



*“Constructing the Demand Driven
Workforce”*

TWO-YEAR STRATEGIC PLAN

*FOR TITLE I
OF THE
WORKFORCE INVESTMENT ACT*

OF 1998

AND

THE WAGNER-PEYSER ACT

**RHODE ISLAND
STATE WORKFORCE INVESTMENT
PLAN**

STATE OF RHODE ISLAND
STATE WORKFORCE INVESTMENT PLAN

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Executive Summary

The Workforce Investment Act of 1998 provides a continuing opportunity for Rhode Island to operationalize its strategic vision by creating a demand-driven workforce system where services are provided that prepare workers to take advantage of new and increasing job opportunities in high growth/high demand and economically vital industries and sectors of the Rhode Island economy.

The foundation of this effort is the workforce development system that must serve as a catalyst that links employers, economic development organizations, public agencies, and the educational community to build and deliver innovative answers to workforce challenges. Becoming demand-driven represents a major transformation for this system, which, during the past forty years, has been primarily supply-side driven.

The scope and breadth of the federal legislation is a perfect complement to Governor Carcieri's 2005 Rhode Island Jobs Partnership that proposes the creation of an environment where our state's workers are among the best trained in the nation. The RI State Workforce Investment Board will be designated by Governor Carcieri to serve as the entity responsible for ongoing development of this two-year strategic plan that will guide the investment of state and federal resources in the furtherance of this goal.

The goals, objectives and core performance measures establish common outcome objectives to drive concerted planning and coordinating activities among employers, education, training, employment and support service providers. 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.

Although Rhode Island is experiencing a relatively low unemployment rate, there is still a need to develop and maintain a skilled workforce in order to grow the economy. The aging of the population and the lack of substantial growth in the workforce exacerbate this need. The goal is to maximize the potential of the entire workforce. This will be required in order for Rhode Island's workforce development system be responsive to high growth and to other vital sectors of the Rhode Island economy.

In the 1990s, Rhode Island's leadership recognized that the system of job training and employment services did not address the needs of either the state's employers or its job seekers. The old system failed to produce workers who were sufficiently skilled to keep up with rapid technological advancements as they occurred and the increasingly intense competition that accompanied such advancements. A fragmented and confusing approach to service delivery resulted in duplication of services, a waste of scarce resources, and a lack of clear accountability for results. These critical issues were addressed in the previous Five-Year WIA Plan and by the implementation of the Rhode Island One-Stop Career Center System.

Rhode Island was determined to build a system that worked and that met the needs of its customers. The State has now successfully implemented its One-Stop Career Center System, *netWORKri*, and the system currently serves its business and job seeker populations through a series of centers geographically located throughout the State. Rhode Island has implemented the

essential principles of the One-Stop Career Center System by adhering to the mandates surrounding WIA and the One-Stop Implementation Grant. The state, thereby, coordinates similar and complementary programs in order to facilitate the development of a truly seamless service delivery system that is locally managed, demand-driven and high performing.

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 is being re-organized and will be given the responsibility of implementing the Governor's vision of the workforce development system for the state. The Governor intends to create a State Workforce Investment Board encompassing the membership and mission of the HRIC to ensure that all federal and state resources are brought to bear on the development of the workforce development system. This action coupled with creation of the Rhode Island One-Stop Career Center System, netWORKri, has positioned the state to make continuous improvement in its services to employers and job seekers. By further strengthening partnerships with employers and service providers, and utilizing the latest technological tools, Rhode Island expects to 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 2005-2007

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).)**

This Two-Year WIA Plan is the product of building on and further refining of the initial Five-Year WIA Plan. The State's goals have been motivated by a commitment to measurable continuous improvement. This plan has been compiled to be in conformity with the Governor's vision, other policies and directives, and State Law.

