



RHODE ISLAND DEPARTMENT OF LABOR AND TRAINING

Constructing a Demand-Driven Workforce

Workforce Investment Act 1998, Title I
and the
Wagner-Peyser Act



Two-Year Strategic Plan 2007-2009

Governor's Workforce Board Rhode Island

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STATE OF RHODE ISLAND
STATE WORKFORCE INVESTMENT PLAN

TABLE OF CONTENTS

	PAGE
EXECUTIVE SUMMARY STATE PLAN 2005	4
PART I: RHODE ISLAND'S PLANNING PROCESS	7
PART II: STATE PLAN	
I. STATE'S VISION	9
A. STATE'S ECONOMIC DEVELOPMENT GOALS	
B. MAXIMIZING AND LEVERAGING RESOURCES	
C. CONTINUUM OF EDUCATION AND TRAINING OPPORTUNITIES	
D. VISION FOR BRINGING TOGETHER THE KEY PLAYERS	
E. STATE'S VISION FOR YOUTH OPPORTUNITY	
II. GOVERNOR'S KEY WORKFORCE INVESTMENT PRIORITIES	19
III. STATE GOVERNANCE STRUCTURE	24
A. ORGANIZATION OF STATE AGENCIES	
B. STATE WORKFORCE INVESTMENT BOARD	
C. STRUCTURE/PROCESS FOR STATE AGENCIES AND STATE BOARD TO COLLABORATE AND COMMUNICATE	
IV. ECONOMIC AND LABOR MARKET ANALYSIS	30
A. MAKEUP OF STATE'S ECONOMIC BASE	
B. SHORT-TERM AND LONG-TERM INDUSTRY GROWTH AND DECLINE	
C. INDUSTRY AND DEMAND FOR SKILLED WORKERS AND AVAILABLE JOBS	
D. STATE'S CRITICAL JOBS/OCCUPATIONS	
E. SKILL NEEDS FOR AVAILABLE, CRITICAL AND PROJECTED JOBS	
F. CURRENT AND PROJECTED DEMOGRAPHICS OF AVAILABLE LABOR POOL	
G. IN MIGRATION/OUT MIGRATION OF AVAILABLE WORKERS	
H. STATE'S SKILL GAPS	
I. STATE'S WORKFORCE DEVELOPMENT ISSUES	
J. STATE'S WORKFORCE DEVELOPMENT ISSUES CRITICAL TO ECONOMIC HEALTH AND GROWTH	

	PAGE
V. OVERARCHING STATE STRATEGIES	50
A. USE OF WIA TITLE I FUNDS TO LEVERAGE FEDERAL, STATE, LOCAL AND PRIVATE RESOURCES	
B. STRATEGIES TO ADDRESS NATIONAL AND STATE DIRECTION	
C. STRATEGIES TO IDENTIFY AND TARGET HIGH GROWTH INDUSTRIES AND OCCUPATIONS	
D. STRATEGIES TO PROMOTE AND DEVELOP STRATEGIC PARTNERSHIPS	
E. STRATEGIES TO ENSURE SUFFICIENT SYSTEM RESOURCES FOR SUPPORT TRAINING	
F. STRATEGIES TO SUPPORT GROWTH AND WORKFORCE NEEDS OF SMALL BUSINESSES	
G. USE OF FUNDS RESERVED TO INCENT THE WORKFORCE SYSTEM	
H. COLLABORATION STRATEGIES TO BETTER SERVE YOUTH	
I. STATE LAWS, REGULATIONS, POLICIES THAT IMPEDE ACHIEVEMENT OF GOALS	
J. USE OF FLEXIBILITY AND WAIVERS	
VI. MAJOR STATE POLICIES DEVELOPED TO SUPPORT WORKFORCE DEVELOPMENT	56
A. STATE POLICIES THAT SUPPORT PERFORMANCE, REPORTING AND MIS FUNCTIONS	
B. STATE SYSTEMS THAT PROMOTE EFFICIENT USE OF ADMINISTRATIVE RESOURCES	
C. POLICIES TO PROMOTE UNIVERSAL ACCESS AND CONSISTENCY OF STATEWIDE SERVICE	
D. POLICIES TO SUPPORT A DEMAND-DRIVEN APPROACH	
E. INTEGRATION OF STATE APPRENTICESHIP AND JOB CORPS IN THE ONE-STOP	
VII. STATEWIDE INTEGRATED ONE-STOP SYSTEM	63
A. PROCEDURES TO ENSURE QUALITY OF SERVICE	
B. MAXIMUM INTEGRATION FOR BUSINESS CUSTOMERS AND INDIVIDUAL CUSTOMERS	
C. ONE-STOP INFRASTRUCTURE COSTS	
D. USE OF STATEWIDE FUNDS FOR ONE-STOP DELIVERY	
E. ONE-STOP SYSTEM SUPPORT OF HUMAN CAPITAL SOLUTIONS	
VIII. ADMINISTRATION AND OVERSIGHT OF LOCAL WORKFORCE INVESTMENT SYSTEM	66
A. LOCAL AREA DESIGNATIONS	
B. LOCAL WORKFORCE INVESTMENT BOARDS	
C. LOCAL BOARD CAPACITY BUILDING	
D. LOCAL PLANNING PROCESS	
E. REGIONAL PLANNING	
F. ALLOCATION FORMULAS	
G. PROVIDER SELECTION POLICIES	

	PAGE
H. ONE-STOP POLICIES	
I. OVERSIGHT/MONITORING PROCESS	
J. GRIEVANCE PROCEDURES	
K. STATE POLICIES TO FACILITATE EFFECTIVE LOCAL WORKFORCE SYSTEMS	
IX. SERVICE DELIVERY	78
A. ONE-STOP SERVICE DELIVERY STRATEGIES	
B. WORKFORCE INFORMATION	
C. ADULTS AND DISLOCATED WORKERS	
D. RAPID RESPONSE	
E. YOUTH	
F. BUSINESS SERVICES	
G. INNOVATIVE SERVICE DELIVERY STRATEGIES	
H. STRATEGIES FOR FAITH-BASED AND COMMUNITY ORGANIZATIONS	
X. STATE ADMINISTRATION	104
A. STATE AND LOCAL WORKFORCE TECHNOLOGY AND MIS	
B. USE OF STATEWIDE ACTIVITY FUNDS	
C. USE OF WAIVERS AND/OR WORKFLEX AUTHORITY	
D. PERFORMANCE MANAGEMENT AND ACCOUNTABILITY	
E. ADMINISTRATION PROVISIONS	
XI. ASSURANCES	109
XII. ATTACHMENTS	112
A. REGIONAL ADMINISTRATION	
B. PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURES	
XIII. EXHIBITS	115
APPENDICES TABLES 1 – 5 (REFERENCE SECTION IV)	

Executive Summary

In his second inaugural address, Governor Carcieri challenged Rhode Islanders to envision a future in which their children and fellow citizens are among the nation's best-prepared to compete in today's world of globalization. Rhode Island's public workforce system, including the educational system and economic development, has become the focus of the Governor's efforts to make Rhode Island globally competitive.

"There exists no greater threat to our collective prosperity – and no greater opportunity – than the performance of our schools. We will have to compete in a global economy unlike any we have ever experienced. Visit China, Singapore, Taiwan, Korea or India. You can witness first hand those dynamic economies – buttressed by rigorous educational systems. We cannot, and will not, let our children down." Governor Carcieri - 2007

Rigorous educational and training systems - innovative, demand-driven, life-long and accountable - are the keys to understanding the Governor's philosophical and practical approach to workforce development. In the 19th Century, Rhode Island had an innovation economy - from the early mill ventures powered by river water in Pawtucket to the great manufacturing industries created by the captains of the industrial age centered in Providence. Cutting-edge training at such new and innovative institutions as the Rhode Island School of Design, originally chartered to train the burgeoning industrial trades, contributed to the creation of a competitive and productive workforce. Rhode Island thrived in the 19th Century, while many communities trailed, because of a regional culture of innovation that permeated the economy and its workforce.

Ever-changing technology and the speed at which information is transferred have led to the redefining of commonly held concepts about work, markets and production. The success of a regional economy is more and more dependent on the talent and capacity of the workforce to innovate. In his 2007 State of the State Address to the General Assembly, the Governor spoke of an "aggressive strategy to create an innovation economy that will grow higher wage jobs and provide a better quality of life to all Rhode Islanders." For the Governor, an innovation economy is an expansive concept not limited to the application of new ideas, processes, or ways of organizing within the private marketplace, but having similar value-added implications for the individual and public sector as well.

The Workforce Investment Act (WIA) continues to be an exceptional tool assisting workforce development leaders in realizing the Governor's strategic vision. The federal legislation facilitates the creation of a demand-driven, regional workforce system where services are provided and performance is measured. These goals and objectives apply to all state and federally-funded workforce development programs. The core performance measures serve as a mechanism to account for various program and agency contributions to the system's results. This drives concerted planning and coordinating activities among employers, education, and training providers to prepare workers for job opportunities in economically vital sectors of the Rhode Island economy.

The key to this effort is the transformation of the workforce development system linking employers, economic development, and the educational community to build and deliver innovative answers to workforce challenges. Becoming demand-driven represents a major change for this

system; which, during the past forty years, has focused on the supply side of the economy. The goal is to maximize the potential of the entire workforce. This will be required in order for Rhode Island's workforce development system to be responsive to the needs and opportunities of a regional economy.

Rhode Island's Future

Rhode Island has recognized that the workforce development system needed strategic coordination at the top; therefore, through legislation approved by the Rhode Island General Assembly and executed by the Governor, the Human Resource Investment Council has been re-organized as the Governor's Workforce Board of Rhode Island, and given the responsibility of implementing the Governor's vision for the workforce development system. The State has never been in a better position to improve its services to employers and job seekers. By further strengthening partnerships with the education system and economic development, Rhode Island will improve its performance.

Ideally, the evolution of Rhode Island's workforce development system will result in:

- Universal access emphasizing service to high growth employers and job seekers with barriers to employment, especially those who have limited English proficiency, veterans, dislocated workers and homemakers, public assistance recipients and those that are no longer eligible for cash assistance under State Law (Family Independence Act), the disabled, and other individuals facing barriers in the workplace;
- A commitment to measuring performance and continuous improvement of the entire workforce development system;
- Implementation of a demand-driven workforce system;
- System reform to streamline and eliminate duplicative administrative costs and to enable increased training investments;
- Enhanced integration of service delivery through a more targeted one-stop delivery system statewide;
- A refocusing of the WIA youth investments on out-of-school youth populations, collaborative service delivery across Federal programs, and increased accountability;
- Improved development and delivery of workforce information to support workforce investment boards in their strategic planning and investments;
- Providing tools and products that support business growth and economic development;
- Quality career guidance directly to students, job seekers, and their counselors through One-Stop Career Centers; and access to electronic data systems;
- Faith-based and community-based organizations playing an enhanced role in workforce development; and
- Customer choice through an extensive list of Eligible Training Providers.

Rhode Island State Workforce Investment Plan 2007-2009

THE STATE OF RHODE ISLAND

WORKFORCE INVESTMENT ACT PLAN

PART I: Rhode Island Planning Process

Plan Development Process

- A. Describe the process for developing the State Plan. Include a discussion of the involvement of the Governor and the State Board in the development of the plan, and a description of the manner in which the State Board collaborated with economic development, education, the business community and other interested parties in the development of the state plan (112(b)(1).)

Background

The Governor's Executive Order No. 05-18 issued on September 22, 2005 created the Governor's Workforce Board of Rhode Island (GWBRI) in compliance with existing State Law and an approved waiver granted by the Employment and Training Administration (ETA) of the United States Department of Labor (USDOL).

The Governor stressed, at that time, that the economic future of Rhode Island and the prosperity of its citizens depended upon the ability of businesses in Rhode Island to compete in the world economy; and that a well-educated and highly-skilled workforce was a critical asset necessary for the success of those businesses. The Governor charged the GWBRI with the responsibility of undertaking the necessary strategic planning effort to ensure Rhode Island's place in the global economy.

Beginning in October of 2005, the GWBRI began a collaborative process with business and industry representatives, labor organizations, representatives of public and private educational institutions, workforce intermediaries, and various public and non-public agencies involved with education, economic and workforce development.

In July 2006, the Workforce Cabinet that serves as the operational arm of the GWBRI and is composed of the Directors of all state agencies involved with workforce development, including the State's Economic Development Corporation, explored the possibility of developing a strategic state workforce plan. This proposal was subsequently approved and recommended to the GWBRI in August 2006. The GWBRI authorized the issuance of a Request for Proposals in September 2006 in order to hire a consultant to assist the GWBRI in developing a strategic plan for 2008-2013. In November 2006, State Workforce Investment Office (SWIO) staff discussed with workforce development stakeholders and the local workforce investment areas the GWBRI's intent to develop a strategic plan and sought their comments. An RFP was issued on January 19, 2007 and a consultant was hired in March 2007 to undertake this initiative.

The WIA and Wagner Peyser (WIA/WP) Two-Year Plan presented here will be in force until such time as the Unified State Plan has been adopted by the State and approved by ETA, USDOL.

This WIA/WP Plan details the transformation of the state workforce development system in conformity with the Governor's vision. Its focus is on the best ways to develop the skills and talents of the entire workforce in support of the State's economic development. The overarching strategy is to align governance and resources of all public and private entities involved in education, workforce development and economic development to achieve the goal.

Planning Process

The planning process for modification and extension of the State Workforce Investment Act (WIA) and Wagner Peyser Act (WPA) Plan through year three (PY 2007) and year four (PY 2008) of the current five-year planning cycle was led by the Planning and Evaluation Committee of the GWBRI. This process formally began on February 15, 2007 with the detailing of the Plan requirements to the GWBRI by the Chair of the Planning and Evaluation Committee. Local Planning Guidance was issued to the two local workforce investment areas on February 19, 2007.

- *The GWBRI is concurrently contracted with a strategic planning consultant as of March 2007 to develop a Five-Year (5) Strategic Workforce Investment Plan over the next 12 to 18 months that will create and implement a regional strategy across political jurisdictions, leverage and align all public and private investments, and transform the regional economy through innovative and effective talent development.*
- *The State WIA and WPA Plan approved through 2007-2009 will be extant through the adoption of the Unified Plan by the GWBRI, WIA Liaison and the Governor of Rhode Island and its subsequent approval by the United States Department of Labor.*
- *The Modified Plan presented in this document has been aligned and updated to the greatest extent possible with full knowledge and expectation that it will serve as a starting point for the unified regional planning process commencing in March 2007.*

An initial draft State Plan was developed by the Rhode Island Department of Labor and Training (RIDLT) as the designated State agency responsible for overseeing implementation of the Workforce Investment Act, working on behalf of the Governor's Workforce Board of Rhode Island. Comments and concerns expressed by a variety of agencies and advocate groups were integrated into the draft Plan. The Planning and Evaluation Committee then held meetings throughout the month of February, March, and the first two weeks of April 2007 to vet and develop specific sections of the Plan. The Committee approved the draft Plan at its April 10, 2007 meeting.

Exhibit 1 is the Governor's Executive Order. **Exhibit 2** is a list of the categories of membership of the GWBRI. **Exhibit 3** is the timeline showing the planning process.

Public Review and Comment

A Public Hearing on the draft Plan was noticed and held on April 16, 2007 from 10:00 a.m. to 12:00 p.m. at the RI Department of Labor and Training, Center General Complex, 1511 Pontiac Avenue, Building 73, First Floor Conference Room, Cranston, RI. Comments received at and after the Public Hearing were considered and, where appropriate, changes were made prior to presenting the State's WIA/WP Plan to the State Board for final approval.

All written comments received and the transcript of the Public Hearing is attached as **Exhibit 4**. The State Plan was approved by the GWBRI at their April 19, 2007 meeting. The Plan was approved and signed by the Governor in compliance with TEGL 13-06 for its May 1, 2007 submission to the Employment and Training Administration, USDOL.

PART II STATE PLAN

SECTION I: STATE VISION AND GOALS

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 workforce system in support of the State's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available. (Sec. 112 (a) and (b) (4) (A-C).)

A. What are the State's strategic economic development goals for attracting, retaining and growing business and industry within the State? (Sec 112(a), 112(b) (4) (A-C).)

Establishing Rhode Island as a world-class competitor in the 21st Century is at the heart of the Governor's strategic economic development goals. The State's role is seen as that of a catalyst bringing together the right players from multiple sectors to drive Rhode Island toward a competitive position among states and globally. Rhode Island's economic development strategy is based upon the premise that government can play a major role in creating a supportive environment that encourages the creation of good jobs. The state fully recognizes that the job has gotten more difficult in the few short years since the first State Plan was submitted. The challenges are greater and the stakes are higher. Rhode Island must ensure that we have an educated workforce to be competitive. Being educated now includes life-long learning for adults and a minimum of a two-year degree or certificate (such as an apprenticeship) to sustain a good paying job. Rhode Island is poised to ensure the success of its businesses by meeting their needs with a skilled workforce and attracting innovative new businesses with policies that make this a business-friendly state and one that can deliver the workers for new and expanding business needs.

Background:

During his first term, the Governor's economic development agenda called for:

- Creating an overall competitive tax environment.
- Creating a strong educational system.
- Creating a government that understands the business community.
- Supporting access to capital for small business.
- Developing sites where companies could expand and relocate as they grow.
- Creating an environment where RI's workers are among the best trained in the nation.
- Creating an environment where new intellectual capital and management talent would be cultivated, recruited, and retained.

Rhode Island's Economic Development Strategic Vision:

The State's economic and workforce development leaders have focused on securing the tools necessary to thrive in a 21st Century economy. The economic development agenda has been further refined in terms of innovation and a regional relevancy that considers the unique strengths, weaknesses, and assets of Rhode Island's industries and human talent:

➤ Creation of a Rational, Fair, and Competitive Tax and Regulatory Environment

The cost of doing business in Rhode Island has historically been high, discouraging the creation and relocation of high-wage industries in the State. This is being addressed through the recommendation of responsible state-spending plans, progressive tax relief, and prudent investments in efficient regulatory processes.

➤ Capitalizing on Rhode Island's Competitive Advantages

Given Rhode Island's location, size, and accessible public and private networks, Rhode Island is positioned to serve as a laboratory for organizations – business and governmental alike – to explore and test new business models. This holds transformative promise for everything from how entrepreneurs grow to scale, to fostering intergovernmental agency collaboration. This promise has been given a name by economic development leaders: *Innovation@Scale*. Specifically this means:

- Capitalizing on the fact that private sector innovators in Rhode Island can reach a diverse population of one million people in an area of just over 1,000 square miles that is situated within a rich resource and knowledge corridor.
- It means the singular ability to leverage easy access to the State's business and political leaders and to quickly mobilize key stakeholders around an issue.
- Public sector innovators capitalizing on these unique characteristics to rapidly organize into adaptable, streamlined and highly collaborative arrangements to solve public policy problems and leverage public and private resources.

➤ Creation of a Platform for an Innovation Agenda

To institutionalize, sustain, and enhance Rhode Island's innovation agenda and the competitive capacity of the State's workers and the firms that employ them, several entities have been established:

- **GW Bri** – The GW Bri is the Governor's industry-led public policy body charged with aligning the human capital development system with the State's education and economic development goals. The GW Bri is considering the development of the State's first Unified State Plan as a result of an intensive strategic planning process being undertaken.
- **Governor's Workforce Cabinet (WC)** – The directors of seven (7) State agencies with workforce and workforce related components, have joined together to ensure coordination among the chief implementers of the human capital development systems and to agree on common goals and objectives that will

impact the future of the State well beyond the programs each oversees.

- **The RI Science and Technology Advisory Council (STAC)** – STAC is a coalition of business, academic, and government leaders charged with creating a long-term strategic vision on how the State can best apply science and technology resources to strengthen the State’s economy.
- **PK – 16 Council** – The PK-16 Council is an advisory council where business informs discussions on education reform. The Council is chaired by the Governor and responsible for improved student achievement at all levels. The State recognizes the importance of improving education outcomes at all levels in order to be competitive. This Council focuses on the pipeline of the emerging workforce—ensuring students are prepared with the skills necessary to move Rhode Island toward an innovation-driven future.
- **Business Innovation Factory (BIF)** – The BIF was created to help its private and public sector members move innovative ideas into practice. Its mission is to help members learn from the best minds in business innovation and provide opportunities to network and collaborate with organizations that are driven to explore and test new business models.
- **The Office of Adult Education** – The Office of Adult Education was established within the Rhode Island Department of Education to strengthen and expand the adult education system to increase the pool of Rhode Island adults ready to participate in the new economy.

B. Given that a skilled workforce is a key to the economic success of every business, what is the Governor’s vision for maximizing and leveraging 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? (Sec. 112 (a) and (b) (4) (A-C))

The Governor’s Workforce Cabinet

Consisting of the chief executives of seven State agencies, the Governor’s Workforce Cabinet (WC) ensures the intergovernmental collaboration and federal and state resource coordination necessary to successfully implement the Governor’s workforce agenda. The WC implements the GWBRI agenda by addressing cross-institutional barriers and by undertaking innovative workforce policy and programs.

The combined role of the GWBRI and WC are envisioned as providing the leadership that “pulls the system together and makes it work.” State agencies and funding streams related to workforce development, in particular, the One-Stop Career Center system, will continue to be leveraged to accomplish this goal.

One-Stop Career Centers

The Governor and GWBRI have charged the One-Stop partners to continue supporting:

- Integration of services within the One-Stop.
- Joint training of the One-Stop partners.
- Unity in approach and coordination by all federal and state workforce development

- partners to promote training in high growth occupations.
- Efforts to coordinate state youth programs.
- Efforts to coordinate programs for skilled older workers that wish to remain in the workforce.
- Efforts to transition ex-offenders from prison to productive employment.
- Exploring transformation to a talent development agency as opposed to a simple job placement agency.
- Efforts to link adults without a high school diploma and adults with limited English proficiency to appropriate adult education programs, and efforts to help employees in need of ESOL or adult education to obtain those services.

In addition, all funding streams, including all federal workforce development programs of mandated partners, will be used to support service delivery within the State's workforce development system including:

- The Rhode Island Job Development Fund (JDF) – a percentage of the State's Unemployment Insurance Tax used to increase the skills of incumbent workers and provide training to new workers.
- Federal Vocational Rehabilitation services in the One-Stop Career Centers.
- Partnering with the Department of Human Services to coordinate with TANF job development initiatives.
- Partnering with the Department of Elderly Affairs to coordinate with the Senior Community Service Employment Program (Title V of the Older Americans Act).
- Partnering with the Department of Education to coordinate programs for advanced career and technical education through the Carl D. Perkins Applied Technology Act; post-secondary/adult education programs for students in grades nine through twelve; and programs under the Adult Education and Family Literacy Act (Title II WIA 1998), and Project Opportunity.

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? [Sec. 112(a) and (b) (4) (A-4)]

Rhode Island's primary approach to ensure a continuum of life-long learning opportunities needed to support and maintain an innovation economy, is to focus on evolving workforce needs of high growth and demand industry sectors within the regional economy. Industry Partnerships are essential to ensure the proper alignment of education and training opportunities with these needs. Traditional methods that focused on disparate training programs created by governmental entities without the input of industry, often resulted in unsatisfactory placements. In addition, the lack of strong educational components has exacerbated the disconnect with industry. Adult basic education skills are a necessary complement to skills training required to keep up with technological developments. Therefore, the State will continue to develop and support Industry Partnerships in the context of a regional economy.

Rhode Island is working to fully integrate its Industry Partnerships in the decision-making process that drives its workforce, economic, and education models. In terms of workforce development, the State is seeking to encourage dialogue among its high-growth industries to determine areas for the

application of common skill standards by identifying gaps that can be filled through training models that are both responsive to the needs of industry and cost effective. The value of Industry Partnerships to economic development lies in the ability to create opportunities for existing businesses to grow and expand as well as create and attract new businesses to the State. Rhode Island also envisions the Industry Partnerships as key to the alignment of curricula throughout the educational system with industry needs. Further, the Industry Partnerships will be the foundation for examining career ladder development that will create pathways to higher skilled jobs.

Rhode Island's current and emerging Industry Partnerships currently are:

- Health Services
- Construction
- Hospitality, Tourism and Retail Trades
- Advanced Manufacturing
- Marine Trades
- Bio-Science and Technology
- Information Technology
- Finance / Insurance

Refer to **Exhibit 5**

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 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? (Sec. 112(b) (10).)

The Governor recognizes that for Rhode Island to be competitive in the 21st Century economy, new ways of organizing, connecting ideas, allocating resources, and networking people are required. The traditional bureaucratic silos of the public sector along with their rigid funding streams reflect a pre-globalization paradigm that is increasingly ineffective. As previously outlined, the Governor has been a catalyst in the formation of several powerful new networks; each designed to impact and improve workforce development in the region. Taken as a continuum, the networks cover the entire span of human capital development policy. These networks have been formalized into three workforce development entities –GWBRI, the Workforce Cabinet and the PK-16 Council.

Governor's Workforce Board

The Governor streamlined the State Board to better align it to address the demands of a 21st Century economy. The GWBRI is responsible for instituting statewide policies, goals, and guidelines for the coordination of all employment and training programs, employment-associated educational programs, and related services throughout the State. The GWBRI has evolved into an aggressive and innovative steward of workforce development public policy and programs. The GWBRI membership represents leaders from the private, labor, economic development, and academic sectors.

The GWBRI's subcommittee structure is designed to address the entire human capital development system. The standing committees are: Planning and Evaluation, Youth Development, and Adult Education and Strategic Investments. The Executive Director for Adult Education, for example, is situated within the State's Department of Education and receives policy guidance from the GWBRI.

The GWBRI's mission has been enhanced by the recent adoption of an innovative Industry Partnership model that shifts the focus of workforce training decisions closer to those most familiar with the challenges and needs of the market. The decision-making capacity of the GWBRI also has been better informed by the integration of workforce intelligence generated by Rhode Island's Labor Market Information Division into the Board's strategic policy research, evaluation, and planning processes. This process of improved integration has led to more accurate data in that high-growth firms are developing better reporting practices as part of the Industry Partnership system.

The Workforce Cabinet

Led by State department directors, the Governor's Workforce Cabinet was established as a forum for those State agencies principally charged with the implementation of workforce programs. These agencies inform the policy conversations taking place at the GWBRI. The Workforce Cabinet also serves to operationalize the broad policy direction set by the GWBRI through its integration, coordination, and alignment of strategies between its members.

PK-16 Council

The Council is a coalition of public and private leaders that have been charged with reforming Rhode Island's elementary and secondary education systems. The goals of the Council are to:

- Align standards for achievement in reading, writing, and mathematics so that students graduating from Rhode Island high schools and adult education programs are fully prepared for college-level work;
- Link achievement standards with employer expectations;
- Establish formal high school credit-based transition programs with higher education institutions;
- Improve the quality of teachers and educational administrators who lead schools, districts, and school-related initiatives;
- Support the recommendations of the Governor's Blue Ribbon Panel on Math-Science Achievement and track our State's progress;
- Create a unified data system to connect information between our elementary and secondary education system, adult education system, post-secondary institutions, and workforce development programs;
- Provide better pathways to higher education for low-income residents;
- Produce a more competitive workforce and promote economic development through quality education, research, and workforce development.

The Governor's Workforce Board, the PK-16 Council and the Workforce Cabinet reflects a high degree of integration, populated by many of the same major stakeholders. These entities are well-positioned to deliver real solutions and reform.

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 of assistance, such as out of school youth, homeless youth aging out of foster care, youth offenders, children of incarcerated parents, migrants and seasonal farm worker youth, and other youth at risk? (Sec. 112(b) (18) (A).)

Multiple Stakeholder Collaborations

- **Youth Development Committee of the GWBRI** - The mission of the GWBRI includes ensuring alignment of all the stakeholders throughout the entire human capital development system. This is particularly important to the competitiveness of the state's future workforce. The Youth Development Committee of the GWBRI spearheads the strategic planning and coordination of youth policies. The group carries out the oversight of youth programs and initiatives.
- **The Governor's Children's Cabinet** - Led by State departmental directors that oversee youth programs which provide direct services: such as, health, safety, etc., ensures that policies are aligned.
- **PK-16 Council** - A statewide dialogue on academic standards and credentials is taking place under the auspices of the Governor's PK-16 Council (several of whose members overlap with either the GWBRI or the Workforce Cabinet). This is to ensure the development and integration of models that cross the entire education and training system. This dialogue will drive reform within the more traditional youth workforce development programs.

As these larger conversations take place, the youth workforce development system in Rhode Island continues to be an innovator, particularly toward addressing youth most in need:

New Opportunities for Collaboration – A Shared Youth Vision

Rhode Island's Shared Youth Vision State Team, consisting of representatives from the Departments of Labor and Training, Education, Children Youth and Families, Human Services, Justice/Corrections, as well as State and local WIB representatives, is meeting to examine current operational processes of the workforce system and to formulate a strategic response to serve Rhode Island's neediest youth. Those agencies serving youth in Rhode Island will position themselves as strategic partners in the development and delivery of services to the emerging workforce. It is critical to prepare all youth, particularly those most at risk, for jobs in our changing economy. Rhode Island must meet the demands of business by providing youth (and adults) with the necessary educational and occupational training needed for high-demand occupations in the 21st Century.

