in consultation with the State Department of 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.
- g. 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.
- h. The State Department of Education, the Department of Higher Education, local school districts, and business leadership will develop strategies to:

1. Implement effective career counseling beginning in grades K-5 and continuing through middle school and high school; and
2. 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.
 - i. 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.
 - j. 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.
 - k. 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.
 - l. 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.
 - m. 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.
 - n. 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:

1. 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
 2. 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.
- o. 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.

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, One-Stop 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 third vehicle for bringing together key players from business and industry and economic development, particularly for nurturing industry clusters, is the Governor's Competitiveness Council. Formed in 1998 and comprised of CEOs from a cross-section of industries, legislative leaders, heads of key educational institutions, labor representatives, officials of industry associations, and several State commissioners, the Council's mission is to promote world-class innovation, productivity, and competitiveness through industry cluster economic development. The ultimate goal is to increase the prosperity and standard of living of Connecticut's citizens. As the Council monitors cluster progress and finds ways to enhance and support it, a number of cluster-related projects have taken shape in several areas, including lean manufacturing, workforce development, legislation, transportation, infrastructure, capital, regulatory and tax climate, international trade, and marketing. These cross-cutting issues are a significant part of improving the State's business climate, and thus are significant parts of Connecticut's cluster initiative.

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 five 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 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 linkages between those WIBs and local school systems will be explored further.

Another vehicle for cross-agency collaboration with regard to youth services, is a newly-created Youth Vision Team, led collaboratively by the CETC Youth Committee and the State Department of Labor, to pursue USDOLETA's new 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, and the local WIBs, and the addition of representatives from other agencies is under consideration.

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:

- a. 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.
- b. 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.
- c. 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.

Specific efforts to address these priorities 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;

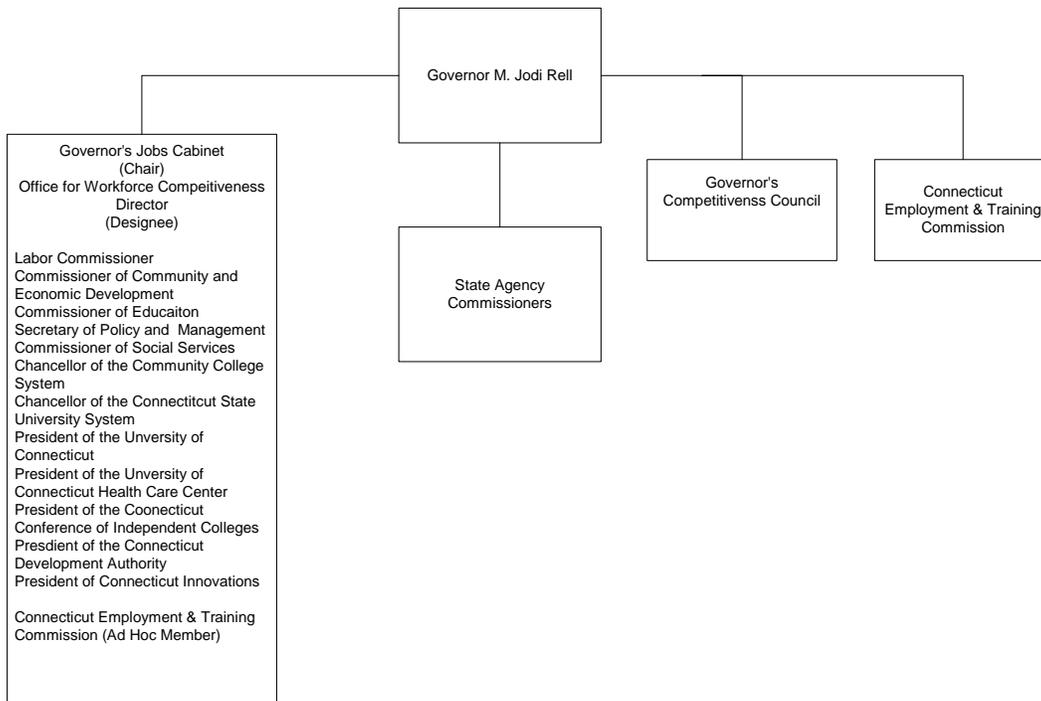
- Developing specific proposals for incumbent worker training;
- Developing strategies to help low-wage workers and individuals with low skills become competitive in the workforce and advance to financially viable careers; and
- Maximizing the strategic impact of the State’s adult education efforts, 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.*

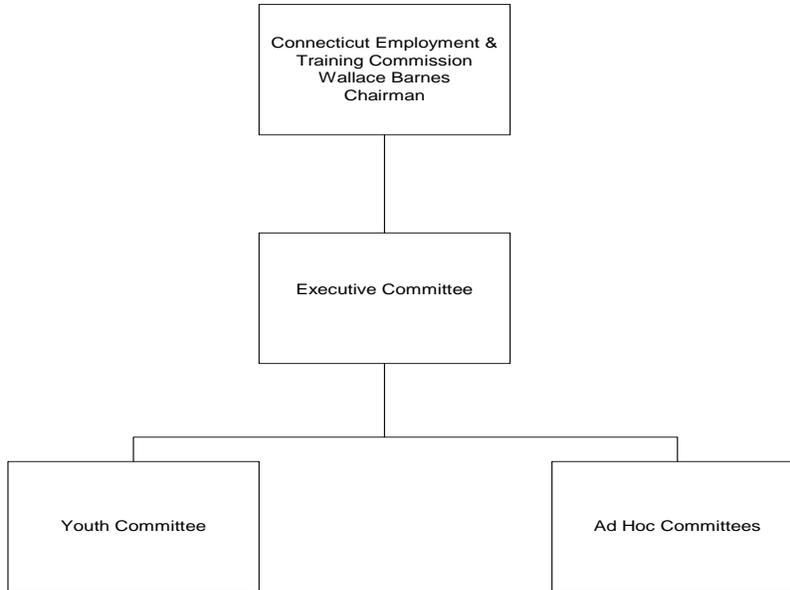
The primary vehicles for the interaction of public agencies on the state's workforce and economic development issues are (1) the CETC, (2) the Governor's Jobs Cabinet, and (3) the Governor's Competitiveness Council. The membership of each organization is appointed by the Governor. Membership of each organization is shown in Appendix A. They also interconnect in the following ways:

- The CETC Chair, the Director of the Office for Workforce Competitiveness (OWC), and the Cabinet state agency Commissioners are members of the Governor's Council.
- The Governor co-chairs the Council and 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 two standing committees—the Executive Committee and the Youth Committee. The Executive Committee is made up of the officers and chairs of Committees and Ad Hoc Work Groups. These are work groups created to respond to critical workforce issues in the state. Leadership of each is provided by a business member of the CETC. Currently there are three Ad Hoc Work Groups: Older Workers, Dual Economy and Incumbent Workers. A fourth will be established to address performance issues.



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 ad hoc work groups 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 ad hoc work group and the work of the Governor's Jobs Cabinet. Four ad hoc groups have been or will be established to develop strategies relating to older workers, incumbent workers, the dual economy which exists in Connecticut, and the overall performance and results accountability 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, Competitiveness Council 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 March 2005, 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 State Plan Committee was appointed by the Chairman of the CETC. Membership included business members of the CETC as well as members who a local council of government and a major public policy group. The committee reviewed demographic trends for Connecticut as well as economic trends and educational outcomes. The Plan will be submitted to the Governor in June 2005 for her consideration.

The priorities, action steps and recommendations included in the plan were developed after discussion among committee members, review of comments received from stakeholders (including State representatives, local Workforce Investment area representatives, and educational

institutions). During each step of the process, the priorities, action steps and recommendations were revised to reflect the comments of the stakeholders and the committee.

- 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.

The CETC required each local WIB to complete a local plan covering the period January 2004 through January 2006. These plans were reviewed by the CETC Planning Committee and approved by the CETC in January 2004.

- 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.

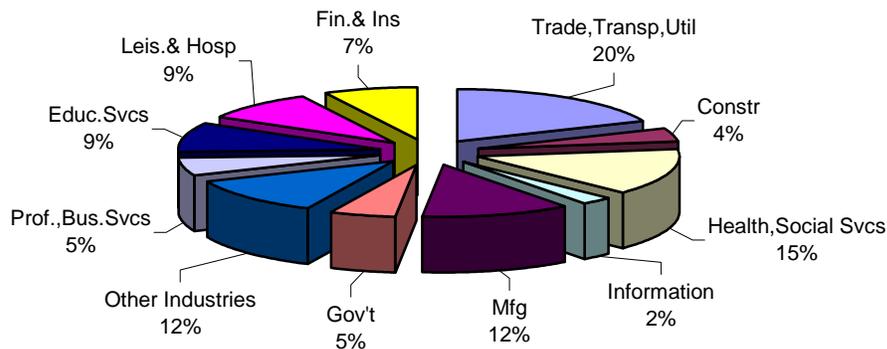
As noted in Section I.E., another cross-cutting body, recently created, is a Youth Vision Team, led collaboratively by the CETC Youth Committee and the State Department of Labor, to pursue USDOLETA's new vision for serving youth through WIA and to coordinate the pursuit of that vision in Connecticut. 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, and the local WIBs, and the addition of representatives from other agencies is under consideration.

