

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

IN RE: Public Hearing, :
Governor's Workforce :
Board :

ORIGINAL

DATE: June 15, 2009
TIME: 10:00 a.m.
PLACE: Department of Labor and Training
Pontiac Avenue
Cranston, RI

PRESENT:

WILLIAM MCGOWAN

DONNA TREGLIA

1 (HEARING COMMENCED AT 10:05 A.M.)

2 MR. MCGOWAN: Good morning. I would like
3 to call the meeting to order. My name is Bill
4 McGowan. I'm the vice chairman of the Governor's
5 Workforce Board. The notice for today's hearing was
6 posted in the Providence Journal on Thursday, May 21,
7 2009 for purposes of soliciting comments from
8 interested parties regarding the modification to the
9 one-year Title 1B Wia/Wagner/Peyser state workforce
10 plan on behalf of the Governor's Workforce Board. The
11 plan was also noticed for hearing today on the
12 Secretary of State's web site, the Governor's
13 Workforce Board web site and the State Workforce
14 Investment Office web site as of May 21.

15 I would like to introduce Donna Treglia from the
16 State Workforce Investment Office who will now handle
17 the rest of the proceedings, and whatever action we
18 take today will come before the Governor's Workforce
19 Board at our annual meeting this Thursday, June 18.

20 MS. TREGLIA: Thank you, Bill. Good
21 morning. As Bill said, my name is Donna Treglia. I'm
22 the acting administrator of the State Workforce
23 Investment Office within the Department of Labor and
24 Training. Today I'm representing the director, Sandra
25 Powell, who is the Workforce Investment Act liaison

1 appointed by Governor Carceiri. There were no written
2 comments received from the posting that went in on
3 May 21, and I'm looking at our sign-in sheet. It
4 looks like for right now we do have someone who has
5 signed in who would like to give oral comments. I
6 would like to introduce Judy Jones. She's
7 representing the Poverty Institute.

8 MS. JONES: Thank you for this
9 opportunity. The Poverty Institute has two key
10 suggestions regarding the proposed modifications to
11 the two-year state plan. First, the plan should
12 provide an overview of how our funds are being used.
13 A chart outlining the amount of our funds for each of
14 the ARRA and WIS/Wagner/Peyser services and how these
15 funds are being distributed to the local Workforce
16 Investment Boards, or the available set-aside money
17 should be included in that chart. So it's the idea
18 that someone could just get a good overview of how
19 those funds are being used before reading the entire
20 plan.

21 Second, the plan should more clearly describe new
22 opportunities for training, especially for
23 lower-skilled and low-income workers. The Recovery
24 Act emphasizes that the new funds should be spent on
25 services in training, and the US Department of Labor

1 has noted that the one-stop system success in
2 implementing the Recovery Act will be gauged in part
3 by the progress it achieves in using annual
4 appropriations along with Recovery Act funds to help
5 low-skilled or low-income workers acquire 21st Century
6 skills, find family-supporting jobs in healthy
7 industries and access to the middle class.

8 As described more specifically below, the plan
9 should build on many of the innovative strategies that
10 Rhode Island has already put in place to improve the
11 employability of low-skilled and low-income workers.
12 We also commend the Department of Labor and Training
13 for its intention to align the ARRA with the
14 Governor's Workforce Board strategic plan with the
15 goal of transforming the state's workforce development
16 system, including the integration of adult education
17 with workforce development.

18 The following are our suggestions for amendments
19 to the plan regarding training. Number one references
20 Page 26, strategies include customize training and
21 on-the-job training and also industry
22 partnership/career pathways. However, it appears that
23 within the context of the industry partnership/career
24 pathways the training would be provided through
25 individual training accounts. The plan should be

1 amended to encourage the industry partnerships to
2 consider the need for new types of group training,
3 especially to encourage the engagement of
4 lower-skilled Rhode Islanders. The plan should
5 encourage, for example, expanding the Newport Skills
6 Alliance model of providing group training to obtain
7 the basic skills necessary to then enter a
8 content-area training, for example, CNA, or directly
9 into employment.