Rhode Island has aligned its work with the USDOL's vision toward a collaborative approach at the State and local levels to serve the State's neediest youth, to enhance the quality of services delivered, and improve the outcomes for the youth we serve.

The Rhode Island Shared Youth Vision State Team was one of 16 state teams selected by the Shared Youth Vision Federal Collaborative Partnership to attend a conference in Atlanta in 2006. The State Teams received individual technical assistance to develop and set a vision for the State's approach to youth.

The Rhode Island State Team will apply for the third round of proposals announced in February 2007. The Shared Youth Vision State Team has been the catalyst for many of the recent initiatives. Most notably, the Providence/Cranston Youth Career Center (YCC), which opened three years ago in the One-Stop Career Center, was a direct result of the initial youth vision meeting in 2004. Resources were shared to a good end— RI DCYF contributed staff to run the YCC, RIDLT provided the space, and the Providence/Cranston WIB provided access to WIA services.

An Improved “All Youth” Approach

Several notable innovations in the provision of youth workforce development services have recently been adopted by the GWBRI and hold great promise for improved outcomes for all of Rhode Island's youth.

First, the adoption of an “All Youth” approach to services by the GWBRI and the local WIBs. The new approach is centered on YCCs at the One-Stop Career Centers where services will be provided to all youth with varying levels of need. Services will continue to be provided to dropouts, youth aging out of foster care, and youth with disabilities. Historically, services in Rhode Island have been hamstrung by a lack of flexibility in administrative requirements and a lack of capacity in the community provider network. Specifically, the ability of a single provider to expertly address all ten (10) WIA youth elements (e.g., summer work experience, tutoring, supportive services, and mentoring, etc.) is rare. RFP responses have been poor and the resulting layers of administration (required by multiple subcontracts) are both programmatically ineffective and inefficient.

ETA, USDOL granted a waiver to Rhode Island in Program Year 2006 that allows the State to partner with other agencies to share resources. The waiver allows the State to provide three of the ten youth elements without competitively procuring services from an outside vendor as required in Section 123 of WIA – supportive services, follow-up services, and paid and unpaid work experiences. In order to implement this new approach, the GWBRI, the Office of Adult Basic Education, and the two local workforce investment boards collaborated in an innovative process resulting in a unified RFP that would provide services on a statewide basis using both federal and State funds. It is expected that nearly 1600 youth will be served in PY 2006; four times as many youth served compared to Program Year 2006.

The commitment to undertake a combined RFP with other agencies, attracted new resources to the youth initiative. The GWBRI allocated an additional two million dollars (\$2,000,000) in State funding to increase the number of youth being served. Additionally, the increased collaboration among the local workforce investment boards and the Shared Youth Vision State Team has led the newly appointed Director of Adult Education in Rhode Island to allot adult literacy funds to be used to serve more youth, more effectively.

The LWIBs received 60 youth proposals for Program Year 2007. The previous year, the LWIBs received only 12. The result of the innovative combined RFP resulted in a five-hundred percent (500%) increase in the number of proposals. More importantly, new youth vendors emerged who could offer creative and exciting approaches to youth development.

The Governor's Math and Science Initiative

As a key component of his economic, education, and workforce development improvement agenda, the Governor has charged the PK-16 Council with assuring the implementation of the following:

- Creating an action plan to improve math and science results.
- Changing how we teach science in high school.
- Developing new ways to teach algebra (I Can Learn Pilot Program).
- Providing for math and science specialists.
- Establishing statewide math and science curricula.
- Requiring more science courses to get a high school diploma.
- Allowing math and science professionals to teach part-time.
- Creating alternative teaching certifications for professionals.
- Infusing real world applications in science teaching.
- Incorporating technology into teacher preparation.
- Further strengthening the sciences at the post-secondary level.
- Establishing a PK-16 policy board to ensure student success.

Exeter Job Corps Academy

In November 2004, the Job Corps Academy accepted its first participants and continues to recruit eligible youth. Rhode Island has the highest number of youth, ages 16-24, living in poverty who are potential Job Corps Academy candidates in New England. The Job Corps Academy has established partnerships with a number of New England and Rhode Island businesses.

The GWBRI continues to improve coordination with State youth programs and One-Stop services not only with the Exeter site but also with the established Job Corps centers throughout New England. The Job Corps Academy is considering using the YCCs to increase Rhode Island's candidate pool.

Finally, the Director of the Exeter Job Corps Academy is a member of both LWIB's Youth Councils and Rhode Island's Shared Youth Vision Team.

Facilitation and Monitoring

The State will also facilitate coordination at the State level through the GWBRI to assure that youth programming does not rely solely on WIA, which is a relatively small grant, as opposed to other larger funding sources. The Shared Youth Vision State Team is seeking additional sources of funding as part of the overall strategy to provide services to at-risk youth provided by vendors or through the YCCs.

The State will closely monitor and evaluate the performance of all youth initiatives to assess the effectiveness and fill the gaps where needed.

In order to better coordinate and assess programs, both LWIBs developed a common vendor file in Program Year 2006. This approach will assist in data validation processes required as part of the GWBRI oversight responsibility.

The Providence/Cranston Workforce Investment Board has purchased an internet-based case management system to assist in managing data particularly from providers. The Greater Rhode Island Workforce Investment Board will be purchasing a license for the same system further coordinating the youth efforts in Rhode Island.

SECTION II: STATE WORKFORCE INVESTMENT PRIORITIES

A. Identify the Governor's key workforce investment priorities for the State's workforce system and how each will lead to actualizing the Governor's vision for the workforce and economic development. (Sec. 111(d) (2) and 112(a).)

1. Governor's Workforce Board's Strategic Priorities

The Governor has endorsed the GWBRI's strategic investment agenda (\$9,000,000-\$10,000,000 annual investment). The initiatives build upon the foundation and success of the Board's initial efforts while raising the bar to focus on strategies and investment priorities that create a demand-driven agenda.

Utilizing the Board's Industry Partnerships model, the proposed categories and funding are primarily, though not exclusively, focused on key growth sectors that impact the economy of Rhode Island and the surrounding region.

Priorities of the Governor's Workforce Development Agenda include:

- **Office of Adult Education / Literacy** - Critical initiatives to improve basis skills with two components of the adult education system:
 - Adult Education Services: Grant awards to increase the capacity of services offered by local and regional service providers.
 - Systemic Investments: To seed initiatives consistent with the goals included in the "Building the Critical Links" recommendations. Examples include: performance management, integration, research and evaluation, professional development, and increased capacity within the Office of Adult Education.
- **Incumbent Worker Training** - Workforce training investments to assist businesses in providing training to new and incumbent workers. Three options, tailored to meet individual needs and circumstances, are available:
 - Express Grants: Up to \$15,000 is available per company for incumbent worker training to address more immediate training, system creation and/or operational needs.
 - Comprehensive Grants: Up to \$50,000 is available per company for broader incumbent worker training systems and operational needs consistent with a business plan.
 - Expansion Grants: Negotiated funding levels are based on proposed company need and limited to the hiring and training of new hires for existing or new companies.
- **Industry Partnership Development** - Grants to provide opportunities to collaborate with key system stakeholders and inform the discussion from a business sector perspective.

- **Youth Service Strategies** - Allocated State funds to the two LWIBs by formula to augment federal funds. GWBRI funding provides the flexibility and opportunity to expand WIA-modeled services to greater numbers of youth over longer periods of time. This effort is consistent with the Board's "All Youth" agenda and will require unified strategies. Grants will be awarded by a competitive RFP process conducted by the LWIBs.
- **Business Retention / Rapid Response** - Existing employer services provided by the RI Department of Labor and Training and the RI Economic Development Corporation are being revisited in an effort to make them more demand-driven; for example, the State's new and innovative approach to Rapid Response (RR). This employer program has historically been the State's main response to industry layoffs. Rapid Response is now being adapted to better collaborate and assist Rhode Island's business retention effort.
- **Capacity Building** - To provide the GWBRI opportunities for developmental activities, strategic planning, the provision and receipt of technical assistance, refined and/or new labor market information models, new and/or improved technology, seed funding for new systems development, industry sector summits, etc.
- **Governor's Fiscal Fitness Program** -
 - The Governor's Fiscal Fitness recommendations for the workforce investment system called for the consolidation of the two local workforce investment areas into a single state area. This proposal would reduce administrative and programmatic staff costs and increase the amount of funds available for training of customers. The federal WIA Statute does not currently permit such a consolidation.
 - The Rhode Island Department of Labor & Training currently operates six One-Stop Career Centers called netWORKri. There is one comprehensive netWORKri Center in each of the State's two workforce investment areas. The remaining four centers are affiliate netWORKri sites. This system has been fully operational since June 2000 . During Program Year 2005 and 2006, a subcommittee of the GWBRI, the netWORKri Restructuring Committee, conducted an in-depth analysis of Rhode Island's One-Stop Career Center system. The Committee considered several options to strengthen the system, to refocus program delivery, and to allocate resources accordingly. In February 2006, this Committee recommended a reorganization plan of the One-Stop system to the full Board, which was subsequently approved. Critical to this reorganization are the strategic investments recently made by the GWBRI in adult education, youth development, industry partnerships and business retention all of which support the Governor's Executive Order to make the One-Stop system the primary deliverer of workforce development programs in the State.

- **Older Worker Initiatives** - Competitiveness in the context of the 21st Century economy requires that Rhode Island pursue innovative approaches to every aspect of human capital development, including its mature and seasoned workforce. As part of its unified State planning process, the GWBRI along with its partners, has begun to explore several new ways to harness and improve upon the capacity of Rhode Island's senior workers including:
 - Using the State's Labor Market Information Division to analyze the capacity of the 50 year-old plus labor market and compare it to known and emerging business human capital demands of business.
 - Providing leadership and developing policies and models for effective strategies to link workers to businesses in need of skilled workers.
 - Promoting increased awareness and use of electronic methods of job search to enhance job search placement services.
 - Heightening awareness of the availability and potential untapped labor pool through collaborative outreach strategies.
 - Creating partnerships with educational institutions (CCRI) to equip workers with needed skill enhancements.
 - Instituting educational and training opportunities for One-Stop staff on the unique needs of serving the mature job seeker.

- **Low-Skilled / Low-Income Workforce Initiatives** - The most globally competitive regions in a 21st Century economy maximize the available workforce by fully integrating low skilled workers into the demand economy. Because of the relative slow growth of Rhode Island's workforce, this integration is more imperative. To the extent that Rhode Island can make improvements along the entire human capital development continuum, the more competitive the State will be ultimately. This is certainly true when a low skilled individual is able to obtain well-designed and innovative training that allows for new opportunities for better wages. The GWBRI has begun to explore initiatives that include:
 - Encouraging Industry Partnerships to include low skilled, low literacy, low wage, and ESOL workers when designing their training programs and support them in gaining a foothold on the career ladder; including, tapping community colleges to provide training and credentialing to workers.
 - Encouraging customized training providers to offer job-specific training to low skilled, low literacy, low wage, and ESOL workers and/or new hires.
 - Developing career ladders or pathways that map the range of jobs and link educational opportunities within a specific industry sector.

- Using public funds for training partnerships to find creative ways to ensure that training benefits low skilled, low literacy, low wage, and ESOL workers such as:
 - Training tied to wage increases or job promotion.
 - Incorporating accessible Adult Basic Education or ESL.
 - Offering on-site training during work hours or flexible scheduling at off-site locations.
 - Helping workers earn college certificates and degrees by developing agreements with local colleges for training programs.
 - Providing worker support services.

2. The RI Science and Technology Advisory Council – 2007 Recommendations

In order to provide continued support to the State's nascent efforts at encouraging an innovation economy, the Governor has endorsed the 2007 recommendations of his Science and Technology Council – a combination of organization and financial investments that build upon the STAC's initial work:

- Continue support for the Rhode Island Research Alliance and its direct investment in collaborative research. **\$1,500,000**
- Support the Statewide build out of the Rhode Island Wireless Innovation Networks (RI-WINS) border to border broadband wireless network. **\$28 million**
- Launch the Rhode Island IT and Digital Media Center as an incubator for new company creation and growth. **\$600,000**
- Continue to support the Governor's new vision for workforce development for a 21st Century innovation economy.
- Continue support for STAC activities. **\$100,000**

3. The 21st Century Education Plan

Acting in his role as chief catalyst in preparing Rhode Island for the innovation demands of the 21st Century economy, Governor Carcieri outlined a daring educational reform initiative in his 2007 State of the State Address that will be his primary focus in his final term. The *21st Century Education Plan* focuses on three areas – financing, educator quality and compensation, and urban challenges – all with the goal of improving student achievement.

- Financing – the structural challenges associated with education financing are particularly acute in Rhode Island and the Governor historically has been critical of its inefficiencies. However, the need to transform the capacity of the State's schools to meet the demands of the new economy is so urgent that the Governor has had to be bold - proposing a \$46 million dollar increase in State support for education even though the State is facing an overall structural deficit of \$360 million. With this considerable commitment, however, comes the imperative of reexamining school administration, special education, governance issues and regionalization.

- Educator quality and compensation – the *21st Century Education Plan* calls for exponential improvement in the proficiency of the State’s teacher corps and places an emphasis on a rational compensation system that rewards and encourages excellence. The Governor has called for a collaborative solution with input from all stakeholders; including teachers, parents, labor leaders, and school boards.
- Urban Schools – The crisis in Rhode Island’s urban school districts is particularly challenging. The Governor’s plan calls for a major initiative around English language proficiency and the lifting of the moratorium on charter schools.

SECTION III: STATE GOVERNANCE STRUCTURE (112(b)(8)(A))

A. ORGANIZATION OF STATE AGENCIES IN RELATION TO 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 relationship of state agencies and the Governor is set forth in Rhode Island State Law and the Rhode Island Constitution. In some cases, their duties and responsibilities are also specified by Executive Order of the Governor. Refer to **Exhibit 28**, Organizational Chart.

- 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.**

In 2005, the Governor streamlined and reconstituted the State Workforce Investment Board to better align it to address the demands of a 21st Century economy. The Governor's Workforce Board (GWBRI) now serves as the Governor's principal advisors for workforce development and is a fail safe place to review the system and make improvements. The GWBRI works across State agencies to manifest desired outcomes and to identify the barriers to those outcomes. The Rhode Island One-Stop Career Center system, netWORKri, has allowed various agencies involved in the delivery of workforce investment services to align staff and resources to deliver those services to employers and job seekers. Rhode Island seeks to further strengthen partnerships with employers and service providers, and use existing emerging technological tools, thus developing a more responsive, demand-driven system.

The deliverers of services in the workforce investment system are primarily state agencies subject to the executive authority of the Governor and the laws of the State of Rhode Island. The focus of all State agencies involved in the workforce system is to provide the skilled workforce needed for the growth and improvement of Rhode Island's economy and hence the commonwealth of all the State's citizens:

- The Rhode Island Department of Labor and Training is responsible for the integration of the WIA, Wagner Peyser, Veterans, Migrant and Seasonal Farm Workers, TRADE Act, and Unemployment Insurance into the workforce system; incorporating job training, labor exchange, and income support programs.
- Wagner Peyser, as represented by the Workforce Development Division, is a key partner in the One-Stop Career Centers and a partner in a consortium form of governance in the One-Stops in Rhode Island.
- Unemployment Insurance is provided currently through a telephone call center and on-line. Individuals can file through an automated telephone or internet-based service for both initial claims and the refiling of claims. Phone banks for automated filings and

computers in Resource Areas are available at each One-Stop for people who wish to file claims at a One-Stop Career Center.

- WIA programs provide a customer-driven network of Eligible Training Providers through an automated system available on-line or in the One-Stops.
- The welfare reform effort fostered by the Rhode Island Family Independence Act requires that the Department of Human Services (DHS) collaborate with the Department of Elementary and Secondary Education, the Department of Labor and Training (DLT), the Economic Development Corporation (EDC), and the Department of Elderly Affairs (DEA), among others, in the implementation of welfare reform. Each department is expected to take the lead in its area of expertise. The DHS is the first and ongoing contact for welfare clients as they travel the road back into the Rhode Island workforce. DHS has collaborated with DLT via the Rapid Job Entry Program which seeks to provide intensive reemployment services to the most job-ready TANF recipients.

RIDLT staff, who delivers employment and training services in the One-Stops to TANF recipients through the Rapid Job Entry Program, provides training workshops to DHS Social Workers to create a greater understanding of the elements of a quality employment plan and the resources available to help TANF recipients develop appropriate plans to connect to employment. A greater understanding by DHS Social Workers and TANF recipients of the capacity of workforce information tools, including the Labor Market Information Division's, Rhode Island Red Research and Economic Database, will enhance their ability for immediate connection to job orders, job readiness resources, skills analyzers, resume builders, training providers, as well as current user friendly labor market information. Job Orders are available to users via the web site and Rhode Island Red within twenty-four hours of being posted. These resources can be accessed on-line through the One-Stop system as well as via remote locations.

It is important for lower wage workers to access supports that help stabilize a person's employment. In addition to current outreach, staff from RIDLT and RIDHS who connect to employers and their employees will increase the availability and accessibility of information on work supports; including Food Stamps, child care assistance, health insurance, and the Earned Income Tax Credit. This information will be available through the One-Stop system and via a variety of media to increase accessibility and availability.

- The Departments of Education and Human Services both fund and operate vocational education, work readiness, GED, English-as-a-Second Language, and pre-apprenticeships in the health care, manufacturing, travel and tourism industries for welfare clients.
- The Economic Development Corporation assumes the primary responsibility of growing the Rhode Island economy. The Corporation is linked to the workforce system as a result of the universal access aspects of WIA, participation on the State and Local

Boards, Rapid Response/Business Retention activities, and State Unemployment Insurance fund activities.

B. State Workforce Investment Board (Sec. 112(b)(1))

1. Describe the organization and structure of the State Board. (Sec. 111.)

Exhibit 2 is a list of the membership by category of the GWBRI. The GWBRI composition is subject to the extension of a waiver of the provisions of the Act and Regulations by the Employment and Training Administration of the USDOL and changes in State Law.

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? (Sec. 111(a-c), 111(e), and 112(b)(1).)

See **Exhibit 2**. The Rhode Island Department of Labor and Training, as the State administrative entity for the WIA, has included in this Plan a request to extend the waiver regarding the required WIA membership of the GWBRI through June 30, 2009. Therefore, the GWBRI seeks to be considered as an alternative entity.

The HRIC is charged with essentially the same mission as the GWBRI under the WIA, i.e., providing the “strategic planning for an evaluation and coordination of workforce development efforts in Rhode Island and support of innovative and state-of-the-practice initiatives and programs for workforce development.” In addition, the classes of the membership requirements of both Boards are similar. Having two Boards with the same mission and similar classes of membership does not make sense organizationally.

The GWBRI works across State agencies to manifest desired outcomes and to identify the barriers to those outcomes. The GWBRI articulates and advocates for the entire “workforce system” and understands the role of the system in regard to the State’s economic development goals. The GWBRI serves as the Governor’s advisors. .

Finally, the GWBRI, encompassing the membership and mission of the HRIC--a State established public body with responsibility for oversight of the State’s Job Development Fund--is a much smaller Board than the one required by the WIA. This is a desirable goal if one wishes to have an active, influential, and involved board.

2. 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 of the State as required under WIA? (20 CFR 661.200.)

The Governor appoints the members of the GWBRI. The Chairman of the GWBRI is a member of the State HRIC whose members are approved by the Rhode Island Senate and represent the employer community. The private sector members are major policy makers and owners of businesses in Rhode Island. The labor members are union representatives that

have been nominated by their organizations and appointed by the Governor. The two representatives from community-based organizations are major policy makers or Executive Directors of their agencies. Finally, the representatives of two State agencies are at the Directorship level.

These membership categories assure that the GWBRI has diverse representation and input from all segments of the Rhode Island economy.

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

The GWBRI is made up of diverse policy makers from business, State, locally based community organizations, and labor. Each of these members is key policy makers with decision-making authority. The business majority of the membership reviews and assesses workforce development strategies in Rhode Island, work with key system partners, and make strategic recommendations for system progress.

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.

The GWBRI governs the workforce investment system. The Governor's Executive Order (**Exhibit 1**), establishing the GWBRI, delineates the number of directors and their duties and responsibilities. The membership of the GWBRI is consistent with Rhode Island Public Law 42-102-2 and the Rhode Island Constitution. The Governor also appoints the Chairman, with the approval of the Senate and the membership of the Board of Directors. The by-laws detail how the GWBRI carries out its functions. The GWBRI By-laws are attached as **Exhibit 5**.

6. How will the State board ensure that the public (including people with disabilities) has access to board meetings and information regarding State board activities, including membership and meeting minutes? (20 CFR 661.205.)

All meetings are publicly noticed and are open to the public in compliance with the federal "Sunshine Provisions" and Rhode Island's Open Meeting Law. The Rhode Island Open Records Law is also applicable to workforce investment boards at both the State and local levels. The Boards maintain public web sites to provide access to their activities, initiatives, and programs. Rhode Island also follows federal and State Laws regarding accommodations for individuals with disabilities.

The State alternative document reproduction centers will prepare minutes and other text documents in Braille, audio cassette, or other formats upon request.

All meetings are held in handicapped accessible sites. Interpreters for the deaf are made available on an as-needed basis.

- 7. Identify the circumstances that 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. (Sec. Sec. 111(f), 112(b)(13), and 117(g).)**

The GWBRI and both LWIBs are constituted as public bodies under the Rhode Island Ethics Law. Their members must file Conflict of Interest Disclosures annually with the Rhode Island Ethics Commission. A GWBRI member with a conflict of interest regarding any matter is prohibited from discussion and voting in connection with that matter. In addition, they must file a written explanation with the Rhode Island Ethics Commission for any votes where they recuse themselves from discussions and abstain from voting because of a real or apparent conflict of interest. Refer to **Exhibit 6**, WIN 99-13.

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

Operational expenses for the GWBRI, its staff, and programs are provided out of WIA, Title I, Wagner-Peyser, and the State Job Development Fund.

C. Structure/Process for State agencies and State Board To Collaborate and Communicate With Each Other and With the Local Workforce Investment System (Sec. 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 outlined in 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? (Sec. Sec. 111(d)(2) and 112(b)(8)(A).)**

The primary collaborative interaction among the major agencies and LWIBs continues to be through the structures, activities and committee work of the GWBRI described previously. The members of the GWBRI are represented and actively participate on a number of cross-cutting interagency committees, workgroups and other planning bodies. Finally, the GWBRI's access to the Governor serves to facilitate joint activities, memoranda of understanding between the partners, planned mergers, and to coordinate policy at the state and local level.

- 2. Describe the lines of communication established by the Governor to ensure open and effective sharing of information among the state agencies responsible for implementing the vision for the public workforce system and between the state agencies and the state workforce investment board.**

The Governor has created the Workforce Cabinet (WC). All the major implementing agencies involved in workforce development are members of the WC. The WC takes its policy direction from the GWBRI.

- 3. Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between the 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. (Sec. 112(b)(1).)**

Federal and State program policy guidance is issued to the local workforce partners by the GWBRI through formal policy issuances entitled Workforce Investment Notices (WINs). The policy issuances are numbered in sequence and identified as policy or information. Prior to issuance, these policies are occasionally vetted and revised because of input from the LWIBs and partners.

- 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? (Sec. 112(b)(18)(A).)**

The GWBRI provides the strategic direction to ensure a collaborative approach in the development of State policies and service delivery for youth in Rhode Island. Initiatives continue to be implemented in order to assure that funding for youth programs is performance-based and that systems and programs are focused on outcomes.

Additionally, the State has created RI's Shared Youth Vision Team, through its membership of system leaders from State and local workforce investment areas; including DLT, the GWBRI, Education, Children Youth and Families, Human Service, Justice, as well as State and LWIB representatives. RI's Strategic Youth Vision Team is examining current operational processes to form a strategic response aimed at increased collaborative services to youth through the workforce investment system.

The Governor also has created the PK-16 Council and the Children's Cabinet, both focused in part on an integrated approach between youth strategies and workforce development.

SECTION IV: ECONOMIC AND LABOR MARKET ANALYSIS

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

Rhode Island establishments employed a record high of 493,600 workers in 2006. By 2014 establishment employment in the Ocean State is expected to reach 530,000 jobs due to projected gains in nearly all economic sectors.

Private sector employment averaged 428,800 in 2006 representing 86.9 percent of the state's establishment employment. Within the private sector, Health Care & Social Assistance (74,100) employed the most workers, followed by Manufacturing (53,400), Retail Trade (52,400), Accommodation & Food Services (43,100), Finance & Insurance (29,400) and Administrative & Waste Services (26,300). The Public sector employed 64,800 workers in 2006 accounting for 13.1 percent of the state's employment. Nearly 58 percent of the Government workers were employed in local governments followed by the State (17,500) and Federal (9,800) segments.

Rhode Island Establishment Employment Annual Average Employment for 2006	
Total Employment	493,600
Private Sector Employment	428,800
Construction	23,100
Manufacturing	53,400
Wholesale Trade	16,400
Retail Trade	52,400
Transportation & Warehousing	9,600
Information	10,400
Finance & Insurance	29,400
Real Estate and Renting & Leasing	6,800
Professional, Scientific & Technical Services	21,400
Administrative & Waste Services	26,300
Educational Services	22,300
Health Care & Social Assistance	74,100
Arts, Entertainment & Recreation	7,300
Accommodation & Food Services	43,100
Other Services	22,500
Government	64,800

During the most recent three year period (2003 to 2006) employment in Rhode Island grew by 9,300 jobs (1.9%) increasing from 484,300 in 2003 to a record high of 493,600 in 2006. A 4,200 job gain in 2004 was followed by gains of 3,100 in 2005 and 2,000 in 2006. Rhode Island employment is projected to increase through 2014 with average annual gains of nearly 1.1 percent expected. Annual wages for Rhode Island workers averaged \$40,000 (preliminary) in 2006, an increase of \$3,600 (9.9%) from the 2003 annual average of \$36,369.

Private sector employment grew by 10,800 (2.5%) jobs between 2003 and 2006. Employment increased in several economic sectors during the period, with the largest gains occurring in Health Care & Social Assistance (3,700), Administrative & Waste Services (+3,400), Construction (+2,300), Professional & Technical Services (+2,100) and Finance & Insurance (+2,100). Notable gains also occurred in Education (+1,700) and Accommodation & Food Service (+1,400). The Manufacturing sector reported the large employment loss, declining by 5,300 (-9.9%) jobs. Declines were also noted in Retail Trade (-800), Information (-600) and Other Services (-500). Government jobs decreased by 1,400 (-2.1%) since 2003 with employment declines reported in all three

segments. Local government employment declined by 800 since 2003, while the Federal and State segments reported losses of 400 and 200, respectively.

Employment by Economic Sector

Construction

Construction employment increased by 2,300 between 2003 and 2006 posting consecutive increases in 2004, 2005 and 2006 of 200, 900 and 1,200, respectively. Industry Projections show that Construction employment is expected to reach 25,280 by 2014. Two-thirds of the workers in the Construction sector are classified as Carpenters; Electricians; Construction Laborers; Plumbers, Pipe fitters & Steamfitters; and Construction Supervisors. Significant numbers of workers are also employed as Sheet Metal Workers; Heating, Air-Conditioning & Refrigeration Installers/Mechanics; and Helpers. Skills needed for these occupations are generally acquired on-the-job in moderate to long-term training and apprenticeship programs.

Manufacturing

The Manufacturing sector continued to shed jobs as employment losses of 1,700 in 2004; 1,900 in 2005; and 1,700 in 2006 combined for a three-year loss of 5,300 jobs. A bright spot in the Manufacturing sector is Chemical Manufacturing; this industry is expected to grow at a much faster-than-average rate through 2014, with employment projected to reach 5,300. Nearly half of the workers in Chemical Manufacturing are employed in Production Occupations. Skills for these jobs are generally learned on-the-job in moderate to long-term training programs.

Retail Trade

Retail Trade, Rhode Island's third largest economic sector employed 52,400 workers in 2006, down 800 (-1.5%) since 2003. Slightly slower than average growth is projected for this sector during the 2004 to 2014 projection period with employment expected to reach 58,185 by 2014. More than half the workers in Retail Trade are employed as Retail Sales Clerks, Cashiers and Stock Clerks. These occupations have high turnover rates, which are reflected in low wages and short training periods. However these occupations are good starting places for new entrants to the labor force and also offer opportunities for part-time employment. The Retail Trade sector also employs a sizable number of Automotive Service Technicians/ Mechanics. Vocational training is a necessary requirement for this occupation.

Information

The Information sector, which includes Publishing, Broadcasting, Data Processing and Telecommunications industries, has declined steadily since 2001 losing a total of 900 (-8.0%) jobs. Despite these losses, this sector is expected to rebound with employment reaching 12,600 by the end of the 2004 to 2014 projection period. Computer & Information Systems Managers and Computer Programmers, jobs that generally require a minimum of a bachelor's degree, account for a significant number of the jobs found in this sector.