- IV. *Economic and Labor Market Analysis 9 (§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 economy continues to evolve from a goods producing to a service providing economy. In 1992, manufacturing, which represents the bulk of goods-producing sector, provided 18% of all jobs in the State, but by 2012 its share will fall to slightly over 12%. Construction, the other part of goods producing, will continue to gain employment in the future. While defense and insurance will remain key industries, diversity will play a major role in shifting some importance to other sectors such as biotechnology, medical technology, research and development, and most notably, recreation and tourism. Overall the State is expected to gain, on average, more than 14,000 new jobs each year. That figure represents slightly less than a one percent increase per year, which is below the yearly rate of 1.4% expected nationally.

Employment by Industry



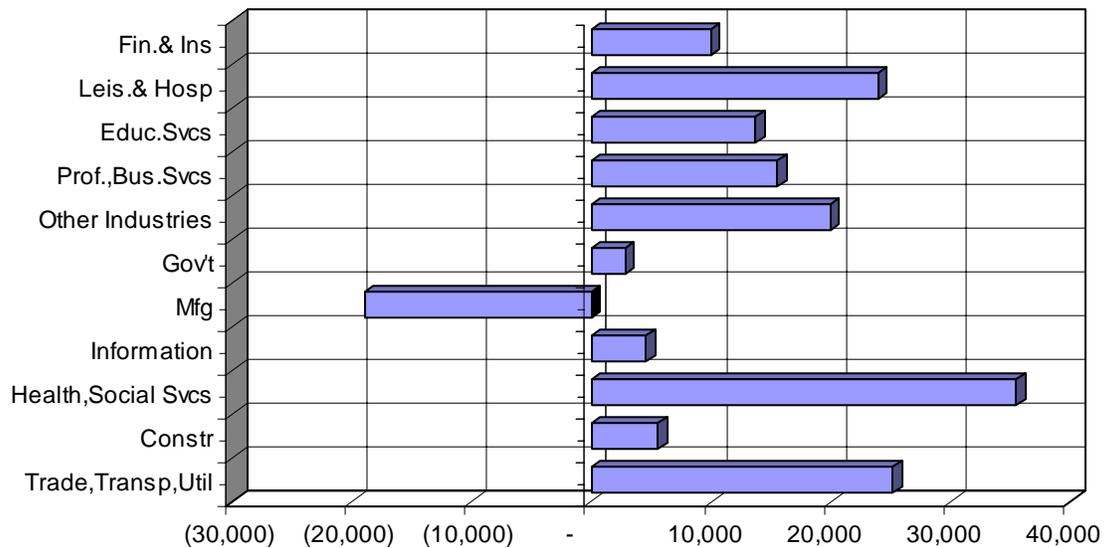
employment between 2002 and 2012 will be in the Professional and Technical Services Industry, concentrated in the Accounting and Tax Preparation, Engineering, and Computer System services sectors as consumer demand increases for these specialized services.

The Educational Services industry will see increases in employment in the elementary, secondary schools and colleges and universities in both the short-term and long-term. 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.

The 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. Connecticut's Construction industry should experience considerable employment gains, most notably for specialty trade contractor occupations such as plumbing,

heating, flooring, carpentry, drywall, and electrical in both the short-term and long-term.

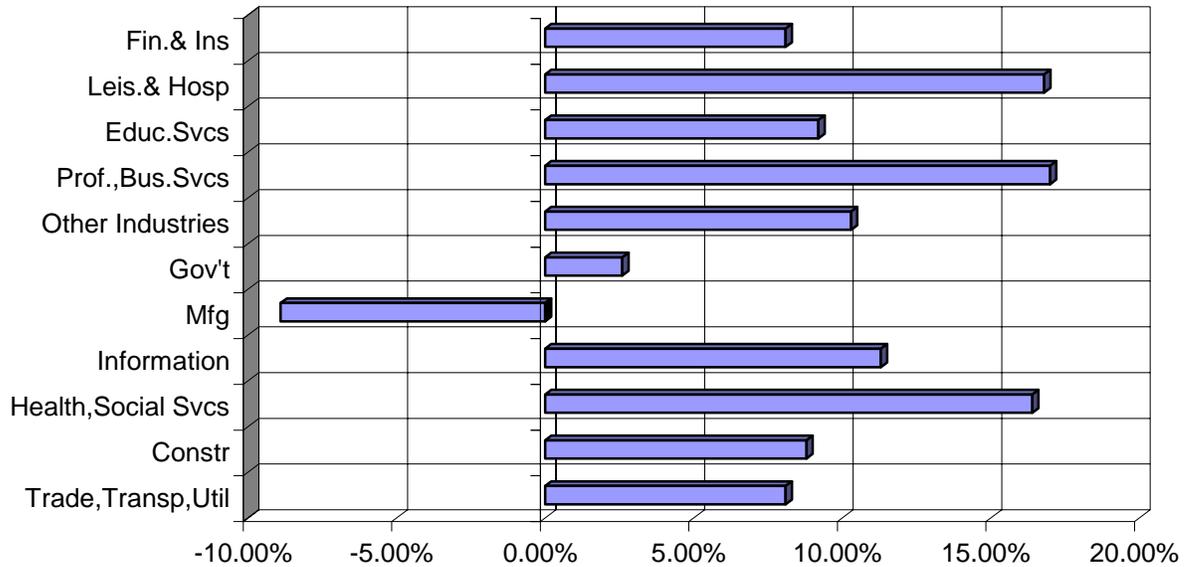
Employment Change 2002 - 2012



Over the next ten years, the state's gaming sector will provide nearly 50% of the job openings within the Entertainment industry. The success of Connecticut's gaming sector has produced a higher demand for workers in the Food Preparation and Serving-related industry and occupations as well. 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.

In the short-term, Connecticut's Utilities and Manufacturing employment will decline as jobs with duplicate responsibilities (low-skilled) are removed, and plant renovations create less need for labor. Over the long-term, the Utilities industry will experience nominal employment gains as consumers' demand for electricity rises as a result of gains in our state's population. Long-term modern manufacturing processes requiring a more sophisticated and higher skilled workforce, high tech manufacturing will lead to increased employment opportunities for the state's workers. This is reflected in Connecticut's stronghold in the biotechnology, fuel cell, and pharmaceutical manufacturing industries.

**Percentage Employment Change by Industry
2002 - 2012**



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 Professional and Business Services sector remains the fastest growing segment of the state's economy possessing a growth rate of 17% over the next decade. Significant growth in the state's gaming sector will increase the demand for workers in the Leisure and Hospitality industry – projected to grow by 16.8% by 2012. As Connecticut's population continues to age, employment in the Health Care and Social Services industry is expected to rise by 16.4%.

Finance and Insurance will also show significant employment growth 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. The Construction industry will enjoy steady growth over the next decade, with nearly two out of every three workers needed in the specialty trades, including electrical, plumbing, dry wall and flooring, respectively. 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 14,000 new teachers over the next decade.

Industry	Occupation	2002 Employment	2012 Employment	Annual Openings
Prof'l. & Bus.Svcs.	General and Operations Managers	20,110	22,150	583
	Management Analysts	11,470	13,500	360
	Computer Systems Analysts	9,560	12,050	358
	Computer Software Engineers, Applications	6,510	8,360	249
Leisure & Hospitality	Gaming Dealers	3,590	4,580	213
	Chefs and Head Cooks	3,090	3,550	137
Health & Social Services	Registered Nurses	31,360	36,610	1,181
	Social and Human Service Assistants	7,760	10,230	384
	Medical Assistants	4,660	6,830	303
	Licensed Practical and Licensed Vocational Nurses	7,440	7,900	208
	Child, Family, and School Social Workers	4,760	5,560	161
Finance & Insurance	Accountants and Auditors	20,050	22,640	637
	Securities and Financial Services Representatives	6,790	9,050	303
	Financial Analysts	5,660	6,560	173
	Personal Financial Advisors	2,490	3,690	153
Construction	Carpenters	11,680	12,920	315
	Electricians	8,260	9,340	271
	Plumbers, Pipefitters, and Steamfitters	5,870	6,410	190
Education Services	Elementary School Teachers	18,120	19,340	522
	Secondary School Teachers	12,670	13,900	480
	Preschool Teachers	6,770	7,270	131
	Special Education Teachers	2,860	3,450	127

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

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 2000-2010 include:

- **Engineering:** Total of 2,160 new jobs, but expected openings of 6,960 (including replacement jobs)
- **Machine Tool & Shop:** Decline of 950 in overall jobs, but 4,160 expected openings (including replacement jobs)
- **Teachers and School Administrators:** Total 3,500 new jobs, but 17,110 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 2000 to 2010	Recent Graduate Levels (School Year 2000-2001)	2001 Estimated Potential Annual Labor Gap
Information Technology	2,596	2,279	317
Registered Nurses	1,235	863	372
Teachers and Administrators	1,711	At least 1,317*	Less than 394*
Electrical, Mechanical, Industrial and Civil Engineering and Technicians	1,115	831	284
Machine Tool and Machine Shop	812	95	717**

Source: Data provided to Battelle by Connecticut Labor Department Office of Research and Job Development. Calculations by Battelle

*Based on Department of Higher Education Report, "Public School Teacher Supply and Demand in Connecticut" (December 2002), and includes all new teacher candidates including those through Alternate Route to Certification Program. Not known how many of 972 Master's graduates are first-time teachers.