Throughout the Spring of 2004, the Human Resource Investment Council (HRIC) consulted with business and industry representatives, labor organizations, representatives of public and private educational institutions and the various public agencies involved with economic and workforce development to determine how best the HRIC should be organized to ensure the development of a demand-driven workforce system. Recommendations were made to the Governor and the leaders of the State General Assembly during the 2004 Session by the HRIC. The major focus of the recommendations was to downsize the membership to ensure that a newly constituted HRIC would be operated at the strategic level, be populated by movers and shakers in their respective areas, and provide the necessary clout to force the coordination and participation by disparate interests and organizations in an overall strategy to serve the employer and job seeker communities. In July 2004, these recommendations were enacted by the General Assembly and signed into law by the Governor. In November 2004, the citizens of the State of Rhode Island approved the, so called, "Separation of Powers Amendment" to the Rhode Island Constitution. This Amendment prohibits members of the State Legislature from serving on State Boards with executive functions. The HRIC Statute (P.L. 42-102-2) is currently in the process of being amended to conform to the State's Constitution.

The US Department of Labor (USDOL) has not yet approved a waiver from the State of Rhode Island to allow the State Workforce Investment Board (SWIB) to have a smaller membership encompassing the requirements of P.L. 42-102-2 and the Separation of Powers Amendment to the State Constitution. The Governor, therefore, has not yet designated by Executive Order the new State Workforce Investment Board.

Subsequent to the issuance of the Employment and Training Administration (ETA) Draft Planning Guidance on March 8, 2005, the Local Plan Guidance was issued on April 8, 2005, by the State Workforce Investment Office (SWIO) staff to the two local Workforce Investment Boards (WIBs). The initial meeting concerning WIA Performance Standards,

Government Performance and Results Act (GPRA) and the required Implementation of the Common Measures for Program Year 2005 and 2006 was held with representatives of the two (2) local boards, Workforce Solutions of Providence/Cranston and Workforce Partnership of Greater Rhode Island, on March 11, 2005. There was a performance negotiation session held on April 22, 2005 where a consensus was reached by the state and local staff as to the rationale and range of local performance levels to be proposed to USDOL for Program Years 2005 and 2006. The approval of the local standards is subject to negotiation of the state performance levels with the Regional Office of the Employment and Training Administration of USDOL.

During March and April 2005, SWIO staff met with workforce development stakeholders, including representatives of state partner agencies, the Poverty Institute of Rhode Island and the staff of the Greater Rhode Island and Providence Cranston Workforce Investment Boards regarding the State and Local Planning Guidance for the Development of the 2005-2007 WIA Two-Year Strategic Plans, the setting of performance goals, and the impact that proposed statutory changes in the WIA Program will have on the Rhode Island workforce investment system.

Exhibit 1 is the State Workforce Investment Board (SWIB) membership list by category. The list indicates the category of membership of each proposed member. **Exhibit 2** is the timeline showing the planning process.

B. Include a description of the process the State used to make the Plan available to the public and the outcome of the State's review of the resulting public comments. (111(g), 112(b) (9).)

A Public Hearing on the Draft Plan was noticed and was held on May 25, 2005 from 10:30 a.m. – 12:30 p.m. at the RI Department of Labor and Training, Center General Complex, 1511 Pontiac Avenue, Building 73, First Floor Conference Room, Cranston, RI. The State Plan will be submitted to the SWIB, once the board is convened, in its final draft form subsequent to the public hearing.

Comments received at and after the public hearing were considered and, where appropriate, changes were made to the Plan.

All written comments received and the transcript of the Public Hearing are attached as **Exhibit 3**.

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).)

The State's economic strategy is based on the premise that government can play a major role in creating a supportive environment that encourages the creation of good jobs. The State is focusing on seven (7) dynamic solutions, including:

- Creating a competitive tax environment
- Creating a strong educational system (pre-school, K-12 and Adult education) with accountability for performance
- Creating a government that understands the needs and desires of the business community
- Supporting access to capital so that small and minority-owned businesses can thrive
- Creating an environment where our State's workers are among the best trained in the nation
- Developing sites where companies can expand and relocate to as they grow
- Retaining and recruiting both intellectual capital and management talent, which is a necessary part of the 21st century job creation.

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 vision is to create an environment where our State's workers are among the best trained in the nation. The Governor's method for managing State government provides a comprehensive framework for coordinating all of Rhode Island's state agencies and resources around the key strategic goal of workforce development.

