

Why is the Office of Workforce Strategy being created?

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- Workforce development is important to both individuals and employers. For individuals, a high-quality state workforce development system will provide access to skills training and opportunities for career advancement. For employers, such a system will meaningfully improve their ability to hire and retain skilled talent. The quality of the state's workforce is central to our economic competitiveness and the state's ability to recruit and retain businesses.
- Workforce development encompasses a variety of policies and programs that are managed by multiple state agencies. Further, local governments, businesses, regional workforce boards, labor, and educational institutions all play an important role. Given the decentralized nature of workforce development, the vast majority of states have developed offices similar to the Office of Workforce Strategy to coordinate policy and programs.

What are the proposed responsibilities of the Office of Workforce Strategy?

- Serve as the primary advisor to the Governor on workforce development policy, strategy, and coordination
- Support the Governor's Workforce Council, Connecticut's state workforce development board
- Convene state agencies to better coordinate workforce programs across state government
- Coordinate and align the workforce development activities of industry, educators, state agencies, and non-profits to the goals and strategies outlined in the GWC strategic plan
- Coordinate the measurement and evaluation of outcomes, best practices, and return on investment across all educational and workforce programs
- Coordinate the state's planning, budgeting, and implementation of WIOA
- Interface directly with the business community to connect companies with high-quality workforce services
- OWS will not be a programmatic or regulatory office.

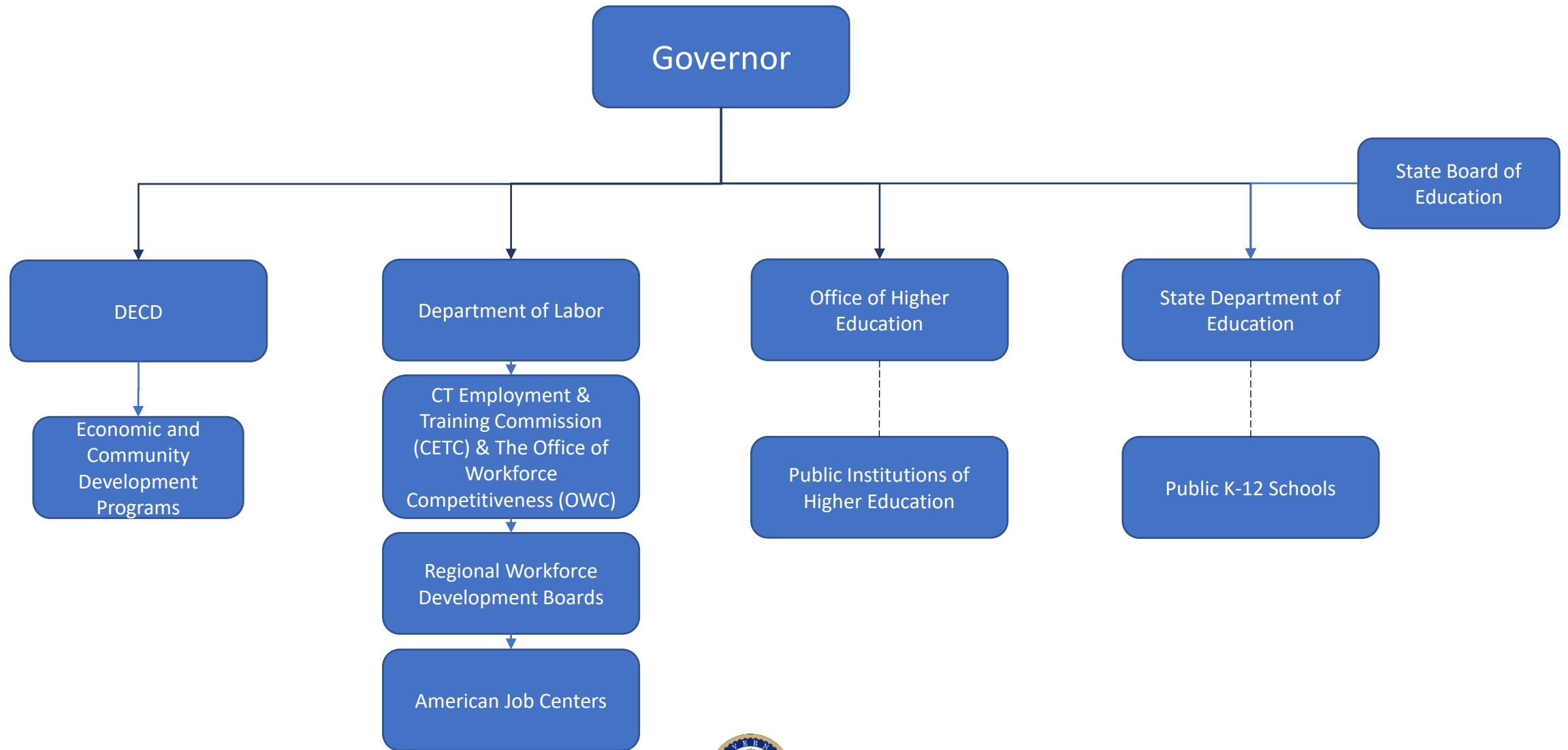
How large is the Office of Workforce Strategy and how is it being funded?

- The OWS has a staff of four a proposed FY22 budget of \$1.03M. This consists of the Chief Workforce Officer, a Chief of Staff, a Strategic Initiatives Director, and a Coordinator

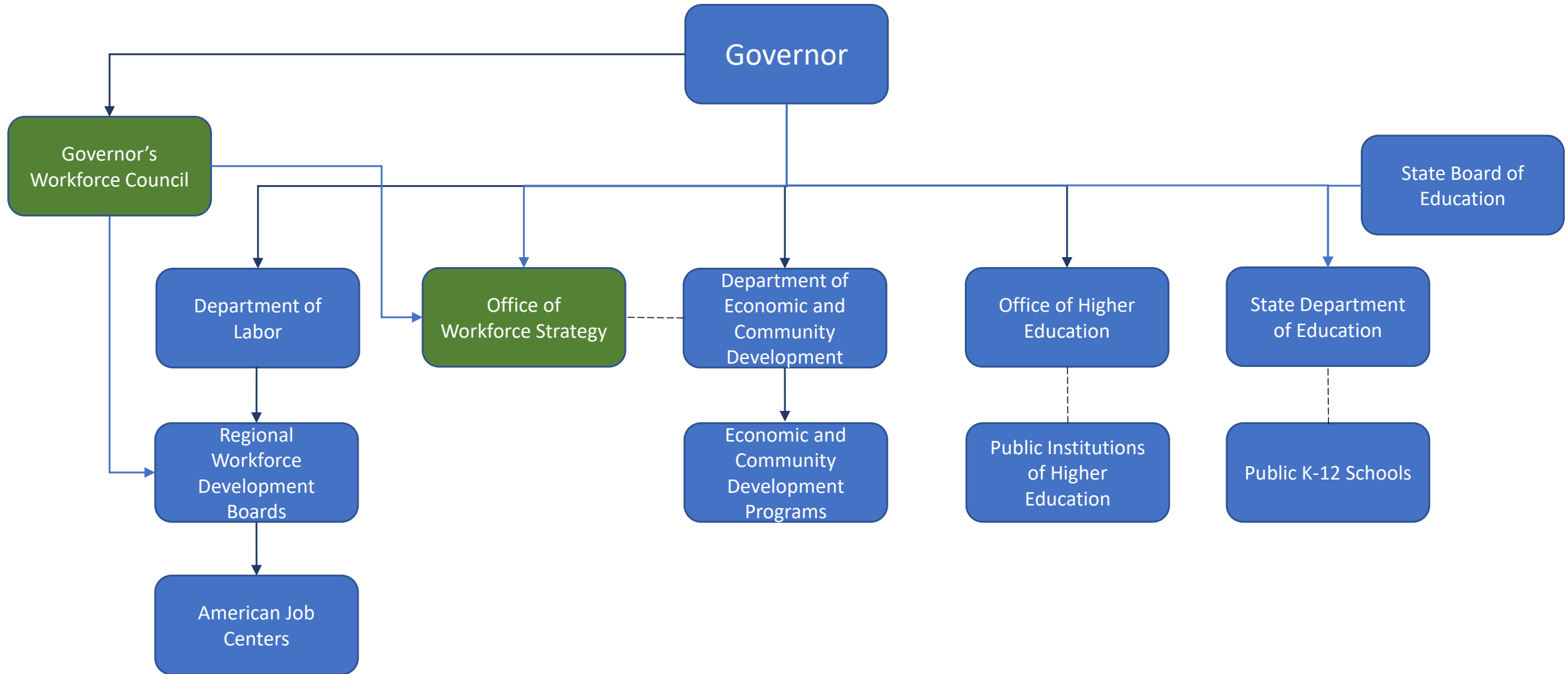
Funding Source	Amount	Notes
Connecticut Employment and Training Commission Appropriation from CT DOL	\$174,493	Reallocated out of DOL to OWS
New Funding FY 22/23	\$291,414	General Fund Dollars to DECD
Existing DECD Personal Services	\$70,000	Reallocated from DECD personal services to OWS
15% WIOA Governor's Reserve Allocation	\$500,000	Utilized for WDB demonstration projects for FY17-FY19, DOL-run initiatives for FY20, and OWS for FY21
Total	\$1,035,907	

- \$534,611* of the OWS budget is being spent on wages for the four FTEs. Other expenses will be used to help implement the initiatives outlined in the Governor's Workforce Council strategic plan
- The Office of Workforce Strategy is currently located, for administrative purposes only, within the Department of Economic and Community Development
- The Chief Workforce Officer will be appointed by and accountable to the Governor

Current Statutory Organizational Chart of Workforce Development in CT



Proposed Statutory Organizational Chart of Workforce Development in CT



How is the workforce development system structured in other states?

State workforce coordination is structured differently across the country.