10 In addition, this section should articulate a
11 priority for the local Workforce Boards' plans to
12 include the development of training in conjunction
13 with the community college and with local training
14 providers in the area of green jobs and health care.
15 Recommendation number two referenced on Page 28, Rhode
16 Island has indeed made strides in increasing training
17 opportunities for workers whose first language is not
18 English. Given the large number of Rhode Islanders
19 who are in need of ESOL, we suggest local plans be
20 required to consider ARRA funds for new
21 contextualized training initiatives, which integrate
22 ESOL with high-growth occupational skills training and
23 adopt the recently completed competitive grant process
24 for this progress as a model.

25 We also strongly support the plan to partner with

1 the Office of Adult Education to create
2 contextualized training programs in the areas of
3 health care and green jobs. The plan should be more
4 specific, that this is targeted to individuals with
5 lower literacy and math skills. We suggest that a
6 population targeted to participate in this new program
7 include parents who are currently, were former
8 recipients of Rhode Island Works benefits.

9 The local workforce plans should include a
10 requirement that they, too, invest new ARRA funds in
11 training for lower-skilled workers and those in need
12 of ESOL services. The plan is generally silent as to
13 any plans for training at the community college,
14 except for a reference at Page 43 mentioning that
15 plans by local WIBS have not been finalized. This
16 section of the plan should provide that local boards
17 are encouraged to develop group training in areas of
18 high need and to work with the community college and
19 the industry partnerships to develop these programs.

20 Recommendation three references Pages 34 to 35,
21 the target population of individuals impacted by
22 domestic violence who find themselves homeless and in
23 shelter programs, the population intended to be served
24 through the new pilot program with the Office of Adult
25 Education. If so, we suggest this is a too narrowly

1 defined population. Women who are in shelters,
2 regardless of the reason, should be eligible. This
3 section should more specifically identify how the ARRA
4 funds are being used to either create new
5 opportunities for training, for example, the new
6 initiative with the Office of Adult Education, or how
7 the funds are used to increase access, for example,
8 the number of new slots for existing initiatives
9 targeting lower-skilled Rhode Islanders and those in
10 need of the ESOL.

11 As described above, we encourage the expansion of
12 opportunities within recently created models like the
13 Newport Skills Alliance and the contextualized
14 occupational skills training for adults in need of
15 ESOL. The new ARRA funds should be used to encourage
16 development of a Newport Skills Alliance model in
17 other parts of the state. Organizing services for
18 lower-skilled workers to gain the pretraining skills
19 they need to succeed in industry-specific skills
20 training and ensuring a pathway to both training and
21 employment should be replicated.

22 The plan should include expanding training for
23 Rhode Island Works participants through the new
24 on-line certificate training programs. This section
25 of the plan should describe how WIA-funded training

1 activities are linked with our initiatives around job
2 training for jobs in energy efficiency. The new
3 program at CCRI, for example, should be described
4 here.

5 Then recommendation four is referencing Page 40,
6 in describing the program for parents participating in
7 the Rhode Island Works Program, the plan should
8 describe the new plan to offer parents the opportunity
9 to participate in on-line study for certificate
10 programs. Our last recommendation is that going
11 forward the announcement of any RFP, plans, hearings
12 or other information to which the public should have
13 easy access also be posted on the State's Office of
14 Recovery and Reinvestment web site in addition to
15 being posted on the Department of Labor and Training's
16 web site.

17 We thank you for the opportunity to comment on
18 this plan. We appreciate the Department's commitment
19 to improving and expanding the workforce development
20 system and look forward to continuing to work with you
21 on these efforts.

22 MS. TREGLIA: Thank you very much for
23 your comments, Judy.

24 MS. JONES: You're welcome.

25 MS. TREGLIA: I think I explained off the

1 record that with the plan going before the Governor's
2 Workforce Board on Thursday, we would not have had the
3 opportunity to bring this before the Planning and
4 Evaluation Committee. There is a June 30 deadline, so
5 we have to prepare it for the Governor's signature.
6 Obviously, this will definitely be taken under
7 advisement, and I believe as we go forward there will
8 be numerous modifications that will be made to this
9 plan as more things develop. So they will definitely
10 go before the committee and be incorporated as
11 necessary in the next modification that is put in.