The Governor designated the previous HRIC and the new State Workforce Investment Board as the coordinating entity to achieve this goal by aligning workforce development (Section II below) with the State's economic development vision.

In order to ensure that the State's workforce is the best trained in the nation, supporting value-added job growth requires focus on resource allocation and developing aligned

strategic partnerships. By providing leadership as an active partner in the State's long term, economic development strategies, the SWIB will promote partnerships and coordination resulting in the effective and efficient use of the State's human resource development capital. The State and Federal legislative mandates, proactive policies, programs and the One-Stop Delivery System all work to benefit the employer and job seeker communities.

The role of the SWIB is envisioned as providing the leadership which "pulls the system together and makes it work." All State agencies and funding streams, but particularly, the One-Stop Career Center system, will be leveraged to accomplish this goal.

The Governor expects One-Stop partners to continue to support:

- Integration of services within the One-Stop.
- Joint training of the One-Stop partners, especially in providing shared access to information between workforce investment partners, mandatory and optional. This will allow employers and job seekers to receive services from a variety of access points.
- 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, supportive services, and one-stop services both in the One-Stop career centers, with youth providers and through the Exeter Job Corps Center.
- Efforts to coordinate programs, supportive services and One-Stop services to streamline the recruitment and placement process for skilled older workers that wish to remain in the workforce.
- Efforts to transition ex-offenders from prison to gainful and productive employment, reducing rates of recidivism.

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:

1. The State "Job Development Fund", approximately \$ 9 million, is annually made available through State unemployment taxes. These funds are used to serve incumbent workers through upgrading and training. And also additional funds are provided through the Adult Basic Education System to increase literacy rates for Rhode Islanders. This effort is coordinated through the Rhode Island Department of Education.
2. Local fee for Service Initiatives.
3. Federal Vocational Rehabilitation services and staff in the One-Stops brings to bear the full force of federal/state vocational rehabilitation funding and services to Vocational Rehabilitation eligible individuals served in the One-Stops.
4. The Department of Human Services, through its funding streams and staff services in the One-Stops make them a significant participant in service delivery through the One-Stop Career Center System.

5. Additionally, the Rhode Island State Department of Elderly Affairs through the administration of the Title IV Senior Employment program adds an important component for workforce development in the One-Stop system.
6. The Rhode Island Department of Education offers advanced career and technical education through programs such as the Carl D. Perkins Applied Technology Act, which provides support for gender-equity initiatives, programs for single parents, post-secondary/adult education programs for students in grades nine through twelve. Other programs used to help technical career advancement include the Adult Literacy Act, the School-to-Career Initiative and Project Opportunity, which work closely with the RI DLT.

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)]

The Governor's vision provides that the State's education and training programs are responsive to the changing skill needs of business and industry as a result of innovation and new technology.

The Governor's workforce development strategic goals are divided into four broad areas:

1. Economic Development Opportunities

- To assist companies to improve their capability to compete in today's marketplace.
- To assist employers with their training needs by taking advantage of new technology and helping to transpose obsolete skills into profitable competence.

2. New Learning Opportunities

- To augment traditional learning programs for Rhode Island residents.
- To focus on teaching skills directly applicable to the world of work.
- To reach students of all ages, encourage internships, apprenticeships, literacy programs, and other innovative educational systems.

3. Networking Opportunities

- To maximize spending by reducing duplication and focusing on innovative solutions to today's complex issues.
- To build networks that link scattered organizations into cohesive, intelligent systems.

4. Opportunities for People in Need

- To address the distinct needs of those at risk of not being adequately served due to barriers to employment, particularly those with limited English proficiency.
- To implement inventive solutions via creative partnerships with all of the State's cabinet agencies and other organizations.

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 Human Resource Investment Council is being re-organized and given the responsibility of implementing the Governor's vision of the workforce development system for the state. The Governor will create a State Workforce Investment Board encompassing the membership and mission of the HRIC to ensure that all federal and state resources are brought to bear on the development of Rhode Island's workforce development system. The Board would serve as the Governor's advisors. The SWIB would work across state agencies to manifest desired outcomes and to identify the barriers to those outcomes. This action coupled with the Rhode Island One-Stop Career Center System, netWORKri, has positioned the state to make continuous improvement in its services to employers and job seekers. By further strengthening partnerships with employers and service providers, and utilizing the latest technological tools, Rhode Island expects to develop a more responsive system with improved performance.