** Part of this gap can be addressed through how many of the 972 Master's graduates are first-time teachers.

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.

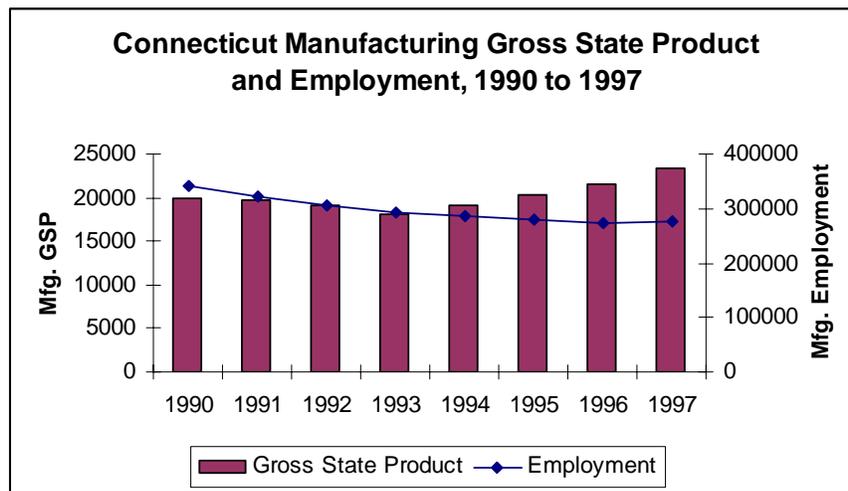
The report also notes that, as part of a region with a high concentration of colleges and universities, Connecticut is well positioned to educate its future workforce for these available positions. However, demographics enter the picture once again; the state's position is favorable only if there is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

Manufacturing in Connecticut's Knowledge Economy

Because manufacturing has long been a vital industry in Connecticut, changes in that sector are particularly illustrative of the broader changes in the state's economic picture. While there are other sectors that also warrant emphasis, such as nursing and allied health (particularly because of the aging population), manufacturing's relationship to the knowledge economy and Connecticut's economic vitality makes it especially relevant.

It has been said that manufacturing is dead in Connecticut, but that is far from the truth. It is, however, an industry in transition. Manufacturing remains a significant economic driver in the state (with strong concentrations in transportation equipment, fabricated metals, and machinery), and its rates of productivity have been increasing. As a recent report by the state Department of Economic and Community Development has noted, "Although manufacturing employment has been declining in the last decade, output (in terms of value added in dollars) did not necessarily do so, primarily because of rising productivity (output per hour) from advances in computers and other innovations."ⁱ

The following chart is illustrative:



The workforce implications of these changes are mixed: on the one hand, many production jobs have been lost; but on the other, even against a backdrop of significant layoffs, many manufacturing firms report shortages of qualified job applications. Engineers, machinists, and crafts workers are in short supply, and as Connecticut's skilled workforce "ages out," these positions become ever more difficult to fill.

The changes in manufacturing are a reflection of the overall changing nature of the economy. As the Milken Institute states:

The engines that propel state and regional economies forward today differ dramatically from the engines of the past. The old engines of economic success were the accumulation of physical assets, proximity to waterways, railways, raw materials and the manufacturing infrastructure that developed around them such as cheap labor.... [S]tates' economic future is wedded to their technology prowess....[t]he new engine of regional economic prosperity is based upon how successful a given location is in attracting and expanding technology and science assets and leveraging them for economic development.ⁱⁱ

The new engines of growth are embedded in the knowledge economy. A recent OWC report points out that talent, research and development, and innovation are all key ingredients of the knowledge economy.ⁱⁱⁱ The Milken Institute report describes the concept of the "New Economy" as

...the movement from a tangible-asset to an intangible-asset-based economy. The economy is not in itself new, but the relative importance of economic assets has been fundamentally transformed. In an intangible economy, concepts such as patents, copyrights, customer relationships, brand value, unique institutional designs, the value of future products and services...become ever more important to firms. Most of the value of the intangible economy is anchored to a firm's stock of human capital and to the locations in which they reside.^{iv}

Connecticut has long taken pride in its manufacturing prowess and skilled workforce, but the methods of production and the kinds of skills needed for economic success have forever changed. The talent requirements have, at the same time, increased dramatically. Connecticut is embarking on a new course where "Next-Generation" manufacturing will be as strong an economic driver in the knowledge economy as it has been in the industrial economy of the past – if the talent is there to allow it to compete effectively.

THE "OTHER HALF" OF CONNECTICUT'S DUAL ECONOMY

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."^v 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	2,314	\$25,750
Cashiers	2,743	\$18,865
Waiters	1,764	\$18,034
Food Preparation	709	\$21,237

Source: Connecticut's Industries and Occupations: January 2005 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 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."^{vi}

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 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.^{vii}

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.

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 not growing; 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, 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.

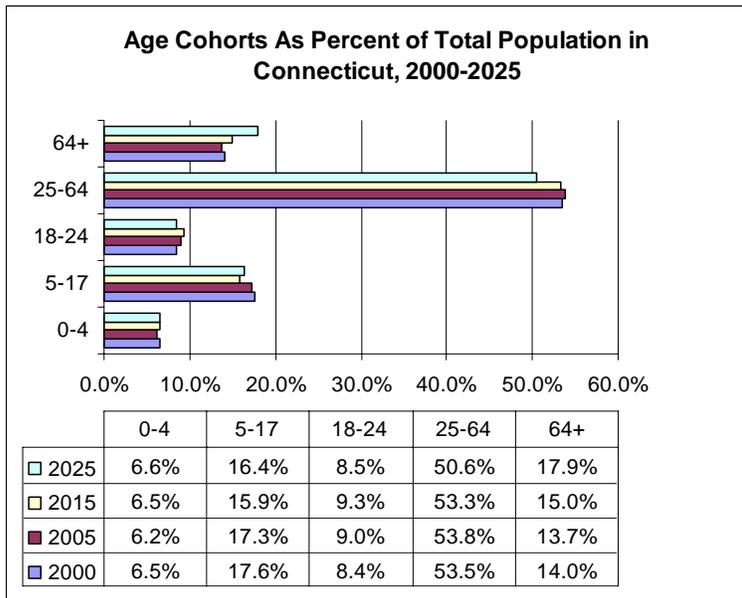
The state's economy also is undergoing a transformation. An increasingly competitive and globalized economy – one that is fundamentally dependent upon knowledge – demands ever-higher levels of skills in the workplace in order for businesses to compete. Because of the high costs of production associated 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. Connecticut's median age in 2000 was 37.4 years, making it the seventh oldest state in the nation. This trend has implications not only with respect to the state's future workforce, but also for the overall competitiveness and strength of the state's economy.

Between 1990 and 2000, the number of state residents in the 25-34 age cohort declined by more than 20 percent (about 130,000). This was roughly twice the national average, which was about 12 percent. Connecticut ranked third nationally (behind North Dakota and Maine) in terms of relative loss in this age group. Compounding the effect of the shrinking 25-34 age group is the fact that Connecticut has also experienced a startling 25 percent drop in the 20-24 age group (more than 64,000 people), which contrasts sharply with the 0.3 percent decline at the national level for that same group. The dramatic losses in these two workforce-critical age groups are

troubling. During this same period, increasing numbers of the “baby boom” generation have begun leaving the workforce and entering retirement. Finally, there are projected declines in both the 5-17 and 25-64 age cohorts. Although a similar shift in the age distribution of the population is taking place across the country, the decline in Connecticut's prime working age cohort is especially alarming. Where will the workers of tomorrow come from?

Connecticut’s labor force is not growing. Between 1990 and 1998, the state’s labor force declined by 124,000, or 6.7 percent. The combination of low birth rates and low in-migration resulted in a decade of virtually zero population growth in Connecticut during the 1990s. In April of 2004, Connecticut's labor force was estimated at 1,769,600, and of that number approximately 63,000 were individuals over 65 years of age. According to one projection, during the period 2000-2010 the over-45 age cohort will grow more rapidly than any other, and by the year 2010 those over 45 will represent fully 40 percent of the labor force.^{viii} Recent studies suggest that older workers are beginning to postpone retirement and remain in the workforce longer, probably largely for financial reasons.

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.^{ix}

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.^x 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.

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.

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.

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 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 (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 and the Governor's Competitiveness Council) 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 (electrical, mechanical, industrial and civil), precision manufacturing (machinists), construction, teaching, information technology, nursing, and allied health.