State	Model	Entity	Entity's Role	Primary Duties
CT	Consolidated	CT Department of Labor	Public fiscal agent / WF advisory	Distributes all federal WIOA funding for workforce programs and services; administers other state workforce programs (e.g., apprenticeships)
		CT Governor's Workforce Council	State Workforce Development Board	Sets workforce strategy and policy for the state
		CT Office of Workforce Strategy	Strategic coordination and policy development	Principal advisor to the Governor on workforce; coordinates workforce programs across state agencies, industry partners, educators, etc.; develops WF policy
TX	Consolidated	Texas Workforce Investment Council	State Workforce Development Board	Strategic planning and evaluation of workforce system
		Texas Workforce Commission	Public fiscal agent	Distributes all federal WIOA and state funding for workforce development programs and services
		Tri-Agency Workforce Initiative	Advisory	Coordinates with industry and education partners to identify gaps in services and make recommendations for improving the workforce
MA	Somewhat consolidated	Department of Career Services	Public fiscal agent	Disburses WIOA federal funding for the adult, dislocated worker, and youth programs
		Commonwealth Corporation	Quasi-public fiscal agent	Designs and executes all state-funded workforce development programs in partnership with businesses and providers to narrow skill gaps
		Massachusetts Workforce Development Board	State Workforce Development Board	Develops plans and policies to coordinate services through the local WDBs and One-Stop Career Centers
		Massachusetts Workforce Skills Cabinet	Advisory entity	Creates partnerships between employers, educators, and the state workforce system and administers the Skills Capital Grant Program
WA	Not consolidated	Workforce Training and Education Coordinating Board	State Workforce Development Board (WDB)	Advocacy, strategic planning, and program evaluation for the workforce system
		Employment Security Department	Public fiscal agent for WIOA Title I and state-funded programs	Disburses federal WIOA Title I funds to local WDBs; disburses governor's reserve funds
		State Board for Community and Technical Colleges	Public fiscal agent for state-funded programs	Advocates, coordinates, and directs Washington state's system of 34 public CTCs
		Department of Labor and Industries	Public fiscal agent for state-funded programs	Oversees the safety, health, and security of Washington's workforce
		Department of Social and Health Services	Public fiscal agent for the statewide SNAP E&T 50-50 funds	Oversees all public benefits programs and the SNAP E&T 50-50 funds

How does WIOA Title I funding break down?

CT PY20 WIOA Title I Funding Overview

WIOA Title I Funding Components	Total
15% Governor's Reserve	\$4,839,467
25% Rapid Response	\$3,402,987
Local WDB Formula Funds – <i>See Table 2 below</i>	\$24,020,657
Overall Total	\$32,263,111

15% Governor's Reserve

- Funding for complying with WIOA administrative requirements and coordinating workforce programs
- These funds are managed and administered by the CT DOL
- The Governor's Workforce Council votes to approve these funds

25% Rapid Response

- Funding to respond to and support businesses and their workers through economic downturns, including mass layoffs

	Adult	Youth	Displaced Workers	Total
Southwest	\$1,542,661	\$1,611,180	\$1,752,401	\$4,906,242
North Central	\$2,224,960	\$2,321,091	\$2,343,052	\$6,889,103
South Central	\$1,593,479	\$1,870,143	\$1,682,987	\$5,146,609
Eastern	\$881,726	\$1,212,405	\$1,033,544	\$3,127,675
Northwest	\$1,307,541	\$1,288,303	\$1,355,184	\$3,951,028
Total	\$7,550,367	\$8,303,121	\$8,167,168	\$24,020,657

Allocation Formula Breakdown (based on each local area's relative share)

- WIOA Adult & Youth
 - 1/3 Poverty Rate (as defined by WIOA)
 - 1/3 Areas of Substantial Unemployment
 - 1/3 Areas of Excess Unemployment
- WIOA Dislocated Worker
 - Insured Unemployment Data – 5%
 - Unemployment Concentrations Data – 35%
 - Plant Closings and Mass Layoff Data – 30%
 - Declining Industries Data – 5%
 - Long-Term Unemployment Data – 25%

How has the 15% Governor's Reserve been spent over the last two years?

Activity	Description	PY19	PY20
1. Disseminating: Performance Data			
Office of Research	Produce ETPL; Consumer Report Card; Statewide Employment Statistics; Technical assistance to WDBs, CETC, and front-line staff	\$129,776	\$131,950
2. Conducting Evaluations/Oversight/Administration/MIS			
WIOA Administration	Programmatic administrative support and monitoring of WIOA Title I activities; policies and procedures; One-Stop MIS system; federal reporting; technical assistance and training to WDB staff and One-Stop Operators; review WDB obligations and expenditures; performance evaluations; on-site compliance monitoring	\$1,472,781	\$1,805,872
Office of Workforce Competitiveness (PY20 includes \$500k for the OWS)	Pre OWS: Support CETC and Business Engagement Committee; Develop and maintain inventory of sector partnerships; Business Breakfast Seminars; BusinessCT.com; CT Employer Resource Guide; Business Engagement Training seminars with AJC staff	\$97,952	\$571,612
Manage ETPL	Staff to administer and update the ETPL	\$86,726	\$88,517
Business Management Direct Accounting for WIA	Accounting, budgeting, purchasing, facilities management, equipment	\$24,278	\$4,445
CTHires Staff and Vendor Support	Policy issues; liaison with entities using CTHires; user acceptance testing; help desk support; budget planning	\$497,112	\$315,638
Information Technology	Administrative support	\$22,256	\$0
Performance and Accountability	Provide monthly and quarterly management One-Stop reports	\$138,684	\$146,767
CTDOL Indirect Cost to Governor's Reserve		\$1,057,488	\$562,489
3. American Job Centers Services	Staff support to the AJCs	\$1,114,901	\$1,133,778
4. Provision of Technical Assistance to Board	Provide staff support for the continuing activities of the Workforce Training Institute	\$10,000	\$0
5. Demonstration Projects	Fund existing initiatives at the WDBs	\$500,000	\$0
6. Capacity Building/Technical Assistance	WIOA Case Manager Training – Certified Employment Interview Professional	\$40,000	\$0
7. One-Stop System/AJC Realignment		\$0	\$50,000
Total		\$5,192,154	\$4,811,068

How do other states spend their WIOA 15% Governor's Reserve?

- Virginia: Incentive grants that promote credential attainment; competitive grants to drive partnerships between WDBs, businesses, community colleges, and others to promote, develop, and implement WBL programs
- Rhode Island: Support their Real Jobs Rhode Island initiative that build out sector-partnerships in the state; provide training to the participants of such industry-sector partnerships
- New Jersey: expansion of contextualized learning programs; increasing work-based learning opportunities; launching regional-sector partnerships; investing in technologies to improve case management tools and expand access to virtual service delivery for customers
- Massachusetts: develop sector partnerships; develop statewide initiatives targeted at specific populations (e.g., homeless, individuals with disabilities, long-term unemployed, etc.); additional emphasis will be placed on developing programs for out-of-school youth
- Indiana: incentive grants to develop training programs; pilot programs to test consumer-driven operations (e.g., staggering times of training programs)

Connecticut is receiving additional WIOA funding.

WIOA Title	Description	Funding (FFY20)
I – Adult, Dislocated Worker, and Youth Employment and Training	Authorizes job training and related services to unemployed or underemployed individuals	\$32,263,111
II – Adult Education and Family Literacy	Authorizes education services to assist adults in improving their basic skills, completing secondary education, and transitioning to postsecondary education	\$5,850,000
III – Wagner-Peyser Labor Exchange Services	Integrates Employment Services into the One-Stop system	\$7,546,033
IV – Vocational Rehab	Authorizes employment-related vocational rehabilitation services to individuals with disabilities	\$3,313,998 (Bureau of Education and Services for the Blind) \$18,779,321 (Bureau of Rehabilitation Services)
Total		\$67,752,463

What is the Office of Workforce Strategy's role regarding WIOA?

S.B. 885 is in alignment with the federally mandated responsibilities from WIOA.

Theme	Requirement of the state under WIOA (WIOA Sec. 101(d))	What the Office of Workforce Strategy Will Do
Coordination	<ul style="list-style-type: none"> • Coordinate, align, and avoid duplication among workforce programs and activities • Identify best practices for the effective operation of career training programs • Support in the development of effective Local WDBs, enabling them to exceed performance targets and sustain fiscal integrity • Support partner programs in establishing effective training programs that respond to real-time labor market analysis and make use of direct assessment of knowledge and competencies to support efficient placement into employment or career pathways 	<ul style="list-style-type: none"> • Coordinate and align workforce development activities of all state agencies, educators, regional workforce development boards, and others • Chair the Governor's Workforce Cabinet, which will consist of state agencies involved in employment and training
Assessment	<ul style="list-style-type: none"> • Develop and update comprehensive State performance and accountability measures to assess core program effectiveness under WIOA sec. 116(b) • Develop strategies for aligning data systems across partner programs to enhance service delivery and improve efficiencies in reporting on performance metrics 	<ul style="list-style-type: none"> • Coordinate measurement and evaluation of outcomes across education and workforce development programs, in conjunction with the Labor Department and Office of Policy and Management • Coordinate the state's planning, budgeting and implementation of the federal Workforce Innovation and Opportunity Act of 2014, P.L. 113-128

S.B. 885 is in alignment with the federally mandated responsibilities from WIOA.