12 MS. JONES: As I did mention, there may
13 be some things there where it's just a matter of
14 clarification, or that you can hopefully take some of
15 those suggestions and implement them without
16 necessarily having to wait for a modification of the
17 plan. So wherever you can do that, that would be
18 appreciated if it's appropriate.

19 MS. TREGLIA: Absolutely, absolutely.
20 Again, thank you so much.

21 MS. JONES: You're welcome.

22 MS. TREGLIA: I guess we'll go off the
23 record now.

24 (OFF THE RECORD)

25 MS. TREGLIA: It is now 10:45, and there

1 is no one here for further comment. So we will now
2 close this hearing.

3 (HEARING CLOSED AT 10:45 A.M.)
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C-E-R-T-I-F-I-C-A-T-E

I, ELIZABETH GREELEY, a Notary Public, do hereby certify that I am expressly approved as a person qualified and authorized to take depositions pursuant to Rules of Civil Procedure of the Superior Court; especially, but without restriction thereto, under Rule 30 of said Rules; that the transcript contains a true record of the proceedings.

Reading and signing of the transcript was not requested by any parties involved upon completion of the hearing.

IN WITNESS WHEREOF, I have hereunto set my hand this 20th day of June, 2009.

Elizabeth Greeley Notary Public



ELIZABETH GREELEY, NOTARY PUBLIC
CERTIFIED COURT REPORTER
MY COMMISSION EXPIRES: 04/07/2010

<p style="text-align: center;">A</p> <p>absolutely 9:19,19 access 4:7 7:7 8:13 accounts 4:25 achieves 4:3 acquire 4:5 Act 2:25 3:24 4:2,4 acting 2:22 action 2:17 activities 8:1 addition 5:10 8:14 administrator 2:22 adopt 5:23 adult 4:16 6:1,24 7:6 adults 7:14 advisement 9:7 align 4:13 Alliance 5:6 7:13,16 amended 5:1 amendments 4:18 amount 3:13 announcement 8:11 annual 2:19 4:3 appears 4:22 appointed 3:1 appreciate 8:18 appreciated 9:18 appropriate 9:18 appropriations 4:4 approved 11:2 area 5:14 areas 6:2,17 ARRA 3:14 4:13 5:20 6:10 7:3,15 articulate 5:10 authorized 11:3 available 3:16 Avenue 1:9 a.m 1:8 2:1 10:3</p> <hr/> <p style="text-align: center;">B</p> <p>basic 5:7 behalf 2:10 believe 9:7 benefits 6:8 Bill 2:3,20,21 Board 1:4 2:5,10,13 2:19 4:14 9:2 boards 3:16 5:11 6:16 bring 9:3 build 4:9</p> <hr/> <p style="text-align: center;">C</p> <p>call 2:3 Carceiri 3:1</p>	<p>care 5:14 6:3 CCRI 8:3 Century 4:5 certificate 7:24 8:9 CERTIFIED 11:12 certify 11:2 chairman 2:4 chart 3:13,17 Civil 11:3 clarification 9:14 class 4:7 clearly 3:21 close 10:2 CLOSED 10:3 CNA 5:8 college 5:13 6:13,18 come 2:18 COMMENCED 2:1 commend 4:12 comment 8:17 10:1 comments 2:7 3:2,5 8:23 COMMISSION 11:12 commitment 8:18 committee 9:4,10 community 5:13 6:13,18 competitive 5:23 completed 5:23 completion 11:6 conjunction 5:12 consider 5:2,20 contains 11:4 content-area 5:8 context 4:23 contextualized 5:21 6:2 7:13 continuing 8:20 Court 11:3,12 Cranston 1:10 create 6:1 7:4 created 7:12 currently 6:7 customize 4:20 C-E-R-T-I-F-I-C-... 