The “Jobs 2010” report by the State Labor Department describes the situation with regard to the higher-skill, higher-wage jobs that will be a significant part of the labor market for the near future:

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 technological advances. Connecticut’s 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.

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, information technology jobs show 2,596 estimated annual openings for the period from 2000 to 2010, but only 2,279 graduates for the school year 2000-2001, leaving an estimated potential annual labor gap of 317. This same methodology can be applied to several other critical and high-growth occupations.

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.

The State Labor Department's Office of Research provides a comprehensive means of identifying high-growth and high-demand industries and occupations, through its publication, "*Connecticut's Industries and Occupations: Forecast 2012.*" This January 2005 publication contains employment projections in addition to information on the State's industrial make-up and its industry clusters. It outlines employment by industry, showing projected changes from 2002 to 2012, and also shows annual growth and annual job openings. The publication identifies top occupations in different ways: by growth rate, net growth, and number of annual job openings.

In addition to data on key occupations and industries and other labor market information provided by the Office of Research, 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). Connecticut's workforce professionals will continue to use O*NET as a source of comprehensive information on job requirements and worker competencies for numerous occupations.

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 2-3 and 4-6. 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 2-3 and 4-6 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 established Ad Hoc Work Groups 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 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.

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:

- The South Central area utilized the funds awarded for ex-offenders to be provided a customized combination of ITAs, customized training for a specific employer with a guarantee to hire, and workshops addressing specific barriers of clients, such as job search methods, and records expungement, job clubs, resume preparation, job coaching and job placement.

Participants served by this program possess multiple barriers. Some examples include: ex-offender status, lack of training and education, lack of employment history, homelessness, substance abuse, and mental health issues.

- The Eastern area integrated employers' needs, educational and employment resources, labor market information, and youth profiles to develop six career paths to provide self-sufficient futures for young people and a well prepared and productive workforce for employers.

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 on page 19, 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 collaboratively by the CETC Youth Committee and the State Department of Labor to pursue USDOLETA's new 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, and the local WIBs, and the addition of representatives from other agencies is under consideration.

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 review recommendations included in its State Plan and the recommendations made by its Ad Hoc 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.) This new computer system was developed by the Department of Labor in conjunction with

the Office for Workforce Competitiveness and the regional workforce investment boards. The primary goal in the development of CTWBS was to create a system that 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 the 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 three dozen report views and several 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. Numerous yearly and special products have been prepared by the State Department of Labor for these purposes, including *Information for Workforce Investment Planning*, *Workforce Demands and the Implications for Education*, and *Forecast 2012*. 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. As a prime example of this, an assessment of the current economy and workforce trends was initiated in July of 2004 in preparation for the development of a new State multi-year strategic plan, at least six months prior to the release of the federal planning guidance. Further, the Department of Labor’s Office of Research has met annually with local WIB planners to discuss their information needs and to align its products and services with the State’s workforce development needs to every extent possible.
- 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.

- A “Training Institute” was established to provide front-line staff with the knowledge and skills to recognize and provide services that will best meet the needs of the various customers of the workforce investment system. The initial training provided counselors and local board staff with awareness and understanding about the types and sources of labor market and workforce information, and how it may be used to make informed decisions. Another initiative has been to provide Global Career Development Facilitator training and certification to counselors in the One-Stop Centers.

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. 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.

All *CTWorks* partners are trained on the opportunities available through the Job Corps program. Many of the Job Corps Outreach, Admissions and Placement (OA&P) contractor’s 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 monthly 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 consortia 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 staff, supported by Wagner-Peyser funds, work with local Business Services staff to meet the needs of local business.

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 One-Stops, 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 One-Stop partners, including both partners required under WIA as well as any local partners that are part of a local one-stop. Attached to this memorandum was cost information developed by the CT Department of Labor, containing all Labor Department costs for each of the local One-Stops, 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:

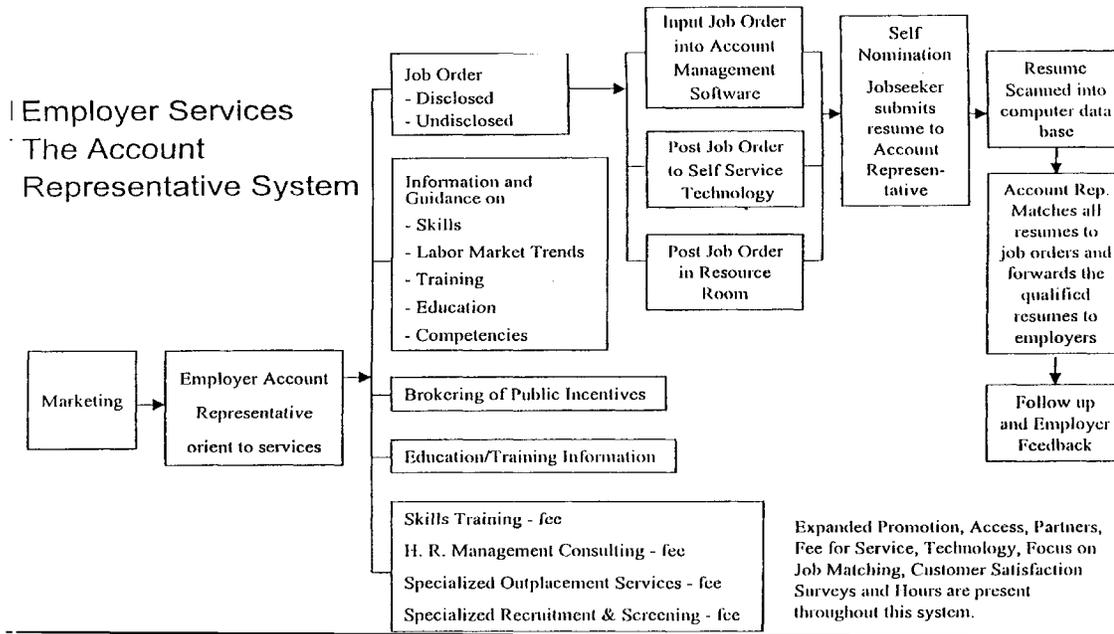
- Programmatic administrative support, monitoring, and technical assistance;
- Fiscal and management accountability information system;
- Staff in the local One-Stop offices to carry out adult, dislocated worker and youth activities, including:
 - Developing Individualized Service Plans based on assessments;
 - 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).)

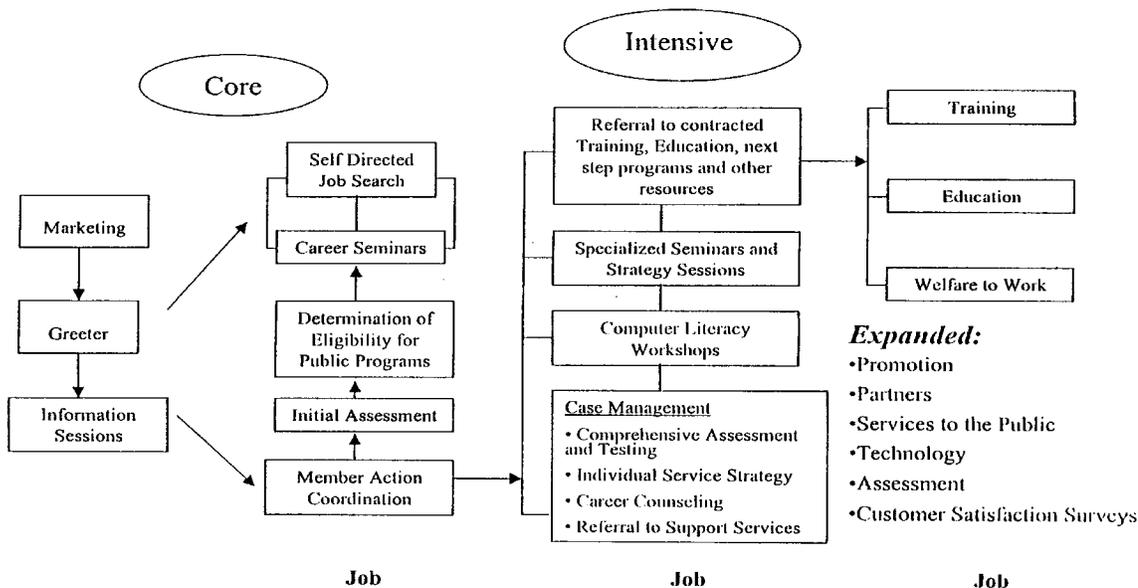
In partnership with local workforce investment areas, State agency representatives developed recommendations that are incorporated into the design of each *CTWorks* location. The recommendations were adopted by the State Board, transmitted to local workforce areas and serve as the basis for client flow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

services provided by each partner as well as services for both employers and jobseekers.

One Stop Services for Employers



One Stop Services for 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. From the inception of the Workforce Investment Act, the State Board (CETC) had set aside sufficient state funding for professional development and capacity building which was administered at OWC.