Finance and Insurance

Employment in Financial Activities has grown steadily since 2001 adding 3,400 (+13.1%) in the last five years. Employment in the sector averaged 29,400 in 2006. Additional job growth is expected as several large companies have announced plans to expand in Rhode Island. Occupations commonly found in the Financial and Insurance sector include Tellers, Customer Service Representatives, Loan Interviewers & Clerks, Insurance Claims & Policy Processing Clerks and Secretaries. Nearly 10 percent of the workers in the Financial Activities sector are employed as Loan Officers and Claims Adjusters, Examiners & Investigators. Loan Officers generally require a Bachelor's Degree, while Claims Adjusters, Examiners & Investigators require long-term on the job training.

Professional, Scientific & Technical Services

The Professional, Scientific & Technical Services sector employed 21,400 workers in 2006, up 2,100 (+10.9%) since 2003. Substantial growth is expected in the Professional, Scientific & Technical Services sector, which includes establishments, engaged in performing services that require a high degree of expertise and training. Employment is projected to reach 25,000 by 2014. Professional occupations typically found in this sector include Lawyers, Veterinarians, Accountants, Computer Programmers, Graphic Designers, Engineers and Architects. The minimum educational requirement for these occupations is a Bachelor's Degree. Other occupations common to this sector which require less formal training include Executive Secretaries and Administrative Assistants; Paralegals and Legal Assistants; Legal Secretaries, Veterinary Technologists and Technicians; and Drafters. Executive Secretaries and Administrative Assistants generally acquire necessary skills on the job while the other occupations in the group generally require vocational training or associate degrees.

Administrative & Waste Services

Administrative & Waste Services includes a variety of industries which perform routine support services for other organizations such as office administration, human resource, collection, solicitation, security, cleaning, landscaping and waste disposal. Employment in this sector averaged 26,300 in 2006, up 3,400 (+14.8) since 2003. Employment in the Administrative & Waste Services sector is expected to grow at average rates through 2014. Occupations typically found in this sector include Landscapers, Security Guards, Freight, Stock & Material Movers, Janitors, Office Workers, Packers and Team Assemblers. Skills needed for these occupations are typically learned on the job in short-to moderate-term on-the-job training programs.

Educational Services

Employment in Private Educational Services increased by 1,700 (+8.3) jobs between 2003 and 2006. An average of 22,300 workers was employed in this sector in 2006. Employment in both Private and Public Educational Services is expected to grow slightly faster than average through 2014. School Teachers (Elementary, Secondary, Special Needs, etc) and College Professors are the dominant occupations in Educational Services. A minimum of a Bachelor's Degree is required to teach at the state's primary and secondary schools. Master's and Doctoral degrees

are preferred at the post-secondary level. Teacher Assistants and Child Care Workers are two occupations commonly found in Educational Services, which do not generally require a four-year college education. Training for these occupations range from short-term on-the-job training for Child Care Workers to two-year college degrees required for Teacher Assistants in some school districts in Rhode Island.

Health Care & Social Assistance

Employing 74,100 workers in 2006, Health Care & Social Assistance ranks as Rhode Island's largest and one of its faster growing economic sectors. Employment increased steadily over the last three years with the addition of 3,700 (+5.3%) jobs. Above average growth is expected through 2014. Healthcare Practitioners and Technicians account for over one-quarter of the employment in the Health Care & Social Assistance sector. Educational requirements for these occupations vary ranging from Associate Degrees for Registered Nurses, Bachelor Degrees for Occupational Therapists, Master Degrees for Speech & Language Pathologists to Professional degrees for Doctors. Hospitals and Nursing & Residential Care Facilities account for over half the employment found in this sector and also offer numerous opportunities for new and re-entrants to the labor market in both patient and non-patient care positions. These institutions also employ significant numbers of Cooks, Food Preparation Workers, Janitors and Maids & Housekeepers. Job skills needed for these occupations are acquired on the job in short-term training programs.

Arts, Entertainment & Recreation

The state's Arts, Entertainment & Recreation sector includes establishments engaged in the performing arts, spectator sports and museums. This sector employed 7,300 workers in 2006 unchanged from its 2003 average. Occupations frequently found in this sector include Fitness Trainers, Waiters and Waitresses, Landscapers and Amusement & Recreation Workers. Skills for Waiters/Waitresses, Landscapers and Amusement & Recreation Workers are typically learned through short-term on the job training. Fitness Trainers typically learn required skills in post-secondary vocational training.

Accommodation & Food Services

Employment in the Accommodation & Food Services sector has grown for sixteen straight years adding 1,400 (+3.4) jobs during the last three years. Food Services & Drinking Places accounted for the majority of the employment and all of the recent job gains experienced in this sector. Above average growth is expected through 2014. Numerous employment opportunities exist for individuals interested in working as Waiters/Waitresses, Bartenders, Cooks, or Hosts/Hostesses where necessary skills are learned on the job. Other entry-level positions requiring limited skills include Dishwashers, Food Preparation Workers and Dining Room Attendants.

Other Services

Other Services, which includes a variety of industries such as automotive and electronic repair shops, personal care services and civic & social organizations, lost 500 (-2.2%) jobs since 2003. Below-average growth is expected through 2014. Occupations commonly found in this sector

include Hairdressers & Cosmetologists, Manicurists & Pedicurists, Secretaries and Office Clerks, Child Care Workers, Laundry & Dry-Cleaning Workers, and Automotive Body Repairers. Hairdressers & Cosmetologists, Manicurists & Pedicurists, Automotive Service Technicians/Mechanics and Automotive Body Repairers acquire necessary skills through vocational training and long-term on-the-job training programs. Childcare Workers, Secretaries, Office Clerks and Laundry & Dry-Cleaning Workers acquire necessary skills in short- to moderate-term, on-the-job training programs.

Government

Government employment declined by 1,400 (-2.1%), since 2003 with cutbacks reported in all three segments – state, local and federal. Despite this job loss, Government remains one of the largest sectors in the state offering numerous employment opportunities. Significant numbers of workers in the Public sector are employed in occupations which offer good starting wages and on-the-job training such as Fire Fighters, Police Officers, Truck Drivers, Highway Workers, General Maintenance Workers, Office Clerks, Landscapers, Janitors. Emergency Medical Technicians and Automotive Service Technicians/Mechanics require postsecondary vocational training.

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

During the 2004 to 2014 projection period, Rhode Island employment is expected to grow by over 55,000 jobs. Much of this growth is attributed to the increased demand for the products and services provided by the Health Care & Social Assistance (+15,069), Accommodation & Food Services (+7,598), Retail Trade (+5,224), Educational Services (+5,182), Professional, Scientific & Technical Services (+4,994) and Construction (+4,273) sectors.

Health services will account for the largest number of new jobs expected during the projection period. Employment increases are attributed to a number of factors including a growing and aging population, medical advances and new technologies. Population growth will also contribute to the employment gains projected for Educational Services. Increases in the school age population as well as heightened emphasis on the improvement and importance of education will combine to add over 5,000 new jobs to the state's economy.

Strong growth in construction employment is attributed to new building construction as existing facilities are modernized or replaced; from new home and school construction and renovations reflecting growth in population and changes in personal taste; and from infrastructure improvements such as road and bridge construction.

The Food Services and Drinking Places industry is expected to add nearly 6,400 new jobs over the 2004-2014 projection period. Increases in population, dual-income families and dining sophistication will contribute to job growth as will the increasing diversity of our population resulting in job growth in food places that offer a wider variety of ethnic foods and drinks.

**Rhode Island Industry Projections by Major Division
2004 - 2014**

Industry Title	2004 Estimated Employment	2014 Projected Employment	Numeric Change	Percent Change
Total All Industries	518,145	573,437	55,292	10.7%
Agriculture, Forestry, Fishing and Hunting	800	830	30	3.8%
Mining	188	280	92	48.9%
Utilities	1,090	1,155	65	6.0%
Construction	21,007	25,280	4,273	20.3%
Manufacturing	56,853	50,935	-5,918	-10.4%
Wholesale Trade	16,340	17,410	1,070	6.6%
Retail Trade	52,961	58,185	5,224	9.9%
Transportation and Warehousing	9,814	10,950	1,136	11.6%
Information	10,857	12,615	1,758	16.2%
Finance and Insurance	25,604	29,895	4,291	16.8%
Real Estate and Rental and Leasing	6,673	7,160	487	7.3%
Professional, Scientific, and Technical Services	20,006	25,000	4,994	25.0%
Management of Companies and Enterprises	8,393	9,750	1,357	16.2%
Administrative and Waste Services	25,040	27,780	2,740	10.9%
Educational Services	45,818	51,000	5,182	11.3%
Health Care and Social Assistance	73,151	88,220	15,069	20.6%
Arts, Entertainment, and Recreation	7,372	9,035	1,663	22.6%
Accommodation and Food Services	42,402	50,000	7,598	17.9%
Other Services (Except Government)	18,241	20,055	1,814	9.9%
Government	33,602	33,955	353	1.1%
Self-Employed & Unpaid Family	41,933	43,947	2,014	4.8%

Population growth changes in personal taste and changes in shopping styles will result in the addition of some 5,200 new Retail Trade jobs. Trends in specialty stores which carry lines of sporting goods, garden supplies and building supplies and gasoline stations/convenience stores will result in faster-than-average growth for some industries within the Retail Trade sector.

The Professional, Scientific and Technical Services sector is expected to grow at more than twice the average rate adding nearly 5,000 jobs to the state's economy. Included in this sector are establishments, engaged in performing services that require a high degree of expertise and training. In Rhode Island, this sector is dominated by businesses offering legal services, accounting

and payroll services, computer services and architectural and engineering services to both businesses and individuals. As businesses expand and the population grows, the demand for such services is expected to grow as well.

The Finance and Insurance sector is projected to grow at a faster than average rate resulting approximately 4,300 new jobs. Most of the expected job growth will be in Banking and Securities and other Financial Investments.

Following the national trend, employment in the Manufacturing sector is expected to decline by 10.4 percent resulting in a loss of nearly 6,000 jobs. The largest losses are expected in Miscellaneous Manufacturing (-1,921), Textile Mills (-1,304), and Fabricated Metal Products (-788).

While job gains are anticipated in nearly all major industrial sectors of the economy, the individual industries within the sectors are projected to grow and decline at different rates. Despite the job losses that are expected to continue to occur in the Manufacturing sector, substantial job growth is projected for Rhode Island's Chemical Manufacturing Industry. In contrast, while employment in the Arts, Entertainment and Recreation sector is projected to grow at above average rates, limited employment growth (3.1%) is projected for Museums and Historical Sites, an industry within that sector.

The Rhode Island Department of Labor and Training's Labor Market Information unit defines an "expanding industry" as an industry that is expected to grow by at least 15 percent and add a minimum of one hundred jobs during the 2004-2014 projection period or any industry that is projected to add a minimum of 100 jobs annually, regardless of the growth rate. A declining industry is considered to be any industry, with a minimum employment level of 100 that is expected to show negative job growth resulting in the loss of fifty jobs or more during the 2004-2014 projection period. See Appendix Tables 1 and 2 for Rhode Island's expanding and declining industries.

As industries expand, the number of workers needed for the occupations found in those industries increases as well; therefore it is no surprise to find Registered Nurses, Waiters and Waitresses and Teachers included on our list of "High Demand Jobs." Likewise, as industries decline, the need for workers found in occupations associated with those industries decline as well. For example Team Assemblers, Machinists and Inspectors, once found in abundance in the Manufacturing sector continue to decrease in number. In addition, the changes in technology and business practices may eliminate some jobs, while creating others.

Total job openings result from the need to fill jobs created by business expansion and from the need to replace workers who leave an occupation. It is important to note that while the number of workers employed in "Declining Occupations" will decrease, job openings will still exist due to the need to replace some of the workers who leave those occupations. See Appendix Tables 3, 4 and 5 for Rhode Island's projected growing and declining occupations from period 2002 – 2012.

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

Employment in Rhode Island is projected to grow at all education and skill levels, from jobs requiring on-the-job training to those requiring advanced degrees. During the 2004 to 2014 projection period, it is estimated that employers will need to find workers to fill over 63,000 new jobs. Jobs where necessary skills are learned on-the-job make up the largest portion of the Rhode Island labor market accounting for 60 percent of the 2004 employment, dominating the occupational structure in many of the state's economic sectors. Over half (53%) of the job growth projected for the 2004 to 2014 projection period is expected to occur among jobs requiring on-the-job training.

Jobs where the minimum educational requirement is a College Degree (Associate Degree or Higher) accounted for 26.2 percent of the 2004 employment increasing to 27.5 percent of the 2014 projected employment. Over one-third (34.9%) of the new job growth projected for the 2004 to 2014 projection period is expected to occur among jobs requiring an Associate Degree or Higher.

The remaining jobs found in the state's economy require work experience in a related occupation or vocational training, together they accounted for 13.3 percent of the 2004 employment. Jobs requiring vocational training are expected to grow (13.5%) slightly faster than average while slower than average growth is expected for jobs requiring work experience in a related occupation (8.8%). The number of jobs in these categories will increase by over 7,700 during the projection period.

It is projected that employers in the state's Health Care industries will need to find workers to fill over 25,000 job openings during the 2004 to 2014 projection period resulting from industry growth and employee turnover. Registered Nurses, Nursing Aides, Orderlies & Attendants and Licensed Practical Nurses will account nearly one-third of the projected job openings. The minimum education requirement for a Registered Nurse is an Associate Degree, while, Nursing Aides, Orderlies & Attendants and Licensed Practical Nurses require vocational training.

Accommodation and Food Services, which is expected to add the second largest number of jobs during the projection period, is dominated by jobs requiring short-term on the job training. These jobs account for 80 percent of the sector's employment, the largest percent of short-term on-the-job training jobs in any sector. Less than one percent of the jobs in this sector require college level training.

The Professional, Scientific and Technical Services sector is expected to add nearly 5,000 jobs during the 2004-2014 projection periods. Professional occupations typically found in this sector include Lawyers, Veterinarians, Accountants, Computer Programmers, Graphic Designers, Engineers and Architects. The minimum educational requirement for these occupations is a Bachelor's Degree. Other occupations common to this sector which require less formal training include Executive Secretaries and Administrative Assistants; Paralegals and Legal Assistants; Legal Secretaries, Veterinary Technologists and Technicians; and Drafters. Executive Secretaries and Administrative Assistants generally acquire necessary skills on the job while the other occupations in the group generally require vocational training or associate degrees.

The Construction sector is expected to add over 4,000 workers during the projection period. Two-thirds of the workers in the Construction sector are classified as Carpenters; Electricians;

Construction Laborers; Plumbers, Pipe fitters & Steamfitters; and Construction Supervisors. Significant numbers of workers are also employed as Sheet Metal Workers; Heating, Air-Conditioning & Refrigeration Installers/Mechanics; and Helpers. Skills needed for these occupations are generally acquired on-the-job in moderate to long-term training and apprenticeship programs.

Over 4,000 new jobs are also projected for the Finance and Insurance sector and an additional 5,000 job openings are expected due to employee turnover. Occupations that are expected to be in demand include Tellers, Customer Service Representatives, Loan Interviewers and General Office Clerks. These occupations require skills that are generally learned on the job. Demand will also be high for Loan Officers, Securities Commodities Sales Agents and Financial Advisors and Financial Managers. These occupations generally require a Bachelor's Degree.

D. What jobs/occupations are most critical to the States economy?

- If we are to retain our young college educated population, good paying jobs for college graduates such as those found in Financial Activities, Information and Professional, Scientific and Technical Services sectors are critical to the state's economy. The jobs in these sectors include loan officers, financial advisors, accountants, and computer systems analysts and programmers.
- Jobs in the Health Care and Social Assistance sector are critical to the well being of our state. Critical jobs in this sector include Registered Nurses, Licensed Practical Nurses, Certified Nursing Assistants, Home Health Aides, Radiologists, Dental Hygienists, and Laboratory Technicians.
- Educators qualified to meet our children's needs are critical to the future of our state. In addition to professionally licensed teachers, particularly special education and bilingual education instructors, there is a need for certified teaching assistants.
- Manufacturing jobs are critical to meet the needs of an industry that is able to sell its product outside the state's borders. The only expanding Manufacturing industry is Chemical Manufacturing, which includes "Pharmaceutical and Medicine Manufacturing," a major component of the biotechnology cluster. Through the Economic Policy Council, Rhode Island has made a concerted economic and workforce development commitment to strengthening the state's biotechnology industry. Critical jobs include chemists, chemical engineers and machine operators.
- As Rhode Island continues to pride itself as a destination for tourists, jobs in industries that serve "our guests" such as Accommodation and Food Services, Arts, Entertainment and Recreation, Transportation become critical in meeting the state's goal. While many of the jobs in this sector are lower paying than critical jobs in the healthcare, financial services or chemical manufacturing, most are considered low-skill providing opportunities for new entrants to the job market and individuals with modest qualifications.
- Construction is another critical sector in the RI economy. Critical occupations include carpenters, electricians, plumbers, framers and construction supervisors, among other occupations.

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

Rhode Island employment is expected to grow at all education and skill levels from jobs requiring on-the-job training to those requiring advance degrees. During the 2004 to 2014 projection period, it is estimated that Rhode Island employers will need to find workers to fill over 186,000 jobs. Nearly one-third of the expected openings are attributed to the economic growth that is expected to occur during the period. Nearly 35 percent of the 55,292 new jobs that are expected during this projection period will require a minimum of a two-year college degree. The remaining openings are due to replacement needs resulting from employee turnover. See Appendix Tables 3 and 4 for Rhode Island’s growing and high demand occupations for the 2004 – 2014 projection period.

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

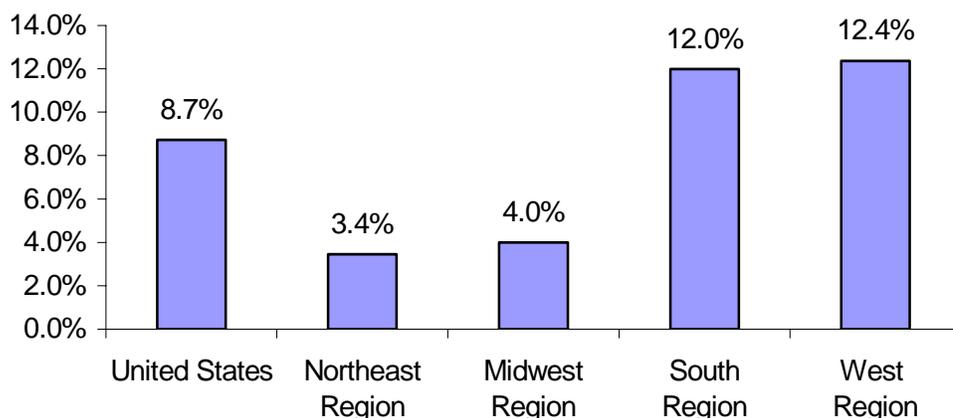
Population

According to Census Bureau population projections, Rhode Island’s population is expected to increase by 65,964 (6.1%) residents between 2005 and 2015, resulting in a total population of 1,139,543 in 2015.

	2000 Census	2005 Estimate	2015 Projection	Percent Change 05-15	Numeric Change 05-15
Total RI Population	1,048,319	1,073,579	1,139,543	6.1%	65,964

The population growth in Rhode Island mirrors the Region as a whole. Between 2005 and 2015, the Census Bureau predicts slower population growth in the Northeast Region compared to the rest of the country. The population growth in the Northeast is expected to be about 3.4%, trailing the rest of the country. The West is expected to add the highest percentage of residents (12.4%) during the 2005-2015 period. The South is projected to increase its population by 12.0%, while the Midwest is projected to increase by 4.0%. The total number of residents in the United States is projected to grow by 8.7% from 2005 to 2015.

**Projected Increase of the Population for the US & Regions
2005 - 2015**



Rhode Island's Aging Population

Population changes will occur in Rhode Island over the next decade. These changes will impact the resident labor supply, thus influencing the capacity of the State to create jobs. Concern is growing that even though employers are aware that the population is aging, they do not fully understand the complexity of the challenges associated with the aging workforce. Although the State continues to add residents, recent population estimates show that the rate of growth has slowed. To meet the increasing workforce requirements over the next decade, employers need to look to older workers as a source of labor supply and consider ways to connect this age cohort to the labor market.

In 1950, 19 percent of Rhode Island's population was 55 years or older. By 2000, this percentage increased to 23 percent and is projected to rise to 28 percent by 2015 and 32 percent by 2030. According to Census population projections, Rhode Island's total working age population (aged 16 years and older) will grow at a relatively modest pace of 6.7 percent between 2005 and 2015. However, trends in population growth are expected to vary among age groups. Census projections indicate that all of the net increase in the size of the working age population will be among those aged 55 and older. The "baby boomers" (persons born between 1946 and 1964) entering the traditional pre-retirement and retirement ages sharply increase the size of this 55+ age group, which is expected to grow by 22.6 percent over the 2005 to 2015 period. In contrast, the working-age population aged 16-54 years is forecast to decline by 0.3 percent.

In addition to the problem of the aging population, the size of Rhode Island's "core working age" population (25-54 years) is projected to decline by 1.8 percent, primarily due to the loss of residents in the 35-44 age group. The number of persons aged 35-44 will decline by a total of 20,400 or 12.7 percent during the 2005-2015 period. Comparably, the percentage of teens, aged 16-19 is projected to fall by 4.1 percent, while the percentage of young adults, aged 20-24 is expected to grow by nearly 13 percent, partially due to the increasing number of young foreign immigrants into the State.

**Projections of the Size of the Working-Age Population
in Rhode Island by Age Group, 2005-2015**

Age Group	2005	2015	Absolute Change	Percent Change
16 and over	863,896	921,681	57,785	6.7%
16-19 year olds	65,660	62,977	-2,683	-4.1%
20-24 year olds	75,242	84,960	9,718	12.9%
25-29 year olds	72,638	78,991	6,353	8.7%
30-34 year olds	66,782	74,209	7,427	11.1%
35-44 year olds	161,287	140,872	-20,415	-12.7%
45-54 year olds	159,696	157,679	-2,017	-1.3%
55-64 year olds	111,700	146,751	35,051	31.4%
65 and older	150,891	175,242	24,351	16.1%
Under 55	601,305	599,688	-1,617	-0.3%
55 and older	262,591	321,993	59,402	22.6%

Source: Census Population Estimates

Tabulated by Center for Labor Market Studies, Northeastern University

In 2005, the labor force participation rate (the percentage of a population subgroup who are actively taking part in labor market activities) for the total working age population, 16 years and older, was 67.9 percent. The participation rate for older workers (aged 55+) was considerably lower than for the under 55 working age adults – 36.5 percent versus 81.9 percent. Within the 55 years and older age group, participation in the labor force was higher among the 55-64 pre-retirement cohort (64.3 %) compared to 25 percent for 65-74 year olds and only 6 percent for residents who were 75 years or older.

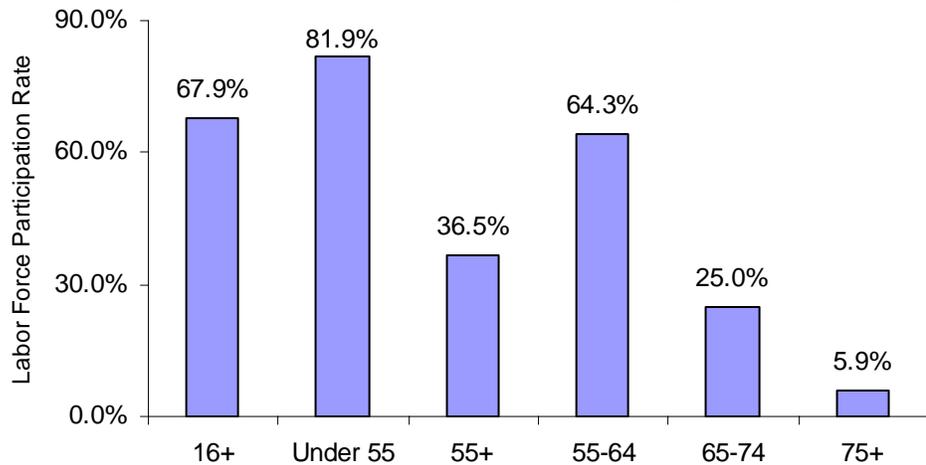
Typically, individuals with advanced education and higher skill levels have a higher rate of attachment to the labor market. Since there is a greater demand for high skills and education in today's labor market, this could present opportunities to those older workers who have additional education and experience. Moreover, higher levels of education present an added advantage of access to white collar jobs that are physically less demanding and more attractive to older workers. In contrast, less educated workers who are displaced from blue collar jobs have limited access to white-collar jobs. As a result, these workers are either restricted to seeking employment in low-wage/low skill service

jobs, which are generally characterized by a plentiful labor supply, or are forced to withdraw from the labor market completely.

Many people aged 55 and older that are currently working have a desire to continue working into the next decade. As the labor supply shrinks and the economy tightens, a

rising demand for older workers could present opportunities for those who wish to remain in the labor force. The ability of the job market to generate opportunities for older workers is of increasing concern. A number of factors can raise workforce participation of older workers.

RI Labor Force Participation Rate by Age, 2005



Source: Center for Labor Market Studies, Northeastern University

Incentives that might keep workers on the job include: changes to the retirement and pension systems to encourage older workers to remain in the workforce; new ways of organizing compensation and benefit systems; alternative workplace practices that reduce hours worked, but retain participation by part-time work, self-employment, contracting and consulting; and expanding education and training activities to accommodate the older worker.

Ethnicity

Rhode Island experienced a large increase in residents of Hispanic origin (of any race) over the 1990-2000 decade. In 1990, the state was comprised of 45,752 Hispanics, representing 4.6% of Rhode Island's total population. Only the white non-Hispanic population was larger, with 896,109 residents, approximately 90% of total population. Over the next ten years, the Hispanic population grew to 90,820 people, representing 8.7% of Rhode Island's total population. This was an increase of 45,068 residents, resulting in an incredible 98.5% increase in the Hispanic population. The most recent estimates from the Census Bureau's American Community Survey confirm that the number of Hispanics living in Rhode Island households continued to grow through 2005, reaching 112,722, an increase of nearly 25% from 2000.

The explosive growth in service sector and construction jobs that natives are not so interested in has attracted this immigrant group to Rhode Island and many other states throughout the country. Meanwhile, the white non-Hispanic population decreased by 37,676 residents (-4.2%) from 1990 to 858,433 in 2000. Other races also posted gains over the decade, but none as profound as the Hispanic population growth. The increase in this group helped offset the white non-Hispanic population decline to boost Rhode Island's overall population by 4.5% or 44,855 residents over the decade. The US Census Bureau has not projected race and ethnicity estimates for Rhode Island's population to 2015; however, based on the latest estimates from the American Community Survey, indications are that the Hispanic population will continue to grow over the next decade.

	1990 Census	Percent of 1990 Population	2000 Census	Percent of 2000 Population	Percent Change 90-00	Numeric Change 90-00
Total Rhode Island Population	1,003,464	----	1,048,319	----	4.5%	44,855
White, non-Hispanic	896,109	89.3%	858,433	81.9%	-4.2%	-37,676
Black, non-Hispanic	34,283	3.4%	41,922	4.0%	22.3%	7,639
Hispanic origin (of any race)	45,752	4.6%	90,820	8.7%	98.5%	45,068
2+ Races*, non-Hispanic	----	----	20,816	2.0%	----	----
Asian or Pacific Islander	17,584	1.8%	23,736	2.3%	35.0%	6,152
Other race, non-Hispanic	9,736	1.0%	12,592	1.2%	29.3%	2,856

* Residents reporting 2 or more races, available in Census 2000 only

Language Spoken at Home

According to Census 2000, 95.5 percent of Rhode Island's working-age residents (age 18 to 64) reported having a proficient understanding of the English language. Under our definition, English proficiency includes individuals who speak only English and persons who speak another language at home but also speak English "well" or "very well."

For example, of the 52,939 (8.2%) Rhode Islanders who speak some level of Spanish at home, 65.3 percent (34,549) also speak English "well" or "very well." (See table) In contrast, 34.7 percent (18,390) of the State's Spanish-speaking population speak "little or no English."

**Language Spoken at Home by
Ability to Speak English, 2000**

	<u>Number</u>	<u>Percent</u>
18 to 64 years old	648,091	
<u>Speak only English</u>	521,515	
% of age group	80.5%	
<u>Speak Spanish</u>	52,939	
% of age group	8.2%	
Speak English well or very well	34,549	65.3%
Speak little or no English	18,390	34.7%
<u>Speak Other Indo-European</u>	54,854	
% of age group	8.5%	
Speak English well or very well	47,507	86.6%
Speak little or no English	7,347	13.4%
<u>Speak Asian/Pacific Island</u>	14,317	
% of age group	2.2%	
Speak English well or very well	11,343	79.2%
Speak little or no English	2,974	20.8%
<u>Speak other languages</u>	4,466	
% of age group	0.7%	
Speak English well or very well	4,054	90.8%
Speak little or no English	412	9.2%

Education Level

The US Census Bureau has not projected educational attainment estimates to 2015 for the Rhode Island population. However, looking at the trend from 1990 to 2000, Rhode Island did see an increase in the number of residents 25 years of age and older that attained at least some college education, while the number of residents having only a high school degree or less education declined. The largest percentage increase over the decade occurred in Graduate or Professional degrees. In 1990, 51,526 residents were included in this classification, while in 2000 the number of Graduate or Professional degrees grew by 16,116, a 31.3% increase over the decade. Bachelor degree holders also increased over this time period, climbing by 21,541 for a 24.3% increase. Also seen as a positive sign, the number of residents with less than a 9th grade education dropped from 72,842 in 1990 to 56,312 in 2000, a -22.7% decrease.