Theme	Requirement of the state under WIOA (WIOA Sec. 101(d))	What the Office of Workforce Strategy Will Do
Strategy	<ul style="list-style-type: none"> Develop, implement, and modify 4-year State Plan Develop policies to enhance the performance of statewide workforce development systems 	<ul style="list-style-type: none"> Serve as the principal advisor for workforce development policy, strategy, and coordination to the Governor Serve as the lead state office for the development of employment and training strategies and initiatives required to support the state's position in the knowledge economy Develop a state workforce strategy in consultation with the Governor's Workforce Council and the Governor's Workforce Cabinet Provide staff to the Governor's Workforce Council and coordinate all necessary support that other state agencies make available to the Council
Outreach	<ul style="list-style-type: none"> Develop strategies to provide effective outreach to and improved access for individuals and employers who could benefit from workforce development systems 	<ul style="list-style-type: none"> Establish process for ensuring maximum involvement of members of the public, the legislature, and local officials in workforce development policy, strategy, and coordination
Funding	<ul style="list-style-type: none"> Develop allocation formulas for the distribution of funds for employment and training activities for adults and youth workforce investment activities 	<ul style="list-style-type: none"> Supports the Governor's Workforce Council (state workforce board) in approving WIOA allocation formulas

Other states are passing legislation that is consistent with the themes in S.B. 885.

- Mississippi passed SB 2564 creating the Mississippi Office of Workforce Development as well as the State Workforce Investment Board. The bill requires the office and board to work with Governor, Lieutenant Governor, and Speaker of the House on a workforce strategic plan. The bill also requires the office and board to work collaboratively to implement WIOA plans and further integrate Mississippi's workforce services.
- Virginia HB 1597 aligns workforce development programs with regional needs, collaboration with local businesses and giving priority to programs which prioritize workforce development.
- Vermont HB 533 sets specific workforce development goals, such as “full” integration of a workforce development program, alignment of workforce development and education goals, and cooperation between workforce development and education programs.
- Several executive orders (e.g., 2020-107, 2019-13) have been issued in Michigan that reorganize the state's workforce systems to focus on coordination and connectedness with business and industry.

What recent investments have been made by Connecticut in workforce development?

Recent workforce development funding investments in the state.

Current and previous investments

\$13.6M from the Coronavirus Relief Fund

- Administer workforce training programs
 - \$6.8M to the WDBs
 - \$778k to CCAT
 - \$762k to CSCU
- Expand the supply of childcare providers and slots
 - \$5.3M to OEC

\$10M from an H1B grant going to the WDBs

- \$3.5M to North Central; \$1.5M to Eastern; \$1.9M to Northwest; \$1.5M to Southwest; \$1.5M to South Central

\$750k from the Tech Talent Fund

- Partnered with the WDBs to administer online learning licenses to residents displaced by the pandemic

Planned investments

\$40M in bonding

- Administer workforce training programs
 - This funding will be given to the WDBs, community colleges, and other partners to administer short-term training programs to help Connecticut residents get back to work

Additional funding from the CARES Act

- Administer workforce training programs
 - This funding will be given to the WDBs, community colleges, and other partners to administer training programs focused on IT, Manufacturing, Healthcare, Clean Energy, and Truck Driving

What are other states spending on workforce training programs?

Many states invest in workforce training programs.

- [New York SB 7500](#): Appropriated **\$98.45 million** for workforce development programs, to be jointly administered by the State Workforce Investment Board and other state agencies.
- [Back to Work Rhode Island](#): Governor Raimondo released announced **\$45 million** in CRF funds for a workforce development initiative focused on getting Rhode Islanders displaced by the pandemic back to work.
- [Career Connect WA](#): Governor Insley announced an **\$110 million** dollar investment in his 2020 budget for career-connected learning. The budget supported school districts, businesses, community colleges, and others who are working to help equip youth with the skills they need to enter meaningful employment.
- [MA Economic Recovery Plan](#): Governor Baker announced an economic recovery plan for Massachusetts that included **\$25 million** in building workforce skills, growing training programs and pathways, and forging new partnerships between employers and workers. It also invests an additional **\$54 million** to support existing workforce programming. MA also uses revenue from an employer payroll tax to fund workforce training programs.

What is being done to address the needs of the re-entry population?

Several opportunities exist to help the re-entry population find meaningful employment.

Short-Term Opportunities

- Continue and improve collaboration between DOC and the regional workforce boards.
- Create a repository of existing re-entry employment services and programs across the state to better understand best practices and expansion opportunities.
- Determine whether existing federal funding streams can be targeted to re-entry employment initiatives.
- Increase participation in federal programs, such as the Prison Industry Enhancement Certification Program, so that individuals can work and earn while they are incarcerated.

- Develop a second chance Pell program that builds on the recent expansion of Pell grants to incarcerated individuals.
- Add criminal justice data within the P20 WIN system so employment can be measured across the re-entry population by matching criminal justice data with UI wage records from DOL.
- Develop an employer toolkit that provides resources to employers to help streamline their hiring process for individuals with a criminal record.
- Research external models where states have created innovative training programs in their Correction system.
 - California and Indiana developed a coding bootcamp within their prison system.

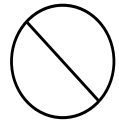
Long-Term Opportunities

OWS and DOC are convening a working group with key stakeholders to better understand existing re-entry employment programs and determine near-term focus areas.

What are best practice examples in Adult Education from other states?

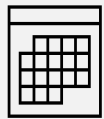
Challenges for the adult student population¹

Challenges



Unequal Access

- Program start dates provide limited options for students to enter programs
- Students have barriers to attendance such as work and family obligations



Student Retention

- For students with limited basic skills, it can take a long time for students to complete basic skills education and workforce training programs



Student Motivation

- Students may not feel that adult education curricula and credentials are important for finding a job



Best Practices

- **Flexible Scheduling:** Options for class on night and weekends as well as virtual options
- **Continuous Start Dates:** Increase the chance that students enroll and enter programming

- **Accelerated learning:** Intensive “boot-camp” type programs help students achieve skills and credentials quickly
- **Aligned Learning:** Integrating non-credit basic skills programs into for-credit post-secondary classes

- **Contextualized Instruction:** Combining vocational training with basic skills programming to more directly meet student’s needs*

*More on slide 5

Case Studies: Merging Workforce and Adult Education¹

Governance Model

Program Structure

Funding



Indiana

- **Operator:** Indiana Department of Workforce Development (DWD)
- **11 regional consortia** made up of representatives from Adult Education, Workforce Development, Community Colleges, Technical Education Centers, and Community Partners
- A representative from an **Adult Education program is a member** of each Workforce Development Board

- **Services are delivered by organizations** from higher education, K-12, community-based agencies, corrections, and workforce development
- Indiana has **200 employer-based programs** funded by Employer Training Grants from the Indiana GWC and designed in collaboration with the employer and the Adult Education program.

- Providers must apply for **WIOA title II funds through the DWD**
- Funding for each provider is **based on performance** and demonstration of past effectiveness
- Grants are awarded on a **competitive basis and renewals** are made on a program-by-program basis.



Texas

- **Operator:** The Texas Workforce Commission
- The **28 workforce development** areas in the state act as the local Adult Education regions

- **Service delivery** comes from employers for work-based learning, the Office of Workforce Solutions for learning disability screening, and community Colleges for Integrated Education and Training (IET) programs

- Title II funding is organized and distributed through the 28 workforce areas




Themes

- A structure and mandate for **cross-sector participation** is necessary
- **Regionalization** creates efficiency and creates a forum for collaboration across sectors

- **Multiple provider types** are needed to provide different types of Adult Education programming

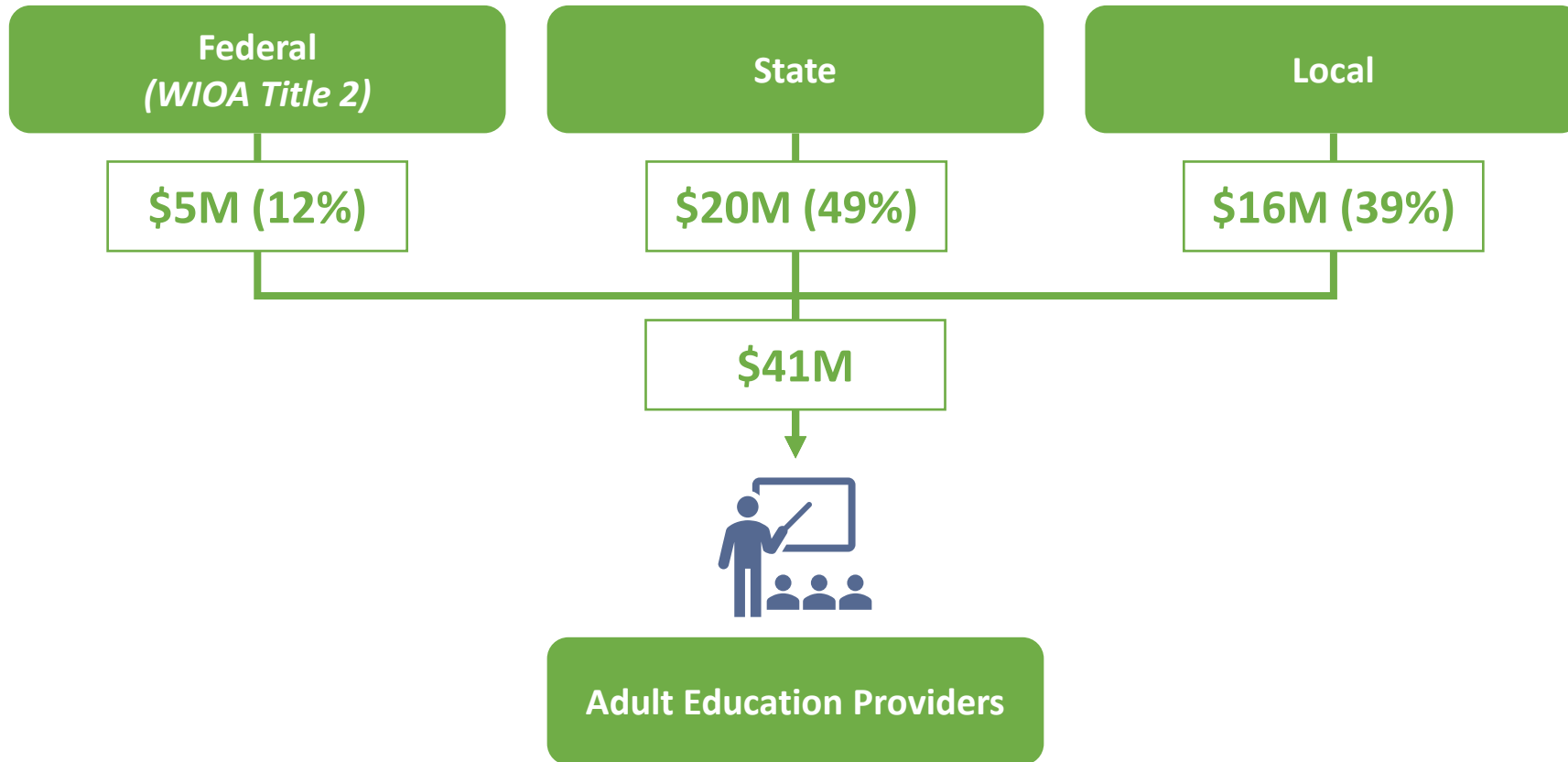
- **Performance-based funding** based upon achieving outcomes metrics creates alignment across systems, and funds the best performing programs