CETC, through its Service Provider Committee and Youth Committee, sponsored two activities targeted at improving the capacity of WIBs. The Service Providers Committee worked with local WIB staff, service providers, and state agency staff to identify the training needs of front line staff. In addition, the Youth Committee developed a template and training package for WIBs that could be used in developing performance contracts with providers. Training was provided to Board staff, with follow-up technical assistance available to each local area.

CTDOL, through its Staff Development Department, manages this capacity-building initiative in partnership with local WIBs and other stakeholders. The initiative has led to the formation of the *Training Institute*, which provides customer-driven training to workforce development professionals within the State's One-Stop system. An advisory board that is made up of representatives from each local WIB, CTDOL, DECD, OWC, and service providers provides guidance and direction to the *Training Institute*. The ability to identify common needs and maximize training dollars to provide capacity building which otherwise may not be feasible are strengths of the statewide initiative.

The *Training Institute* has worked in partnership with CETC's Service Provider Committee to leverage resources and meet the training needs of its stakeholders by offering a national certification, the Global Career Development Facilitator (GCDF) for workforce development professionals. In addition, the *Training Institute* works closely with State WIA administration to provide performance improvement interventions when local areas identify improvement opportunities.

The Department of Labor's Staff Development will continue to manage and staff the *Training Institute* using the partnership model it developed.

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 along with the training conducted by the Training Institute helps to build the capacity of the WIBs.

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

(See Appendix D.)

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

A State Board member along with staff from OWC acted as liaisons to each of the five workforce areas throughout the plan development process. Completed plans were submitted to OWC for staff level review. Each workforce Board presented their plan to the CETC Planning Committee for recommendation to the full State Board.

Negotiation of performance levels occurred prior to plan completion between each Board and OWC and CTDOL staff.

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.

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 04. 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 11, 2005, 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 A and B must state complete contact and site information, specific program costs, hours, availability of financial assistance, admission requirements, program prerequisites, and occupations the program prepares the student for.

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 on the Eligible Training Provider List (ETPL) and process for several years. Connecticut sought and obtained a waiver to the subsequent eligibility requirement over the past three years. The State will continue to seek this waiver as necessary.

Performance information is still 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 along with 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 committee 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 committee also helped develop policy concerning the denial and appeals processes. After the initial startup of WIA, the technical workgroup of state and local leaders continued to meet and develop a product called "Guidance on Managing Training at the Local Level." The committee also worked to develop a subsequent eligibility process, but ran into issues that stymied that process. The committee continues to meet and works on issues surrounding the ETPL. A recent example of the workgroup's efforts includes assisting the Department of Labor in establishing a policy on requirements for providers offering distance learning programs.

3. *How will the State maintain the State's ETPL?*

The Eligible Training Provider List (ETPL) is maintained by the Connecticut Department of Labor. The Office of Research has developed a 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. Quality Program Review (QPR) 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 Quality Program Review 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 Quality Program Review also serve as liaisons in the maintenance of the system. Local board staff notify Quality Program Review if they experience system difficulties or technical problems. QPR 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.

- 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.

- 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.***

The State has made available to the local areas both its facilities and Wagner-Peyser staff. Services are coordinated between the local WIBs and CTDOL to ensure that core services are not duplicated by staff under contract to the Workforce Board.

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

- Annual compliance monitoring of all WIB programs

- In-depth organizational reviews of WIBs as needed
- Youth program quality appraisals
- Review of WIB quarterly performance
- Informal surveys of WIB staff
- Specific requests from WIBs
- Youth-related issues raised by WIBs or Youth Councils with the CETC Youth Committee

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 CTDOL staff or consultants hired specifically for that purpose. Technical assistance on youth-related issues can be provided by staff of the CETC Youth Committee. USDOL 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.

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.

- 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 the CTDOL to review local area performance.
 - b. The State Board has undertaken a number of studies that assist local areas in developing local *CTWorks*.
 - One-Stop Implementation Review which focused on One-Stop System Goals:
 - Mandatory and Additional Partner Participation
 - Integration of Services

- Efficient Service Delivery Processes
- Effective Decision Processes
- Customer Focus
- Accountability and Continuous Improvement
- Innovative Practices

The study approach included distribution of a one-stop implementation review survey instrument as well as interviews conducted by the principle investigator.

Results were shared with the state board and the local areas.

- Ad Hoc One-Stop Task Force which focused on the demographic characteristics (including age, education and gender) of *CTWorks* customers as well as service strategies employed by the *CTWorks* system.
 - Task Force members, posing as mystery shoppers, visited *CTWorks* locations. Their experiences helped shaped a “service matrix” for use by local areas in designing job seeker services.
 - Local areas were asked respond to customer data analysis and mystery shopper results in their local plans—focusing on customer orientation, by responding to the following questions:
 - How do you intend to provide effective welcoming services by the greeter, including provision of accurate, timely, useful, understandable information about available services?
 - What is you plan for ensuring consistent, high quality customer service, emphasizing (among other things...) staff courtesy and responsiveness, effective explanation of how services are offered, presentations by all staff of a clear and consistent message to all customers?
 - What is your plan to ensure that questions raised by resource room customers are answered promptly and accurately/satisfactorily? How do you plan to use floating staff in the resource room?

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 that local areas use standard procurement procedures for selection of One-Stop providers. The State also required the Department of Labor be a member of any consortium that was selected to be the One-Stop operator.
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 policy on allowable transfer of WIA Title I funds during January 2001. The policy provided local WIA areas with a mechanism to transfer up to 20 percent between their local adult and dislocated worker funding streams. 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 Council 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. Each Youth Council reviews its program design annually and strives towards continuous improvement in the delivery of those services.

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

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 *CTWorks*. 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 *CTWorks* with the help of a familiar face and an understanding of the system.

The Eastern, North Central and Southwest areas have set up specific "youth resources centers" within the *CTWorks* 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 *CTWorks*, 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 *CTWorks*.

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* which provides labor market information—including information about occupations, availability of training, job search and other job seeker resources
- *The Education and Training Connection* which provides information about location of education and training providers in local areas; the types of programs or courses the provides offer; How programs or courses are related to occupations the customer is interested in.
- Nationally recognized certification of resume writers located in each *CTWorks Center*.
- Global Career Development Facilitators available in each *CTWorks Center*

- *The Connecticut Economic Digest* which 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* which 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.

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 July 2004 initiated actions to renew its five-year strategic plan 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 every occupation, 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* is the State workforce system's prime career information resource.

There is a related site, the *Connecticut Education and Training ConneCTion*, that identifies nearly 300 education and training providers and more than 7,000 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 One-Stop Centers, local workforce 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 One-Stop 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, we provide training to facilitate the understanding and use of workforce information, and implement numerous customer outreach initiatives through job fairs, conferences, and targeted (direct mail/email) and broadcast (media) communications, as mentioned earlier.

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 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 be an integral part of the Agency's Rapid Response efforts for businesses and their workers experiencing plant closure or layoff. We also provide labor market information and analysis to other State agencies most notably, the Department of Economic and Community Development, as well as to our One-Stop partners, economic developers, 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 analyses on the Connecticut economy.

- 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 One-Stop 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 One-Stop resource rooms, and are included in One-Stop Center workshops and client counseling sessions that provide information on the resources available for pursuing a job or career.

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 co-located 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. All *CTWorks* Career Centers, including the 14 comprehensive One-Stop 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, America's Service Locator, and America's Career Info-Net. Job search and preparation software, as well as labor market and training information, are also available. Employers can directly enter job postings or search our Connecticut job bank database for potential workers to fill their job openings, and job seekers can post their resume through the Connecticut portal of America's Job Bank.

For job seekers encountering difficulty using the electronic forum as their primary means of acquiring employment, the *CT Works* 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 resume, interviewing assistance, and one-on-one counseling for job seekers with barriers to employment.

Additionally, in an effort to continue *CTWorks* efforts to expand accessibility, the Connecticut Department of Labor developed the Career Express, which was made available to customers in September 2004. 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. The CTDOL (Connecticut Department of Labor), the Board for Education and Services for the Blind (BESB), and the Bureau of Rehabilitation Services (BRS) have entered into a Memorandum of Understanding to co-sponsor *CTWorks* participation in America's Jobline, 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. This support will continue through joint local provision of services to individuals with disabilities, including referral, consultation and the provision of direct services.

CTWorks has partnered with other service providers, businesses, and community based organizations to form CTBLN (The Connecticut Business Leadership Network). The CTBLN strives to maximize employment opportunities for people with disabilities in supportive and productive partnerships. To meet the demand driven needs of the job market place, employers complete a brief survey indicating position vacancies, identifying disability employment concerns, and requesting information on specific disability topics. Participating employers hire and promote workers with disabilities. In December of 2004, *The Gift of Opportunity* was sponsored by the Connecticut Department of Labor in partnership with the Governor's Committee on the Employment of People with Disabilities. Employers from Connecticut's business community were provided with invaluable information on workforce trends and the hiring of employees with disabilities.