In addition to the changes with the SWIB, the Governor has established several other entities to bring together key workforce development stakeholders in business, industry, economic development and education. Those entities include, among others, PK-16 Council, the Economic Policy Council and the Inter-Agency Council. Each of these entities focuses on specific aspects of workforce development as they relate to their specialties. The intended role of the SWIB is to coordinate all workforce development strategies within the State.

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).)

The governor seeks to provide a coordinated and focused approach for the delivery of youth services from among a wide array of youth-focused programs. The state seeks to provide a coordinated focus, beginning in pre-kindergarten through to higher education services. To this end, the governor has established the PreK-16 Council. This group seeks to align education initiatives and reform with workforce and economic development strategies. Additionally, the state's Children's Cabinet, a collaboration of all state agencies that provide services to all of state's youth continues to meet to address health, safety, educational, developmental, family issues, etc., impacting state youth.

Policy makers understand that employment at an early age is the most significant factor in predicting a person's life long attachment to the labor market. Studies by Andrew Sum of Northeastern University's Center for Labor Market Studies found that 16-19 year olds holding jobs is at its lowest rate since 1948. Reasons include the weak economy, older workers filling the low-paying, low-skilled positions previously held by teens, and increasing job competition from immigrants. These changes in the job market are being addressed as follows:

Governor's Children's Cabinet, School to Career and Governor's Math and Science Initiative

In addition, ongoing efforts such as the Governor's Children's Cabinet, School to Career and the Governor's Math and Science Initiatives are incorporated into both local and state strategic planning. The RIDLT has taken the lead in convening a state forum to continue collaborative strategic planning activities needed to develop systems across state agencies; to better serve youth through improved leveraging of resources, policy alignment and by creating an effective model of collaboration. The SWIB will serve as the overall state coordinating agency.

The Rhode Island School to Career Initiative, the Rhode Island Human Resource Investment Council and the Rhode Island Department of Education, for example, have developed and supported the Industry Field Coordinator/School Based Coordinator (IFC/SBC) Network for five years. The IFC/SBC Network is responsible for coordinating opportunities for experiential learning activities such as internships, job shadowing, classroom business speakers and mentors for all students in the K-16 system. The Network assists educators in updating curriculum to meet current industry standards, helps implement smaller learning communities using academy models and places educators into externships with employers. The Network plays a large role in ensuring the new Rhode Island High School Graduation Requirements are met and that School to Career principles are seamlessly embedded in every student's educational experience.

Graduation requirements must include a demonstration of student proficiency that involves multiple measures of performance for all students and is consistent with the State's Common Core of Learning and any standard adopted by the Board of Regents. Each student exiting a Rhode Island High School with a diploma shall exhibit proficiency in a common academic core curriculum that includes arts and technology. This proficiency must be demonstrated through at least two of the following; a departmental end of course exam, a Certificate of Initial Mastery, portfolios, extended capstone projects, public exhibitions and the use of technological tools. By May 2004, school improvement plans and district strategic plans were required to describe how high schools will incorporate applied learning for all students through classroom and/or work related experiences.

The Rhode Island Department of Education mandates and provides \$1.8 million of Perkins funding to staff a School-Based-Coordinator in every high school. In the past, School to Career has funded the six Industry Field Coordinators (IFCs) who represent Hospitality, Health, Manufacturing, Technology, Finance and Natural Resources sectors. The Rhode Island Labor Market Information Unit previously identified these six sectors as being high growth industries. The IFCs are located in various business organizations and work on behalf of their industries' specific workforce needs. They provide valuable industry expertise and connections for educators and students that are critical to preparing the emerging workforce to meet the demands of the world of work.