Case Study: Contextualized Education

	Curriculum	Size & Structure	Outcomes & Challenges
 <p>Washington I-BEST</p>	<p>A co-teaching model where vocational and basic education instructors overlap a minimum of 50% of the time</p> <p>Programs: There are a total of 137 programs providing training for occupations in healthcare, manufacturing, education, business, STEM, retail, and communications.</p> <p>Program Duration: 79% of programs last 3 or fewer quarters and 54% last 2 or fewer quarters</p>	<p>Size: 60,000 Adult Basic Education students per year, 2,000 of whom participate in I-BEST</p> <p>Sites: 29 Community Colleges and 5 Technical schools provide instruction</p> <p>Funding: Providers are reimbursed at 1.75x the normal rate for full-time students</p> <p>Tuition: While Adult Basic Education costs \$25 per course, I-BEST students must pay the same tuition as Community College Students</p>	<p>Outcomes¹:</p> <ul style="list-style-type: none"> • 32% increase in students who earned a certificate or degree • Participants earned twice as many college credits • Students received a higher rate of career counseling and supportive services <p>Challenges:</p> <ul style="list-style-type: none"> • Sustainability: Most programs had to supplement state funding with grants, and students must pay the community college rate
<p>Contextualized Education Overview</p>	<p>Programs with contextualized instruction combine adult basic skills training with vocational skills training to provide students with the context to apply their adult basic skills directly to a work environment</p> <p>For example, students receive training in manufacturing and instruction on basic math skills. Those math skills would be taught in the context of how those skills would be applied on the job.</p>	<p>Sites: Depending on the state, these programs can be operated at community colleges, American Job Centers, or Adult Education providers</p> <p>Size: Typically, only a portion of adult learners are eligible or ready for contextualized programs</p> <p>Funding: Varies by state</p> <p>Tuition: Varies by state</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Contextualized education programs show strong participation rates and outcomes <p>Challenges:</p> <ul style="list-style-type: none"> • States have struggled to sustain high touch programs like I-BEST due to the expense • Alignment across systems is challenging

Connecticut Adult Education

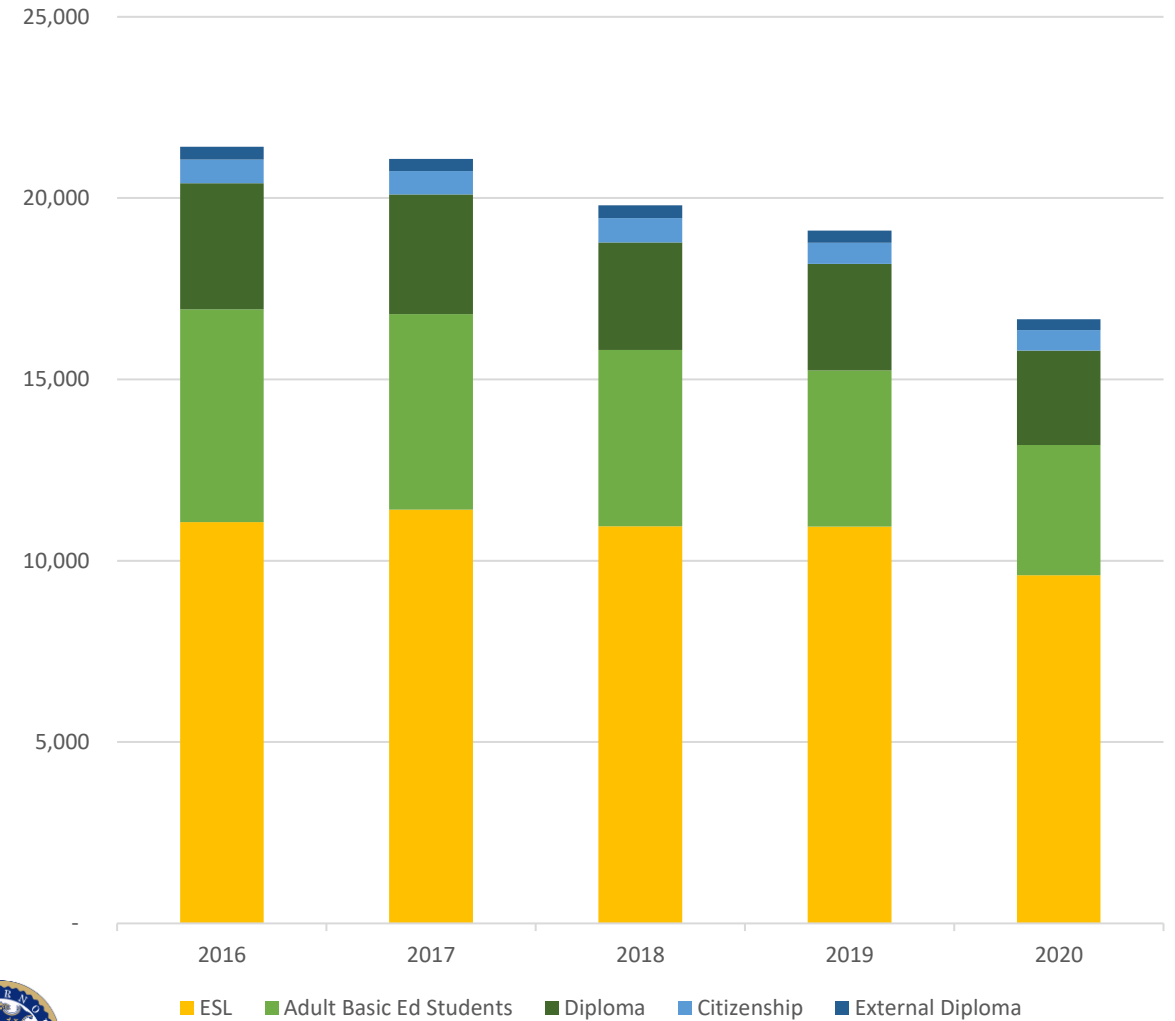
Adult Education providers can receive public funding from three main sources



How many individuals are currently enrolled in adult education programs in CT?

Report Year	2016	2017	2018	2019	2020	Yearly Change
Adult Basic Ed Students	5,870	5,392	4,858	4,308	3,590	-7.8%
Citizenship	652	638	672	579	569	-2.5%
ESL	11,066	11,411	10,953	10,941	9,604	-2.6%
Diploma	3,476	3,301	2,967	2,940	2,600	-5.0%
External Diploma	353	334	349	333	297	-3.2%
Total	21,417	21,076	19,799	19,101	16,660	-4.4%

Chart Title



Connecticut Adult Education Key stakeholders



Adult Education Administrators & Providers

- Currently reside under the **CT State Dept. of Education (CSDE)**
- Providers in that state are primarily run by **local school districts or community-based organizations**
- There are **~59 adult education providers** throughout the state
- Adult Ed. is **free to CT residents age 17+ who are no longer enrolled in public school – students with a diploma can't be served** by Adult Basic Ed programs through state or local funds



Workforce Development Boards

- WDBs are contracted through the **State Dept. of Labor**
- There are **5 workforce development boards** across CT – their footprints comprise the 5 workforce regions ([Map](#))
- WDBs focus primarily on providing workforce training and credentialing programs, **but can also serve individuals who are basic skills deficient**



Community Colleges

- There are **12 community colleges throughout the state** – by 2023, they will be combined under one unified system
- Pursuant to legislation ([PA 12-40](#)), community colleges **provide remedial or development education courses for individuals who are skills deficient**
- **Some community colleges partner with adult education** to provide the remedial offerings

How are the Governor's Workforce Council and Office of Workforce Strategy promoting equity?

The Governor's Workforce Council is creating a Community Engagement Committee.



- This committee will span across the four existing committees and will ensure racial, gender, and other forms of equity are embedded into every GWC initiative.
- Members of this committee will consist of community leaders from community-based organizations, as well as community members themselves.
 - Philanthropy has committed to providing stipends to these community members to encourage participation.
- This committee will ensure that the recommendations generated by GWC subcommittees are focused on the needs of all residents

The Office of Workforce Strategy is actively recruiting individuals to serve on this committee. A committee kick off will be held in March.

Equity has been a focus in several recent workforce initiatives.