11:1</p> <hr/> <p style="text-align: center;">D</p> <p>DATE 1:8 day 11:8 deadline 9:4 defined 7:1 definitely 9:6,9 Department 1:9 2:23 3:25 4:12 8:15</p>	<p>Department's 8:18 depositions 11:3 describe 3:21 7:25 8:8 described 4:8 7:11 8:3 describing 8:6 develop 6:17,19 9:9 development 4:15 4:17 5:12 7:16 8:19 directly 5:8 director 2:24 distributed 3:15 domestic 6:22 Donna 1:15 2:15,21</p> <hr/> <p style="text-align: center;">E</p> <p>easy 8:13 education 4:16 6:1 6:25 7:6 efficiency 8:2 efforts 8:21 either 7:4 eligible 7:2 ELIZABETH 11:2 11:11 emphasizes 3:24 employability 4:11 employment 5:9 7:21 encourage 5:1,3,5 7:11,15 encouraged 6:17 energy 8:2 engagement 5:3 English 5:18 ensuring 7:20 enter 5:7 entire 3:19 ESOL 5:19,22 6:12 7:10,15 especially 3:22 5:3 11:4 Evaluation 9:4 example 5:5,8 7:5,7 8:3 existing 7:8 expanding 5:5 7:22 8:19 expansion 7:11 EXPIRES 11:12 explained 8:25 expressly 11:2</p> <hr/> <p style="text-align: center;">F</p> <p>family-supporting</p>	<p>4:6 finalized 6:15 find 4:6 6:22 first 3:11 5:17 following 4:18 former 6:7 forward 8:11,20 9:7 four 8:5 funds 3:12,13,15,19 3:24 4:4 5:20 6:10 7:4,7,15 further 10:1</p> <hr/> <p style="text-align: center;">G</p> <p>gain 7:18 gauged 4:2 generally 6:12 give 3:5 Given 5:18 go 9:7,10,22 goal 4:15 going 8:10 9:1 good 2:2,20 3:18 Governor 3:1 Governor's 1:3 2:4 2:10,12,18 4:14 9:1,5 grant 5:23 GREELEY 11:2,11 green 5:14 6:3 group 5:2,6 6:17 guess 9:22</p> <hr/> <p style="text-align: center;">H</p> <p>hand 11:8 handle 2:16 health 5:14 6:3 healthy 4:6 hearing 1:3 2:1,5,11 10:2,3 11:7 hearings 8:11 help 4:4 hereunto 11:8 high 6:18 high-growth 5:22 homeless 6:22 hopefully 9:14</p> <hr/> <p style="text-align: center;">I</p> <p>idea 3:17 identify 7:3 impacted 6:21 implement 9:15 implementing 4:2 improve 4:10 improving 8:19 include 4:20 5:12</p>	<p>6:7,9 7:22 included 3:17 including 4:16 incorporated 9:10 increase 7:7 increasing 5:16 individual 4:25 individuals 6:4,21 industries 4:7 industry 4:21,23 5:1 6:19 industry-specific 7:19 information 8:12 initiative 7:6 initiatives 5:21 7:8 8:1 innovative 4:9 Institute 3:7,9 integrate 5:21 integration 4:16 intended 6:23 intention 4:13 interested 2:8 introduce 2:15 3:6 invest 6:10 Investment 2:14,16 2:23,25 3:16 involved 11:6 Island 