Rhode Island Youth Forum / Changing Focus

Rhode Island's Youth Forum, through its membership of system leaders from state and local areas including the Departments of Labor and Training, Education, Children Youth and Families, Human Service, Justice, as well as state and local WIB representatives are meeting

to examine current operational processes, forming a strategic response in order to serve youth through the workforce investment system. Therefore, both the state and local workforce investment systems serving youth in Rhode Island will position themselves as strategic partners in the development and delivery of services to the emerging workforce in order to supply businesses with workers ready to learn skills needed to fill job vacancies. 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, occupational, and other skills, training and services needed for high demand occupations in the 21st century.

As such, the RI Department of Labor and Training has focused on the development of a coordinated strategy to identify opportunities and deliver services to youth in Rhode Island. The Department seeks to align with the USDOL's vision towards a collaborative approach at the state and local levels to serve the States neediest youth, to enhance the quality of services delivered and improve the outcomes for the youth we serve.

WIA Older Youth Performance Improvement Plan

The State has devised a WIA Youth Performance Improvement Plan for older youth that has given added emphasis to four specific program design components to assist the neediest youth.

- **Occupational Skills Training:** Skills training is an important component for older youth particularly if they are going to achieve a suitable wages. The local WIBs have decided to consider concurrent enrollment of older youth, ages 19-21, in adult programs allowing the option for participation in individual training accounts. (The State has submitted a waiver request with this Plan to allow the use of Youth funds for occupational training.) In the case of the Workforce Partnership of Greater Rhode Island, the netWORKri system serves as the entrance point for individuals who want WIA training. Procedures are being developed to insure coordination between the Youth Providers and the One-Stop offices.
- **Adult Mentoring:** Mentoring, as one of the ten required program elements identified in WIA, has been given added emphasis in the delivery of WIA youth services. The goal of this activity is to identify positive role models who will assist, encourage, challenge and support youth to successfully complete program services and transition to employment and/or post secondary education.
- **Employer Partnerships:** Greater emphasis in WIA program designs will be given to developing strong employer linkages for the youth population. Given the work-related barriers of many of the older youth served, particularly their limited work experience, it is important that continued employer commitments are an on-going part of program development.
- **Follow-up Services:** Recognizing that the follow-up component is also critical to delivering successful youth programs, the services have been redefined for WIA service providers to require increased retention activities.

Job Corps Center

In November 2004 the Job Corps has opened its doors in Exeter, Rhode Island to its first participants and the Job Corps Center continues recruiting eligible youth. The Job Corps center has also made linkages with the appropriate New England and Rhode Island business and employer communities. Rhode Island has the highest number of youth, ages 16-24, in New England living in poverty and until recently has not been served by an in-state Job Corps location. Efforts are under way to increase coordination with state youth programs, supportive services, and One-Stop services not only with the Exeter site but also with the established Job Corps infrastructure throughout New England.

Facilitation and Monitoring

The State will also facilitate coordination at the state level through the SWIB to assure that youth programming does not rely solely on WIA which is a relatively small grant compared to education and other youth interventions.

The State will watch youth performance carefully to assess whether statewide strategies for youth are succeeding.

SECTION II: STATE WORKFORCE INVESTMENT PRIORITIES

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. Adult Literacy

At the direction of the Governor, the State has begun integrating major state and federal funding streams through one agency. The State's Adult Basic Education System will be centralized at the Rhode Island Department of Education (RIDE). Services under this program will be partly funded by the State Job Development Fund (JDF). The newly restructured State Workforce Investment Board, encompassing the mission of the HRIC, will serve as the policy originator on workforce development, adult and out-of-school youth education, training and support services.

2. Incumbent Worker Training and Job Development Fund

The Job Development Fund (JDF), created by statute in 1992, is a state fund financed entirely by Rhode Island employers. The Excellence through Training Grant (ETTG) program, one of several programs, is funded by the JDF in an effort to assist employers to improve the skills of their current workforce as well as the effectiveness of their organization.

Any Rhode Island for-profit or not-for-profit business or organization may apply if they currently contribute to the Job Development Fund. Labor organizations are also eligible to apply for training of their members.

HRIC staff provide grant assistance to applicants for projects that train their incumbent workers. Listed below are some examples of allowable activities.