	1990 Census	2000 Census	Percent Change 90-00	Numeric Change 90-00
Total Rhode Island Population	1,003,464	1,048,319	4.5%	44,855
Population over 25 years old	658,956	694,573	5.4%	35,617
> 9th Grade Education	72,842	56,312	-22.7%	-16,530
9th - 12th grade, no diploma	111,502	96,774	-13.2%	-14,728
High School graduate	194,064	192,914	-0.6%	-1,150
Some college, no degree	99,092	122,261	23.4%	23,169
Associate degree	41,296	48,495	17.4%	7,199
Bachelor degree	88,634	110,175	24.3%	21,541
Graduate or Professional degree	51,526	67,642	31.3%	16,116

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

Place of Birth

According to the 1990 Census, 63.4% of Rhode Islanders were also born in Rhode Island, while 27.1% were either born in another US state, Puerto Rico, US territory, or abroad to US parents.

	Census 1990	% of 1990 Population	Census 2000	% of 2000 Population	Percent Change	Numeric Change
Total	1,003,464		1,048,319		4.5%	44,855
Born in RI	636,222	63.4%	643,912	61.4%	1.2%	7,690
Born in Other State	257,835	25.7%	266,144	25.4%	3.2%	8,309
Born Outside US*	14,319	1.4%	18,986	1.8%	32.6%	4,667
Foreign Born	95,088	9.5%	119,277	11.4%	25.4%	24,189

*Born in US Territory, Puerto Rico, or Abroad to US Parents

In 1990, approximately 95,000 Rhode Islanders were foreign-born, comprising 9.5% of the state’s population. By 2000, the percentage of native-born Rhode Islanders in the state had decreased to 61.4%, while the number of residents born in other states or territories remained relatively unchanged over the decade at 27.2%. The percentage of foreign-born residents increased by 25.4% over the decade to 119,277 residents, or 11.4% of the total population of the state. The greatest number of foreign-born residents was from Latin America. (See table on top of following page.) Latinos represented nearly 37% of all foreign-born Rhode Islanders and 4.2% of all Rhode Islanders. Native-born Europeans constituted 32.9% of foreign-born Rhode Islanders, or 3.7% of the total population. Of the 119,277 foreign-born residents in 2000, 56,184 (47.1%) were naturalized citizens, while 63,093 (52.9%) were not.

	Census 2000	% of Population	% of Foreign Born
Total	1,048,319	----	----
Foreign Born	119,277	11.4%	----
Region of Birth:			
Europe	39,221	3.7%	32.9%
Asia	19,578	1.9%	16.4%
Africa	12,066	1.2%	10.1%
Oceania	397	0.0%	0.3%
Latin America	43,892	4.2%	36.8%
Northern America	4,123	0.4%	3.5%
Naturalized Citizen	56,184	5.4%	47.1%
Not a Citizen	63,093	6.0%	52.9%

Migration

The US Census Bureau tracks migration of the population from 1995 to 2000. In 2000, the 5 years and older Rhode Island population was estimated at 985,184. Of these residents, 572,209 (58.1%) were at the same Rhode Island residence in 1995 (nonmovers). Of the 412,975 movers, 290,449 (70.3%) were at a different residence but still living in Rhode Island. Therefore, 862,658 (87.6%) of Rhode Islanders in 2000 had been living in Rhode Island in 1995. Of the 122,526 movers, 25,546 had come from abroad while the rest, 96,980 were living in a different state in 1995 and moved to Rhode Island by 2000. This figure represents the total domestic immigrants for Rhode Island between 1995 and 2000.

In 1995, there were 384,193 Rhode Island residents who eventually moved by 2000. Of these, 290,449 (75.6%) moved elsewhere within Rhode Island, while 93,744 (24.4%) moved out of Rhode Island by 2000. This figure represents the total domestic outmigrants for Rhode Island between 1995 and 2000. The difference between immigration and outmigration, 3,236 people, is the domestic five-year net migration for Rhode Island. [Inmigrants are generally defined as those

	Top Ten States Rhode Islanders Moved To, 1995 - 2000		Top Ten States Rhode Islanders Moved From, 1995 - 2000	
people who moved into an area. Outmigrants are people who moved out of a specific area to some other place in the United States. Net migration is calculated by subtracting the number of outmigrants from the number of inmigrants.]	Massachusetts	24,190	Massachusetts	27,015
	Florida	12,871	New York	13,771
	Connecticut	6,734	Connecticut	9,708
	New York	6,669	California	5,669
	California	5,005	Florida	5,539
	Virginia	3,588	New Jersey	4,232
	North Carolina	2,682	Pennsylvania	4,001
	New Hampshire	2,577	Virginia	3,190
	Pennsylvania	2,504	New Hampshire	2,115
	Texas	2,246	Maryland	1,818
The largest single segment of Rhode Island's domestic	Total Top 10	<u>69,066</u>	Total Top 10	<u>77,058</u>

immigration (27,015) was from Massachusetts. At the same time, the largest single segment of Rhode Island's domestic outmigration (24,190) was to Massachusetts.

Domestic Migration of Young, Single, College Educated People

Young adults (ages 25-39) represent a significant share of domestic migration. Their decisions to migrate are most often job-related, housing-related or family-related. The migration of young adults also carries with it varying prospects for change, one of which is the potential of future population growth through child-bearing. Another prospect is that young adults, especially those who are college educated, may play a key role in the rejuvenation of economically depressed areas.

National statistics reveal that 75 percent of all single, college educated adults between the ages of 25 and 39 relocated from 1995 to 2000, compared to 63 percent for non-college counterparts. According to the US Census Bureau, there were 25,493 young (25 to 39 years old), single, college educated people in Rhode Island in 2000. Of these residents, 7,788 (30.5%) remained in the same residence as they were in 1995 while another 10,209 (40.0%) moved within Rhode Island. Of the remaining movers into Rhode Island, 970 (3.8%) came from abroad while the rest, 6,526 (25.6%), represent the domestic inmigration from elsewhere in the United States.

Over the 1995-2000 period, Rhode Island had a domestic outmigration of 10,751 young, single, college educated residents. This movement resulted in a net migration of -4,225 valuable participants in Rhode Island's labor force. Rhode Island's net migration rate (-147.0) of this key demographic ranks the state as 46th of the 51 states and DC for retaining this subset of the population.

In fact, all New England states experienced a negative migration rate from 1995-2000 for young, single, college educated people. [The net migration rate is based on an approximated 1995 population, which is the sum of people who reported living in the area in both 1995 and 2000, and those who reported living in that area in 1995, but lived elsewhere in 2000. The net migration rate is the 1995 to 2000 net migration, divided by the approximated 1995 population and multiplied by 1,000.]

When young college educated adults move into an area, they often bring with them a certain measure of vitality that can stimulate other areas of the economy from finance to construction and rehabilitation, from wholesale to retail businesses and to improvement in the local infrastructure. The discouraging side to the data for Rhode Island suggests that the State's young college educated adults are moving to areas where there may be brighter economic opportunities. The states with the highest migration rates are in the West and South, including Nevada (281.8), Colorado (157.7), Georgia (150.5), and Arizona (109.9).

State / Region	Young, Single, & College Educated		1995 - 2000	
	Inmigrants	Outmigrants	Net Migration Number	Net Migration Rate
Massachusetts	60,198	61,260	-1,062	-4.6
Connecticut	22,155	28,470	-6,315	-69.7
Maine	5,693	7,399	-1,706	-80.1
New Hampshire	8,005	11,159	-3,154	-114.8
Vermont	5,222	7,474	-2,252	-143.5
Rhode Island	6,526	10,751	-4,225	-147.0
Northeast	160,888	218,571	-57,683	-39.0
Midwest	127,535	214,017	-86,482	-67.6
South	251,191	221,754	29,437	16.7
West	254,658	139,930	114,728	86.1

Domestic Migration by Race and Ethnicity

According to the US Census Bureau, of the 985,184 residents age 5 years and older in 2000, 80,348 (8.2%) were of Hispanic or Latino origin (any race). Census 2000 showed that this was the fastest growing ethnic group in Rhode Island, adding 90,820 residents between 1990 and 2000. This represented a 98.5% increase in the Hispanic population over the decade.

Domestic net migration from 1995-2000 for Hispanics totaled 3,780, larger than the total population net migration (3,236) for Rhode Island for the same period. The largest number of Hispanics was most likely to come from New York (4,529), followed by Massachusetts (1,821).

In the table below, "One Race," as defined by the Census, refers to a single race category (White; Black or African American; American Indian/Alaskan Native; Asian; Native Hawaiian & Pacific Islander; Some Other Race), but may also include persons of Hispanic origin. Census data show that White (one race) had a positive net migration of 183, Black or African American (one race) 111, American Indian/Alaskan Native (one race) -34, and Asian (one race) 117.

In contrast, White alone (not of Hispanic or Latino origin) had a negative net migration, losing -943 residents from 1995-2000. [The Census Bureau defines ethnicity (origin) as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Spanish, Hispanic, or Latino may be of any race. Race is considered a separate concept from Hispanic origin (ethnicity).]

	Population 5 years & older	Same Residence (nonmovers)	Different Residence 5 Years Ago						
			Total Movers	Moved within RI	Inmigrants	Outmigrants	5 Year Migration		From Abroad
							Net	Rate	
Rhode Island	985,184	572,209	412,975	290,449	96,980	93,744	3,236	3.4	25,546
One Race (may be of Hispanic origin):									
White	842,640	513,311	329,329	238,638	78,949	78,766	183	0.2	11,742
Black or African American	41,673	17,721	23,952	15,763	5,281	5,170	111	2.9	2,908
American Indian/Alaskan Native	4,613	1,889	2,724	2,007	542	576	-34	-7.6	175
Asian	22,184	10,326	11,858	5,582	3,745	3,628	117	6.0	2,531
Native Hawaiian & Pacific Islander	392	152	240	152	88	21	67	206.2	---
Some Other Race	47,847	17,198	30,649	18,970	5,401	3,024	2,377	60.7	6,278
Two or more races	25,835	11,612	14,223	9,337	2,974	2,559	415	17.7	1,912
Hispanic or Latino (any race)	80,348	26,968	53,380	31,562	10,293	6,513	3,780	58.1	11,525
White alone, not Hispanic or Latino	814,134	503,513	310,621	227,890	75,223	76,166	-943	-1.2	7,508

H. Based on an analysis of both 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?

During the most recent three year period (2003 to 2006) employment in Rhode Island grew by 9,300 jobs (1.9%) increasing from 484,300 in 2003 to a record high of 493,600 in 2006. A 4,200

job gain in 2004 was followed by gains of 3,100 in 2005 and 2,000 in 2006. Rhode Island employment is projected to increase through 2014 with average annual gains of nearly 1.1 percent expected. Annual wages for Rhode Island workers averaged \$40,000 (preliminary) in 2006, an increase of \$3,600 (9.9%) from the 2003 annual average of \$36,369.

Most of the growing industry sectors listed above require occupational skills that are most frequently obtained on the job. Therefore, the employer is looking for workers that are already suitable for occupational training.

Rhode Island's employers indicate that basic skills such as literacy and numeracy combined with the personal attributes indicative of job readiness are most lacking in the current workforce. In addition, because a growing portion of the labor pool is made up of individuals that speak languages other than English, primarily Spanish, there is a need for programs that will improve English language skills.

There are also skill gaps at the higher end particularly in the Financial Activities, Construction and Chemical Manufacturing Sectors where both entry level and highly educated and/or highly skilled workers are in demand. Large numbers of college educated individuals, for example, leave the State (as documented in the Labor Statistics above) seeking job opportunities elsewhere because they are not trained in the high demand fields that are growing in the State of Rhode Island. This disconnect is being addressed by linkages between the industry and higher education sectors of the Rhode Island economy.

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

The state has identified the need to align policies and resources among workforce development, economic development and education initiatives to address critical shortages in education, skill shortages in manufacturing, creation of a streamlined policy to improve potential shortages in the construction trades, strategies to connect jobs in the retail and accommodation and food service sector with suitable workers. In addition, the state has identified a critical issue with regard to literacy and adult education needs. Resources are being aligned under the RI Department of Education to provide workforce literacy education for Rhode Islanders, with a particular emphasis on the English for Speakers of Other Languages, in order to strengthen the Rhode Island workforce.

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

The most critical workforce development issues include strategies to address skill shortages, transition workers with obsolete skills to new and emerging job opportunities, help youth transition to suitable employment with full and productive lives and address the literacy needs of Rhode Island's new immigrants and existing workers. Additionally, the state must enact policies to retain college graduates.

SECTION 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? (Sec. 112(b)(10).)

WIA funds are used in conjunction with other State and federal programs to enhance client support, maximize investment, and minimize duplication.

Programs, such as TANF and Vocational Rehabilitation, which are funded by both State and federal dollars, are accessed through the One-Stop Career Centers. WIA core and intensive services are linked by Memoranda of Understanding (MOUs) to occupational training. Support benefits needed to start and retain a customer in occupational or other training are often accessed through the One-Stop Career Centers. The LWIBs obtain needed services from non-profit agencies such as child care, pre-GED and English language training for its WIA customers.

In order to improve the linkages for the customer, the State proposes to provide access to all known supportive services from all partner programs, community-based organizations, and faith-based organizations on the RIDLT web site and in the One-Stop Career Centers' Resource Areas.

The State Job Development Fund, created by State Statute in 1992, is a state fund generated entirely from the Rhode Island employer community. The program provides approximately nine (9) million dollars annually to improve incumbent worker training, literacy, and youth initiatives. Rather than use limited WIA Title I dollars to fund incumbent worker training, Rhode Island leverages State funds for this purpose. Employer grants are awarded on a competitive basis. The employers must detail how the training will improve the competitiveness of their business or business sector. In addition, the employers must commit to payment of 50% of the allowable training expenses. Funds are also provided directly to the Rhode Island Department of Education (RIDE) for literacy efforts.

Most WIA Title I funds are provided to the LWIBs through formula allocation. These Boards have continued to express an interest in on-the-job training opportunities and customized training to serve particular businesses that promise employment for a certain percent of the customers trained. The State, therefore, has requested an extension of the customized training waiver. This is a waiver request from WIA Section 101(8) and WIA Final Regulations at 20 CFR Section 663.715 that requires a 50% employer match. This waiver changed the required 50% employer match to a match based upon a sliding scale. Through this approach, the employer match ranges from a minimum of 10% to a maximum of 50%. The match is based on a particular industry's cost/benefit ratio and transferability of skills.

This leverages additional funds for training efforts by allowing industries, particularly those with the need for large numbers of new placements, to participate in the cost of training that makes sense to them and the economic realities of their industry sector.

- 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? (Sec. 12(b)(4)(D), 112(a).)**

See SECTION II - Governor's Workforce Strategies. The Governor is moving the State workforce investment system into alignment with the State's economic development goals. The Governor has addressed the goals of the national strategic direction to create a demand-driven system.

- C. Based on the State's economic and labor market analysis, what strategies has the State implemented or plans to implement to target industries and occupations within the State that are high growth, high demand, and vital to the State's economy? (Sec. 112(a), 112(b)(4)(A).)**
The State may want to consider:

1. Industries projected to add a substantial number of new jobs to the economy; or
2. Industries that have a significant impact on the overall economy; or
3. Industries that impact the growth of other industries; or
4. Industries that are being transformed by technology and innovation that require new skill sets for workers; or
5. Industries that are new and emerging and are expected to grow.

See Section IV - Labor Market Information (A - E). The State has launched initiatives to add training programs at state colleges aimed at meeting the needs of emerging businesses in Rhode Island's new economy, e.g. -- chemical manufacturing. Industry Partnership initiatives are underway to improve strategies to fill skill gaps in the following sectors: health care, advanced manufacturing, information technology, marine trades, construction, finance/insurance and biotechnology. The State seeking grant funds aimed at addressing these skill shortages. The Job Development Fund, as well as the approval of the waiver for reducing employer contributions for customized training, target industries and occupations within the State that are high growth and vital to the State's economy.

- D. What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the 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? (Sec. 112(b)(8).)**

State Workforce Investment Board

The GWBRI's mission is to promote and develop ongoing and sustained strategic partnerships; and its membership ensures a business focus. The GWBRI is in the position to foster collaboration and partnerships on the statewide level. Two major areas of focus are the

maintenance and expansion of the linkages between the employers and job training: 1) occupational training will have a strong connection to the needs of growth and demand industry sectors and hence actual jobs for the unemployed, and 2) that educational efforts will provide the literacy and numeracy skills needed by the growing sectors of the Rhode Island economy.

See SECTIONS I and II of this State Plan for additional information on strategic partnerships and strategies.

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? [Sec. 112(b)(17)(A)(i), and 112(b)(4)(A).]

State and local administrative staffs have been steadily reduced from Program 2000 through 2007. It is noted, for example, that the Providence/Cranston Workforce Investment Area has reduced personnel by 35% over the seven-year period. The Governor's Fiscal Fitness Program has recommended additional changes in the One Stop Career Center system and the consolidation of local areas into one statewide workforce investment area to reduce duplication of administrative and programmatic efforts; thereby, increasing the funds available for training. There is also increased focus on on-the-job training and customized training where contributions to training will be provided by prospective employers. Therefore, the WIA training dollars will leverage training funds from other public and private sources.

F. What workforce strategies does the State have to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as part of the State's economic strategy? [Sec. Sec. 112(b)(4)(A) and 112(b)(17)(A)(i).]

The Economic Development Corporation has embarked upon a strategy to coordinate the public and quasi-public service delivery needs of small businesses. The initiative is entitled, "Every Company Counts." The program is aimed at coordinating the provision of services for the small business by developing a single point of contact for information that will lead to the creation, sustainability, and growth of small businesses. Thus, rather than having to figure out who to contact to address a problem or business goal, a small business only has to discuss their need with an "Every Company Counts" representative who will then make the contact or provide the information needed to solve problems.

In addition, the RIDLT has realigned the work of the Employer Service Unit with the Industry Partnership Initiative, and their Employer Service Representatives are now partnering with the Economic Development's Corporation's Account Representatives by sector. Their agenda now includes coordinated service delivery, including a business retention program that is industry based.

G. How are the funds reserved for Statewide activities used to intensify 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? [Sec. 112(a).]

State policy is defined in WIN 06-06 (**Exhibit 19**). To be eligible to receive an incentive award, a local area must meet two criteria. A local area must achieve at least a 100% cumulative program area score for each of the program areas and for the customer satisfaction group. In addition, a local area may not have any of their 17 measures fall below 85% of their negotiated

performance levels in order to be eligible to receive an incentive award. There is \$100,000 reserved from the Governor's 15% funds for agencies that achieve these standards.

- H. Describe the State's strategies to promote collaboration between the workforce system, education, human services, juvenile justice, and other systems 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. [Sec. 112(b)(18)(A).]**

Refer to the description of the RI Youth Forum in SECTION I, E.

- I. Describe the State's strategies to identify State laws, regulations, policies that impede successful achievement of workforce development goals and strategies to change or modify them. [Sec. 112(b)(2).]**

Via the various statewide councils, policy makers receive feedback from practitioners and program participants regarding policies, initiatives, and programs that impede progress toward program or system goals.

- 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 Sec. 189(i) and Sec. 192.**

In order to enhance the efficiency of program operations, Rhode Island is requesting the extension of the following waivers: Refer to **Exhibit 8**, Original Waiver Requests.

Statewide Eligible Training Provider List (ETPL)

Rhode Island is requesting an extension of the "Initial Eligibility" period for training providers through the end of this two-year planning cycle; thereby, postponing the "Subsequent Eligibility of Training Providers" determination period. This is a waiver from the Workforce Investment Act Section 122 (c) (5) and 20 CFR 663.530. The extension is needed to maintain the broadest range of eligible providers that enables individuals to make informed choices related to their training goals. The extension of this waiver will improve the quality and increase the quantity of training programs offered to our customers. There has been a twenty-five percent (25%) increase in the number of courses offered on the ETPL since this waiver was approved in 2005.

Rhode Island is committed to the philosophy of maximizing customer choice and assuring that all significant population groups are served. The extension of this waiver approval will provide Rhode Island with the increased flexibility to meet the standards required by the Workforce Investment Act and ensure State and local accountability for the results of the system.

Customized Training 50% Employer Match

This is a waiver request from WIA Section 101(8) and WIA Final Regulations at 20 CFR Section 663.715 that requires a 50% employer match. Rhode Island is requesting an extension of this waiver to change the required 50% employer match to a match based upon a sliding scale. Through this approach, the employer match ranges from a minimum of 10% to a maximum of 50%. The match is based on a particular industry's cost /benefit ratio and the transferability of skills to be attained by the proposed employees.

Individual Training Accounts for Older Youth

This is a waiver from WIA Section 189(1)(4)(B) and WIA Final Regulations at 20 CFR 664.510. The waiver, if extended, would continue to allow Rhode Island's Governor to use ITAs for youth participants, based on a valid needs assessment of interests, skills and aptitudes. Under the current Regulations, older youth (ages 18 and over), may at the same time be enrolled as adults and use ITAs. Also, there is no specified age limits under the dislocated worker eligibility requirements for co-enrollment and receipt of ITAs. Under the current Regulations, expenditures for ITAs are charged to the Adult or Dislocated Worker funding streams rather than to the Youth funding stream. This co-enrollment requirement is duplicative and an unnecessary process that does not allow LWIBs to charge the cost of ITAs back to the Youth funding stream. The current Regulations do not allow costs to be appropriately counted toward the 30 percent out-of-school youth expenditure requirement. This waiver extension would allow out-of-school youth to continue to select approved ITAs from the Eligible Training Provider List, while retaining their youth classification. This improves performance for out-of-school youth by making occupational skills training more readily available, and is one of the initiatives identified in the current State WIA Plan. Thirteen percent (13%) of the older youth for Program Year 2006 utilized the provision of this waiver and all were successfully placed in employment.

State Workforce Investment Board

The RIDLT, as the State administrative entity for the WIA, is requesting an extension of the waiver of the WIA membership requirements for the Board.

This waiver allowed the Governor of the State of Rhode Island to create a GWBRI that was paramount and at the same time complied with the approved membership requirements set forth in Rhode Island Public Law 42-102-2 (b) and the recently amended Rhode Island State Constitution. The GWBRI's membership requirements encompass the membership requirements of the HRIC.

Competitive Procurement of Youth Services

This is a waiver of the requirement to competitively select providers of three of the ten youth program elements specified at WIA Section 123.

The pool of youth providers was limited and declining based upon responses to Requests for Proposals (RFP) over the past several years. The State is requesting an extension of the waiver to permit local workforce investment areas in the State the option of fulfilling the required ten program elements for youth services through the One-Stop Career Centers or partner agencies. In particular, the State is requesting a waiver for three elements: supportive services, follow-up services, and paid and unpaid work experience. It is the intent of the waiver to enter into MOUs with partner agencies, where possible, to provide services at no cost. The extension of this waiver allows local areas to engage in innovative programs to provide the skills and education needed for youth to succeed in regional economies.

Beginning in April 2007, Rhode Island LWIB's issued a joint RFP utilizing State Job Development Funds, Adult Literacy funds and Youth Title IB funds under the provisions of this waiver. This initiative brings nearly six million dollars (\$6,000,000) to coordinate and integrate youth services through YCCs located in the comprehensive One-Stops and satellite offices in community-based organizations as well as the creation of a youth web portal.

SECTION VI: MAJOR STATE POLICIES AND REQUIREMENTS

Describe 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 this Plan as outlined below. [Sec. 112(b)(2).]

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

Rhode Island currently maintains two data collection systems: ACCESS (locally developed) and the America's One-Stop Operating System (AOSOS).

Rhode Island contracts with the State of New York to maintain the hardware and software for AOSOS. AOSOS is a web-based, one-stop operating system, which meets the requirements of WIA. This comprehensive case management system is used by Rhode Island workforce investment professionals who work with employers and job seekers. Its case management capabilities deliver federally mandated performance reporting for the U.S. Department of Labor. The netWORKri partners can utilize AOSOS to seamlessly assess, refer, and track customers in a one-stop environment. AOSOS's functionality includes job matching, notification and correspondence, appointment scheduling, partner referrals, and access to training providers.

The contract with the State of New York to maintain AOSOS will expire on May 31, 2007. In compliance with State policy, an RFP was issued in January 2007 to procure a case management and reporting system. The RFP delineates the specific requirements for a comprehensive, integrated system that will be the primary data collection and reporting system for all federally funded workforce development programs for jobseekers and employers. The RFP specifies that the system support integrated service delivery and must produce all federally mandated reports in compliance with Common Measures and WISPR. In addition, the system must have the functionality to produce ad hoc reports to provide the State, LWIBs, and partner agencies with the capacity to easily generate real time reports. This capability will be useful to the State, LWIBs, and workforce partners in designing service delivery to meet demographic and workforce needs and to continually improve programs to meet performance standards. Once procured, this system will be the primary data collection and reporting system for the State.

SWIO has encouraged the use of real time reports at the LWIB level for tracking of performance in conjunction with its ACCESS and AOSOS database systems. Demographic information should be analyzed and disseminated for use in making program design changes and for continuous improvement in meeting performance standards. The SWIO issues quarterly reports to the LWIBs that require a written response for any performance measures not meeting the full negotiated performance standard. This information is also discussed and disseminated at regularly-held meetings with LWIB staff.

Reviews by SWIO staff are conducted to determine the accuracy and timeliness of data. The WIA Services Agreement, between the local LWIBs and the RIDLT, contains language that requires data be entered within thirty days of activity occurrences. When issues or concerns regarding the timeliness or accuracy of data are raised, it is addressed with the LWIBs and ultimately with management of the One-Stop Career Centers.

- 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 requiring a single administrative structure at the local level to support local boards and to be the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery and training? The State may include administrative cost controls, plans, reductions, and targets for reductions if it has established them. [Sec. Sec. 111(d)(2) and 112(b)(8)(A).]**

Governor's Fiscal Fitness Program:

WIB Consolidation

- The Governor's Fiscal Fitness recommendation for the workforce investment system called for the consolidation of the two local workforce investment areas into a single state area. This proposal would reduce administrative and programmatic staff costs and increase the amount of funds available for training of customers. The federal WIA Statute does not currently permit such a consolidation.

One-Stop Restructuring

- The RIDLT currently operates six One-Stop Career Centers called netWORKri. There is one comprehensive netWORKri in each of the State's two workforce investment areas. The remaining four One-Stops are affiliate netWORKri sites. This system has been fully operational since June 2000. During Program Year 2005 and 2006, a subcommittee of the GWBRI - the netWORKri Restructuring Committee - conducted an in-depth analysis of Rhode Island's One-Stop Career Center system. The Subcommittee considered several options to strengthen the system--to refocus program delivery and to allocate resources accordingly. In February 2006, this Subcommittee recommended a reorganization plan of the One-Stop system to the full GWBRI, which was subsequently approved.

Several 2006 initiatives will continue to be important considerations in the restructuring of Rhode Island's One-Stop system through 2007 and beyond including:

- An Executive Order, signed by the Governor at the first meeting of the reconstituted GWBRI in October 2005, identified the One-Stop system as the primary deliverer of workforce programs in the State.
- The netWORKri Restructuring Committee conducted an in-depth analysis of Rhode Island's One-Stop Career Center system. The Subcommittee is considering several options to strengthen the system - refocus service delivery and allocate resources accordingly. In February 2006, this Subcommittee recommended the following reorganization of Rhode Island's One-Stop system to the GWBRI which was subsequently approved:
 - Maintain the State's two comprehensive One-Stop Career Centers in Providence and Pawtucket, and one in each of the State's two workforce investment areas.
 - Transition the affiliate netWORKri sites in Woonsocket and West Warwick into

RIDLT Reemployment Centers. These Centers will focus on the reemployment of UI recipients; however, access will continue to be provided to other programs, including WIA, TRADE, and partner programs.

- Close the Warren and Wakefield netWORKri sites.
 - The GWBRI recommended an expansion of services in the Newport area to provide access to residents of both Aquidneck Island and southern Rhode Island. RIDLT currently operates a small Reemployment Office in Newport.
- An initiative by the State's two LWIBs to enhance the YCC that currently operates in the Providence netWORKri, and to replicate these services by creating a new YCC in the Pawtucket netWORKri. Both LWIBs, in collaboration with State and local partners, are designing and implementing an infrastructure and service delivery model within the One-Stop system that will enhance and expand educational and workforce opportunities for youth most in need.
 - RIDLT's Administrative Workforce Development Division, under new leadership in 2006, conducted a SWOT analysis of the division. A strategic plan with a vision to strengthen and improve Rhode Island's workforce development system through the One-Stop Career Center system was developed. The following four goals were identified, all of which impact the One-Stop system and provide a real focus for the utilization of resources on demand-driven initiatives and strategies:
 - 1) Mandated by the Governor, One-Stop Career Centers are to be recognized as the primary deliverer for workforce development services for all State agencies.
 - 2) One-Stop Career Centers that are demand-driven.
 - 3) One-Stop Career Centers that are focused on strategic populations, such as Limited English Proficiency, Youth and Unemployment Insurance recipients.
 - 4) A One-Stop system that is financially self-sustaining.