1:1 4:10 5:16 6:8 7:23 8:7 Islanders 5:4,18 7:9</p> <hr/> <p style="text-align: center;">J</p> <p>job 8:1 jobs 4:6 5:14 6:3 8:2 Jones 3:6,8 8:24 9:12,21 Journal 2:6 Judy 3:6 8:23 June 1:8 2:19 9:4 11:8</p> <hr/> <p style="text-align: center;">K</p> <p>key 3:9</p> <hr/> <p style="text-align: center;">L</p> <p>Labor 1:9 2:23 3:25 4:12 8:15 language 5:17 large 5:18 liaison 2:25 linked 8:1 literacy 6:5 local 3:15 5:11,13,19 6:9,15,16 look 8:20</p>
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<p>looking 3:3 looks 3:4 lower 6:5 lower-skilled 3:23 5:4 6:11 7:9,18 low-income 3:23 4:5 4:11 low-skilled 4:5,11</p> <hr/> <p style="text-align: center;">M</p> <p>math 6:5 matter 9:13 McGowan 1:14 2:2 2:4 meeting 2:3,19 mention 9:12 mentioning 6:14 middle 4:7 model 5:6,24 7:16 models 7:12 modification 2:8 9:11,16 modifications 3:10 9:8 money 3:16 morning 2:2,21</p> <hr/> <p style="text-align: center;">N</p> <p>name 2:3,21 narrowly 6:25 necessarily 9:16 necessary 5:7 9:11 need 5:2,19 6:11,18 7:10,14,19 new 3:21,24 5:2,20 6:6,10,24 7:4,5,8 7:15,23 8:2,8 Newport 5:5 7:13,16 Notary 11:2,11 noted 4:1 notice 2:5 noticed 2:11 number 4:19 5:15,18 7:8 numerous 9:8</p> <hr/> <p style="text-align: center;">O</p> <p>obtain 5:6 Obviously 9:6 occupational 5:22 7:14 offer 8:8 Office 2:14,16,23 6:1,24 7:6 8:13 one-stop 4:1 one-year 2:9 on-line 7:24 8:9</p>	<p>on-the-job 4:21 opportunities 3:22 5:17 7:5,12 opportunity 3:9 8:8 8:17 9:3 oral 3:5 order 2:3 Organizing 7:17 outlining 3:13 overview 3:12,18</p> <hr/> <p style="text-align: center;">P</p> <p>Page 4:20 5:15 6:14 8:5 Pages 6:20 parents 6:7 8:6,8 part 4:2 participants 7:23 participate 6:6 8:9 participating 8:6 parties 2:8 11:6 partner 5:25 partnerships 5:1 6:19 partnership/career 4:22,23 parts 7:17 pathway 7:20 pathways 4:22,24 person 11:2 pilot 6:24 place 1:9 4:10 plan 2:10,11 3:11,11 3:20,21 4:8,14,19 4:25 5:4,25 6:3,12 6:16 7:22,25 8:7,8 8:18 9:1,9,17 Planning 9:3 plans 5:11,19 6:9,13 6:15 8:11 PLANTATIONS 1:1 Pontiac 1:9 population 6:6,21,23 7:1 posted 2:6 8:13,15 posting 3:2 Poverty 3:7,9 Powell 2:25 prepare 9:5 PRESENT 1:13 pretraining 7:18 priority 5:11 Procedure 11:3 proceedings 2:17 11:5 process 5:23</p>	<p>program 6:6,24 8:3 8:6,7 programs 6:2,19,23 7:24 8:10 progress 4:3 5:24 proposed 3:10 provide 3:12 6:16 provided 4:24 Providence 1:1 2:6 providers 5:14 providing 5:6 public 1:3 8:12 11:2 11:11 purposes 2:7 pursuant 11:3 put 4:10 9:11</p> <hr/> <p style="text-align: center;">Q</p> <p>qualified 11:3</p> <hr/> <p style="text-align: center;">R</p> <p>reading 3:19 11:6 reason 7:2 received 3:2 recipients 6:8 recommendation 