Coronavirus Relief Fund job training program

- An estimated 40% of participants were Black, 23% were Hispanic, and 37% were white.
- 53% of participants were female
- 82% of participants were low-income, defined as below 200% of FPL

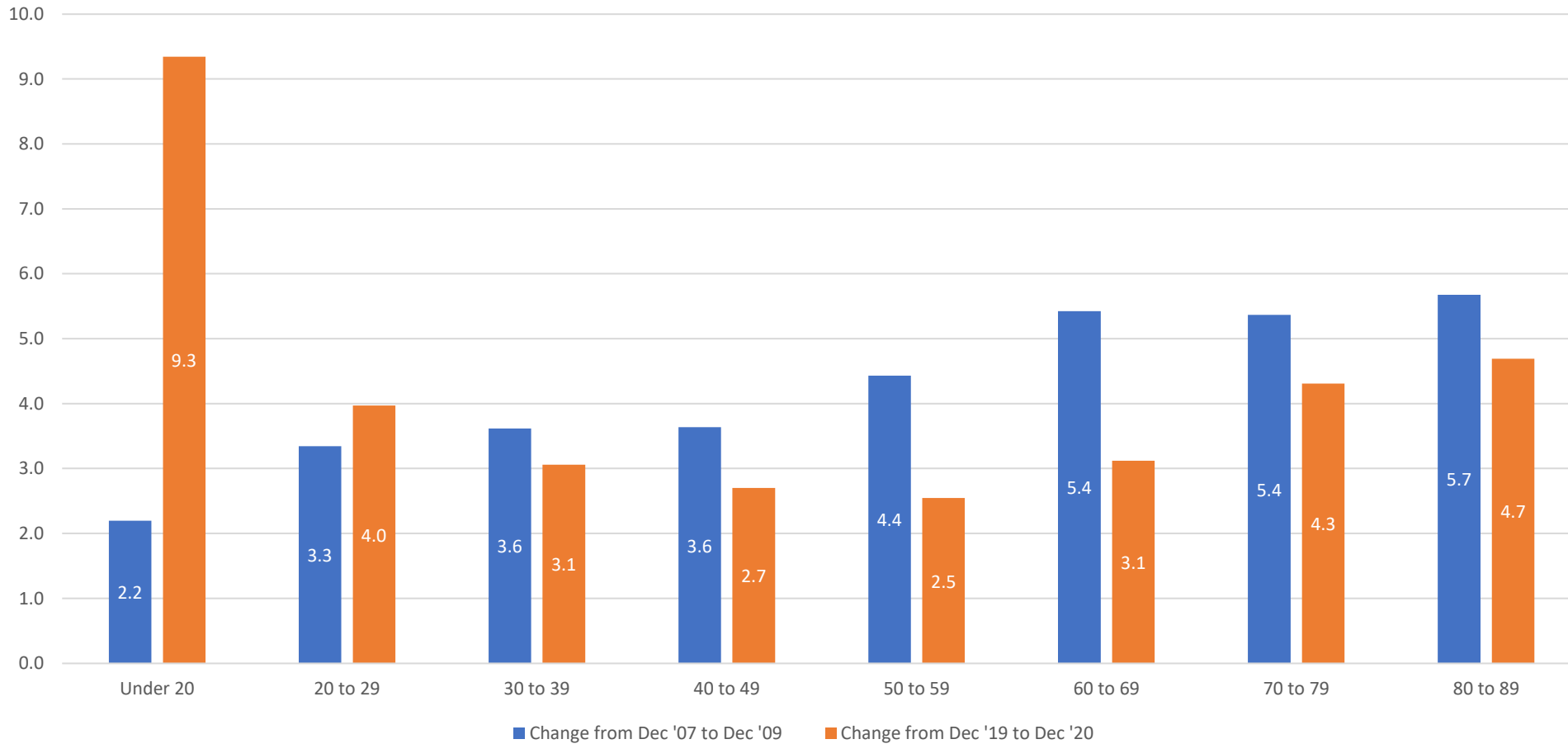
Governor's Workforce Legislation

- Creates a FAFSA graduation requirement so that students of all backgrounds have the ability and funding they need to attain a postsecondary education.
- Requires districts to improve access and diversity for their career and technical education, work-based learning, service learning, dual enrollment, dual credit, early college, Advanced Placement, and International Baccalaureate programs by not having academic performance be the sole or predominant reason for precluding access.
- Develops a program at the CSUs that would allow HS students, including those who might not have otherwise applied to college, performing at or above a certain academic threshold to have automatic admission with no application fee.
- Creates a new “bulk ride transit pass” program that would all eligible organizations, including private universities as well as workforce training providers, to provide transit passes to their clients, students, or employees.

What is the difference between this unemployment environment and that of the Great Recession?

Youth under 29 were more affected during the pandemic than during the Great Recession.

Change in Processed Continued Claims in CT - By Age



Key Takeaways

Continuing UI claims for individuals under 20 were 9.3 times higher in Dec. 2020 than Dec. 2019, compared to only 2.2 times higher in Dec. 2009 than Dec. 2007.

There is an opportunity for these unemployed youth to enroll in job training programs that provide the skills needed to enter jobs in Manufacturing, IT and Healthcare.

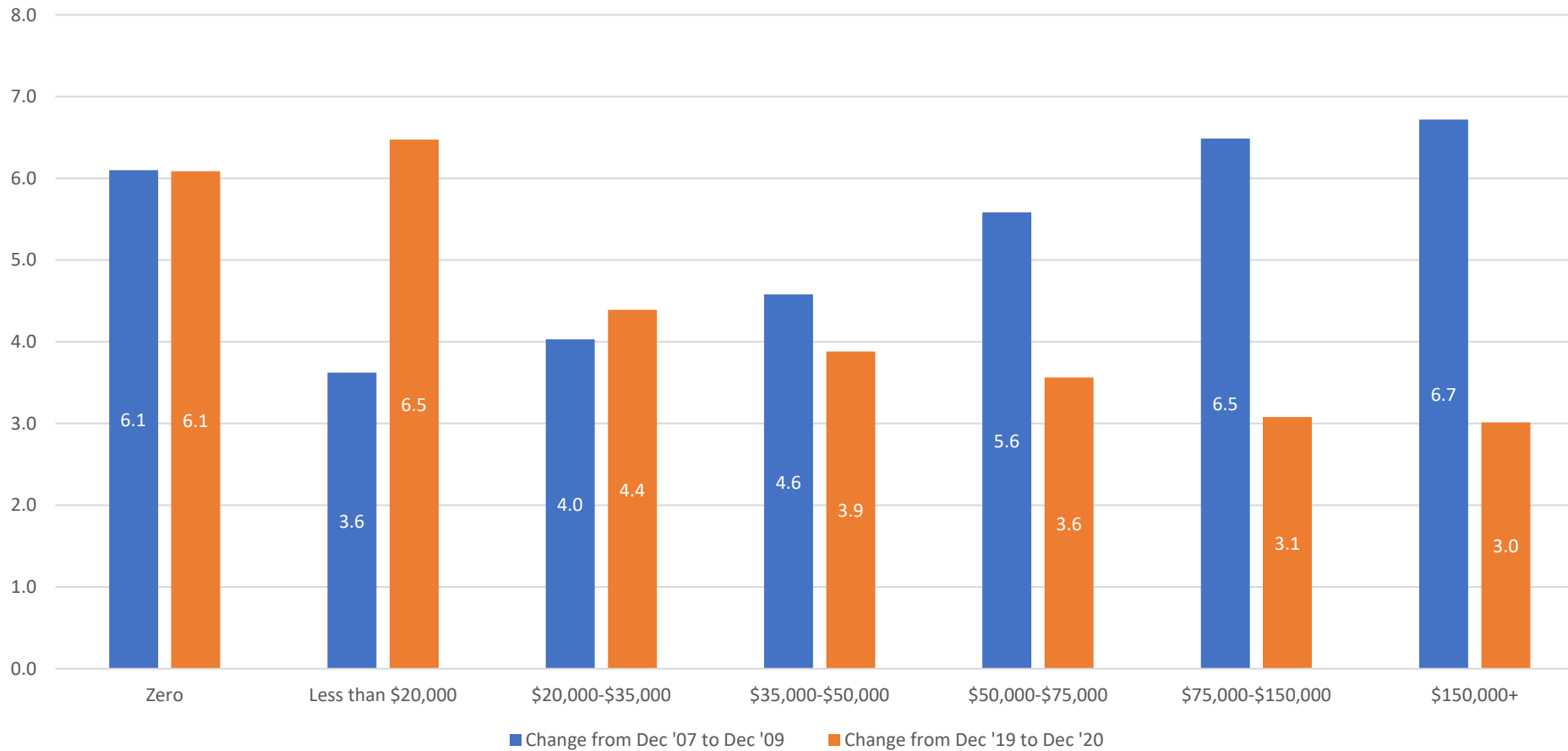
The figures in this chart represent how many times larger the number of processed claims were from in one month vs another (e.g., process continued claims were 2.2 times greater in Dec '09 than Dec '07 among individuals under 20)



Data from CTDOL, analysis by OWS. Note that continuing UI claims data does not include PUA claims

Lower income individuals were more affected during the pandemic than the Great Recession.

Change in Processed Continued Claims in CT - By Income



Key Takeaways

Continuing UI claims for individuals making under \$20,000 were 6.5 times higher in Dec. 2020 than Dec. 2019, compared to only 3.6 times higher in Dec. 2009 than Dec. 2007.

For income levels over \$35,000, there was a larger percentage increase in claims during the Great Recession than the pandemic.