As part of this Plan, Workforce Information will become the standard that drives services to job seekers and employers through the One-Stop Career Centers. As part of the service redesign, Workforce Information will be designed and delivered in formats and media that are more meaningful and user friendly to enable informed decision-making by the workforce development system and its users.

- The mission and work of RIDLT's Employer Service Unit is being realigned with the Industry Partnership Initiative. An ESR has been assigned to each of the Industry Partnerships and they are developing an expertise in the workforce development needs of each industry. As the workforce liaison to each partnership, they will understand and be able to identify the human resource challenges, the occupations, the skills needed, the credentials needed, and the career paths available within each of the Industry Partnerships. In addition, the Employer Service Unit will focus on business retention strategies within each of these industry sectors. The goal is to move beyond "employer services" to improving the quality and skills of Rhode Island's workforce.

- The Rhode Island Department of Education's Office of Adult Education provided funding to the LWIBs to increase the capacity of the One-Stop system to meet the basic educational needs of job seekers. This is evidence of the GWBRI's response to the educational needs of many One-Stop customers who previously had not been able to access services because of programmatic barriers and lack of available resources. This initiative will integrate and expand the availability of these services within the One-Stop system.

Planning and implementation of these initiatives and the GWBRI's recommendations to restructure the One-Stop system will continue well into 2007. Critical to this reorganization are the strategic investments recently made by the GWBRI in Adult Education, Youth, Industry Partnerships and Business Retention--all of which support the Governor's Executive Order to make the One-Stops the primary deliverer of workforce development programs in the State.

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

The Governor's Executive Order, signed in October 2005, identifying the One-Stop system as the primary deliverer of workforce development programs in the State, is a clear mandate to organize the workforce investment system around the seamless delivery of services rather than a system of disparate programs, funding streams, and processes. In addition, the GWBRI has made strategic investments in several initiatives to ensure that services delivered through the One-Stop system are aligned with the Governor's vision for an integrated workforce development system. Strong State leadership at the highest levels, as demonstrated by the Governor, the GWBRI, PK-16 Council, and the Workforce Cabinet, fosters a policy environment conducive to integrated planning, funding, and service delivery strategies that promote universal access and consistency of service statewide.

There is a unified approach to service delivery through the netWORKri Centers in both workforce investment areas to ensure consistency throughout the system. The system was designed so customers utilizing any one of the six centers will find the same resources, technology and access to programs. Priority of service to economically disadvantaged customers with an employment barrier is a State priority which mirrors the WIA priorities. The universal customer, without a barrier, will only be able to access financially-assisted services to the extent that funds are available in order to secure or retain self sufficient employment. All individuals will be able to access core services, including information regarding assistance with financial aid, state funded training options, group orientations, as well as self-serve services.

The customer flow in the netWORKri Centers is sufficient to ensure access to WIA Title I intensive services and referral to training for those needing financial assistance. All One-Stop partners sign MOUs to encourage outreach from within the targeted groups accessing services from partner programs.

To the extent that traffic is insufficient to assure access to WIA Title I, additional and more aggressive methods will be utilized; such as advertising, community service announcements, employer group presentations, coordination with the chambers and economic development, radio, media, internet, as well as direct community penetration.

During the last year, the Operator and the GWBRI conducted a critical analysis of the netWORKri system and recommended a restructuring of the One-Stop system as detailed in **Section VI – Major Policies and Requirements; Governor’s Fiscal Fitness - One-Stop Restructuring**. Access to programs and services will remain a priority as the implementation of the GWBRI’s recommendations move forward in 2007.

The restructuring effort will be incremental to lessen the impact on the system and provide sufficient time to market the new vision for the One-Stop system. The first phase will include transitioning staff and offices. As some offices close, it will be important to increase access points into the system. A longer term commitment, but one with greater impact on the system, will be a redesign of service delivery through the One-Stop Career Centers. When the system was designed in 1997 the emphasis was getting people to work as quickly as possible. Customers were “triaged” as they entered a netWORKri Center and the majority directed to Resource Areas to work either independently or with minimal staff assistance.

The culture in which the One-Stops operate today has changed significantly since 1997. Today, computers and the internet are much more accessible for those who can truly work independently. Increasingly, those who come through our doors are those who cannot succeed on their own and have significant barriers, and this is an important consideration in the redesign of services. Employers need to see the value of utilizing the One-Stop system and the Centers need to be more than a recruitment resource - they need to be a pipeline of skilled workers needed by employers across industry sectors. The goal is to transcend the thinking that job seekers and employers need to be enrolled in a workforce development “program” to achieve successful outcomes. The One-Stop system must have the capacity to assess the needs of job seekers and employers and subsequently tailor services to meet those needs.

During 2007, both the State and LWIBs will explore a variety of options, resources, and tools to determine the most effective model for job seekers and employers. The entry point into the system will be focused on the assessment of skills needed by industries and job seekers. Resource Areas will be more than a connection to web sites and resume preparation - they will be informational and skill based. Staff will be Resource Area Facilitators to guide customers in utilizing on-line resources to assess skills as well as identify those skills needed in demand occupations and industries. On-line skill enhancements will help job seekers prepare for jobs across industry sectors.

1. netWORKri Self -Service and Staff-Assisted Services

Over time, the Resource Areas will evolve beyond a connection to job search web sites and resume preparation; however, self-service computers will still be available to all customers. Customers can work independently or with staff assistance to prepare resumes, cover letters, and utilize computers to access the following:

- Internet Access
- Job Listings
- Workforce Information products including “Rhode Island Red”
- Access to Career One-Stop Resources

Copiers, FAX machines, and telephones are available to all customers free of charge. A broad range of reference materials, information on partner and community programs and resources, newspapers, and periodicals focused on jobs and career opportunities, are available in the netWORKri libraries.

On-line skill assessment tools, Adult Basic Education, GED, and ESL on-line learning programs and resources, will be added to Resource Area computers for both job seekers and employers. Resource Areas are staffed with knowledgeable professionals who will be trained to facilitate both skills assessments and enhancements in the Resource Area.

2. netWORKri Workshops

Group workshops are offered on a number of topics including: basic computer skills, job search techniques, career exploration, resume preparation, job interviewing, networking, managing change, etc. Calendars are posted in each netWORKri Center and on the Internet with workshop days and times. Each netWORKri Center also offers specialized workshops and activities; i.e., information sharing sessions for job seekers and employers. In 2006, RIDLT introduced the **Employer Education Series** to expose and educate employers on the many services provided by the RIDLT; including, netWORKri employer services, tax credits, training programs available through the local LWIBs, Workers Compensation, Unemployment Insurance, Adjudication and more. Job seekers are exposed to guest speakers who provide information on the availability of State and local resources, i.e., Rite Care to ensure families and children are insured, heating and housing assistance, training opportunities, and more.

As part of the services redesign, workshops and orientations on netWORKri services and resources will be delivered through a variety of media and formats.

3. One-to-One Consultation with netWORKri Staff

Individualized services are available for in-depth assessment, eligibility determination, intake, plan development, counseling (employment, educational, financial aid), job placement, referral to training and education, referral to support service providers, referral to One-Stop mandatory and optional One-Stop partner services.

While the work of the Employer Service Unit is being realigned with the Industry Partnership Initiative, the staff of this unit will stay connected to the One-Stop system to assist employers with a variety of hiring and recruiting needs: placing job orders, organizing and coordinating job fairs and recruitments, providing information on programs, such as employee upgrade training and tax credits, and connecting to other workforce partners - particularly the Economic Development Corporation. They will be increasingly valuable to the One-Stop system as they develop an expertise regarding the workforce development needs of each of the Industry Partnerships.

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

"A demand-driven One-Stop system" is one of the four goals identified in the Workforce Development Division's Strategic Plan. RIDLT's Labor Market Information Division provides a liaison to the One-Stop Career Centers who works closely with the managers and staff on a regular basis to ensure Workforce Information products are relevant, current and user friendly. Regular communication with the Centers and on-going training ensure continuous improvement of Workforce Information products and resources. As part of the Workforce Development Strategic Plan, Workforce Information will become the standard that drives services to job seekers and employers through the One-Stop Career Centers. Workforce Information will be designed and delivered in formats and media that are more meaningful and user friendly to enable informed decision-making by the workforce development system and its users.

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? [Sec. 112)(b)(17)(A)(iv).]

WIN 99-21 Change 2, attached to this Plan as **Exhibit 9**, ensures that apprenticeship programs are integrated within the State's One-Stop system through the training services provided to customers. With regard to Job Corps, LWIBs currently have representation on their Boards; and policy will be set to ensure full integration with the One-Stop system and the Exeter Job Corps Academy.

SECTION VII: INTEGRATION OF ONE-STOP SERVICE DELIVERY

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

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

Both LWIBs have subcommittees whose focus is the oversight of the netWORKri Centers in their respective workforce development areas. These subcommittees are comprised of private and public sector board members. RIDLT program staff, as well as staff who represent the Operator, are regular meeting participants and act as liaisons for both workforce development programs and One-Stop operations. In 2006, the Workforce Partnership of Greater Rhode Island merged their One-Stop Quality Assurance Committee and WIA Performance Committee. This new committee continues to monitor performance from both a programmatic and operational perspective and during 2007 will redefine their oversight role as it relates to the One-Stop Career Centers in their area.

Workforce Solutions of Providence/Cranston is an integral partner and member of the Consortium that operates the Providence netWORKri Center. They are actively involved in the continuous improvement of the Center. Their Oversight Subcommittee conducts an annual monitoring of the One-Stop Career Centers which reports recommendations and findings to their full Board.

Staff development and training are key elements in assessing the level of quality of the programs and services delivered through the netWORKri Centers. All netWORKri partner staff training is coordinated through a centralized administrative coordinator. Training needs are determined through staff surveys, managers, and administrative staff. The coordinator arranges training to prepare staff for new (or changes) in programs, technology, policy, legislation, or simply refresher training in a variety of areas. Because of Rhode Island's size and the proximity of the Centers to the Administrative Buildings, RIDLT as the Operator can be proactive and very responsive in terms of meeting staff training needs. One example is the continual updates and improvements of Workforce Information products. RIDLT's Labor Market Information Division liaison is regularly providing on-site training to netWORKri staff to ensure they are knowledgeable about the latest revisions to Workforce Information products and introduced to new Workforce Information resources.

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? [Sec. 112(b)(14).]

Rhode Island has established a solid foundation and infrastructure to support and sustain the netWORKri system. Rhode Island has a governance structure in place with clear lines of authority for planning, coordination, and implementation of a statewide workforce development system.

State Law provides that the RIDLT “shall be the principal executive department charged with administering employment and training programs in the State.” RIDLT provides the State administrative structure for all Workforce Development services, Unemployment Insurance and WIA funds. Under WIA, RIDLT was grandfathered as the Operator for the Workforce Partnership of Greater Rhode Island, while they are a member of a Consortium governance structure with Workforce Solutions of Providence/Cranston.

From the beginning, the State Board, the LWIBs, and investing partners have guided the creation and continuous improvement of the One-Stop system. The design of the system from the infrastructure to customer flow was built on the federal guiding principles of universality, seamless integration, customer choice, and performance accountability. The delivery of programs and services appears seamless to job seekers, employers, and information seekers accessing netWORKri. The restructuring of both the One-Stop system and the Employer Service Unit will result in a seamless integration of employer and job seeker services.

Adhering to a “no-wrong door” philosophy means that customers including, job seekers, employers, and information seekers can access information and services remotely through the internet, telephone system, One-Stop Career Centers, and by a coordinated employer service network. The recommendation of the GWBRI to restructure the One-Stop system takes into account the accessibility and availability of on-line internet resources.

The netWORKri partner staffs have been cross-trained to be knowledgeable about partner programs and services, technology, and resources. This is an on-going process in an effort to create a seamless system of service delivery. A team approach to customer service fosters an environment where all partner staffs are well informed about the workforce development system, and strongly identify themselves with netWORKri. Visitors to the netWORKri web site, www.netWORKri.org, can access career, education, and training information by linking to partner sites in the workforce development system. The netWORKri system has a centralized telephone unit to enhance the seamless delivery of information and services. By calling 1-888-616-JOBS, employers, job seekers, and information seekers can learn about netWORKri and its partners, place job orders, or be referred to a Center for more in-depth assistance.

The America’s One-Stop Operating System (AOSOS), a case management system for job seekers and employers, has enhanced the seamless integration for the delivery of partner programs and eliminates duplication. The inter-agency referral and correspondence features of AOSOS allow partner staffs to refer to each other and document the services they provide to job seekers and employers. AOSOS gives netWORKri partner staffs the ability to holistically case manage job seeker and employer customers.

C. What actions have the State taken to promote identifying One-Stop infrastructure costs and developing models or strategies for local use that support integration? [Sec. 112(b)(14).]

RIDLT, the Operator of the One-Stop system, is responsible for the fiscal management of the netWORKri system. During One-Stop implementation, Rhode Island adopted the “FTE” cost allocation model. Investing partner agencies pay for the operational cost according to the number of staff they have assigned to a netWORKri Center. During 2006, RIDLT developed a

new cost allocation methodology. The new model distributes the costs among the total number of available seats in each of the One-Stop Career Centers. This new methodology results in a firm, predictable cost for a specified period of time. Partner agencies now enter into Investor Agreements with the Operator for a two-year period.

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? [Sec. 112(b)(14).]

The State has provided funds to support the One-Stop delivery system out of the reserve for statewide activities on an as-needed basis. Two-hundred and fifty-nine thousand dollars (\$259,000) was allocated for this purpose in WIA Program Year 2006.

A portion of funds reserved for statewide activities support central management staff who contribute to the effective operation of the netWORKri system. This includes staff development and training, technical support, and centralized system management which are critical components of maintaining a high degree of quality in service delivery.

E. How does the State ensure the full array of services and staff in the One-Stop delivery system support human capital solutions for businesses and individual customers broadly? [Sec. 112(b)(14).]

The State staffs the One-Stop delivery system with funds from Wagner Peyser, WIA, and partnering agencies. Depending on the scope of work envisioned by each partner, the organizational and human capital development commitments may vary. The MOUs between the partners identifies the location and number of personnel assigned to each of the One-Stop Career Centers from each of the participating agencies. This staffing plan is constantly under review as the MOUs are being renegotiated for the Two-Year Plan. This assures a full array of staff and services are available for both the business and individual customer.

The RIDLT, for example, utilizes Wagner-Peyser funds to support the work of the Employer Service Unit. The ESRs are strategically located throughout the State in each of Rhode Island's One-Stop Career Centers. It is the responsibility of the ESRs to provide Rhode Island's employer community with assistance with respect to workforce recruitment and skill development.

The ESRs work closely with Rhode Island's employer community as RIDLT's "outreach customer service division". Basic services include the promotion of USDOL programs and services; including labor exchange, consultation on human resource issues in the workplace (i.e. Unemployment Insurance and Temporary Disability Insurance, Adjudication, Work Share, Layoff/Plant Closures and the like), job development for job-ready candidates, and to serve as a broker to address and resolve employer training needs. ESRs also act as a liaison for the employers who need to work with other departments and agencies in Rhode Island's state government (i.e. the Economic Development Corporation, Chambers of Commerce, the Departments of Human Services, Elderly Affairs, Office of Rehabilitation Services, and the two LWIBs).

SECTION VIII: ADMINISTRATION AND OVERSIGHT OF 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 re-designating local areas pursuant to the end of the subsequent designation period for areas designated in the previous State Plan (112(b)(5).)**

There are two local areas: the Providence/Cranston and Greater Rhode Island Workforce Investment Areas. These areas were originally designated in January 2000. Providence/Cranston requested and received automatic designation and Greater Rhode Island was designated on the recommendation of the State Board criteria under WIA. The State is not currently re-designating local areas.

- 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 identified 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). (Sec. 112(b)(5) and 116(a)(1).)**

The designation of Providence/Cranston was automatic upon their request in conformity with WIA Section 116(a)(2)(C). The Greater Rhode Island elected officials also requested that the Governor continue as their grant recipient by providing the administrative and fiscal support. Greater Rhode Island was entitled to automatic designation. However, due to the expansion of the Greater Rhode Island Workforce Investment Area to include the eight (8) communities of northern Rhode Island, the new and larger workforce area was then subject to designation under the State Board criteria found at WIA (116(B)(4). The HRIC and its WIA Oversight Committee both approved this designation on January 18, 2000.

The boundaries of the area are compatible with other statewide initiatives.

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

Workforce Investment Areas, which have received discretionary designation, are subject to re-designation following the expiration of their term of designation. Discretionary areas denied a request for re-designation have no recourse and are not entitled to an appeal of the determination. Workforce Investment Areas designated as temporary workforce investment areas, which are determined not to have met the subsequent designation criteria, may appeal this determination by:

- The Chief Local Elected Official files a written appeal with the RIDLT (addressed to Adelita Orefice, Governor's Liaison), within 10 days of receipt of written notice that their request for designation has been denied.
- The request for appeal must state with specificity the basis under which the State's determination not to re-designate a Workforce Investment Area is challenged.
- Within ten days of receipt of a properly noticed and drafted request for appeal, the State shall appoint an impartial trier of fact to hear the matter.
- A hearing shall be held no later than 45 days following the receipt of the Notice of Appeal by the State.
- A determination shall be made by the hearing officer within 15 days of the close of the hearing and shall be communicated in writing to the parties.
- There shall be no further State level right to appeal from the determination of the hearing officer.
- Local areas may choose to appeal to the Secretary of Labor in accordance with the procedures provided for under WIA at Section 116.

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. (112(b)(6), 117(b).)

The State has mirrored the federal criteria stated in the form a policy issuance (WIN 99-09 Change 1) attached to this Plan as **Exhibit 10**.

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

The State will provide training and technical assistance in the areas of Board management, program design, and performance elements to both the staff and Board members.

The State will host statewide meetings on a variety of subjects of interest to Board members and will encourage localities to participate in regional meetings.

LWIB members will be encouraged to attend GWBRI meetings.

D. Local Planning Process--Describe the State mandated requirements for local workforce areas' strategic planning. What assistance does the State provide to local areas to facilitate this process, (112(b)(2) and 20 CFR 661.350(a)(13).) including:

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

The State regulates the local planning process by the issuance of State Local Planning Guidance. This was done on February 19, 2007 for local plans that are due at the State offices no later than April 5, 2007. The Plans will then be reviewed by SWIO staff for compliance with the State Local Planning Guidance, federal, and State legal requirements. The public comment process and the approval by the LWIBs are also monitored by State staff. The performance agreements are negotiated directly between the State and local staffs and are subject to the approval of the State and LWIBs subsequent to final negotiations with the ETA, USDOL Regional Office staff to be held prior to June 30, 2007.

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

Local Planning Guidance was issued to the local areas on February 19, 2007 (WIN 06-07) attached to this Plan as **Exhibit 11**. This policy issuance by the State ensures that the local planning process will be structured and in compliance with State performance goals and the State strategic direction.

E. Regional Planning (112 (b)(2), 116(c)).

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

No regional planning is anticipated as part of this two-year planning submission. Workforce Investment Areas may seek to pursue inter-State agreements with bordering states.

The State of Rhode Island has contracted with the Corporation for a Skilled Workforce to undertake the development of a five-year strategic plan encompassing all governance and workforce resource issues. The regional economy will be analyzed as part of this planning process.

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. For example, regional planning efforts could result in the sharing of labor market information or in the coordination of transportation and support services across the boundaries of local areas.

Refer to 1. above. Workforce Investment Areas and the State of Rhode Island work on a regional basis because of the size of the State. The One-Stops coordinate regionally with each other and are expected to continue to do so during the next two years.

2. For inter-State regions (if applicable), describe the roles of the respective Governors and State and local Boards.

Not applicable at this time.

F. Allocation Formulas (112(b)(12)).

- 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% discretionary formula adult employment and training funds and youth funds pursuant to Sec. Sec. 128(b)(3)(B) and 133(b)(3)(B).**

As provided in WIA, Rhode Island will reserve 15 percent of its Adult, Dislocated Worker, and Youth allotments to fund statewide activities and will allocate 85 percent of its allotment for these three programs to the Workforce Investment Areas. Rhode Island will not apply the 30 percent discretionary formula. Additionally, Rhode Island does not intend to re-establish other State level set-asides. The State will assist the Workforce Investment Areas in establishing funding priorities for services to special needs populations.

- 3. 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.**

The distribution is determined by mathematical formulas based on the objective labor market data for the two areas. There is a hold harmless provision in State policy that guarantees both Workforce Investment Areas receive at least 90 percent of the prior year's percentage of available funds without regard to changes in labor market information.

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

In allocating Dislocated Worker funds for the program year beginning July 1, 2007, Rhode Island will apply the most current labor market data to the six factors indicated in Section 133(b)(2)(ii), in the next two years of the State Plan. The weights applied to each factor are:

Insured Unemployment Data	20%
Unemployment Concentrations	23%
Plant Closings and Mass Layoff Data	13%
Declining Industries Data	15%
Farmer-Rancher Economic Hardship Data	0%
Long-term Unemployment Data	29%

- 4. Describe how 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.**

Exhibit 12 provides charts displaying allocations of Adult, Youth and Dislocated Worker funds to the Workforce Investment Areas for the first year of this Plan. This formula has been in place during the past five-year planning cycle. If deemed appropriate, it will be reviewed during the first year of this Plan by the GWBRI and be validated or revised. The Plan will be modified in accordance with any changes that are recommended.

G. Provider Selection Policies (Sec. 112(b)(17)(A)(iii), 122, 134(d)(2)(F)).

- 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.**

Exhibit 9 is the State's policy and procedures applicable to the WIA Certification Process for Eligible Training Programs and Providers (WIN 99-21 Change 1). RIDLT is the responsible agency for carrying out these activities. The current policy provides for initial determination to be accorded per WIA for those providers with courses in demand occupations, which are automatically eligible. A waiver request has been submitted with this Plan allowing for the extension of Initial Eligibility in order to ensure the largest quality and quantity of training programs are available to customers. Subsequent Eligibility is problematic because many quality providers are not participating to the fullest extent possible because of concern for the privacy of their non-WIA clients.

A grievance procedure has been developed for courses of training and providers excluded from the ETPL. The procedure is spelled out in WIN 02-11 which is attached as **Exhibit 13**.

Exhibit 13 also requires that Workforce Investment Areas must have local Complaint and Grievance Procedures for participants and other interested parties affected by the local workforce investment system, including One-Stop Career Center partners and service providers.

- 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.**

On March 16, 2000, the RIDLT convened a special meeting to solicit recommendations from various groups. All extant policies related to the State's role with respect to the ITA system were discussed at publicly noticed meetings at which LWIBs, education, community-based organizations, and proprietary school representatives were present as well as the general public. Input was received from HRIC members and invitees. The extension of Initial Eligibility and the use of ITAs for older youth under the Youth funding stream were discussed as part of the public comment, public hearing, and approval process for the State Plan submission for 2005-2007.

- 3. Describe how the State will update and expand the State's eligible training provider list to ensure it has the most current list of providers to meet the training needs of customers?**

The ETPL is updated as Initial Eligibility requests are received. The list was originally intended to be updated on a quarterly basis but this resulted in a needless delay for the providers and customers. The State has an approved waiver extending the Initial Eligibility period through the end of Program Year 2006. This waiver has resulted in a twenty-five percent (25%) increase in courses and providers. If an additional extension is granted as part of this submission, the number of programs and providers on the ETPL should increase substantially. Two local colleges have indicated an interest in placing courses on the list provided there is an extension of Initial Eligibility.

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.**

Refer to 1. above as well as **Exhibit 9** and **Exhibit 13**.

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. (Sec. 112(b)(16).)**

Rhode Island will follow State Contracting Procedures for competitive and non-competitive processes in awarding contracts for activities under Title I of WIA at the State level.

For grants, the selection of service providers shall be made on a competitive basis to the extent practicable. All solicitations shall (a) include a clear and accurate description of the technical requirements for the material, product or 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 pre-qualified lists of persons, firms, or other organizations, which are used in acquiring goods and services, are current and include sufficient numbers of qualified sources to ensure maximum open and free competition.

The award shall go to the responsive offeror whose proposal is most advantageous to the program based on price, technical specifications, and other considered factors. Such determinations shall be in writing and take into consideration whether the organization has:

- Adequate financial resources or the ability to obtain them;
- The ability to meet the program design specifications at a reasonable cost;
- The ability to meet performance goals;
- A satisfactory record of past performance;
- A satisfactory record of integrity, business ethics, and fiscal accountability;
- The necessary organizational experience, accounting and operational controls; and
- The technical skills to perform the work.

Request for Proposals when issued will be accompanied by ads placed in a paper of general circulation to publicize the competitive process and a notice will be placed on the State's electronic bulletin board for bids.

Sole Source Procurement (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 to be inadequate) shall be used when it is in the best interest of program operations and resources, but in every case, the use of sole source procurements shall be justified and documented. This type of procurement shall be used 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 service;
- The public exigency or emergency need for the item or service does not permit a delay resulting from competitive solicitation; and
- After solicitation of a number of sources, competition is determined to be inadequate.

Single Source Procurement means that other entities are capable of, or authorized to, provide the goods or services or who can administer a grant program. Users of this method of non-competitive procurement must document how the product or service is unique or why, if it is not unique, the State will benefit by exempting the contract from the requirements for competition.

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. (Sec. 112(b)(18)(B).)

Workforce Investment Areas will use the same criteria identified in 5. above-- except where local ordinances are more strict. In addition to basic procurement requirements, the State and LWIBs will consider the following in the award of youth contracts:

- Strategies effective in the recruitment of out-of-school youth.
- Demonstrated effectiveness in working with youth.
- Past performance in providing successful interventions for youth.
- Program design elements, which will support retention in employment.
- Integration of the legislatively required ten (10) youth program elements necessary to be in place in each Workforce Investment Area.
- Replication of a successful program design or elements of successful program designs based upon available research in the area of youth services.
- The degree to which follow-up has been incorporated into the program design.

The Youth waiver (**Exhibit 8**), should it be extended, will be applied only where applicable.

H. One-Stop Policies (Sec. 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. (Sec. 112(b)(8)(A).)

The services provided by each of the required and optional partners in the State's One-Stop system will be specifically delineated in both State-level and Local-level MOUs. Wagner Peyser funded core and intensive services are clearly outlined in the local MOU's. The RIDLT is the State agency responsible for Wagner Peyser grant funds and services that are delivered through netWORKri by RIDLT Workforce Development Services State merit staff. Labor Exchange core services performed with Wagner Peyser funds will not be duplicated by any other funding sources. Examples of such core and intensive services include; eligibility determination for WIA, outreach, intake, and orientation, initial

assessment, job search and placement assistance, labor market information, information on training service providers, information on supportive services, and information regarding filing claims for Unemployment Insurance, comprehensive assessment, development of individual employment plans, individual and group counseling, and case management.

Workforce Development Services staff are members on each of the Boards, representing State-level RIDLT programs such as Wagner Peyser, TRADE, Veterans and WIA.

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

Workforce Investment Areas (WIAs), with guidance from their Boards, have the responsibility for implementing WIA programs and for making program design decisions about service and customer mix. In making these decisions, WIAs must try to balance local goals, their assessment of local conditions, and the incentives offered by the State for meeting performance standards. WIAs are also motivated to perform well for a number of reasons, including the desire to (1) develop programs that achieve high-quality outcomes, (2) be accountable to local elected officials and representatives of the LWIB, (3) be in a position to receive incentive awards, and (4) avoid possible reorganization as a consequence of failing to perform at acceptable levels for two years in succession.

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

Rhode Island does not have any additional State-mandated One-Stop partners. Other organizations, while not investing or paying for a seat, contribute staff to netWORKri to assist in the operation of the Resource Areas:

- Goodwill Industries of Rhode Island
- Senior Community Service Employment Programs

The Department of Human Services (DHS), through its Family Independence Program and Office of Rehabilitation Services, is an investor in the netWORKri system. The DHS Regional Family Centers offer many services to Rhode Island's citizens including health care coverage, long-term care for the frail elderly, child care assistance, food assistance, housing, social services, and transportation among the major ones. The DHS Regional Family Centers network were established to complement and coordinate the employment and training expertise and services offered at the One-Stops for the benefit of TANF populations. RIDLT dedicates staff in each netWORKri to deliver intensive services and structured workshops to TANF recipients who are referred and mandated to participate by the DHS.

The Family Independence Act requires that the DHS collaborate with the Departments of Education, Labor & Training, Elderly Affairs, and Economic Development Corporation, among others, in the implementation of welfare reform. The netWORKri system is an

excellent opportunity to enhance this collaboration. The State's partnership with the DHS has afforded us the opportunity to engage families in employment preparation, placement, and workforce retention activities so that they may increase their family's income and move toward self sufficiency.