5:15 6:20 8:5,10 record 9:1,23,24 11:5 Recovery 3:23 4:2,4 8:14 reference 6:14 referenced 5:15 references 4:19 6:20 referencing 8:5 regarding 2:8 3:10 4:19 regardless 7:2 Reinvestment 8:14 replicated 7:21 REPORTER 11:12 representing 2:24 3:7 requested 11:6 required 5:20 requirement 6:10 rest 2:17 restriction 11:4 RFP 8:11 Rhode 1:1 4:10 5:4 5:15,18 6:8 7:9,23 8:7 RI 1:10 right 3:4 Rule 11:4 Rules 11:3,4</p>	<hr/> <p style="text-align: center;">S</p> <p>Sandra 2:24 Second 3:21 Secretary 2:12 section 5:10 6:16 7:3 7:24 served 6:23 services 3:14,25 6:12 7:17 set 11:8 set-aside 3:16 sheet 3:3 shelter 6:23 shelters 7:1 signature 9:5 signed 3:5 signing 11:6 sign-in 3:3 silent 6:12 site 2:12,13,14 8:14 8:16 skills 4:6 5:5,7,22 6:5 7:13,14,16,18 7:19 slots 7:8 soliciting 2:7 specific 6:4 specifically 4:8 7:3 spent 3:24 state 1:1 2:9,13,16 2:22 3:11 7:17 state's 2:12 4:15 8:13 strategic 4:14 strategies 4:9,20 strides 5:16 strongly 5:25 study 8:9 succeed 7:19 success 4:1 suggest 5:19 6:5,25 suggestions 3:10 4:18 9:15 Superior 11:3 support 5:25 system 4:1,16 8:20</p> <hr/> <p style="text-align: center;">T</p> <p>take 2:18 9:14 11:3 taken 9:6 target 6:21 targeted 6:4,6 targeting 7:9 thank 2:20 3:8 8:17 8:22 9:20 thereto 11:4</p>	<p>things 9:9,13 think 8:25 three 6:20 Thursday 2:6,19 9:2 TIME 1:8 Title 2:9 today 2:11,18,24 today's 2:5 training 1:9 2:24 3:22,25 4:12,19,20 4:21,24,25 5:2,6,8 5:12,13,16,21,22 6:2,11,13,17 7:5 7:14,20,20,22,24 7:25 8:2 Training's 8:15 transcript 11:4,6 transforming 4:15 Treglia 1:15 2:15,20 2:21 8:22,25 9:19 9:22,25 true 11:5 two 3:9 5:15 two-year 3:11 types 5:2</p> <hr/> <p style="text-align: center;">V</p> <p>vice 2:4 violence 6:22</p> <hr/> <p style="text-align: center;">W</p> <p>wait 9:16 web 2:12,13,14 8:14 8:16 welcome 8:24 9:21 went 3:2 we'll 9:22 WHEREOF 11:8 WIA-funded 7:25 Wia/Wagner/Peysen 2:9 WIBS 6:15 WILLIAM 1:14 WIS/Wagner/Peys... 3:14 WITNESS 11:8 Women 7:1 work 6:18 8:20 workers 3:23 4:5,11 5:17 6:11 7:18 workforce 1:3 2:5,9 2:10,13,13,16,18 2:22,25 3:15 4:14 4:15,17 5:11 6:9 8:19 9:2 Works 6:8 7:23 8:7 written 3:1</p>
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<hr/> <p style="text-align: center;">1</p> <hr/> <p>1B 2:9 10:00 1:8 10:05 2:1 10:45 9:25 10:3 15 1:8 18 2:19</p> <hr/>				
<hr/> <p style="text-align: center;">2</p> <hr/> <p>20th 11:8 2009 1:8 2:7 11:8 21 2:6,14 3:3 21st 4:5 26 4:20 28 5:15</p> <hr/>				
<hr/> <p style="text-align: center;">3</p> <hr/> <p>30 9:4 11:4 34 6:20 35 6:20</p> <hr/>				
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WIA/WAGNER-PEYSER PY 2009 STATE PLAN MODIFICATION