CTWorks offers services to ex-offenders by piloting IVTP (Incarcerated Veterans Training Program), a four-module job search workshop series designed to assist ex-offenders who are Veterans to integrate back into the workforce. *CTWorks* 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 fail to get jobs 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.

All *CTWorks* Career Centers, including 14 comprehensive One-Stop 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.

CTWorks implemented CTWBS (*CTWorks* Business System) in July 2003. CTWBS is an on-line One-Stop operating system that is available to all required One-Stop 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. 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 WIB’s 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 during the first Five-Year State Workforce Investment, 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: *CTWorks* provides Senior Aides, which is a federally funded employment and training program for job seekers 55 and older who meet income qualifications. Senior Aides provides a representative who is available on a weekly basis to meet with interested customers.

Trade Adjustment Assistance (TAA): TAA programs are currently provided by *CTWorks* in 14 One-Stop Career Centers in Connecticut 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 One-Stop Career Centers.

Veterans Employment and Training Programs: In addition to the role LVER/DVOP staff have in *CTWorks*, LVERS and DVOP Specialists are involved in the major Veterans' Employment and Training Programs. DVOP Specialists are out-stationed at the office of the Vocational Rehabilitation and Employment Service of the U.S. Department of Veterans' Affairs in Hartford, and at the VA Connecticut Health Care System's rehabilitation sites in West Haven and Newington, to provide employment and training assistance to veterans. Additionally, LVER and DVOP Specialists facilitate and participate in the Transition Assistance Program for separating service members at the U.S. Naval Submarine Base in Groton. LVER/DVOP staff are also participating in a pilot program IVTP (Incarcerated Veterans Training Program) that provides a four module job search workshop series to incarcerated Veterans.

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 also visit local High Schools and give workshops on topics such as interviewing skills, budgeting, and personal economics.

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 polices 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*

Several innovative training strategies are being implemented in various parts of the state.

North Central Area

Computer Literacy Training – “21 Hours to Technology” is offered on-site at the Hartford, New Britain Enfield One-Stops and directly linked to the Bristol, East Hartford and Manchester One-Stops. The basic program provides intro training to basic computer technology for those with little to no skill, and a refresher to those with skills that are rusty or outdated. A second level of training is also available that builds upon the skills learned in the first session. This program is offered through the four community colleges in the North Central Region.

Low Wage Worker Program – This program is a partnership between Bristol Community Organization, the anti-poverty agency in Bristol, and the One-Stop system providers to identify and recruit low wage/low skilled workers. Workers are recruited from energy assistance and Earned Income Tax Credit programs, then registered into WIA Low Income Adult programs. The program also partners with Tunxis Community College to provide skills training in occupational areas in demand in the town (customer service – insurance/finance call centers and retail; health care – medical billing/pharmacy tech/CNA).

Opening Doors – Opening Doors is a program to create mini One-Stops or “portal” centers in urban neighborhoods to connect LEP neighborhood residents with ESL services and the public workforce system. Through two national discretionary grants, CWP has set up four centers in Hartford and three in New Britain that have established a formal link with the *CTWorks* offices and expanded their own capacity to deliver employment services to the residents in their communities.

Manufacturing Incumbent Worker Program – This program provides up to 50% of the cost of technical or occupational training for employees of manufacturing companies in the North Central Region.

Companies completed a short application for funds and can work with the vendor of their choice to upgrade their workers in technical skills, lean manufacturing practices or customized training on vendor equipment.

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

1) The EWIB On-Line Training Academy - The impact of pending large-scale retirements adversely affects any labor market. For a region already coping with labor shortages associated with rapid growth the impact can be devastating. As a result of pilot funding provided through the State's Office for Workforce Competitiveness, EWIB has launched an initiative to assist regional employers with effective succession planning. The program offers the availability of over 2,500 skill-upgrading courses to help workers grow. Best of all, to counter the time limitations often facing workers with family responsibilities, the courses are available 24 hours a day over the internet and are coordinated with the HR office of their employer. This is a virtual win-win for both employer and employee.

2) ESL Analysis – Immigration has become the primary supplier of more than 10,000 new workforce entrants to the Eastern area in the last three years alone. To most effectively engage this new resource, EWIB is addressing the immigration challenges of the workforce by bringing together the eight entities that provide English language services. The goal is to develop, within the workforce development system, a coordinated employer-friendly response to help workers learn English. This partnership of Adult Education, Community Colleges and Literacy Volunteers is being linked to the *CTWorks* Business Services Team and marketed through six Chambers.

EWIB seeks to communicate the importance they place on the "system" development among these providers. Accordingly, they are

dedicating 05-06 resources to improving the language skills of newly arrived immigrants and are prepared to match this investment with skills training funds at completion. This approach helps to build a coordinated path to higher wages among the immigrant population who are currently blocked from acquiring increased skills available through the regional training system due to language barriers. Without this intervention, a large new portion of the workforce would be doomed to a life of low skill/low wage employment.

Southwestern Area

In the Southwestern Workforce Investment Area, the following examples of innovative training strategies to fill skills gaps have taken place:

METAL

The Metal Manufacturers Education and Training Alliance (METAL) is a collaboration of manufacturing companies established in 1999 with seed money from the State's DECD and a \$1.7 million grant from USDOL to the WorkPlace (Southwestern Workforce Investment Board) to train hundreds of employees in lean manufacturing. This group of about 15 Bridgeport area metal manufacturers have collectively procured training, worked with the community colleges to create an Associates Degree in Metal manufacturing, and formed their own not-for-profit entity. In spite of intense competition and shifting markets, most of these companies have survived and protected jobs when many other companies have not. Training incumbent workers in techniques to improve their own operations dramatically has been a winning strategy. The WorkPlace continues to provide staff support to METAL and its member companies as they move into the next phase of innovation and marketing.

The Academy for Career Advancement

For low-wage workers, standardized training approaches are often impractical. The traditional delivery system was designed to serve people who are unemployed. Low-wage workers often are unable to access the services available through the One-Stops due to hours of service, transportation barriers, and the difficulty of pursuing training while working full-time. What was needed was a method for delivery of services (career guidance, appropriate education, and training for job progression) that was individualized, flexible, and translated readily to increased earnings. The WorkPlace created *The Academy for Career Advancement* specifically to meet the needs of low-wage workers. Offering customized and flexible skill building that meets the needs of employers, access to a community-wide system, and

credentialing, the *Academy* opens doors to motivated workers. The *Academy* is funded through a public-private partnership.

In addition, The *CTWorks* Career Coach is providing training to nursing home staff in conjunction with the Local 1199 training fund and to several local companies to increase the skill levels of their employees.

South Central Area

In the South Central Workforce Investment Area, incumbent worker training for the healthcare industry is being conducted using the Governor's 15% Reserve funds through the State Office for Workforce Competitiveness (OWC). A team that included representatives from four area hospitals, the Connecticut Hospital Association, and a community-based agency that received a USDOL High Growth Jobs Initiative grant, as well as local WIB staff, developed a grant proposal to OWC that built upon an earlier incumbent worker training program model in area hospitals. This program addresses significant workforce shortages in nursing and various allied health occupations, by training incumbent hospital workers on two levels:

- Training entry-level employees in clinical healthcare career paths, with the goal of filling vacancies in critical higher-skill-level positions within hospitals, and promoting access to career paths in which the incumbent workers may be interested. The program uses a combination of distance-learning technology, on-line work, DVD-based coursework, and traditional instructor-led classroom methods. A site coach/mentor provided by the hospital manages the program, helps participants build a career and learning plan, and connects them to job advancement opportunities within the hospital. Course curricula provide opportunities for advancement to participants in areas such as nutrition, building operations, clerical assistants, nursing and emergency departments. Participants pursue possibilities for advancement into higher-paying, more responsible positions such as nurse support, medical technicians, patient care and physical/occupational therapy aides. They also prepare for continuing education, additional certification, and degrees in their chosen fields.
- Training higher-skill-level employees in various ways: subsidizing a portion of costs of on-the-job training programs for new RNs; supplementing matching tuition reimbursement assistance provided by employers to incumbent workers in various healthcare professions; and providing direct tuition assistance through contracts with selected training providers.

The program enables participating employers to maximize their training and tuition assistance capacity for incumbent workers and to promote program completers to fill vacancies within hospitals, thus providing a cost-effective alternative to external recruiting. This type of training also helps hospitals to retain existing employees, especially at a time when turnover rates can be excessive in high-growth, high-demand fields.

In addition to the above programs, the WIB in the South Central area is using a small amount of WIA Adult funds to provide customized training in lean manufacturing to about 40 employees who are not currently earning self-sufficiency wages. These employees will gain skills and corresponding wage increases as a result of the training.

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.

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 Eligible Training Provider List (ETPL) on a Web-based application that allows for broad customer access via the Internet. From the Department of Labor's home page (www.ctdol.state.ct.us), customers can select the Workforce Investment Act (WIA) 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 Education & Training Connection (www1.ctdol.state.ct.us/etc/index.asp). This site is made available by the joint efforts of the Connecticut Departments of Labor, Education, Higher Education, and the Workforce Investment Boards. The Education &

Training Connection site was designed to be a comprehensive source of information on education and training in Connecticut. Those programs that are WIA-approved are clearly denoted. Customers will find many search options available to them and both quick and advanced search choices are provided.