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 the use of mystery shoppers, performance agreements. (Sec. 112(b)(14).)

The institutional structures identified under the Vision and Priority Sections of this Plan ensures that the State's vision is moved forward. Currently, the monitoring tool does not include issues involving where the workforce system should be headed in terms of the Governor's initiatives/visions. The tools are focused on compliance issues and the implementation of State policies. The monitoring tools will be revised to reflect the Governor's vision.

At this time, the State provides oversight in compliance with the Uniform Administrative Requirements (UAR). RIDLT is required to monitor subrecipients (subcontractors, subgrantees, etc) use of federal funds through site visits and other means to "provide reasonable assurances that the subrecipients administer federal awards in compliance with laws, regulations and the provisions of contracts or grant agreements, and further, that performance goals are achieved."

In order to meet the UAR requirements, RIDLT monitors subrecipients at least once annually. In carrying out this requirement, risk factors are taken into consideration in determining whether monitoring needs to take place more often.

Risk factors include, but are not limited to:

- Program complexity
- The monetary size of the grant or contract
- The subrecipients experience with grant oversight

The monitoring process includes:

- Reporting: reviewing financial and performance reports submitted by the subrecipient;
- Site visits: on-site visits to review financial and programmatic records and observe operations as well as to review EO compliance;
- Regular contacts with subrecipients and appropriate inquiries covering program activities, including financial and EO.
- Issuing annual monitoring reports to the Workforce Investment Areas after review of all relevant documentation.

J. Grievance Procedures.--Attach a copy of the State's grievance procedures for participants and other affected parties (including service providers.) (Sec. 122(g) and 181(cc).)

Refer to **Exhibit 13**.

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

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

Exhibit 14, WIN 99-17, contains the State policy with respect to the selection of One-Stop providers. Rhode Island has designed a One-Stop system that identifies the RIDLT as the administrator/manager for the operations of several integrated physical sites where all the partners are physically present. These sites were developed as part of the One-Stop Implementation Grant. The Governor will not approve any request from LWIBs to operate One-Stops, except where the LWIB is part of a consortium, or the current One-Stop operator is being grandfathered.

The Governor is the Chief Elected Official for the Greater Rhode Island Workforce Investment Area and recommended the grandfathering of the existing operator to the LWIB that he appointed. The LWIB and the Governor previously certified the One-Stops created under his governance prior to the passage of WIA. The RIDLT now functions as the One-Stop Operator.

The Mayors of Providence and Cranston provide services through a Consortium model. The State and LWIB is required to re-certify the existing One-Stop Operators i.e., netWORKri. If they are unable to negotiate a Consortium Agreement, the LWIB and elected officials of Providence and Cranston are free to procure a One-Stop operator. However, they will be required to show how they are building on prior investments.

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 areas where agreement cannot be achieved, the State will ask the local elected officials to convene a negotiation committee consisting of LWIB employer-sector members. The State will assign the agency head for the funding stream(s) unable to reach agreement on the MOU. Where this process does not result in resolution, the GWBRI will intervene as a neutral arbiter, and will have the authority to call upon the Governor for resolution.

If resolution cannot be reached at the State level, the RIDLT will ask the USDOL to assist; including, involving the agency head at the federal level as appropriate.

Where all efforts do not result in a signed MOU, the State-level entity will be reported to the appropriate federal department, the Workforce Investment Area will be precluded from sharing in incentive awards, and the non-compliant partners will be excluded from serving on the LWIB.

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

It is the policy of the State not to allow LWIBs to operate One-Stops.

4. Performance information that on-the-job training and customized training providers must provide;

The State does not anticipate collecting information for a statewide list of on-the-job training and customized training providers. LWIBS must identify a performance criterion that is used in the selection of these providers in their local plans. At a minimum, the State requires evidence that the employer has a good record of retention.

The GWBRI, using State Job Development funds, has developed a list of employers interested in providing training opportunities to employees. This list of employers is available to the LWIBs.

In addition, if the waiver for reducing the employer contribution for customized training is extended, additional opportunities will be realized.

5. Reallocation policies;

Refer to **Exhibit 21**, WIN 99-12.

6. State policies for approving local requests for authority to transfer funds (not to exceed 20%) between the Adult and Dislocated Worker funding streams at the local level;

Refer to **Exhibit 22**, WIN 99-22.

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;

The State has issued WIN 06-07, Local Plan Guidance, which requires the integration of displaced homemakers into the service mix. The guidance requires the LWIBs to incorporate into the local plan linkages with the displaced homemaker programs, administered by Rhode Island's Community College system and the Dislocated Worker Program. The guidance also required the LWIBs to describe in the local plan how these significant segments of the population will be served, i.e., Dislocated Workers, including displaced homemakers, low-income individuals (including recipients of public assistance), individuals training for non-traditional employment, and individuals with multiple barriers (including older workers and individuals with disabilities). The guidance also requires the LWIBs to address how service strategies will improve.

The GWBRI will work with local elected officials, and LWIBs to establish goals regarding services for displaced homemakers, non-traditional training for low income individuals, older workers, individuals with disabilities, and other with multiple barriers to employment and training as part of the Local Plan Review Process.

- 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) ("an individual who requires additional assistance to complete an educational program, or to secure and hold employment"). (Sec. Sec. 112(b)(18)(A) and 20 CFR 664.210.)**

In WIN 00-15, WIA eligibility requirements are set forth which states the following: "An individual (including youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment... definitions and eligibility verification requirements regarding the "requires additional assistance to complete an educational program, or to secure and hold employment" criterion must be established by the Local Board. "

SECTION 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. (Sec. Sec. 112(b)(17)(A) Activities could include:

A. One-Stop Service Delivery Strategies (Sec. Sec. 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? (Sec. 112(b)(8)(A).)

The services provided by the required and optional partners are coordinated and made available through the One-Stop system in conformity with MOUs. The MOUs are facilitated by State-level Operator Agreements between RIDLT and the LWIBs. The services provided by each of the required and optional partners in the State's One-Stop system are specifically delineated in both State-level and Local-level MOUs. These Agreements ensure non-duplication of services by service and program providers, and optimal leveraging of resources. This in turn will lead to a more effective and efficient system to provide services and programs. MOUs are currently being re-negotiated for Program Years 2007 and 2008. There are existing MOUs in place through June 30, 2007. The LWIBs have forwarded correspondence to each partner initiating the negotiation process for these years. The LWIBs have also requested the RIDLT to participate in the negotiation process.

There are periodic meetings of the One-Stop Partner Management Staff in the netWORKris. These partners discuss operational and infrastructure issues. In addition, the local One-Stop Managers hold regular meetings with the staff co-located in each One-Stop to discuss similar issues.

The AOSOS case management system for job seekers and employers was implemented in January, 2004. It has enhanced the seamless integration of the delivery of partner programs and eliminates duplication. The State mandates that all partner staff who deliver USDOL , ETA programs utilize AOSOS. The job seeker and employer modules in AOSOS guide the assessment process and allow staff to collect comprehensive information on customers which contributes to a seamless service delivery model.

In compliance with State policy, an RFP was issued in January 2007 to procure a case management and reporting system. The RFP delineates the specific requirements for a comprehensive, integrated system that will be the primary data collection and reporting system for all federally funded workforce development programs for job seekers and employers. It is anticipated that a system will be procured during 2007. The RFP specifies that the system must produce all federally mandated reports in compliance with Common Measures and WISPR. In addition, the system must have case management functionality to allow staff to collect comprehensive information on both job seekers and employers to effectively and seamlessly deliver programs and services.

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

Rhode Island has created a YCC in the Providence netWORKri. This Center serves youth from surrounding cities and is linked to WIA youth program service providers within the Providence/Cranston Workforce Investment Area. There is a proposal for an additional YCC to be located in the Pawtucket netWORKri. This is being considered as part of the GWBRI's all youth agenda.

The Workforce Partnership of Greater Rhode Island has undertaken a redesign of its service strategies, particularly with regard to older youth. In the latest RFP, the focus for this population was shifted from the more traditional youth models to one that is geared to occupational skill training through the ITA process. The design also included requirements that program providers occupy space in a One-Stop or include detailed plans for utilization of One-Stop services. Providers are also required to include strategies that ensure youth not suitable or eligible for specific programs are referred to the One-Stop for alternative options. The design for younger youth models has always included opportunities for accessing the One-Stop.

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

At a minimum, the State requires the delivery of all USDOL, ETA funded programs and access to information on WIA mandated programs at netWORKri's comprehensive and affiliated sites. The inclusion of links for information concerning available supportive services from all local community-based and faith-based organizations will be placed on the One-Stops' web sites.

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

As a *netWORKri* partner, the LMI Division provides information that assists front-line staff in making the connection between people and jobs (RI Red – Rhode Island Research and Economic Database). Rhode Island is a member of a consortium of 18 states (LMI Access Consortium) that contracted with a vendor to develop an automated, user-friendly system that will make a wealth of Workforce Information available to customers and staff of the State's *netWORKri* offices. In November 1998, the LMI Division accepted delivery of its version of the LMI Access system and had the system installed in the *netWORKri* offices. At the same time, the LMI Division coordinated the installation of an employer database, developed through another state consortium, in the *netWORKri* offices for use by staff and customers. LMI personnel continue to provide training in the use of both of these systems and also conduct general training seminars on Workforce Information for the staff of the *netWORKri* offices and other interested groups. The LMI Division provides a One-Stop liaison to provide continued updates to staff on LMI products and services.

5. What models/templates/approaches does the State recommend and/or mandate for service delivery in the One-Stop Career Centers? For example, do all One-Stop Career 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 Career Centers? Are all One-Stop Career Centers required to have a resource center that is open to anyone?

During One-Stop implementation, Rhode Island was deliberate in the design of every aspect of the One-Stop Career Centers including the physical layout and appearance, infrastructure, technology (including assistive technology), marketing, and service delivery plan. The rationale behind the initial marketing campaign was to create a specific and concrete image for the netWORKri system. A customer walking into any one of the six centers would be exposed to the same type of environment and associate that with the image of netWORKri. Although each building is somewhat different, they all have the same look, feel, resources, technology, and approach to service delivery.

The focal point of each netWORKri is a large Resource Area where customers can access computers, copiers, fax machines, telephones, resource library, and assistive technology. An "Express Desk" is the first point of contact where customers are triaged to determine the appropriate next step. Staff are "on the move" in each Resource Area to assist customers at a level that is appropriate for each customer. The atmosphere is professional and customer focused. Each netWORKri has a separate computer lab for group training and testing.

The culture in which the One-Stops operate today has changed significantly since 1997. Today, computers and the internet are much more accessible for those who can truly work independently. Increasingly, those who come through our doors are those who cannot succeed on their own and have significant barriers. This is an important consideration in implementing the GWBRI recommendations and redesigning service delivery. While each of the One-Stops will continue to have Resource Areas with universal access, the emphasis on service delivery will be assessment oriented rather than the current triage approach to service delivery.

During phase two of the restructuring process, technology will become more than connections to web sites and resources to resume preparation. These services will still be an option, but on-line tools will aid in the assessment process and resources will be available for skills enhancement for occupations across industry sectors. Staff will develop an expertise in these on-line tools and act as facilitators in the Resource Areas. User-friendly Workforce Information will serve as a valuable resource to guide the decision-making process for the system and its users.

The entry point into the One-Stop system will become more assessment focused to determine the workforce needs and enhance service delivery for businesses and job seekers. Skill assessment tools, resources, and Workforce Information will enable informed decision-making for system users.

Customers who request additional services or are identified as needing more intensive services are referred to an Employment & Training Counselor for intensive services, referral to training, or partner programs.

Staff specializing in Employer Services and aligned with specific industries are also available in each netWORKri to assist employers with a variety of hiring and recruiting needs: placing job orders, organizing and coordinating job fairs and recruitments, providing information on programs (such as employee upgrade training and tax credits), and connecting to other workforce partners--particularly the Economic Development Corporation.

The AOSOS, a case management system for job seekers and employers, has enhanced the seamless integration of service and eliminates duplication. The state mandates that all partner staff who deliver USDOL, ETA programs utilize AOSOS. The jobseeker and employer modules in AOSOS guide the assessment process and allow staff to collect comprehensive information on customers which contributes to a seamless service delivery model.

B. Workforce Information

A fundamental component of a demand-driven workforce investment system is the integration and application of the best available State and local workforce information including, but not limited to, economic data, labor market information, census data, private sources of workforce information produced by TRADE associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses. (Sec. 111(d)(8), 112(b)(1), and 134(d)(2)(E).)

- 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.**

The State continues to use Workforce Information in order to create critical workforce development plans and policies. The Workforce Information generated continues to be the foundation of all planning efforts by State and local workforce development entities.

Workforce Information is a critical component of all reporting, planning, and decision - making on issues relating to the operation of the One-Stop Career Centers. Workforce Information provides a picture of the needs of the local areas served by each netWORKri Center. Each Center utilizes this information at different points in time to ensure responsiveness to the communities they serve.

As part of the LWIBs oversight process, the netWORKri Centers' ability to meet the needs of surrounding communities is assessed. An understanding of the local Workforce Information, and the customers who utilize the system, is essential to effective service delivery.

A study of local and system Workforce Information has guided the Restructuring Planning Process for the netWORKri system. RIDLT's Labor Market Information Division has designated an LMI liaison to interact with each of the LWIBs and netWORKri Centers on a regular basis. This has become essential to One-Stop operations to ensure Workforce Information products and resources are up-to-date, and staff are knowledgeable about the resources and how they can be utilized by job seekers, employers, students, and teachers.

- 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 RIDLT web site provides up-to-date information and links to Workforce Information for employers, job seekers, and workforce development staff. In 2007, the workforce development web site is being updated to ensure that information is consistent, relevant, accessible, and non-duplicative. In addition, the LMI liaison to the One-Stops provides Workforce Information in a variety of formats; including brochures, posters, and customized reports on an as-needed basis. As part of the Workforce Development Division's strategic plan, future collateral Workforce Information will be more meaningful and user-friendly for system users.

RIDLT's Employer Service Unit provides information to employers on all services available through the RIDLT and netWORKri, such as tax credits and incentives. ESRs assist employers with job fairs and on-site recruiting. In addition, the Unemployment Insurance Division offers quarterly contact with employers via UI mailings. The strategic alignment of the ESRs with Industry Partners will enhance both the quality and timeliness of the information exchanged and the services provided.

- 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.**

Efforts were undertaken to coordinate the Workforce Information Core Products and Services Plan in the development of the WIA State Plan. Workforce Information professionals collaborated with other workforce development specialists to create a plan with a sharper focus on areas of high demand and skill needs. In addition, the WIA/Wagner Peyser Two-Year Plan and the Workforce Information Core Products and Services Plan will be presented to the GWBRI for review, strategic alignment, and subsequent approval.

- 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.**

RIDLT, through its netWORKri web site, promotes the use of USDOL's suite of electronic Tools designed to provide on-line Workforce Information. The USDOL Career One-Stop web site is a comprehensive career information system that provides express links for job seekers, businesses, training seekers, workforce development professionals, and local One-Stops. This web site is a portal to: information on related statewide links to workforce tools of the trade and disabilityinfo.gov.; an on-line coach to assist job seekers, businesses, training seekers, workforce professionals and new users; a career resource library, job listings, integrated resume system, and tutorial through America's Job Bank; career exploration services through America's Career Infonet; a comprehensive one-stop location search through the America's Service Locator; customized occupational profiles, career videos, employer contact listings, a financial aid advisor, and a scholarship search engine.

C. Adults and Dislocated Workers

1. Core Services. Sec. 112(b)(17)(a)(i).

a. Describe state strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as described in Sec. 134(d)(2).

There is a unified approach to service delivery through the netWORKri Centers in both Workforce Investment Areas to ensure consistency throughout the system. The system was designed so customers utilizing any one of the six centers will find the same resources, technology, and access to programs. The State's priorities are the same as the WIA priorities. The customer must be economically disadvantaged and have a barrier to employment. The universal population not having a barrier will only be able to access financially-assisted services to the extent that funds are available and they need additional services to secure or retain self-sufficient employment. All individuals will be able to access core services; including, information regarding assistance with financial aid, State-funded training, and group orientations as well as self-serve services.

These policies were implemented in response to State guidelines for local plan development contained in WIN 06-07. Refer to **Exhibit 11**, Local Planning Guidance.

b. Describe how the state will ensure the 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 Act funded Labor Exchange activities will continue to provide a three-tiered service strategy in One-Stops throughout the State. This tiered approach encourages and moves customers towards self-sufficiency. Staff Resource Specialists provide initial up-front assessment and direction. The interaction can be brief but is focused. Based on the customer's need and desire, an appropriate "next step" is determined, i.e., self-service Resource Area, direct referral to partner program staff, workshops, classes, testing, orientations, one-on-one assistance, etc. This up-front assessment is critical to ensure an appropriate "next step" and seamless referrals to partner programs and services.

Self-Service and Facilitated Self-Service

Computers in the Resource Areas are designed to provide a multitude of reemployment resources to provide *self-service* capacity and facilitated self-services in each One-Stop. Customers can access many core Labor Exchange services in the Resource Area; including, various job banks, Career Infonet, and Workforce Information for job seekers and employers. Cover letters, resumes, telephones, and fax machines also are available for the job search. Resource Specialists, knowledgeable in technology and partner services, are available in the Resource Area to help customers.

Staff-Assisted

Customers who receive staff-assisted services are assigned employment counselors. More intensive Labor Exchange activities, i.e. comprehensive assessments, development of individual employment plans, individual and group counseling, workshops, testing, and case management are examples of intensive services that could be provided.

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 resources provided by required One-Stop partner programs, to deliver core services.

WIA Title 1 Adult and Dislocated Worker and Wagner Peyser services in Rhode Island are delivered through netWORKri in accordance with WIA requirements. Wagner Peyser services will continue to be delivered by Workforce Development staff from the RIDLT.

In accordance with the Wagner Peyser Act, RIDLT supports the following functions: the provision of Wagner Peyser funded staff resources at One-Stops, the provision of Labor Exchange services to both job seekers and employers, including UI recipients, veterans, migrant/seasonal farm workers, and the administration of the UI work test and provision of reemployment services.

All partners, mandatory and optional, are asked to identify the core services they provide and identify those services able to be provided through the One-Stops. Cross training will also be provided to staff of different programs and agencies so that there is a good understanding of each other's missions and requirements.

Older youth and any youth not eligible for WIA Title I will be able to access core services and be referred to other community resources from the One-Stop as that is the procedure established under the One-Stop discretionary grants.

All mandatory programs, as well as optional programs as they either self identify or are determined appropriate by the LWIBs, will be encouraged to co-locate or at least electronically connect to the One-Stops.

Required Partners:

Adult, Dislocated Worker, and Youth Activities under WIA Title I (including Veterans)
Migrant and Seasonal Farm Worker Programs
Indian and Native American Programs
Job Corps and Youth Opportunity Grants
Employment Service
Adult Education
Postsecondary Vocational Education
Vocational Rehabilitation
Title V of the Older Americans Act
TRADE Adjustment

NAFTA Transitional Adjustment Assistance
Veterans Employment and Training Programs
Community Services Block Grant
Employment and Training activities carried out by the US HUD

Optional Partners

Temporary Assistance for Needy Families
Food Stamps Employment & Training
National and Community Service Act Programs
Other appropriate federal, State, or local programs (e.g., transportation, child care, community colleges, and economic development)

Currently, the following programs are coordinated and co-located in one or more of the One-Stops, except for where the word “linked” follows the program identifier.

Programs, which are linked, are connected electronically and staff refers to those partners.

Wagner Peyser
Veterans
TRADE Act
Welfare to Work
Workforce Investment Title I Services
Title V Senior Citizens Employment and Training Programs (Linked)
Unemployment Claims Filing
Adult Basic Education (Linked)
Carl Perkins Post Secondary Education (Linked)
Vocational Rehabilitation (Linked and co-located depending upon location)
Apprenticeships
Migrant and Seasonal Farm Workers
Temporary Assistance for Needy Families (TANF)

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

WIN 99-18 attached to this Plan as **Exhibit 15**, One-Stop Memorandum of Understanding (MOU), delineates those intensive services that must be provided. They are as follows:

- comprehensive and specialized assessments of skill levels;
- development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the individual’s employment goals;
- group counseling;
- individual counseling and career planning;
- case management for participants seeking training services;
- short-term pre-vocational, interviewing, punctuality, personal maintenance, and

professional conduct skills to prepare individuals for unsubsidized employment or training; and

- Other intensive services as determined by a partner agency's governing legislation.

3. Training Services. (Sec. 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 put an emphasis on the removal of duplicative administrative and programmatic functions in the workforce system that ensures the maximum amount of funds are available for customer training. The Governor also has worked to establish institutional arrangements that align federal and State workforce policy under the jurisdiction of the GWBRI. The Industry Partnership Initiative also ensures that an industry-led, demand-driven agenda be adopted; aligning legislation, training opportunities and building capacity to fill skill gaps. There is an emphasis on on-the-job and customized training with strong linkages to the employer. The request to extend the waiver to provide flexibility in customized training will increase training access and provide opportunities for individuals.

b. Individual Training Accounts:

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

WIN 99-21 Change 2 and WIN 01-06 Change 1 are attached to this Plan as **Exhibits 9** and **25** respectively that provide information and guidance on the performance requirements for ITAs.

ii. Describe innovative training strategies used by the State to fill skills gaps. Include in the discussion the State's effort to leverage additional resources to maximize the use of ITAs through partnerships with business, education (in particular, community and technical colleges), economic development agencies, and industry associations and how business and industry involvement is used to drive this strategy.

The State has created a critical partnership between the workforce development, community college, and economic development systems to address skill gaps. Through the Industry Partnership Initiative, industry leaders and representative from workforce development, economic development, and education are developing strategic plans to address infrastructure, investment strategies and talent development issues.

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.

The State continues to develop strategies aimed at meeting the needs of high growth, high demand industry sectors. Depending on the outcome of those strategies, WIA Title I funds will be committed to meet industry needs.

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

In order to determine how much funding should be made available to customers who select a course of training, the State used the cost of a two-year program at the Community College as a guide. This calculated to be approximately \$2,000 per year, which resulted in an ITA capped at \$4,000.

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

There is no current provision for use of WIA Title I funds specifically for apprenticeships. This training option is encouraged through the ETPL process.

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. (Note that the Department of Labor provides Web access to the equal treatment regulations and other guidance for the workforce investment system and faith-based and community organizations at <http://www.dol.gov/cfbci/legalguidance.htm>.)

The State is currently developing policies aimed at allowing WIA Title I funds to be used for employment or training in religious activities, via indirect assistance.

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. (Sec. 112(b)(17)(A)(iii).)

All performance information is provided through the internet. Customers can access information in each of the One-Stops through self-service or with the assistance of a counselor.

d. On-the-Job (OJT) and Customized Training (Sec. Sec. 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.

Refer to WIN 01-15, Customized Training and On-the-Job Training, attached to this Plan as **Exhibit 17**.

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

The Governor has applied for an extension of the existing waiver of the WIA Statute and Regulations governing the percent of employer resources required in order to contract for training under the provisions of customized training. The waiver allows each project within an industry or particular business to be individually framed to accomplish the objectives. The cost of the training to the employer has to be reasonable in terms of the benefits to be achieved. This flexibility should increase the use of this type of training opportunity. On-the-job-training opportunities are identified at

the local Board level and at the State level due to close association with the employer communities and industry sectors. The goal is to increase the amount of funding available for training so that a larger portion of the Workforce Investment Areas' funds are allocated to on-the-job training and customized training contracts. Both local plans will utilize a significant portion of their WIA training dollars for on-the-job and customized training in 2007.

ii. Describe how the State:

Identifies OJT and customized training opportunities;

The staff of RIDLT's Employer Service Unit and staff from the LWIBs market and provide outreach to identify OJT and customized training opportunities. In many cases, they integrate these initiatives with the One-Stops as evidenced by training programs that are delivered on-site at Providence netWORKri. Workforce Solutions of Providence/Cranston partnered with the National Retail Federation, CVS Pharmacy, and the Providence Place Mall to open a Retail Skills Center. The Center is located at the Providence Place Mall, offering Customer Service, Photo Technician, and Pharmacy Technician training. The Center is projected to serve the regional labor market area. The location of the Retail Skills Center readily connects successful training participants to Mall employers.

Markets OJT and customized training as an incentive to untapped employer pools including new business to the State, employer groups;

The Economic Development Corporation, through its Account Representatives, and RIDLT, through its Employer Service Unit, along with the LWIBs, have instituted on-going marketing efforts to inform businesses of the programs available to employers and job seekers. Funds for marketing are often scarce and difficult to sustain; therefore, the use internet technology has been the prime vehicle of outreach.

Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies;

Partnerships developed through the Industry Partnership Initiative focus on building capacity and talent development to meet the demands of their sectors.

The GWBRI taps business partners to help drive the demand-driven strategies through joint planning, competency, and curriculum development, determining appropriate lengths of training, and capacity building.

Leverages other resources through education, economic development and industry associations to support OJT and customized training ventures;

This will be accomplished through the implementation of the Governor's overall strategies for workforce investment as outlined in SECTION V of this Plan.

4. Service to Specific Populations. (Sec. 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 and will meet the needs of dislocated workers, displaced homemakers, low-income individuals 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-speaking proficiency, and people with disabilities.)

Refer to the attached Methods of Administration Certification under the WIA, dated June 14, 2006, **Exhibit 27**.

Additionally, the federal guiding principals of customer choice and seamless integration were essential in the design of netWORKri to ensure programs and services were accessible to a universal population. In some cases, staff is designated to meet the needs of various populations and/or deliver services for a specific program, i.e., Veterans, TRADE, WIA, Reemployment, Rapid Job Entry for TANF recipients, Migrant and Seasonal Farm Workers, and employer services. In other instances, netWORKri partner agencies serve targeted populations through the One-Stop system including, the Department of Human Services and its Office of Rehabilitation Services, the Department of Elderly Affairs Title V Programs, and the Community College of Rhode Island. The Providence netWORKri boasts the State's first YCC, which provides targeted services with dedicated staff funded by the Department of Children Youth & Families, for at-risk youth. Plans are currently underway to design and implement a YCC in the Pawtucket netWORKri.

Each One-Stop has a library where customers can browse and access information in a variety of formats regarding State and community-based services to targeted populations.

The two comprehensive One-Stops serve a very diverse customer base. Spanish and Portuguese interpreters are available on-site to meet the needs of customers who are non-English speaking or have limited abilities in speaking and understanding English. RIDLT maintains a list of interpreting staff in other divisions who may be utilized if the need arises for other languages. RIDLT also has a process to procure the services of interpreters for customers who are hearing impaired.

The One-Stops were designed with "accessibility" as a core requirement. Each netWORKri provides assistive technology for people with disabilities. Twenty percent of the work stations in the Resource Area are wheelchair accessible.

On-going staff training is important in maintaining a welcoming environment for all customers including people with disabilities.

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 3(c)(3) of the Wagner-Peyser Act.

Since 1995, the RIDLT has provided reemployment services for UI claimants through Worker Profiling and the Reemployment Services System (WPRS). This statistical model uses selected characteristics to identify UI claimants who are permanently separated from employment, most likely to exhaust their benefits and/or are in need of reemployment services. Following a scheduled orientation that provides the claimant with information regarding available reemployment services and advises them of their participation as part of their UI benefit eligibility, they are counseled and provided reemployment services.

The challenge to increase the effectiveness of reemployment services for UI claimants has been addressed through the implementation of reemployment initiatives funded by USDOL. Each initiative builds on the concept that early intervention, through an intensive level of reemployment services, such as counseling and assessment, testing, job search workshops, resource area information and tools, and other basic reemployment services, increases the chances of the claimant promptly returning to work; thereby reducing the duration of unemployment

Reemployment and Eligibility Assessment (REA) Grants have allowed Rhode Island's UI, in partnership with the Workforce Development Division, to improve the quantity and quality of services for UI claimants, particularly in the area of automation. The implementation of the Auto-Coder in 2006 automated the job coding process at the point of UI claims filing. The goal is to improve the accuracy and consistency of the coding, resulting in a better match. The REA curriculum includes an orientation to One-Stop services as well as UI eligibility review sessions on a regular basis that ensure compliance with the UI work test and follow-up. This effort builds upon the previous reemployment initiatives, but focuses on those separated from high growth, high demand jobs.

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

The work test is applicable to all UI claimants in Rhode Island and requires the Workforce Development Division to report any information that may bear on the UI claimant's ability to work, availability for work, or the suitability of work offered to the claimant. Full participation in Rhode Island's Reemployment Programs is mandated for UI claimants.

The Eligibility and Review Process (ERP) is the mechanism that is used to carry out the work test and to provide reemployment assistance to these UI claimants. Through the ERP process, in-person interviews are conducted to determine if there are any issues that may adversely affect a claimant's eligibility for UI benefits. Any information that may affect their eligibility is reported to UI. The determination of its affect on the claimant's right to benefits is made by UI claims staff.