RHODE ISLAND

1. Public Comments Submitted by:

Judy Jones, Policy Analyst

2. Represents Agency or Organization:

The Poverty Institute

3. Date Submitted:

June 15, 2009

4. Response:

Oral statement was made at the Public Hearing held on June 15, 2009. (A written Copy is attached and made part of the transcript.)

- **The commenter requests amendments on behalf of The Poverty Institute. These suggestions will be taken under advisement by the Planning and Evaluation Committee of the Governor's Workforce Board. A written response will be prepared, transmitted to The Poverty Institute, and brought before the full Board. Changes deemed appropriate will be incorporated into the State Plan through the modification process.**

TESTIMONY SUBMITTED BY THE POVERTY INSTITUTE

Modification to the Two-Year Plan
In Compliance with the American Recovery
and Reinvestment Act of 2009

June 15, 2009

The Poverty Institute has two key suggestions regarding the proposed Modification to the Two-Year State Plan. First, the plan should provide an overview of how ARRA funds are being used. A chart outlining the amount of ARRA funds for each of the WIA services and how those funds are being distributed to the local Workforce Investment Boards or available for set-aside should be included.

Second, the plan should more clearly describe new opportunities for training, especially for lower-skilled and low-income workers. The Recovery Act emphasizes that the new funds should be spent on services and training and the U. S. Department of Labor has noted that "The One Stop system's success in implementing the Recovery Act will be gauged in part by the progress it achieves in using annual appropriations along with Recovery Act funds... to help low-skill or low-income workers acquire 21st century skills, find family-supporting jobs in healthy industries and access the middle class..." (TEGL 14-08, p.4). As described more specifically below, the plan should build on many of the innovative strategies that Rhode Island has already put in place to improve the employability of low-skilled and low-income workers.

We also commend the Department of Labor and Training for its intention to align the ARRA activities with the Governor's Workforce Board's Strategic Plan with the goal of transforming the state's workforce development system, including the integration of adult education with workforce development.

The following are our suggestions for amendments to the plan regarding training:

1. p. 26: Strategies include customized training and OJT and also industry partnership/career pathways. However, it appears that within the context of the industry partnership/career pathways, the training would be provided through Individual Training Accounts. The plan should be amended to encourage the industry partnerships to consider the need for new types of group training especially to encourage the engagement of lower-skilled Rhode Islanders. The plan should encourage, for example, expanding the Newport Skills Alliance model of providing group training to obtain the basic skills necessary to then enter a content-area training (e.g., CNA) or directly into employment.

In addition, this section should articulate a priority for the local workforce boards' plans to include the development of training in conjunction with the

community college and with local training providers in the area of green jobs and health care.

2. p. 28: Rhode Island has indeed made strides in increasing training opportunities for workers whose first language is not English. Given the large number of Rhode Islanders who are in need of ESOL, we suggest that the local plans be required to consider using the ARRA funds for a new contextualized training initiative, which integrates ESOL with high-growth occupational skills training and adopt the recently completed competitive grant process for this program as a model.

We also strongly support the plan to partner with the Office of Adult Education to create contextualized training programs in the areas of health care and green jobs. The plan should be more specific that this is targeted to individuals with lower literacy and math skills. We suggest that a population targeted to participate in this new program include “parents who are current or former recipients of RI Works (TANF) benefits.”

The local workforce plans should include a requirement that they, too, invest new ARRA funds in training for lower-skilled workers and those in need of ESOL services.

The plan is generally silent as to any plans for training at the community college (except for a reference at p. 43 mentioning that plans by the local WIBS have not been finalized). This section of the plan should provide that local boards are encouraged to develop group training in areas of high need and to work with the community college and the industry partnerships to develop these programs.

3. p. 34-35: Is the target population of “individuals impacted by domestic violence who find themselves homeless and in shelter programs” the population intended to be served through the new pilot program with the Office of Adult Education? If so, we suggest that this is a too narrowly defined population. Women who are in shelters – regardless of the reason – should be eligible.

This section should more specifically identify how the ARRA funds are being used to either create new opportunities for training (e.g. the new initiative with the Office of Adult Education) or how the funds are used to increase access (i.e., number of new “slots”) for existing initiatives targeting lower-skilled Rhode Islanders' and those in need of ESOL. As described above, we encourage the expansion of opportunities within recently created models like the Newport Skills Alliance and the contextualized Occupational Skills Training for adults in need of ESOL. The new ARRA funds should be used to encourage development of a “Newport Skills Alliance” model in other parts of the state. Organizing services for lower-skilled workers to gain the pre-

training skills they need to succeed in industry-specific skills training and ensuring a pathway to both training and employment should be replicated.

The plan should include expanding training for RI Works (TANF) participants through the new on-line certificate training programs.

This section of the plan should describe how WIA-funded training initiatives are linked with ARRA initiatives around job training for jobs in energy efficiency. The new program at CCRI, for example should be described here.

4. p. 40: In describing the program for parents participating in the RI Works Program (TANF), the plan should describe the new plan to offer parents the opportunity to participate in on-line study for certificate programs.

Our last recommendation is that going forward the announcement of any RFP, plans, hearings and other information to which the public should have easy access also be posted on the state's Office of Recovery and Reinvestment's website in addition to being posted on the Department of Labor and Training's website.

Thank you for the opportunity to comment on this plan. We appreciate the Department's commitment to improving and expanding the workforce development system and look forward to continuing to work with you on these efforts.