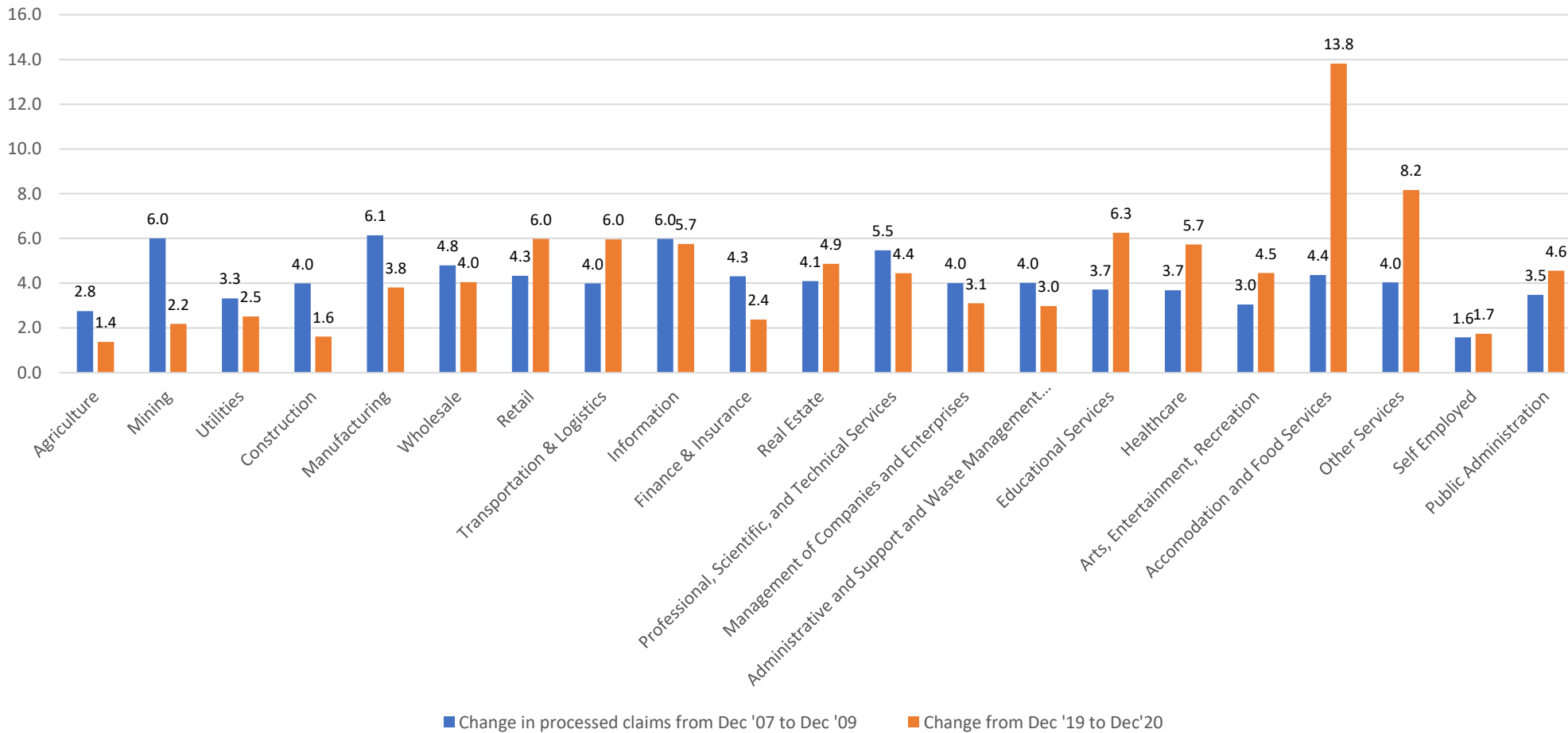
The figures in this chart represent how many times larger the number of processed claims were in one month vs another (e.g., process continued claims were 6.1 times greater in Dec '09 than Dec '07 among individuals with zero reported income)



Data from CTDOL, analysis by OWS. Note that continuing UI claims data does not include PUA claims

Different industries were hit hardest during the pandemic than during the Great Recession.

Change in Processed Continued Claims in CT - By Industry



Key Takeaways

Claims for workers in the accommodation and food services industry were 13.8 times higher in Dec. '20 than Dec. '19, compared to only 4.4% higher in Dec. '09 versus Dec. '07.

Claims for workers in Educational Services, Healthcare, Retail, and Transportation & Logistics sectors all showed larger percentage increases during the pandemic than during the Great Recession.

Some of these displaced workers may need to learn new skills and pivot into higher-demand industries.

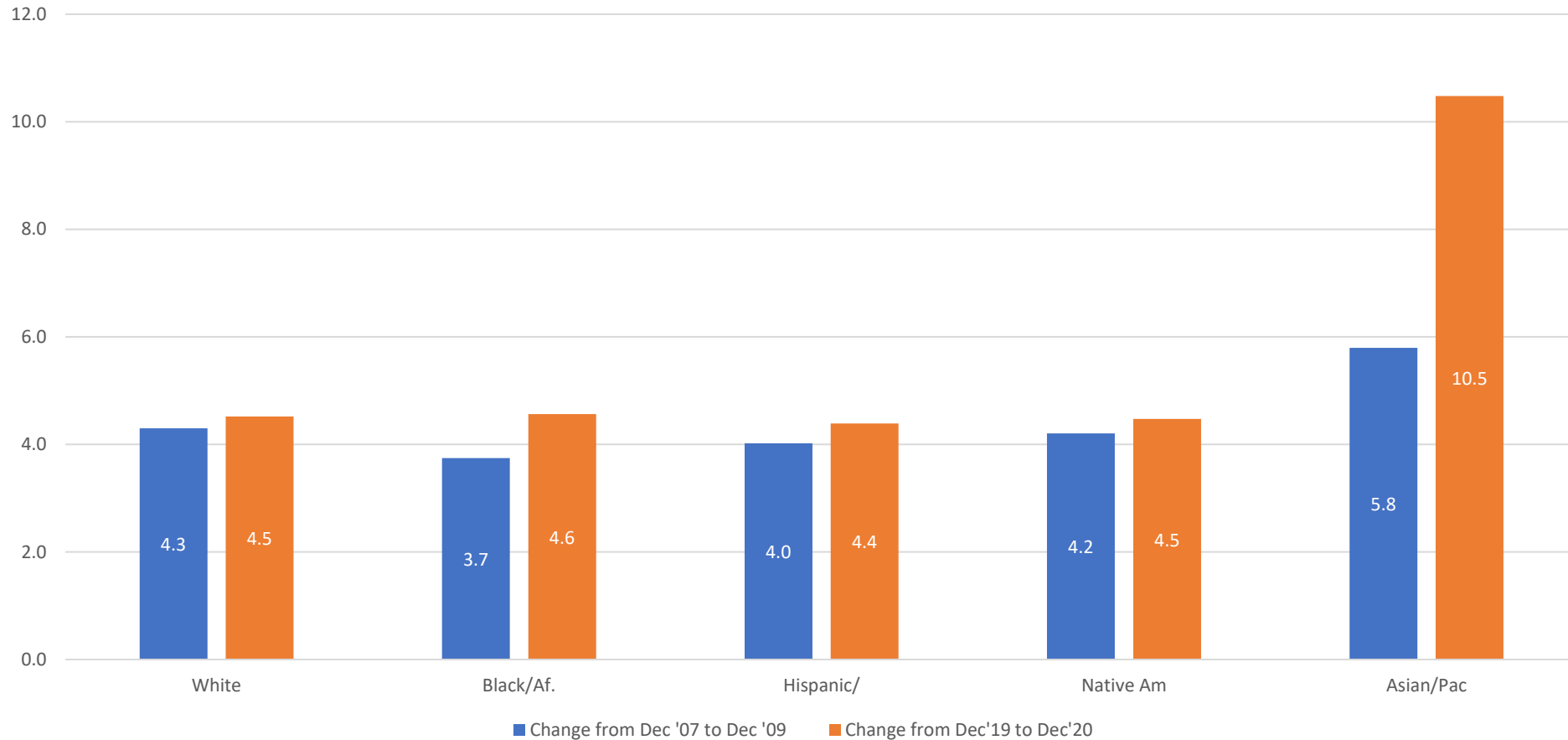
The figures in this chart represent how many times larger the number of processed claims were in one month vs another (e.g., process continued claims were 2.8 times greater in Dec '09 than Dec '07 among individuals in the agriculture industry).



Data from CTDOL, analysis by OWS. Note that continuing UI claims data does not include PUA claims

Asian and Pacific Islanders saw the largest increase in unemployment during the pandemic.

Change in Processed Continued Claims in CT - By Race



Key Takeaways

Continuing UI claims among most racial and ethnic groups have increased similarly compared to the last recession.

Continuing UI claims among Asians and Pacific Islanders were 10.1 times higher during the pandemic, almost double the rate seen in the Great Recession.

The figures in this chart represent how many times larger the number of processed claims were in one month vs another (e.g., process continued claims were 4.3 times greater in Dec '09 than Dec '07 among Whites).