One-Stop staff are available to assist customers who lack computer skills or may not be familiar with how to browse the Internet. In addition, One-Stop staff continually inform customers about WIA and direct them to the Eligible Training Provider List as appropriate. This guidance provides One-Stop customers and those who may be eligible to receive WIA training services with another avenue for accessing the list of approved providers.

The Office of Research within the Department of Labor will begin producing a report of training program performance statistics. This report will produce a completion rate, an entered employment rate and retention rate for the WIA participants that participated in each program of training.

There is of course a continuing issue of trying to collect data on non-WIA training program participants. The Office of Research is also examining strategies for addressing the shortage of information mentioned previously, because without information about the non-WIA training program participants, many of the programs will not have sufficient numbers of participants to generate meaningfully accurate statistics.

- 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.)*

- The CTDOL ensures that eligible veteran workers are given priority over non- veterans for all available services.
- The State encourages co-location of State agencies providing services to people with disabilities.
- The CTWorks Centers located throughout the State have access for people with disabilities.
- An out-reach for migrant seasonal farm workers is available to visit agricultural locations.
- The State supports a Jobs Funnel that targets minorities and connects low wage workers with apprenticeship opportunities.

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.

Since the implementation of the Telephone Initial Claims (TIC) system, 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.

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 *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. Job search assistance, workshop information, 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 include a variety of workshops, such as interviewing skills, job search techniques, résumé writing 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 all *CTWorks* centers customized to meet the specific needs 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). (Connecticut expects to also offer Internet filing for new Unemployment Benefits in the spring of 2005). Each claimant is asked a series of questions over the telephone at the time they file their initial 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 job service activities.

All claimants are given a benefit rights interview where they are provided with the State of Connecticut's availability and work search requirements. 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 *CTWorks* Career 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 claimants availability or work search, a fact-finding hearing is scheduled for the purpose of adjudicating the situation.

Connecticut's Centralized Job Bank unit receives feedback from employers who have advertised a position in the Job Bank by sending automated letters asking the employer to indicate whether or not a referred claimant was hired, did not report for a job interview, or refused an offer of employment. The Job Bank staff review all of these letters and the results of the referrals are made available to *CT Works* Adjudications units. The Adjudications units then schedule the necessary adjudications hearing with the claimants in issue and rule on the eligibility of each claimant for further unemployment benefits due to their actions.

- 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.

A TAA/WIA integration training was done in the Hamden workforce investment area for WIA and DOL staff. The main purpose was 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 employment plan.

The state is in the process of developing policy supporting the integration of WIA and TAA services.

- 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 already committed to providing reasonable accommodations 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 employment discrimination on the basis of handicap in any program or activity which receives federal financial assistance; discrimination is prohibited in all aspects of employment against handicapped persons who, with reasonable accommodation, can perform the essential functions of a job).

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; assistive computer technology, 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 (Sec. 504).

Annually the State Equal Opportunity (EO) Officer provides training for all CTDOL Affirmative Action/EO Reps, WIB EO Officers, 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 State EO Officer 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 a directive/memorandum as reinforcement to the recipients of their responsibilities to provide programmatic and physical access. The designated WIB EO Officer during his/her scheduled reviews monitors the recipient's program and site accessibility and reports are sent directly to the State EO Officer.

Posters and notices have been designed that describe the prohibited grounds for discrimination and the procedures for filing complaints are prominently displayed in all WIBs and CT Works. The WIBs are responsible for distributing posters to all their sub-recipients. The poster and notice are available in 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, recognition of adults with learning disabilities and relationships with special service entities such as the Commission on the Deaf and Hearing Impaired (CDHI), and the Office of Protection and Advocacy (P&A). 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.

- 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.

Incarcerated Veterans

In order to reduce recidivism, DVOPs and LVERs are working with the Connecticut Department of Corrections to provide pre-release employment and training services to incarcerated veterans who are scheduled for release.

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) 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 State Veterans' Coordinator (SVC) 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. As such significant steps have been taken to ensure that all LEP clients have meaningful access to CTDOL services and programs, including language assistance and written translation of documents. CTDOL has committed to and believes that the following areas are key to an effective LEP assistance program:

Initial Contact: The Agency's initial contact with LEP customers provides direction about how to access language services. The telephone voice response system has been programmed to allow complete access for Spanish speaking customers. For each LEP UI client, a code is assigned to identify the person's primary language. Through this SAC (Special Assistance Code) Spanish has been identified to be at least 40 times more prevalent than the next language. DOL's website will soon offer direction in Spanish equivalent to that provided to English-speakers. Signage and brochures at *CTWorks* offices offering assistance in Spanish are now in use. CTDOL is also planning public service announcements on radio stations and placing notices in public places advising of the availability of language assistance services along with inserting bilingual information in benefit checks.

Providing Interpreters: The primary mode of assisting LEP customers is providing qualified interpreters. Sixteen Spanish-speaking Community Service Representatives were recently hired to work in the Regional Call Centers and their primary function is to assist customers filing for UI benefits. There is at least one Spanish speaking CSR in each of the 14 *CTWorks* Centers. Through contractual assurances all *CTWorks* Partners and sub-recipients are 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. Partners are encouraged to hire bilingual staff when possible. Those without, have full access to *CTWorks* staff for interpreting and/or translating. The agency has just approved the hiring of 3 interpreter clerks. Their primary duty will be to serve as interpreters for Appeals hearings, first level adjudications hearings and other duties as needed. Bilingual staff will be called upon to serve as interpreters in cases where a professional interpreter is not necessary or available. The State's Department of Administrative Services currently has a RFP out for telephonic interpretive services. CTDOL plans to utilize these services as well as seeking out other providers of telephonic interpretive services for emergencies. CTDOL is in contact with state colleges and universities seeking to develop an internship program offering college credits to students willing to volunteer to serve as interpreters in CT Works offices. And CTDOL has contracted with professional interpreting services for languages other than Spanish.

Translation: Many key forms utilized in the agency have already been translated into Spanish and CTDOL is currently seeking to have all commonly used forms from every department in the agency translated into Spanish. The English versions of these forms will include a statement advising that the form is also available in Spanish. CTDOL has also contracted with a professional Interpreting Service to translate its website in Spanish.

Training: DOL in conjunction with the state Judicial Department has arranged for training of all staff interested in learning and/or improving upon their Spanish-speaking abilities. All staff are being trained to learn the nature and scope of the language assistance services available and the procedures for accessing the services. Although there is not a specific group other than Spanish-speaking clients whose numbers merit a broad response on a statewide basis, Program Operators and other DOL staff are being trained to identify circumstances in which a significant number of LEP individuals speaking a particular language is trying to access a program.

Monitoring: In order to be responsive to changes in the LEP population and to changes in programs and services offered by CTDOL, a permanent LEP committee has been established. The primary function of the committee is to continue to develop and improve services and accessibility for our LEP population and to continuously monitor the LEP population making recommendations for continued improvements in recruiting, hiring, and retention of bilingual staff.

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 State Monitor Advocate presented training to CTDOL and Partner staff on identifying MSFWs. Topics covered in the training were registration completion assistance, improving communication and follow-up. 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 now have at least one Spanish-speaking Community

Services Representative (CSR) to assist in all aspects of employment services. The two largest offices, Hartford and Bridgeport, have a total of ten Spanish speaking CSRs between them to assist *CTWorks* customers. Signage is posted in all *CTWorks* offices advising Spanish-speakers of the services available and steps to follow for assistance.

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, Connecticut River Valley Farm Workers Health Network (CRVFHN), San Juan Center, Connecticut Puerto Rican Forum have all played major roles in promoting these services.

The State Monitor Advocate and Outreach Worker 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 Job 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. The following services are offered to employers:

- Housing inspections to meet regulatory requirements for MSFWs;
- Participation in Job and Information Fairs to help local recruitment;
- Employment workshops to recruit on-site in *CTWorks* Centers;
- Mediation assistance from the State Monitor Advocate to resolve MSFW issues.

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 TEGl 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.

In order to implement this priority of service a policy memorandum (Appendix F) was issued on April 19, 2005 to Workforce Investment Boards and Grant Recipients to clarify information about veterans' priorities and to provide general guidance on the implementation of these provisions under the WIA Dislocated Worker Formula Grant. This memorandum attached Training and Employment Guidance Letter No. 22-04 that was issued on March 22, 2005 by U.S. DOL, Employment and Training Administration.

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), and discussions are under way for expanding the model beyond existing pilot sites in Hartford and Bridgeport, 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 three 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. Another cross-agency collaboration has been established between the CETC Youth Committee and the ADA Coordinator and Disability Employment Specialist at the State’s Department of Administrative Services. Through a program called High School/High Tech, young people with disabilities are provided with a range of employment-related information and opportunities.