Basic information on all UI claimants is sent to the Workforce Development Division following the receipt of the claimant's first UI payment. The information is used to provide job matching functions for all active UI claimants through AOSOS.

The REA Grant seeks to increase the number of claimants who are connected to reemployment services, thus shortening the duration for UI payments, and returning workers more quickly to suitable employment.

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?

At a minimum, participants under WIA and TRADE Adjustment Assistance (TAA) Programs are served through the comprehensive netWORKri Centers. Response to WARN petitions are provided through the Adult and Dislocated Workers Unit to ensure coordinated services throughout the State.

The service delivery approach for TAA participants include: assistance from TAA counselors to obtain suitable employment as an alternative to training; development of an employment plan; referral to vocational training in demand and targeted occupations; job retention; and follow-up. Services are integrated in One-Stops to meet the needs of the affected worker. All customer data, services, and outcomes are tracked and reported through AOSOS.

The RIDLT, Adult and Dislocated Workers Unit, is responsible for program monitoring, technical assistance, and fiscal management. The RIDLT determines the TRADE Readjustment Allowance, Alternative TRADE Adjustment Assistance, and coordinates Health Care Tax Credit eligibility.

Decisions regarding co or tri-enrollment in WIA, TAA and NEGs are determined at the LWIB level on a case-by-case basis.

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 they are being identified as a critical pipeline of workers?

There is coordination of effort between the State's workforce investment system, the community college system, employers, and the Economic Development Corporation to provide, in many cases, employer-based curriculum leading to specific jobs at the end of the training period. This model has been expanded to other major industry sectors identified elsewhere in this Plan.

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 netWORKri Centers were designed with “accessibility” as a core requirement to ensure that people with disabilities had access to all netWORKri partner programs and services. Each netWORKri provides assistive technology for people with disabilities. Twenty percent of the work stations in the Resource Area are wheelchair accessible.

Rhode Island was the recipient of several “Ticket to Work” inspired grants in October 2000, and specific to the One-Stop system was the Work Incentives Grant to enhance the One-Stop system for people with disabilities. RIDLT entered into a cooperative agreement with USDOL in July 2006 to implement the Disability Program Navigator initiative in Rhode Island. This is a systems change grant to increase employment and self-sufficiency for individuals with disabilities by enhancing the linkages between employers and LWIBs through the One-Stop Career Center system. Another goal of this funding is to ensure One-Stop staff have the skills and knowledge to help people with disabilities, both adults and youth, navigate through programs and services in order to return to work.

The Office of Rehabilitation Services (ORS) is a valued partner in the One-Stop system and provides staff on-site to work in coordination with partner staff ensuring that people with disabilities have access to all programs and services. They help people with disabilities navigate a complex system to understand the variety of work incentives and supports that can connect them to meaningful employment. One-Stop staff work in partnership with ORS and other partner agencies; including, the Benefits Planning and Outreach Program as well as local community rehabilitation programs to ensure that people with disabilities make informed choices related to employment.

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? (Sec. Sec. 112(b)(7), 112 (b)(17)((B); 322, 38 U.S.C. chapter 41; and 20 CFR 1001.120.)

The functions of the Disabled Veterans' Outreach Program (DVOP) and Local Veterans Employment Representative (LVER) Program are integrated into the delivery of services to veterans within the One-Stop Career Centers. The State serves the employment and training needs of veterans by assuring that veterans are afforded employment and training activities by the State through the One-Stops. The design of customer flow and service delivery within netWORKri is based on the federal guiding principles: universality, customer choice, seamless integration and accountability. This approach ensures all customers are offered a full array of partner programs, resources, and technologies.

DVOP and LVER staff is fully integrated into each netWORKri and are required to actively participate in all netWORKri activities so their customers can take full advantage of all the system has to offer. Partner staff meetings and training are critical to the professional development of the DVOP and LVER staff. This participation broadens their level of knowledge of all programs and resources, and improves the capacity of DVOP and LVER staff to serve their customer base effectively. The veterans benefit from a team approach to service delivery and internal networking among staff.

Staff dedicated to veterans' programs work closely with partner staff on behalf of their customers whose expertise varies from WIA, TAA, Rapid Response, Rapid Reemployment, and Employer Service programs; and to partner programs, including: Vocational Rehabilitation, Elderly Affairs, and Human Services. The level of service to veteran customers is guided by DVOPs and LVERs who move customers from core, intensive, and training services with gainful employment as the final outcome. The goal of having the DVOP and LVER staff fully integrated in the netWORKri system is to ensure that they and their customers have access and utilize all netWORKri resources, partner staff, and programs.

In keeping with the Secretary of Labor's vision of "customer choice" for veterans, staff conduct outreach activities to ensure the veterans community is aware of the services provided by the DVOPs and LVERs as well as netWORKri. Outreach activities are conducted at locations in Rhode Island that include the VA Regional Hospital, Homeless Veterans Project at the Rhode Island Veterans Home, the Vocational Rehabilitation & Employment Unit at the VA Regional Office, TAP seminars, and follow-up at the Newport Navy Base.

The guiding principle of "customer choice" for veterans allows them to access the netWORKri system either in person or through the internet. With this flexibility, veterans have access to the calendar of events at each One-Stop Career Center as well as the job bank. They also have information available to them regarding State job postings, tax credits, training opportunities, and upcoming job fair recruitments.

Special populations served through the DVOP and LVER staff systems include incarcerated veterans served in a new program conducted by the Rhode Island Department of Corrections. In order to be flexible, netWORKri partner staff market the quality services provided to these veterans.

Veteran services and programs are part of every outreach initiative developed at the One-Stop Career Centers. The One-Stop system offers orientations, rapid response to companies impacted by large layoffs, presentations to community groups, information sharing with communities, customer support, and employer participation in the decision-making process at the One-Stop Career Centers.

h. Department of Labor regulations at 29 CFR 37, require all recipients of Federal financial assistance from DOL to 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 Letter (TEGL) 26-02 (May 29, 2003), which provides guidance on methods of complying with the Federal rule.

The two comprehensive One-Stops serve a very diverse customer base. Spanish and Portuguese interpreters are available on-site to meet the needs of customers who are non-English speaking or have limited abilities in speaking and understanding English. RIDLT maintains a list of interpreting staff in other divisions who may be utilized if the need arises for other languages, i.e. Russian, Hmong, Cambodian, etc. RIDLT also has a process to procure the services of interpreters for customers who are hearing impaired.

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 Farm workers (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.

The State Monitor Advocate will ensure that all services and programs that are provided in the netWORKri Centers are available for MSFWs. The One-Stop Career Center system ensures the needs of migrant and seasonal farm workers are met through universal access and full integration of services either on-site or through electronic access. Services are available statewide and MSFW customers have access to a broad range of employment, training, and education services; including, Adult Basic Education and ESL as this is a prerequisite to occupational skills training and in order to achieve upward mobility in the workforce. Bilingual staff is available to effectively assist MSFW customers with the use of job order information and job opportunities. Assistance is provided in the use of the computer terminals, self-registration access to UI, and any training opportunities. Federal and State mandatory posters are visibly displayed in the lobby area for public viewing. All posters are in English and Spanish.

Information about the available services and how to access them are provided through outreach to MSFWs and other agricultural workers. The State Monitor Advocate and the ESRs will continue to perform outreach. They provide employment-related services to farm workers and distribute printed RIDLT promotional material in order to ensure that MSFWs receive the full range of employment-related services. The state anticipates locating and contacting 50 seasonal farm workers annually who are not being reached by normal intake activities.

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? (Sec. Sec. 112(b)(17)(A)(iv) and 134(d)(4)(E).)

The State and local areas use the following criteria to determine whether the priority for service should be implemented:

An analysis of all federal and State employment and training funds available for low income or economically disadvantaged individuals, including recipients of public assistance.

An analysis of the demographics of the Workforce Investment Areas to determine how many individuals can be served with the funds available.

To the extent that funds are insufficient, the priority must be applied.

Before setting aside the priority, Workforce Investment Areas would have to demonstrate that marketing and outreach to the priority target group did not result in enrollments.

The State has established the following goals for priority of service levels for the following populations who are in training; (1) for Adult and Youth customers, a minimum of 12 percent for individuals with disabilities; (2) for economically disadvantaged and recipients of public assistance, a minimum of 35 percent with an additional goal of achieving 65 percent; and (3) others with multiple barriers to employment and training; including, but not limited to, ex-offenders, basic skill deficient, homeless, etc. Local plans will indicate how these levels of services will be achieved. The plans will be reviewed on an annual basis to ensure that these service levels have been met.

The priority of service to public assistance recipients and other low income individuals for intensive and training services was issued through state planning instructions for the local plans. Thus, the priority of service is defined in each local plan and implemented at that level. Refer to **Exhibit 11**, WIN 06-07.

b. What policies and strategies does the State have in place to ensure that, pursuant to the Jobs for Veterans Act (Pub. L. 107-288) (38 U.S.C. 4215), 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 (9/16/03)?

The State has issued a policy aimed at promoting preference for eligible Veterans in accordance with TEGl 5-03. Refer to **Exhibit 26**, WIN 04-09.

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 areas.

Rapid Response services in Rhode Island are provided by the RIDLT Dislocated Worker Unit. The Dislocated Worker Unit Coordinator, the appropriate *netWORKri* Center Manager and RIDLT Manager, the Rapid Response Coordinator, and the Employer Service Unit coordinate the Rapid Response activities. The LWIBs and the State's chief elected officials are requested to participate in activities concerning substantial layoffs or closings when necessary, i.e., the WARN Act and other relevant cooperation. The funding is administered by the RIDLT.

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 process in gaining information regarding impending layoffs varies widely.

- The Rapid Response team has established a network among Rhode Island's human resource professionals who routinely contribute layoff or closing information.
- Utilizing media reports of layoff/closing announcements, mergers that may result in downsizing, and reports of businesses experiencing financial problems.
- One-Stops providing information from recently dislocated workers who identify the company's plans for layoff/closing activities.
- The Employer Service Unit informing Rapid Response staff of companies experiencing difficulties.
- WARN Act notifications.
- Information from the Economic Development Corporation, State, and local officials.
- The UI Administration relaying information when company inquiries are received regarding what to do about a substantial layoff or closing.
- Information from union officials.
- Companies responding to our web site seeking information on Rapid Response services.

b. What efforts 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?

Ensuring early intervention:

- Rapid Response staff contact the company usually the same day.
- Schedule meetings with company management and union officials.
- Schedule meetings that include representatives from the One-Stop, company/union management, and at times, local elected officials.
- Discuss how to avert the action, establishing labor/management committees, overview of services offered by RIDLT regarding UI, WIA, TRA/ATAA, characteristics and demographics of the workforce, how to best serve the employer and the affected workers, scheduling of employee informational meetings on company time long before the layoff date, and requesting permission for on-site services on company time prior to layoff.
- Rhode Island also provides the Worksharing Program to employers as an alternative to laid off workers when business declines. This program allows a business to reduce the hours and wages of all or a particular group of employees while at the same time allowing those participating to receive partial UI benefits to supplement lost wages. This Program reduces hiring and retraining costs when businesses improve. Employees avoid financial and emotional hardships usually associated with layoffs and it improves employee morale while employers retain skilled 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 to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be TRADE-affected)?

Rapid Response services include all of the above, and additionally:

- Orientations to include the distribution of handouts explaining all topics covered during the presentation. The Rapid Response team coordinates the attendance of representatives from the unions, local elected officials, employee assistance programs, human resource professionals, community services, and local One-Stop staff. Separate informational meetings for non-English speaking employees on an as-needed basis.
- Present overviews of WIA, UI, TRA/TAA, HCTC, provide on-site assessments, workshops, resume preparation, and information on recruitment and job fairs. The Employer Service Unit coordinates job fairs with interested employers who may be willing to train or are looking for workers with similar skills to those laid off customers.
- Facilitate off-site information meetings when there is a lack of space at a company; engage RIDLT interpreters when the workforce is bi-lingual or multi lingual; and when multiple shifts are involved, make arrangements that are convenient for the affected workers.
- A plan of action is developed following a customer's needs assessment and appropriate funding sources are identified. A plan of action may include requesting TRADE certification and/or a request for additional funding through a National Emergency Grant, depending on the conditions of the layoff and characteristics of the worker group/industry.

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

Seamless transition from Rapid Response to One-Stop.

Local One-Stops are made aware of each Rapid Response activity. At the orientation, employees are encouraged to report to their local One-Stop. A RI AOSOS Special Projects Application is used to identify those who have attended a Rapid Response orientation. When a TRADE certification is involved, Rapid Response, UI, and the One-Stop all play a roll in the one-on-one interview with the customer and completion of the certification paperwork.

RIDLT has a close collaboration with employers that allows for vital information sharing. Periodically, when an employer (or agency acting on their behalf) provides a list of affected workers, contact is made with the worker to direct them to information sessions held off-site, at union halls, and the local One-Stop Career Centers. Mass mailings and phone calls (in multiple languages, as needed) are an excellent outreach tool as well.

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 Response 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?

Rapid Response as a Business Service

Rapid Response services in Rhode Island are provided by the RIDLT Dislocated Worker Unit. The Dislocated Worker Unit Coordinator, the appropriate *netWORKri* Center Manager and RIDLT Manager, the Rapid Response Coordinator, and the Employer Service Unit, coordinate the Rapid Response activities to ensure that services are connected to the Rhode Island employer community.

RIDLT, the Economic Development Corporation, and the Industry Partnerships are collaborating to develop a coordinated Business Retention Strategy to provide effective intervention services at critical points in the business cycle to avoid layoffs and potential closures. This strategy will be proactive in design and implementation, and deliver the message to the Rhode Island business community that our mission is help businesses thrive.

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?

On an on-going basis and as part of staff development, information is provided through Rapid Response to *netWORKri* partners on services. This awareness enhances the networking stream, and improves the quality of information given by our partners to a company or laid off worker. This partner collaboration is essential to the provision of quality service, and RIDLT will continue to foster these relationships.

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 AOSOS in place has the capacity to track National Emergency Grants, the WIA, and TRADE Programs; as well as participation levels and services provided to both the employer customer and affected worker. AOSOS also has capabilities to track Rapid Response services to employers and customers.

In compliance with State policy an RFP was issued in January 2007 to procure a case management and reporting system. The RFP delineated the specific requirements for a comprehensive, integrated system that will be the primary data collection and reporting system for all federally funded workforce development programs for job seekers and employers; including WIA, Wagner Peyser, TRADE, and Rapid Response. In addition, the system must have case management functionality to allow staff to collect comprehensive information on both job seekers and employers to effectively and seamlessly deliver programs and services.

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

While primarily used for the services noted above, Rapid Response funds have been used to provide essential core and intensive services prior to receipt of a National Emergency Grant. The use of this funding source allows for the provision of these services in a timely manner, often on-site.

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 farm worker 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. (Sec. 112(b)(18).)

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. (Sec. 112(b)(18).)

Refer to SECTION I, E.

2. Describe how coordination with Job Corps and other youth programs will occur. (Sec. 112(b)(18)(C).)

Administrative staff from the Exeter Job Corps Academy and members of the LWIBs participate jointly on planning committees of the Boards as well as the Shared Vision for Youth Forum.

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

Examples of activities that would be appropriate investments of these funds include:

- a. Utilizing the funds to promote cross agency collaboration;**
- b. Demonstration of cross-cutting models of service delivery;**
- c. Development of new models of alternative education leading to employment; or**
- 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 these youth successfully into the workforce pipeline with the right skills.**

The State introduced a mastery-based math program for all students in the Central Falls School District as a prototype. This initiative is in conformity with the Governor's Science, Technology, Engineering, and Math Initiative (STEM). The curriculum is designed to allow students whose learning styles and paces vary widely to receive the same, high-quality education. This mastery-based math program delivers lesson presentations, assigns homework, grades tests, takes attendance, but most importantly, charts student progress to provide individualized real-time assessment. Funds from the Governor's reserve have been committed in the amount of \$200,000. This program involves the collaboration of the Rhode Department of Education, Workforce Partnership of Greater Rhode Island, the Central Falls School District and RIDLT. This project is being evaluated over a three-year period to determine replication in other school districts throughout the State.

e. Describe how your State will, in general, meet the Act's provisions regarding youth program design. (Sec. Sec. 112(b)(18) and 129(c).)

Refer to **Exhibit 23**, WIN 99-24. The Shared Youth Vision Initiative, along with the joint Youth RFP between Workforce Solutions of Providence/Cranston and Workforce Partnership of Greater Rhode Island, serve as the basis for youth program design.

F. Business Services (Sec. Sec. 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.

Describe how the needs of employers will be determined in the local areas as well as on a statewide basis. Describe how services (e.g., systems to determine general job requirements and list jobs), including Wagner-Peyser Act services, will be delivered to employers through the One-Stop system. How will the system streamline administration of federal tax credit programs within the One-Stop system to maximize employer participation? (20 CFR part 652.3(b), §112(b)(17)(A)(i).)

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

3. Streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation. (20 CFR part 652.3(b), Sec. 112(b)(17)(A)(i).)

The ESRs are located in each of the netWORKri Centers. They are responsible to provide Rhode Island's employer community with information regarding State tax credits, workforce recruitment, and employment skills upgrading.

The ESRs work closely with Rhode Island's employer community as RIDLTs "outreach customer service division". Meetings at employer sites are the norm; but employer information sessions are also held in the One Stop Career Centers.

Basic services include the promotion of USDOL programs and services; including, Labor Exchange and consultation on human resource issues in the workplace (i.e. UI, Temporary Disability Insurance, Adjudication, Work Share, Layoff/Plant Closures and the like); job development for job-ready candidates; and to serve as a broker to address and resolve employer training needs. ESRs also act as a liaison between other departments and agencies in Rhode Island State government and the employer (i.e. the Economic Development Corporation, the GWBRI, Chambers of Commerce, the Departments of Human Services, Elderly Affairs, Office of Rehabilitation Services, as well as the LWIBs).

Rhode Island's One-Stop system continues to market the Work Opportunity Tax Credit (WOTC) program and Welfare to Work Tax Credit (W2W) to Rhode Island employers, service providers, and other agencies.

The ESRs staff a centralized telephone unit to streamline the delivery of information and services to employers. By calling 1-888-616-JOBS employers can learn about netWORKri and its partners, place a job order, request information regarding all units within the RIDLT, or be referred to a One-Stop or Unit for more in-depth assistance.

The ESRs meet bi-monthly with their Employer Service Unit Manager, allowing them to share new information about their assigned industry sectors. The nine ESRs conducted a face-to-face survey with employers throughout the State. The survey consisted of four specific questions:

- What experience have you had working with (RIDLT, netWORKri, the ESU)?
- What sources are you currently using to hire?
- What concerns you the most about doing business in Rhode Island?
- What would you like/expect from (RIDLT, netWORKri, the ESU)?

Across the State, the responses revealed that most employer's needs and wants are closely related. The ESU will share the results of this survey with our partnering agencies.

The Employer Service Unit has adapted to economic conditions in order to remain customer-driven, strives to have a finger on the pulse of the business climate in the State, and allows them to anticipate developing needs and fashion a strategies to address ensuing issues.

It is the LMI Unit that analyzes long- and short-term demand, provides the information to schools, public education, chambers, economic development, One-Stops, LWIBs, and others interested in plotting workforce trends. By constantly sampling and surveying employers in a state as compact as Rhode Island, each employer has the opportunity to be heard. Employers communicate training needs for both soft skills and occupationally-related skills. Many employers are assisted through State programs funded by the GWBRI, while others are assisted through programs like WIA, TANF, Vocational Rehabilitation, and Job Corps, depending upon the level of skills needed and the relationships established with the various funding streams.

In addition, Rhode Island employer service delivery providers have created the Employer Services Network (ESN). The ESN's purpose is to organize job development and placement activities across public and private entities in Rhode Island. The ESN has established beneficial and lasting relationships with members of the business community that have led to employment opportunities for job seekers the ESN members represent.

G. Innovative Service Delivery Strategies (Sec. 112(b)(17)(A))

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).

There is a concerted effort to improve literacy and numeracy skills in the State. The State introduced a mastery-based math program for all students in the Central Falls School District as a prototype. This initiative is in conformity with the Governor's Science, Technology, Engineering, and Math Initiative (STEM). The curriculum is designed to allow students whose learning styles and paces vary widely to receive the same, high-quality education. This mastery-based math program delivers lesson presentations, assigns homework, grades tests, takes attendance, but most importantly, charts student progress to provide individualized real-time assessment. Funds from the Governor's reserve have been committed in the amount of \$200,000. This program involves the collaboration of the Rhode Department of Education, Workforce Partnership of Greater Rhode Island, the Central Falls School District and RIDLT. This project is being evaluated over a three-year period to determine replication in other school districts throughout the State.

The State is also committed to improvements in Adult Literacy by coordinating efforts among all agencies that fund literacy programs to deal with improving language, reading and writing skills for adults. The Governor has appointed an Adult Basic Literacy Administrator, within the Department of Education, who coordinates the system, provides public awareness and exposure to Adult Literacy issues.

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.

Rhode Island is not participating in the ETA Personal Re-Employment Account demonstration project.

H. Strategies for Faith-Based and Community-Based Organizations (Sec.112(b)(17)(i))

Reaching those most in need is a fundamental element of the demand-driven system's 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 and community organizations as committed and active partners in the One-Stop delivery system; and (2) expand the access of faith-based and community-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.

The State issued planning guidance requiring Workforce Investment Areas to describe any activities undertaken to increase opportunities for participation of faith-based and community-based organizations as partners in the One-Stop system. Refer to **Exhibit 11**, WIN 06-07.

SECTION 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 a 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.? (Sec. Sec. 111(d)(2), 112(b)(1), and 112(b)(8)(B).)

The RIDLT, as the Operator of Rhode Island's One-Stop System, utilizes AOSOS. AOSOS's web-based system meets the requirements of the WIA, TRADE Act, Wagner Peyser and Veterans Programs. It is a comprehensive case management system for workforce professionals who work with employers and job seekers. Its case management capabilities include tracking the services for both job seekers and employers. AOSOS also maintains a job matching/job referral database which houses both staff entered job orders and AJB employer-entered job orders. AOSOS provides federally mandated performance reports for USDOL, ETA employment and training programs.

RIDLT, through its netWORKri web site, promotes the use of USDOL's suite of electronic tools designed to provide on-line Workforce Information. The USDOL Career One-Stop web site is a comprehensive career information system that provides express links for job seekers, businesses, training seekers, workforce development professionals, and local One-Stops. This web site is a portal to: information on related statewide links to workforce tools of the trade and disabilityinfo.gov.; an on-line coach to assist job seekers, businesses, training seekers, workforce professionals and new users; a career resource library, job listings, integrated resume system, and tutorial through America's Job Bank; career exploration services through America's Career Infonet; a comprehensive one-stop location search through the America's Service Locator; customized occupational profiles, career videos, employer contact listings, a financial aid advisor, and a scholarship search engine.

Additional web-based, self-service tools for customers include RI Red, an on-line application which has three component modules – Core Services for Individuals, Core Services for Employers, and Labor Market Analysis. Services for individuals include job skills assessment capabilities, the ability to research training providers, and the ability to research regional labor market information, such as salaries. Services for employers include the ability to research labor market information on salaries and economic data, the ability to assess the current trends in the job market to assist when advertising job openings, a review of the current economic climate for their industry, and the ability to analyze the labor market in areas that employers maybe looking at for locating their business.

The State issued an RFP due to the proximate expiration of the current AOSOS contract. Five responses have been received and are currently being reviewed.

B. Describe the State's plan for use of the funds reserved for Statewide activities under WIA Sec. 128 (a)(1).

Statewide activity funds are reserved to support State administrative and fiscal functions, the One-Stop Career Center system, the Industry Partnership Initiatives, the GWBRI, and for incentive funds to Workforce Investment Areas that achieve performance expectations. In addition, funds are reserved to support the mastery-based math program in the Central Falls School District, as mentioned previously in the Plan regarding the Governor's Math and Science Initiative.

C. Describe how any waivers or workflex authority (both existing and planned) will assist the State in developing its workforce investment system. (Sec. Sec. 189(i)(1), 189 (i)(4)(A), and 192.)

Refer to SECTION V, J.

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. (Sec. Sec. 112(b)(3) and 136(b)(3).)

The State's performance accountability system includes the 17 statutory performance measures outlined in Section 136 of the Act as well as the Common Measures policy issued in TEGL 17-05. Additionally, the State tracks performance in the Wagner Peyser and TRADE Act Programs. In preparation for Program Year 2007 and 2008 performance negotiations, the State meets with the Workforce Investment Areas to craft performance goals based on historical performance data, changes to service delivery strategy, demographic, economic, and Workforce Information data. LWIBs are encouraged to provide justification if seeking a decrease in any performance goal.

The State does not track additional performance measures at this time.

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 Programs) that the State tracks. (Sec. Sec. 111(d)(2), 112(b)(3) and 136(b)(2)(C).)

RIDLT tracks all Veterans, including Campaign Badge, Transitioning, Disabled and Special Disabled, as well as Migrant Seasonal Farm Workers and UI Reemployment recipients.

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.

The State has not identified additional performance measures to date.

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. (Sec. 112(b)(8)(B).)

Rhode Island uses AOSOS as its web-based One-Stop Operating System to meet the requirements of WIA. This comprehensive case management and reporting system is used by Rhode Island workforce professionals who work with employers and job seekers. Its case management capabilities deliver federally mandated performance reporting for USDOL performance outcome reports. The netWORKri partners may utilize AOSOS to seamlessly assess, refer, and track customers in a one-stop environment. AOSOS's functionality includes job matching, notification and correspondence, appointment scheduling, partner referrals, and access to training providers. State interfaces to UI wage records and the Wage Record Interface System provides for access to all participant outcomes in AOSOS.

The contract with the State of New York to maintain AOSOS in a hosted environment will expire on May 31, 2007. In compliance with State policy an RFP was issued in January 2007 to procure a case management and reporting system. The RFP delineates the specific requirements for a comprehensive, integrated system that will be the primary data collection and reporting system for all federally funded workforce development programs for job seekers and employers.

Consultation among all partners at the State and local level will ensure continuous improvement.

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. (Sec. Sec. 111(d)(2) and 112(b)(1).)

The GWBRI works closely with LWIBs to ensure continuous improvement through close monitoring of performance outcomes. The Boards have adjusted program designs and methodologies, based upon indicator outcomes, aimed at continuous performance improvement.

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? (Sec. Sec. 111(d)(2), 112(b)(1), and 112(b)(3).)

The LWIBs evaluate performance on a monthly basis and the SWIO performs a review of the performance on a quarterly basis. Corrective action plans must be submitted to the SWIO by the LWIBs when performance measures are projected to fail on an annual basis or for any given quarter. The Sanction Policy detailed in TEGl 19-02 has been implemented on the State level with the issuance of WIN 06-05 attached to this Plan as **Exhibit 18**. This policy issuance explains the State's technical assistance and reorganization policy for WIA failed performance. Also attached to this Plan, as **Exhibit 19**, is WIN 06-06 issued to provide revised performance standards policy for incentive awards and sanctions.

7. What steps, has the State taken to prepare for implementation of 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? In addition, what is the State's plan for gathering baseline data and establishing performance targets for the common measures? Note: ETA will issue additional guidance on reporting requirements for common measures.

With the issuance of TEGl 17-05, which rescinded both TEGl 15-03 and TEGl 28-04, the SWIO has met with and disseminated the Common Measures Policy to the LWIBs. The current data reporting systems are gathering the necessary Common Measures elements. AOSOS also is in compliance with TEGl 17-05 and gathers all of the necessary Common Measures elements for reporting purposes.

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 the respective ETA Regional Administrator to set the appropriate levels for the next two years. States must identify the performance indicators required under section 136, and, for each indicator, the State must develop an objective and quantifiable performance goal for two program years. States are encouraged to address how the performance goals for local workforce investment areas and training provided will help them attain their statewide performance goals. (Sec. Sec. 112(b)(3) and 136.)

PROGRAM GROUP	MEASURE	PROPOSED PERFORMANCE GOALS	
		PY 2007	PY 2008
ADULT	Entered Employment Rate	81%	82%
	Employment Retention Rate	84%	85%
	Average Earnings	\$10,975	\$11,084
	Employment and Credential/Certificate Rate	69%	70%
DISLOCATED WORKERS	Entered Employment Rate	86%	87%
	Employment Retention Rate	91%	92%
	Average Earnings	\$13,736	\$13,873
	Employment and Credential/Certificate Rate	72%	73%
YOUTH AGES 19 - 22	Entered Employment Rate	73.1%	74.1%
	Employment Retention at Six Months Rate	79.8%	81%
	Earnings Change in Six Months	\$2,858	\$2,887
	Credential/Certificate Rate	53.2%	54.2%
YOUTH 14 - 18	Skill Attainment Rate	93%	94%
	Diploma or Equivalent Attainment Rate	66.5%	67.5%
	Retention Rate	65.5%	66.5%
EMPLOYERS	Customer Satisfaction	78%	79%
PARTICIPANTS	Customer Satisfaction	81%	82%

E. Administrative Provisions

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

Refer to **Exhibit 24**, WIN 00-12

2. Describe the steps taken by the State to ensure compliance with the non-discrimination requirements outlined in Sec. 188.