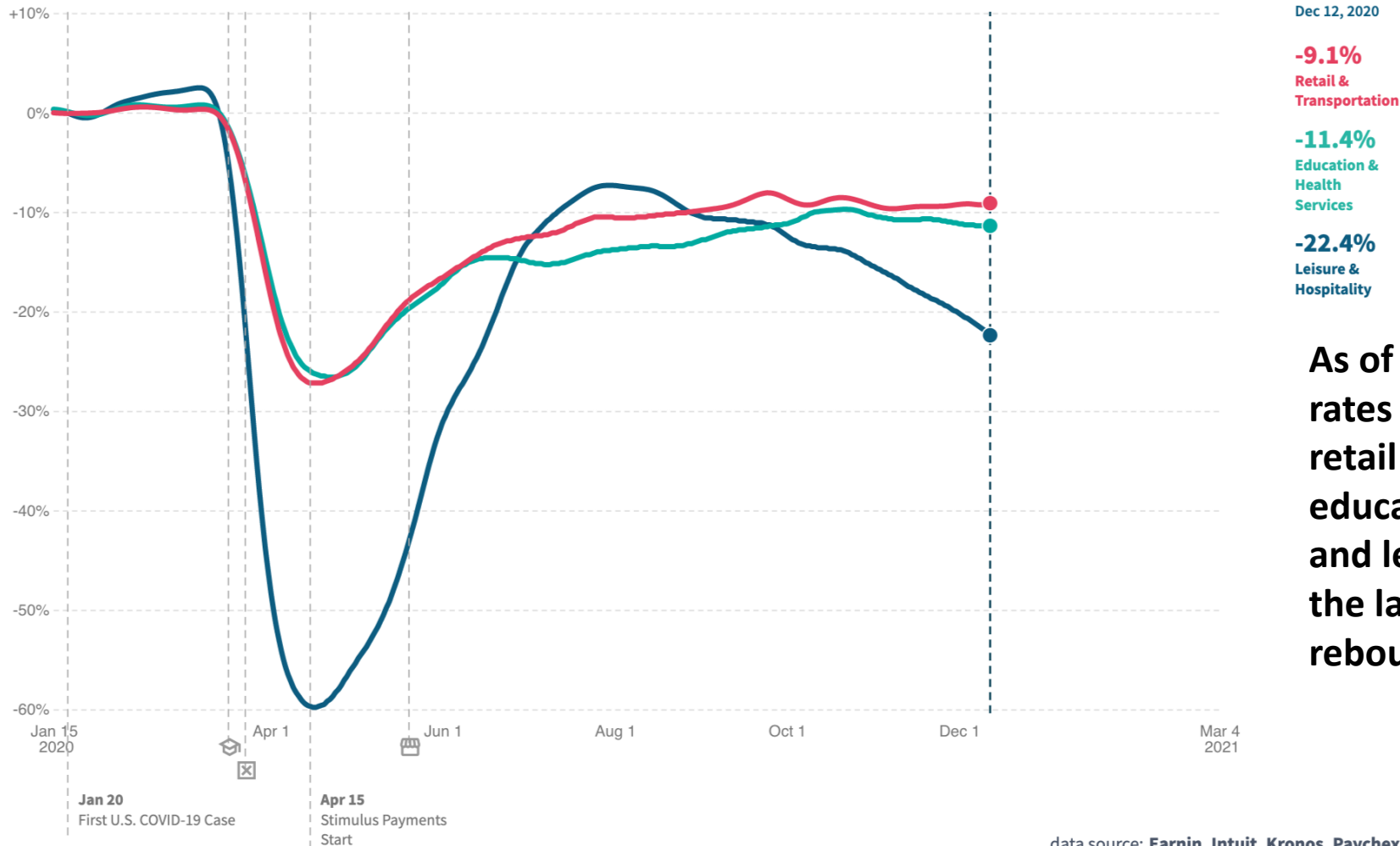


Data from CTDOL, analysis by OWS. Note that continuing UI claims data does not include PUA claims

Workers in leisure & hospitality have seen recent employment declines in CT.

Percent Change in Employment*

In **Connecticut**, as of **December 12 2020**, employment rates in leisure and hospitality **decreased** by **22.4%** compared to January 2020 (not seasonally adjusted).



As of December 2020, employment rates have dropped significantly across retail & transportation (9.6%), education & health services (10.2%), and leisure & hospitality (19.1%), with the latter decreasing since an initial rebound over the summer.

data source: **Earnin, Intuit, Kronos, Paychex**

Chart from www.tracktherecovery.org.

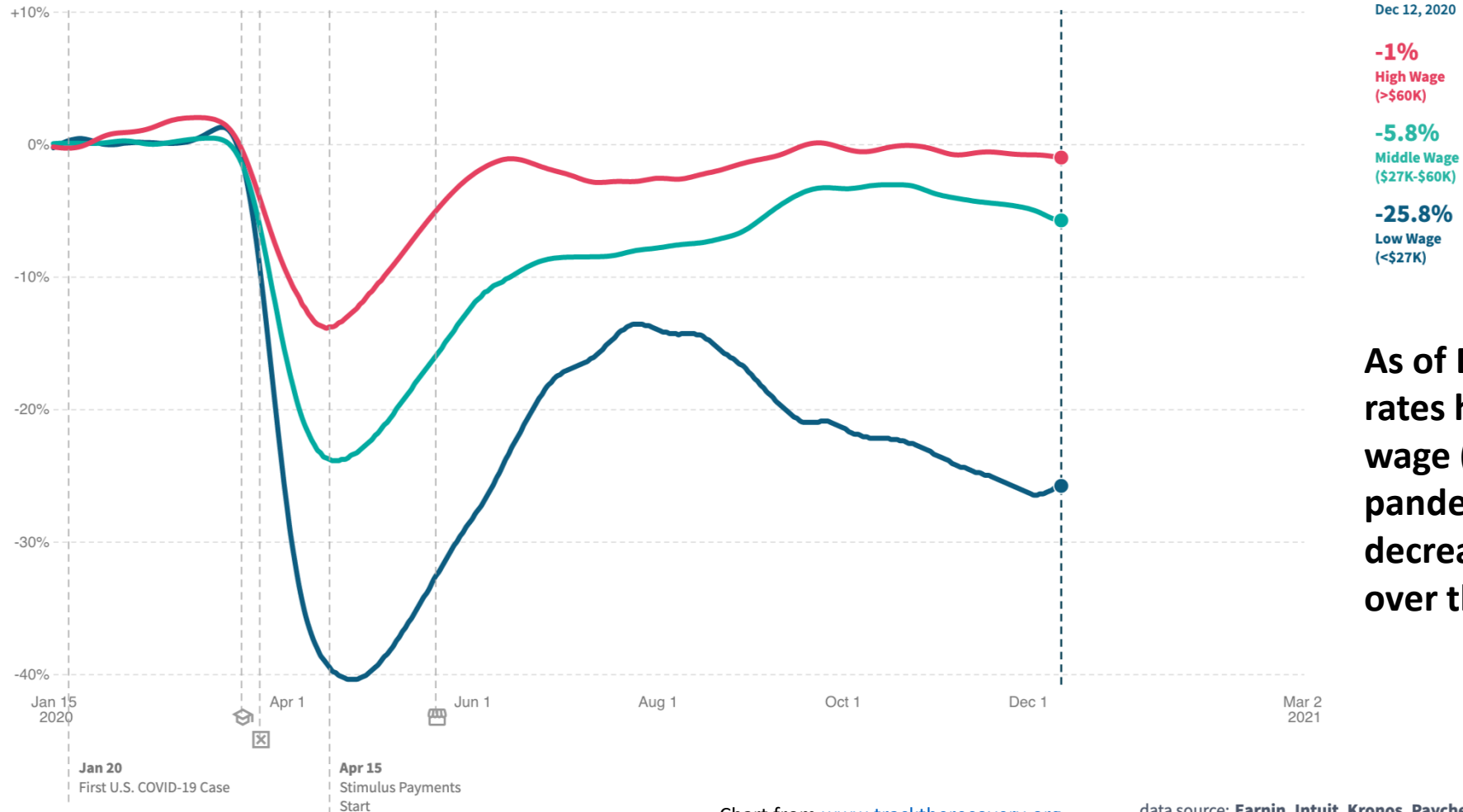
Data is from private sector payroll companies, not government data.

*Change in employment rates (not seasonally adjusted), indexed to January 4-31, 2020. This series is based on payroll data from Paychex and Intuit, worker-level data on employment and earnings from Earnin, and timesheet data from Kronos. The dotted line in the low-wage series is a prediction of employment rates based on Kronos data.

Lower-wage workers are seeing recent employment declines in CT.

Percent Change in Employment*

In **Connecticut**, as of **December 12 2020**, employment rates among workers in the bottom wage quartile **decreased** by **25.8%** compared to January 2020 (not seasonally adjusted).



As of December 2020, employment rates have dropped 26.1% among low wage (<\$27K) workers since pre-pandemic levels and have been decreasing since an initial rebound over the summer.

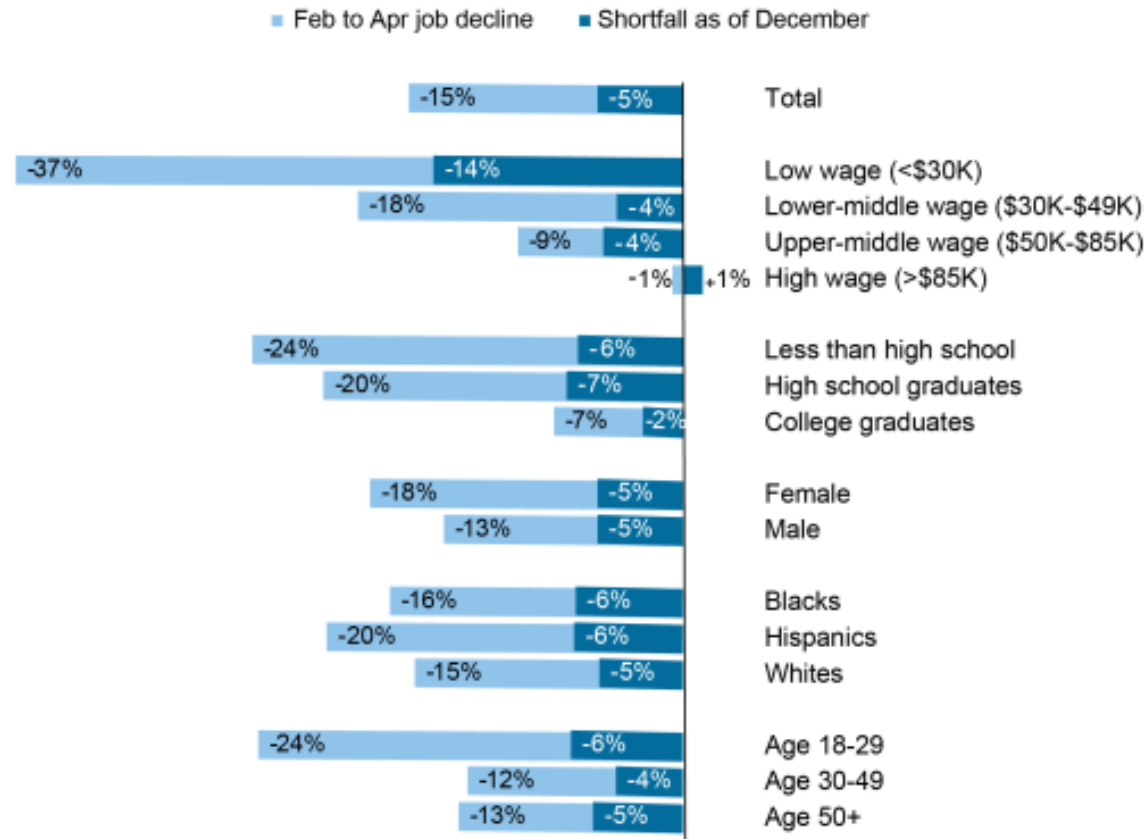
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Nationally, young, lower-educated, and lower-wage workers saw the largest initial decline in employment and are showing the slowest signs of recovery.