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 will emphasize a cross-agency approach to policy and youth service delivery is a recently-created Youth Vision Team, led collaboratively by the CETC Youth Committee and the State Department of Labor, to pursue USDOLETA’s new 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, and the local WIBs, and the addition of representatives from other agencies is under consideration.

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 biennial 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 New Haven Job Corps Center include a pre-GED instructor, a student services coordinator, a judicial liaison, a DCF liaison and a child day care center. As of Spring, 2005, similar services will be provided to the new Hartford Job Corps Academy, including six full time instructors provided by the Hartford Board of Education.

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 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 local and statewide needs of employers, DOL and WIBs will continue to conduct employer focus groups and employer needs surveys, as well as employer satisfaction surveys. The CETC, WIBs and one stop partners will also continue to dialogue with state and regional business associations, regional economic development entities, and the DECD Industry Clusters Initiative businesses. Employer sub-committees of the WIBs will also be used to provide direction in their local areas.

Focus groups and need surveys will examine the needs of various and diverse employer groups (small, medium and large companies), as well as growth companies and will be used to enhance the configuration of services, available to businesses through the CTWorks centers.

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

Connecticut will continue to develop its business services integration through its one stop system. The Wagner-Peyser Business Services Unit has been restructured and business consultant staff has been assigned to each region to provide basic account representative services to WIB targeted business sectors. Connecticut's five WIBs have allocated additional resources based on regional needs and supported the key principles for providing core (basic) and intensive (enhanced) 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.

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),
- Help in writing job descriptions and identifying area wages,
- Labor market information,
- General information and referral to appropriate resources (DECD, DOL, Community college, training vendor),
- 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 WIB and its Employer Engagement Committee spearheaded an initiative to improve the quality and accessibility of workforce services for Capital Area businesses. The WIB 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 Peyser 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 piloted in the Eastern Region and will begin the roll out across the other four areas in Connecticut, beginning with the Capital Region. This component allows any partner to access and update business information (case manage) 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 created a centralized tax credit unit in 1998 and will continue to issue federal tax credit certifications or denials to requesting employers through this centralized unit. *CTWorks* center staff will continue to screen and refer federal tax credit eligible individuals to tax credit job orders. Business Services staff from the *CTWorks* centers will market the Work Opportunity and Welfare to Work tax credits to area employers thereby expanding the knowledge of area businesses of the tax credits available. Presentations and printed materials regarding federal tax credits have and will continue to be made available to the Workforce Investment Boards and their One-Stop operators for dissemination to employers and job developers. CTDOL also has created an area of it's website for federal tax credits, that is accessible to the Workforce Investment Boards, their One-Stop operators and the general public, to provide federal tax credit information to employers and job seekers. To continue to streamline the administration of federal tax credit programs and maximize employer participation, CTDOL will investigate the feasibility of an on-line application for the federal tax credit programs.

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).***

In September 2004, CTDOL purchased a Winnebago to be used as a mobile *CTWorks* office and named it the *Career Express*. *Career Express* is 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, 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, such as 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, 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 also accessible to a person using a wheel chair.

- Outreach to Faith Based Organizations and Community Organizations
- Marketing of *CTWorks*
- Outreach to Educational facilities including High Schools and Colleges
- A *CTWorks* office to fill in the gaps in services in the state where CTDOL had to close offices
- 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

In addition, OWC funds various pilot programs in an effort to support the Governor's vision and the priorities set forth in the CETC plan. Descriptions of these programs are as follows.

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.

Low Wage Worker Pilots – State general funds were made available to the WIBs to establish projects to assist low wage, low skilled workers with career advancement and increased earnings through additional education and training. Boards were required to provide a cash match in the amount of the grant requested. Anticipated outcomes included increase in skill level and wage gain and Boards are also expected to provide a replication strategy.

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 One-Stop 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 policy memo WIM 05-07 to the WIBs regarding WIA advising them of WIA regulatory changes affecting Faith-Based/Community-Based organizations and asking them to identify changes affecting their individual policies and procedures and asking them to make necessary changes.

The 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:

- On October 24, 2003, while attending a faith-based initiatives conference (co-sponsored and planned by the Capital Region Council of Churches, along with the State Departments of Labor, Social Services, Child & Family Services, Mental Health & Addiction Services, Corrections, and the Office of Policy and Management), former Governor John Rowland signed Executive Order No.31 establishing a statewide *FaithWorks Council*. The former Governor charged the Council with identifying new opportunities for collaborative social service efforts between faith-based and government organizations, including the development of an annual action plan. The work of this Council continues under the direction of Governor M. Jodi Rell.
- 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, a series of Best Practices and Success Stories, 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, Dual processor Servers, running the windows 2000 service pack 4 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 the 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 data base 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 and 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 fourteen CTWorks centers.

The size of the CTWBS Production SQL database is currently 28 GB and growing.

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 One-Stop 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 One-Stop case management and information system-CTWorks Business System;
- Fund staff in the local One-Stop 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, 2007.

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 only the seventeen required WIA performance measures. The State will individually negotiate PY 05/06 performance standards with each local area. Each local Board will be provided with information on the federal/state negotiation process, including the State's proposed levels of performance for each measure. A model similar to the one that the State will be using in the federal/state negotiation process will be developed for each local area. This model factors in performance over the past three years, trend analysis, rolling four quarters information, GPRA goals, and continuous improvement. This local negotiation process will begin before the federal/state negotiation process is completed. The local process will not be completed until after the federal/state process is concluded. The

State will allow local areas to present information on factors affecting their performance which might include their local economy and unemployment, planned programs and service levels.

The State will negotiate with all areas in a fair and equitable manner considering all legitimate requests for adjustment. Local areas will, however, receive clear direction that the State expects them to demonstrate a continuous improvement for their programs and that they will share in whatever final adjustments are made when the State's final standards have been completed. The State negotiating team, which will be represented by DOL and OWC, will emphasize the need for each area to hold training providers accountable for goals at least at the level set for their individual areas.

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 tracked through a One-Stop system 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 (CTWBS). 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 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 is fully participating in WRIS sharing and has been using this tool for the past few years.

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 necessitate 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 the TEGL 15-03, dated December 10, 2003, the Connecticut Department of Labor has assembled a sub-committee composed of relevant program specialists charged with interpreting the guidance provided in TEGL 15-03, in an effort to determine the impact these proposed changes will have on the current tracking and reporting capabilities of the *CTWorks* Business System.

In addition, the sub-committee program specialists participated in several Employment and Training Administrative Performance and Technology office Webinars, commencing on August 24, 2004, and ending on September 1, 2004, on the implementation of the common measures. Valuable insight was provided during these Webinars that will serve as the foundation of our strategic approach for ensuring that Connecticut meets the common measures reporting requirements.

Statewide policy and procedures, as well as One-Stop Business System functionality requirements, will follow as additional guidance is received from the Employment and Training Administration.

- 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 05 and PY 06. 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 05/06 State of Connecticut Proposed Performance Levels

Measure	PY 05 Performance Level	PY 06 Performance Level
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Adult

Entered Employment Rate	77%	79%
Retention Rate	81%	83%
Earnings Change	\$3100	\$3250
Employment & Credential Rate	68%	69%

Dislocated Worker

Entered Employment Rate	86%	87%
Retention Rate	90%	91%
Earnings Change	-\$3100	-\$2900
Employment & Credential Rate	70%	72%

Older Youth

Entered Employment Rate	70%	71%
Retention Rate	81%	83%
Wage Gain	\$3200	\$3350
Employment & Credential Rate	54%	55%

Younger Youth

Skill Attainment Rate	85%	86%
Diploma or Equiv. Attainment	64%	66%
Retention Rate	79%	80%

Customer Satisfaction

Participant	75	76
Employer	75	76

E. Administrative Provisions

1. Provide a description of the appeals process referred to in Sec. 116(a)(5)(m).

(See Appendix B)

2. 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 Program Support Unit. This unit is staffed with the State Equal Opportunity Officer, EOU Supervisor, State Monitor Advocate and Governor's Committee on Employment of People with Disabilities (GCEPD) staff. 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 also appointed 16 Equal Opportunity/Affirmative Action Representatives to assist local *CTWorks* Centers, Call Centers, and 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 2 staff 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 Officers and *CTWorks*/One-Stop Center EO/AA 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 are aware of and carry out their EO responsibilities. The State EO Officer provides training for all CTDOL AA/EO Reps, WIB EO Officers, 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; Affirmative Action, Americans with Disabilities Act; Migrant and seasonal Farm-workers; and Discriminatory 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 5 WIBs, and 14 *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. code. 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.

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: Shaun.Cashman@po.state.ct.us

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: Shaun Cashman

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: Shaun.Cashman@po.state.ct.us

Name of WIA Title I Liaison: Shaun Cashman

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: Shaun.Cashman@po.state.ct.us

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: Shaun.Cashman@po.state.ct.us

Name and title of State Employment Security Administrator (Signatory Official): Shaun Cashman,

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: Shaun.Cashman@po.state.ct.us

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 31, 2005

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)