Refer to **Exhibit 27**, State of Rhode Island Methods of Administration 2006-2008.

SECTION 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 US code. The State assures that it will comply with the veterans priority established in the Jobs for Veterans Act. (38 USC 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:

- 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.

SECTION XII: ATTACHMENTS

ATTACHMENT A

REGION 1 – BOSTON/NEW YORK

Grace Kilbane
Regional Administrator
U.S. Department of Labor/ETA
JFK Federal Building
Room E-350
Boston, Massachusetts 02203
(617) 788-0170
FAX: 617-788-0101
Kilbane.Grace@dol.gov

ATTACHMENT B

PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURES

Program Administration Designees and Plan Signature

Name of WIA Title I Grant Recipient Agency:

Address: State of Rhode Island
1511 Pontiac Avenue
Cranston, RI 02920

Telephone Number: (401) 462-8878
Facsimile Number: (401) 462-8872
E-mail Address: aorefice@dlt.state.ri.us

Name of State WIA Title I Administrative Agency (if different from the Grant Recipient):

Department of Labor and Training
1511 Pontiac Avenue
Cranston, RI 02920

Telephone Number: (401) 462-8878
Facsimile Number: (401) 462-8872
E-mail Address: aorefice@dlt.state.ri.us

<p>Name of WIA Title I Signatory Official: Adelita Orefice, Director Department of Labor and Training 511 Pontiac Avenue Cranston, RI 02920</p> <p>Telephone Number: (401) 462-8878 Facsimile Number: (401) 462-8872 E-mail Address: aorefice@dlt.state.ri.us</p>
<p>Name of WIA Title I Liaison: Adelita Orefice Department of Labor and Training 1511 Pontiac Avenue Cranston, RI 02920</p> <p>Telephone Number: (401) 462-8878 Facsimile Number: (401) 462-8872 E-mail Address: aorefice@dlt.state.ri.us</p>

<p>Name of Wagner-Peyser Act Grant Recipient/State Employment Security Agency: Department of Labor and Training Address: 1511 Pontiac Avenue Cranston, RI 02920</p> <p>Telephone Number: (401) 462-8878 Facsimile Number: (401) 462-8872 E-mail Address: aorefice@dlt.state.ri.us</p>
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Name and title of State Employment Security Administrator (Signatory Official):	
Adelita Orefice, Director	
Address:	Department of Labor and Training 1511 Pontiac Avenue Cranston, RI 02920
Telephone Number:	(401) 462-8878
Facsimile Number:	(401) 462-8872
E-mail Address:	aorefice@dt.state.ri.us
As the Governor, I certify that for the State of Rhode Island, 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 and Signature of Governor	Date May 1, 2007
	
Donald L. Carcieri, Governor	

SECTION XIII: EXHIBITS

Exhibit 1		Governor’s Executive Order Creating the State Workforce Board
Exhibit 2		GWBRI Membership Categories
Exhibit 3		Planning Process Timeline
Exhibit 4		Summary of Public Comments
Exhibit 5		Rhode Island Industry Partnerships
Exhibit 6		GWBRI By-Laws
Exhibit 7		Conflict of Interest (WIN 99-13)
Exhibit 8		Waiver Requests
Exhibit 9		WIA Certification Process for Eligible Training Programs/ Providers (WIN 99-21 Change 2)
Exhibit 10		Establishment & Certification of LWIBs (WIN 99-09 Change 1)
Exhibit 11		Local Planning Guidance for Two-Year Plan 2007-2009 (WIN 06-07)
Exhibit 12		PY 2007 Allocations
Exhibit 13		Guidance on Complaint and Grievance Procedures (WIN 02-11)
Exhibit 14		Selection of One-Stop Providers (Ref: WIN 99-17)
Exhibit 15		One-stop Memorandum of Understanding (MOU) (WIN 99-18)
Exhibit 16		Rescission of Subsequent Eligibility Requirements of ETPL for Eligible Training Programs/Providers (WIN 01-02, Change 6). This implements an approved Waiver to extend the period of initial eligibility under WIA.
Exhibit 17		Customized Training and On-the-Job Training (WIN 01-15, Change 1)
Exhibit 18		Technical Assistance and Reorganization Policy for WIA Failed Performance. (WIN 06-05)
Exhibit 19		Performance Policy for Incentive Awards/Sanctions for Performance (WIN 06-06)
Exhibit 20		Chart of Negotiated Performance Expectations

Exhibit 21		Reallocation of Unobligated Funds (WIN 99-12)
Exhibit 22		Transfer Authority (WIN 99-22)
Exhibit 23		Youth Councils (WIN 99-24)
Exhibit 24		Appeal Process for Future Denial of Designation as a Workforce Investment Area (WIN 00-12)
Exhibit 25		Individual Training Accounts (WIN 01-06, Change 1)
Exhibit 26		Veterans' Preference (WIN 04-09)
Exhibit 27		State of Rhode Island Methods of Administration 2006-2008
Exhibit 28		State of Rhode Island Workforce Organizational Chart

APPENDICES TABLES 1-5
(Reference--Section IV)

Appendix - Table 1

Rhode Island's Expanding Industries

Industry Title	Employment		Net Change	Percent Change
	2004	2014		
<i>Construction</i>				
Construction of Buildings	5,365	6,200	835	15.6%
Specialty trade Contractors	13,413	16,600	3,187	23.8%
<i>Manufacturing</i>				
Chemical Manufacturing	4,257	5,300	1,043	24.5%
<i>Retail Trade</i>				
Electronics and Appliance Stores	1,399	1,650	251	17.9%
General Merchandise Stores	10,010	11,045	1,035	10.3%
Nonstore Retailers	2,215	2,550	335	15.1%
<i>Transportation and Warehousing</i>				
Transit and Ground Passenger Transport	2,033	2,400	367	18.1%
<i>Information</i>				
Motion Picture and Sound Recording Industries	592	770	178	30.1%
Telecommunications	2,689	3,200	511	19.0%
Internet Service Providers, Web Search Portals, and Data Processing Services	2,953	3,850	897	30.4%
<i>Finance and Insurance</i>				
Credit Intermediation and Related Activities	12,775	15,000	2,225	17.4%
Securities, Commodity Contracts, and Other Financial Investments and Related Activities	3,687	5,500	1,813	49.2%
Professional, Scientific, and Technical Services	20,006	25,000	4,994	25.0%
Management of Companies and Enterprises	8,393	9,750	1,357	16.2%
<i>Administrative Support and Waste Management</i>				

Administrative and Support Services	23,636	26,000	2,364	10.0%
Waste Management and Remediation Service	1,404	1,780	376	26.8%
<i>Educational Services</i>				
Educational Services	45,818	51,000	5,182	11.3%
<i>Health Care and Social Services</i>				
Ambulatory Health Care Services	20,683	25,500	4,817	23.3%
Hospitals	24,348	27,500	3,152	12.9%
Nursing and Residential Care Facilities	17,781	22,720	4,939	27.8%
Social Assistance	10,339	12,500	2,161	20.9%
<i>Arts, Entertainment and Recreation</i>				
Performing Arts, Spectator Sports, and Related Industries	1,243	1,440	197	15.8%
Amusement, Gambling, and Recreation Industries	5,391	6,820	1,429	26.5%
<i>Accommodation and Food Services</i>				
Accommodation	3,699	4,900	1,201	32.5%
Food Services and Drinking Places	38,703	45,100	6,397	16.5%
<i>Other Services</i>				
Personal and Laundry Services	5,296	6,130	834	15.7%
Private Households	610	725	115	18.9%

Appendix - Table 2

Rhode Island's Declining Industries

Industry Title	Employment		Net Change	Percent Change
	2004	2014		
<i>Manufacturing</i>				
Textile Mills	3,804	2,500	-1,304	-34.3%
Textile Product Mills	860	575	-285	-33.1%
Apparel Manufacturing	223	165	-58	-26.0%
Wood Product Manufacturing	778	640	-138	-17.7%
Paper Manufacturing	1,423	1,175	-248	-17.4%
Printing and Related Support Activities	2,088	1,685	-403	-19.3%
Plastics and Rubber Products Manufacturing	3,032	2,400	-632	-20.8%
Nonmetallic Mineral Product Manufacturing	608	550	-58	-9.5%
Primary Metal Manufacturing	1,747	1,425	-322	-18.4%
Fabricated Metal Product Manufacturing	7,913	7,125	-788	-10.0%
Machinery Manufacturing	2,381	2,075	-306	-12.9%
Computer and Electronic Product Manufacturing	5,187	4,800	-387	-7.5%
Electrical Equipment, Appliance, and Component Manufacturing	2,447	1,990	-457	-18.7%
Miscellaneous Manufacturing	10,721	8,800	-1,921	-17.9%
Total Federal Government Employment	6,628	6,475	-153	-2.3%
State, Excluding Education and Hospitals	10,562	10,180	-382	-3.6%

Appendix - Table 3

Rhode Island's Fastest Growing Jobs

Occupational Title	Growth Rate	Training Requirement
Registered Nurses	24.4%	Associate degree
Home Health Aides	43.1%	Short-term on-the-job training
Customer Service Representatives	21.6%	Moderate-term on-the-job training
Accountants and Auditors	22.4%	Bachelor's degree
Social and Human Service Assistants	32.8%	Moderate-term on-the-job training
Personal and Home Care Aides	31.6%	Short-term on-the-job training
Computer Systems Analysts	29.0%	Bachelor's degree
Computer Software Engineers, Applications	40.3%	Bachelor's degree
Medical Assistants	32.7%	Moderate-term on-the-job training
Plumbers, Pipefitters, and Steamfitters	20.9%	Long-term on-the-job training
Personal Financial Advisors	52.8%	Bachelor's degree
Computer Software Engineers, Systems Software	40.6%	Bachelor's degree
Loan Officers	21.8%	Bachelor's degree
Securities, Commodities, and Financial Services Sales Agents	37.5%	Bachelor's degree
Preschool Teachers, Except Special Education	23.4%	Postsecondary vocational training
Network and Computer Systems Administrators	34.6%	Bachelor's degree
Dental Assistants	24.1%	Moderate-term on-the-job training
Computer and Information Systems Managers	24.0%	Bachelor's or higher degree, plus work experience
Network Systems and Data Communications Analysts	56.8%	Bachelor's degree
Physical Therapists	27.3%	Master's degree
Paralegals and Legal Assistants	26.7%	Associate degree
Brokerage Clerks	38.5%	Moderate-term on-the-job training
Manicurists and Pedicurists	22.7%	Postsecondary vocational training
Financial Analysts	28.8%	Bachelor's degree
Veterinary Technologists and Technicians	33.9%	Associate degree
Cost Estimators	23.0%	Work experience in a related occupation
Taxi Drivers and Chauffeurs	21.5%	Short-term on-the-job training
Hotel, Motel, and Resort Desk Clerks	33.0%	Short-term on-the-job training
Occupational Therapists	28.2%	Master's degree
Dental Hygienists	21.5%	Associate degree
Database Administrators	42.3%	Bachelor's degree
Art, Drama, and Music Teachers, Postsecondary	26.0%	Master's degree
Amusement and Recreation Attendants	28.8%	Short-term on-the-job training
Cement Masons and Concrete Finishers	22.0%	Moderate-term on-the-job training

Brickmasons and Blockmasons	23.0%	Long-term on-the-job training
Postsecondary Teachers, All Other	23.8%	Doctoral degree
English Language and Literature Teachers, Postsecondary	24.2%	Master's degree
Business Teachers, Postsecondary	23.9%	Master's degree
Respiratory Therapists	22.7%	Associate degree
Mathematical Science Teachers, Postsecondary	24.7%	Master's degree
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	24.2%	Doctoral degree
Substance Abuse and Behavioral Disorder Counselors	23.8%	Master's degree
Massage Therapists	23.7%	Postsecondary vocational training
Vocational Education Teachers, Postsecondary	21.7%	Bachelor's or higher degree, plus work experience
Diagnostic Medical Sonographers	26.2%	Associate degree
Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	27.8%	Short-term on-the-job training
Health Specialties Teachers, Postsecondary	24.0%	Master's degree
Bus Drivers, Transit and Intercity	24.7%	Moderate-term on-the-job training
Engineering Teachers, Postsecondary	24.4%	Doctoral degree
Skin Care Specialists	23.8%	Postsecondary vocational training
Excavating and Loading Machine and Dragline Operators	22.1%	Moderate-term on-the-job training

Appendix - Table 4

Rhode Island's High Demand Jobs

Occupational Title	Annual Openings	Training Requirement	
Retail Salespersons	793	Short-term training	on-the-job
Waiters and Waitresses	787	Short-term training	on-the-job
Cashiers	581	Short-term training	on-the-job
Registered Nurses	565	Associate degree	
Combined Food Preparation and Serving Workers	433	Short-term training	on-the-job
Laborers and Freight, Stock, and Material Movers, Hand	290	Short-term training	on-the-job
Office Clerks, General	287	Short-term training	on-the-job
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	270	Short-term training	on-the-job
Nursing Aides, Orderlies, and Attendants	258	Postsecondary training	vocational
Customer Service Representatives	249	Moderate-term training	on-the-job
Stock Clerks and Order Fillers	229	Short-term training	on-the-job
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	227	Short-term training	on-the-job
Carpenters	208	Long-term training	on-the-job
Food Preparation Workers	200	Short-term training	on-the-job
Accountants and Auditors	196	Bachelor's degree	
Home Health Aides	196	Short-term training	on-the-job
Secondary School Teachers, Except Special and Vocational Education	188	Bachelor's degree	
Child Care Workers	187	Short-term training	on-the-job
Teacher Assistants	172	Short-term training	on-the-job
Bookkeeping, Accounting, and Auditing Clerks	172	Moderate-term training	on-the-job
Bartenders	165	Short-term training	on-the-job

		training	
		Short-term	on-the-job
Receptionists and Information Clerks	162	training	
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	160	Moderate-term	on-the-job
		training	
Landscaping and Groundskeeping Workers	155	Short-term	on-the-job
		training	
Social and Human Service Assistants	152	Moderate-term	on-the-job
Elementary School Teachers, Except Special Education	141	training	
		Bachelor's degree	
		Moderate-term	on-the-job
Truck Drivers, Heavy and Tractor-Trailer	133	training	
		Moderate-term	on-the-job
Team Assemblers	132	training	
First-Line Supervisors/Managers of Food Preparation and Serving Workers	128	Work experience in a related occupation	
		Long-term	on-the-job
Cooks, Restaurant	124	training	
First-Line Supervisors/Managers of Office and Administrative Support Workers	124	Work experience in a related occupation	
		Short-term	on-the-job
Cooks, Fast Food	123	training	
		Short-term	on-the-job
Maids and Housekeeping Cleaners	122	training	
		Short-term	on-the-job
Tellers	122	training	
		Postsecondary	vocational
Automotive Service Technicians and Mechanics	122	training	
		Moderate-term	on-the-job
Secretaries, Except Legal, Medical, and Executive	121	training	
		Moderate-term	on-the-job
Executive Secretaries and Administrative Assistants	117	training	
		Moderate-term	on-the-job
Maintenance and Repair Workers, General	117	training	
		Postsecondary	vocational
Hairdressers, Hairstylists, and Cosmetologists	116	training	
		Work experience in a related occupation	
First-Line Supervisors/Managers of Retail Sales Workers	109	Short-term	on-the-job
Dishwashers	107	training	
		Short-term	on-the-job
Personal and Home Care Aides	104	training	
		Long-term	on-the-job
Plumbers, Pipefitters, and Steamfitters	103	training	
First-Line Supervisors/Managers of Construction Trades and Extraction Workers	97	Work experience in a related occupation	
		Moderate-term	on-the-job
Construction Laborers	95	training	

Computer Systems Analysts	90	Bachelor's degree	
Truck Drivers, Light or Delivery Services	90	Short-term training	on-the-job
Medical Assistants	87	Moderate-term training	on-the-job
Counter and Rental Clerks	86	Short-term training	on-the-job
Electricians	82	Long-term training	on-the-job
Fire Fighters	79	Long-term training	on-the-job
Packers and Packers, Hand	79	Short-term training	on-the-job
Medical Secretaries	76	Postsecondary training	vocational
Computer Software Engineers, Applications	74	Bachelor's degree	
Dining Room and Cafeteria Attendants and Bartender Helpers	74	Short-term training	on-the-job
Licensed Practical and Licensed Vocational Nurses	73	Postsecondary training	vocational
Loan Officers	69	Bachelor's degree	
Security Guards	69	Short-term training	on-the-job
Business Operations Specialists, All Other	67	Bachelor's degree	
Lawyers	66	First professional degree	
Financial Managers	65	Bachelor's or higher degree, plus work experienc	
First-Line Supervisors/Managers of Production and Operating Workers	64	Work experience in a related occupation	
Bus Drivers, School	61	Short-term training	on-the-job
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	60	Short-term training	on-the-job
Computer Support Specialists	58	Associate degree	
Personal Financial Advisors	57	Bachelor's degree	
Police and Sheriff's Patrol Officers	57	Long-term training	on-the-job
Managers, All Other	56	Work experience in a related occupation	
Management Analysts	56	Bachelor's or higher degree, plus work experienc	
Shipping, Receiving, and Traffic Clerks	56	Short-term training	on-the-job
Fitness Trainers and Aerobics Instructors	55	Postsecondary training	vocational
Laundry and Dry-Cleaning Workers	55	Moderate-term training	on-the-job

Dental Assistants	54	Moderate-term on-the-job training
Computer Software Engineers, Systems Software	53	Bachelor's degree
Child, Family, and School Social Workers	51	Bachelor's degree
Securities, Commodities, and Financial Services Sales Agents	51	Bachelor's degree
Painters, Construction and Maintenance	51	Moderate-term on-the-job training
Helpers--Production Workers	51	Short-term on-the-job training
Preschool Teachers, Except Special Education	50	Postsecondary vocational training
Cooks, Institution and Cafeteria	50	Moderate-term on-the-job training
Cooks, Short Order	50	Short-term on-the-job training
Marketing Managers	47	Bachelor's or higher degree, plus work experienc
Middle School Teachers, Except Special and Vocational Education	47	Bachelor's degree
Insurance Sales Agents	47	Bachelor's degree
First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	47	Work experience in a related occupation
Jewelers and Precious Stone and Metal Workers	47	Postsecondary vocational training
Chief Executives	46	Bachelor's or higher degree, plus work experienc
Recreation Workers	45	Short-term on-the-job training
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	45	Moderate-term on-the-job training
Computer and Information Systems Managers	44	Bachelor's or higher degree, plus work experienc
Education Administrators, Postsecondary	44	Bachelor's or higher degree, plus work experienc
Operating Engineers and Other Construction Equipment Operators	43	Moderate-term on-the-job training
Postal Service Mail Carriers	42	Short-term on-the-job training
Employment, Recruitment, and Placement Specialists	41	Bachelor's degree
Mental Health and Substance Abuse Social Workers	41	Master's degree
Education, Training, and Library Workers, All Other	41	Bachelor's degree
Medical and Health Services Managers	39	Bachelor's or higher degree, plus work experienc
Computer Programmers	38	Bachelor's degree
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	38	Long-term on-the-job training
Inspectors, Testers, Sorters, Samplers, and Weighers	38	Moderate-term on-the-job training

Driver/Sales Workers	38	Short-term training	on-the-job
Clinical, Counseling, and School Psychologists	37	Doctoral degree	
Radiologic Technologists and Technicians	37	Associate degree	
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	37	Short-term training	on-the-job
Loan Interviewers and Clerks	37	Short-term training	on-the-job
Helpers--Installation, Maintenance, and Repair Workers	37	Short-term training	on-the-job
First-Line Supervisors/Managers of Fire Fighting and Prevention Workers	36	Work experience in a related occupation	
Sales Representatives, Services, All Other	36	Moderate-term training	on-the-job
Construction Managers	35	Bachelor's degree	
Protective Service Workers, All Other	35	Short-term training	on-the-job
Legal Secretaries	35	Postsecondary training	vocational
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	35	Moderate-term training	on-the-job
Network and Computer Systems Administrators	34	Bachelor's degree	
Electronics Engineers, Except Computer	34	Bachelor's degree	
Mechanical Engineers	34	Bachelor's degree	
Pharmacists	34	First professional degree	
First-Line Supervisors/Managers of Non-Retail Sales Workers	34	Work experience in a related occupation	
Bill and Account Collectors	34	Short-term training	on-the-job
Hotel, Motel, and Resort Desk Clerks	34	Short-term training	on-the-job
Sales Managers	33	Bachelor's or higher degree, plus work experience	
Food Service Managers	33	Work experience in a related occupation	
Educational, Vocational, and School Counselors	32	Master's degree	
Graphic Designers	32	Bachelor's degree	
First-Line Supervisors/Managers of Personal Service Workers	32	Work experience in a related occupation	
Billing and Posting Clerks and Machine Operators	32	Moderate-term training	on-the-job
Machinists	32	Long-term training	on-the-job
Welders, Cutters, Solderers, and Brazers	32	Long-term training	on-the-job
Packaging and Filling Machine Operators and Tenders	32	Short-term training	on-the-job
Physical Therapists	31	Master's degree	

Court, Municipal, and License Clerks	31	Short-term on-the-job training
Purchasing Agents, Except Wholesale, Retail, and Farm Products	30	Work experience in a related occupation
Financial Specialists, All Other	30	Bachelor's degree
Network Systems and Data Communications Analysts	30	Bachelor's degree
Cost Estimators	29	Work experience in a related occupation
Human Resources, Training, and Labor Relations Specialists, All Other	29	Bachelor's degree
Industrial Engineers	29	Bachelor's degree
Public Relations Specialists	29	Bachelor's degree
Manicurists and Pedicurists	29	Postsecondary vocational training
Paralegals and Legal Assistants	28	Associate degree
Special Education Teachers, Preschool, Kindergarten, and Elementary School	28	Bachelor's degree
Health Diagnosing and Treating Practitioners, All Other	28	Bachelor's degree
Pharmacy Technicians	28	Moderate-term on-the-job training
Service Station Attendants	28	Short-term on-the-job training
Property, Real Estate, and Community Association Managers	27	Bachelor's degree
Brokerage Clerks	27	Moderate-term on-the-job training
Library Assistants, Clerical	27	Short-term on-the-job training
Correctional Officers and Jailers	26	Moderate-term on-the-job training
Bakers	26	Long-term on-the-job training
Industrial Truck and Tractor Operators	26	Short-term on-the-job training
Education Administrators, Elementary and Secondary School	25	Bachelor's or higher degree, plus work experience
Financial Analysts	25	Bachelor's degree
Telemarketers	25	Short-term on-the-job training
Postal Service Mail Sorters, Processors, and Processing Machine Operators	25	Short-term on-the-job training
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	25	Short-term on-the-job training
Helpers--Carpenters	25	Short-term on-the-job training
Telecommunications Equipment Installers and Repairers, Except Line Installers	25	Long-term on-the-job training
Cleaners of Vehicles and Equipment	25	Short-term on-the-job training

Electrical and Electronic Engineering Technicians	24	Associate degree	
Rehabilitation Counselors	24	Master's degree	
Library Technicians	24	Postsecondary training	vocational
Medical Records and Health Information Technicians	24	Associate degree	
Healthcare Support Workers, All Other	24	Short-term training	on-the-job
Payroll and Timekeeping Clerks	24	Moderate-term training	on-the-job
Glaziers	24	Long-term training	on-the-job
Social and Community Service Managers	23	Bachelor's degree	
Medical and Clinical Laboratory Technologists	23	Bachelor's degree	
Food Servers, Non restaurant	23	Short-term training	on-the-job
Production, Planning, and Expediting Clerks	23	Short-term training	on-the-job
Sheet Metal Workers	23	Long-term training	on-the-job
Automotive Body and Related Repairers	23	Long-term training	on-the-job
Bus and Truck Mechanics and Diesel Engine Specialists	23	Postsecondary training	vocational
Training and Development Specialists	22	Bachelor's degree	
Veterinary Technologists and Technicians	22	Associate degree	
First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	22	Work experience in a related occupation	
Human Resources Assistants, Except Payroll and Timekeeping	22	Short-term training	on-the-job
Chemists	21	Bachelor's degree	
Art, Drama, and Music Teachers, Postsecondary	21	Master's degree	
Librarians	21	Master's degree	
Coaches and Scouts	21	Long-term training	on-the-job
Occupational Therapists	21	Master's degree	
Amusement and Recreation Attendants	21	Short-term training	on-the-job
Real Estate Sales Agents	21	Postsecondary training	vocational
Interviewers, Except Eligibility and Loan	21	Short-term training	on-the-job
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	21	Moderate-term training	on-the-job
First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	21	Work experience in a related occupation	
Taxi Drivers and Chauffeurs	21	Short-term training	on-the-job
Dental Hygienists	20	Associate degree	

Engineering Managers	19	Bachelor's or higher degree, plus work experience
Claims Adjusters, Examiners, and Investigators	19	Long-term on-the-job training
Mental Health Counselors	19	Master's degree
Emergency Medical Technicians and Paramedics	19	Postsecondary vocational training
First-Line Supervisors/Managers of Police and Detectives	19	Work experience in a related occupation
Data Entry Keyers	19	Moderate-term on-the-job training
Word Processors and Typists	19	Moderate-term on-the-job training
Insurance Claims and Policy Processing Clerks	19	Moderate-term on-the-job training
Refuse and Recyclable Material Collectors	19	Short-term on-the-job training
File Clerks	18	Short-term on-the-job training
Mail Clerks and Mail Machine Operators, Except Postal Service	18	Short-term on-the-job training
Cement Masons and Concrete Finishers	18	Moderate-term on-the-job training
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	18	Moderate-term on-the-job training
Administrative Services Managers	17	Bachelor's or higher degree, plus work experience
Civil Engineers	17	Bachelor's degree
Clergy	17	Master's degree
Postsecondary Teachers, All Other	17	Doctoral degree
Respiratory Therapists	17	Associate degree
Speech-Language Pathologists	17	Master's degree
Medical and Clinical Laboratory Technicians	17	Associate degree
Switchboard Operators, Including Answering Service	17	Short-term on-the-job training
Brickmasons and Blockmasons	17	Long-term on-the-job training
Tool and Die Makers	17	Long-term on-the-job training
Water and Liquid Waste Treatment Plant and System Operators	17	Long-term on-the-job training
Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	16	Long-term on-the-job training
Appraisers and Assessors of Real Estate	16	Postsecondary vocational training
Engineers, All Other	16	Bachelor's degree
Medical and Public Health Social Workers	16	Bachelor's degree
English Language and Literature Teachers, Postsecondary	16	Master's degree

Photographers	16	Long-term training	on-the-job
Sales and Related Workers, All Other	16	Moderate-term training	on-the-job
Order Clerks	16	Short-term training	on-the-job
Dispatchers, Except Police, Fire, and Ambulance	16	Moderate-term training	on-the-job
Database Administrators	15	Bachelor's degree	
Geoscientists, Except Hydrologists and Geographers	15	Master's degree	
Business Teachers, Postsecondary	15	Master's degree	

Appendix - Table 5

Rhode Island's Declining Jobs

Occupational Title	Annual Openings	Training Requirement	
Computer Operators	15	Moderate-term training	on-the-job
Correctional Officers and Jailers	26	Moderate-term training	on-the-job
Cutting, Punching, and Press Operators, Metal and Plastics	35	Moderate-term training	on-the-job
Data Entry Keyers	19	Moderate-term training	on-the-job
Eligibility Interviewers, Government Programs	15	Moderate-term training	on-the-job
Extruding and Drawing Machine Operators, Metal and Plastic	18	Moderate-term training	on-the-job
File Clerks	18	Short-term on-the-job training	
Grinding, Lapping and Polishing Operators, Metal and Plastics	15	Moderate-term training	on-the-job
Inspectors, Testers, Sorters, and Weighers	38	Moderate-term training	on-the-job
Jewelers and Precious Stone and Metal Workers	47	Postsecondary training	vocational
Machine Feeders and Offbearers	7	Short-term on-the-job training	
Mail Clerks, Except Postal Service	18	Short-term on-the-job training	
Molding, Coremaking, and Casting Operators, Metal and Plastic	14	Moderate-term training	on-the-job
Order Clerks	16	Short-term on-the-job training	
Photographic Processing Machine Operators	9	Short-term on-the-job training	
Secretaries, Except Legal, Medical, and Executive	121	Moderate-term training	on-the-job

Sewing Machine Operators	9	Moderate-term on-the-job training
Stock Clerks and Order Fillers	229	Short-term on-the-job training
Supervisors of Production and Operating Workers	64	Work experience in a related occupation
Switchboard Operators	17	Short-term on-the-job training
Textile Bleaching and Dyeing Machine Operators	9	Moderate-term on-the-job training
Textile Knitting and Weaving Operators	6	Long-term on-the-job training
Textile Winding and Twisting Machine Operators	6	Moderate-term on-the-job training
Travel Agents	13	Postsecondary vocational training
Word Processors and Typists	19	Moderate-term on-the-job training