Initial Job Losses and Remaining Shortfalls Differ among Workers



Source: IPUMS-CPS and IPUMS-USA, University of Minnesota, www.ipums.org.

Is workforce development part of federal pandemic response efforts?

President Biden and Congress have indicated that workforce development is going to be a priority in upcoming legislation.

- The Biden campaign [announced](#) that \$50B investment in workforce training would be a priority.
- Congressional leaders have reintroduced the **Relaunching America's Workforce Act**, which plans on increasing funding for workforce development by \$15B. This proposal would include:
 - Investments in workers who have lost their job.
 - Investments between community colleges and industries seeking talented workers.
 - Investments in upskilling incumbent workers.
- The Senate has reintroduced the **Gateway to Careers Act**, which authorizes a new grant program that focuses on developing partnerships that create or expand dual-enrollment opportunities, assist adult and other non-traditional students access training, provide supportive services to students, and provide other career navigation services.
- President Biden has endorsed Congressman Bobby Scott's **National Apprenticeship Act**, which will provide billions of dollars in funding to create and expand registered apprenticeships, youth apprenticeships, and pre-apprenticeship programs. This Act recently passed the House.
- Workforce training is likely to be a priority within any infrastructure funding package.

What is being done to address the needs of students who are not attending college?

Students can earn industry-recognized credentials without attending college.

Work-Based Learning

What exists?

- CT DOL's Office of Apprenticeship provides technical assistance, monitoring, and consulting services to qualified employers interested in developing an apprenticeship program.
- There were 5,800 new CT apprentices in FY19.
- CT currently offers tax credits for companies that create apprenticeship programs in manufacturing, construction, or plastics industries.

Non-Degree Certificate Programs

- CT's community colleges, private occupational schools, and workforce development boards administer a series of certificate programs.
- There is significant employer demand for these credentials, and they are significantly cheaper and faster than traditional degree paths.

What's the opportunity?

- Grow the number of companies offering apprenticeships in Connecticut.
- Continue to expand apprenticeships into industries such as IT, healthcare, finance, and clean energy.
- Promote internships as another vehicle for students to gain valuable work experience while in school and to promote overall student retention in the state.

- Continue to invest in short-term certificate programs. Governor Lamont is proposing a \$40M investment in such programs through CareerConneCT.
- Ensure educational providers have the flexibility to quickly develop these programs based on industry demand.

How are we addressing the transportation needs of residents across the state?

Opportunity exists to promote transportation options across Connecticut.

The Situation

The Opportunity

Proposed Solutions



The UPASS program currently provides affordable transportation options to UCONN and CSCU students and has been a linchpin for expanding transportation options to students who otherwise could not afford it.

However, students at private universities and participants in non-credit workforce training programs do not currently have access to this kind of transportation support.

Governor Lamont is proposing a new “bulk ride transit pass” program that will allow eligible organizations to provide transit passes to their students, participants, employees, and clients. These organizations include private universities and workforce training providers.

For individuals who do not live near public transit, OWS is exploring expanding the Rides for Jobs program statewide so that residents across the state have access to affordable and individualized transportation solutions.

How are neighboring states handling the closure of the American Job Centers?

CT and neighboring states are taking action to address the closures of their AJCs.

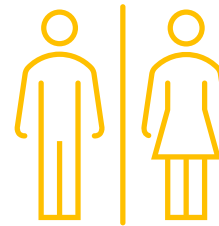
The Heldrich Center at Rutgers University examined¹ the websites and social media pages of all 206 local workforce areas in Connecticut, New Jersey, New York, and Pennsylvania.



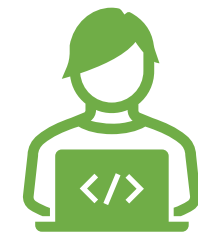
Call centers are being made available on weekdays to provide resources for employers, job seekers, and dislocated workers.



Boards are creating dedicated webpages that outline the different COVID-19 resources, such as online career services, pandemic assistance information, and e-learning opportunities.



Zoom and mobile services are being leveraged to provide one-on-one assistance and skills training workshops (e.g., career exploration, job loss and stress, etc.) by appointment.



AJCs around the Northeast are uploading a wide range of YouTube video workshops that job seekers can access on-demand.

American Job Centers are open in CT, in a limited capacity, for in-person appointments.

1

Initiate appointment

Go to portal.ct.gov/ajc where you will find the link to appointment scheduling.

Or schedule the meeting by phone:

Bridgeport: (203) 455-2700

Hamden: (203) 859-3200

Hartford: (860) 256-3700

Montville: (860) 848-5200

Waterbury: (203) 437-3380

New Haven: (203) 624-1493

2

Schedule appointment

After the online form is submitted, CT DOL staff will call to set up your appointment.

3

Arrive at AJC

Services include:

- Job search
- Resume and cover letter writing
- Interviewing skills
- Career counseling
- CTHires registration
- Workshop registration
- Training program(s) information
- Recruitment (employers only)

How many students graduate from CT's private occupational schools versus CT's community colleges and state universities?

Total graduates from private occupational schools is roughly half of the CSCU system.

Academic Year 2019 Connecticut State Colleges and Universities Graduation Figures:

All Graduates	Cert. <1 year	Cert. 1-4 year	AA	BA	MA	Grad Cert.	PhD
14,249*	1,564	292	5,279	6,059	1,370	313	29
	11%	2%	37%	43%	10%	2%	<1%

Academic Year 2019 Private Occupational School Graduation Figures:

8,698 graduates across all programs

How does P20 WIN ensure no identifiable data is reported?

There are several provisions in state and federal law that protect individual data.

- The Office of Policy and Management has produced reports for the past two years covering these laws and regulations, including how they factor into the administration of the P20 WIN system. An example of such a report can be found [here](#).
 - Individual appendices on state and federal laws and regulations can be found [here](#).
- Each request for data made to P20 WIN is reviewed in the context of the relevant state and federal laws and regulations, by representatives of the agencies that hold the data in question.
- Agencies can deny any request that they feel is not in compliance with state and federal laws or regulations.
- Federal and state statutory references for data privacy provisions regarding workforce development laws and regulations can be found [here](#).

There are several important data privacy provisions in federal statute on UI wage records.

- 20 CFR 603 is the federal regulation that requires privacy and confidentiality of all data collected in unemployment insurance (UI) wage records.
- § 603.5 What are exceptions to the confidentiality requirement?
 - Minnesota allows certain agencies to use private data on individuals or nonpublic data not on individuals for supporting program improvement, system evaluation, and research initiatives.
- § 603.10 What are the requirements for data sharing agreements?
 - Kentucky allows information to be made available to public employees, but confidentiality must be assured, and any agreement must satisfy the safeguards set forth in the federal confidentiality and disclosure requirements 42 U.S.C. sec. 503, 26 U.S.C. sec. 3304, and 20 C.F.R. sec. 603.9.
 - Those who request or receive information under the agreement will be limited to those with a need to access it for purposes listed in the agreement.
- Several recommendations have been put forth for improving data sharing conditions:
 - Reducing the burden on data producers to evaluate and implement data sharing agreements.
 - Enhancing data users' knowledge about the data sharing request process and requirements.
 - Educating legal counsel and elected officials about legislative and regulatory impediments.
 - Establishing mechanisms to enhance trust between data producers and users.

For additional information on privacy rules around UI wage records, please see this [report](#)

P20 WIN uses multiple methods to prevent the release of identifiable data.

- The governance and legal [framework](#) for P20 WIN stipulates that each agency reviews each individual request at multiple points to ensure that identifiable data are not released and can deny any request that they believe will put their information at risk.
- In the data request [form](#), the data requestor describes the techniques they will use to minimize the risk of re-identification and agrees to a set of provisions to protect confidentiality. Each agency reviews the request form for approval and signs a data sharing [agreement](#) that further describes the provisions for confidentiality.
- Before publication, the same agencies [review](#) the results to determine that identifiable data cannot be released.
- The procedures for linking data across agencies are designed to further ensure anonymity and security. Data are linked at the Department of Labor, but only de-identified data are shared with data requestors, after the identifying information has been removed. The process for data matching is described in further detail [here](#).
- The Washington state workforce board contracts with an outside entity to collect unit-record data from their private occupational schools which is then reported to their longitudinal data system for analysis.

Additional clarification on auto admission

Clarifying points on the auto-admission proposal (section 20-21) of S.B. 885

- Sections 20-21 of S.B. 885 proposes an auto admission proposal that would require all schools to rank high school graduating class students based on GPA. Any students who exceed a certain threshold would be automatically admitted into the four Connecticut State Universities. These students will have access to a streamlined application and will not pay an application fee.
- **What if a high school does not currently use a class rank system?**
 - High schools will need to create a class rank system as part of this proposal, but they can choose not to share it except for the purpose of the auto-admit program.
- **How will an applicant be notified that they are likely to be admitted if they apply?**
 - Due to FERPA and the Higher Education Act, Connecticut State Universities (and other colleges) cannot have information about high school students without some form of written consent. High schools will be responsible for sharing student information with students about their eligibility for the auto admissions program.