Examples: training for new technology or equipment, team building, English for those speaking other languages, workplace literacy, quality management, continuous improvement, international standards training such as ISO, management/supervisory training, and cross skill training.

3. The Rhode Island Jobs Partnership

The 2005 Jobs Partnership package are initiatives that set in place a primary building block to begin to address Rhode Island's high tax burden, foster stronger relationships and understanding of economic development issues with the General Assembly, support small and minority-owned businesses, develop strong sites to attract and retain companies, maintain our momentum in the area of life sciences and marine life sciences, attract more capital to our state's technology ventures, increase our state's competitive advantage in the area of innovation, and further economic investment in local communities.

4. PK – 16 Council

Pursuant to Governor's Executive Order 05-08, the new statewide PK-16 Council was established on April 25, 2005 and given the following mission:

- Align standards for achievement in reading, writing, and mathematics so that students graduating from Rhode Island high schools 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, post secondary institutions and workforce development programs;
- Provide better pathways to higher education for low-income residents; and
- Produce a more competitive workforce and promote economic development through quality education, research and workforce development.

5. Governor's Fiscal Fitness Program

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 clients. There is also a review of the One-Stop center locations to determine if some sites should be consolidated or upgraded. (These recommendations are still under review and have not been implemented at this time.)

6. Review of One-Stop Career Centers

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 development areas. The remaining four centers are affiliate netWORKri sites. This system has been fully operational since June 2000. During program year 2005, DLT has initiated a strategic planning process to review policies, procedures, budgets, personnel, programs, customer utilization, resources and technology. This is a first step in strategically planning the future of netWORKri which will involve both the local boards and One-Stop partner agencies. Critical analysis and decision making will strengthen the system, lead to reduced operational and administrative costs, and a focused plan for service delivery.

7. School to Career Transition

From the School-to-Career Office, in conjunction with the Governor, state departments, our regional partners, the industry partnerships, school-based coordinators, employers and others, the state has embedded most of the principles and goals outlined in the 1996 Rhode Island School-to-Career implementation plan. With the federal School-to-Career funding expiring on June 30, 2005, the Department of Labor and Training and the Department of Education plan to move toward sustainability and enhancing many of the efforts made to date.

8. Industry Partnerships leading to a Demand Driven Workforce System

Presently there are various industry partnerships operating in Rhode Island. They include; technology, hospitality, healthcare, natural resources, financial services, manufacturing, building trades and others. These clusters have strong and active relationships with the state's Department of Labor and Training, Human Resource Investment Council (HRIC), the Economic Development Corporation, and existing School-to Career office. In some cases, strong relationships with these partnerships have also been fostered with the Community College System. Historically, the industry partners were funded by the Human Resource Investment Council to organize their industries, seeking benefit from combining resources to do skill training, professional development, grant submittals and other activities, providing business-wide benefits.

All the industry partners have direct industry involvement from their boards and have contact with the HRIC and the Rhode Island Department of Education. A brief description of the industry partnerships is attached as **Exhibit 4**.

Discussions are underway to expand the role of the partnerships so that they not only serve the needs of the emerging workforce, but also adult and dislocated workers, and in a context that would enhance the economic growth of Rhode Island by providing skilled workers to serve high growth/demand industries.

To identify best practices and frame overall system objectives, the Department of Labor and Training entered into a consulting agreement with the National Center on Education and the Economy (NCEE). It is our hope, that with the assistance of the NCEE, and in conjunction with the Economic Development Corporation, RI Department of Education (RIDE) , DLT, the new State Workforce Investment Board and others, Rhode Island will continue to craft a coordinated scope of work and sources of investment for the industry partnerships.

9. Older Worker Initiative

This program would encourage older skilled workers to remain in the workforce by encouraging businesses to design positions that meet their needs and the lifestyle of older workers. This would maintain a vital pool of skilled workers in the workforce for as long as possible benefiting growth industries and vital sectors of the Rhode Island Economy.

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.

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

The Governor is creating a State Workforce Investment Board encompassing the membership and mission of the HRIC to ensure that all state and federal resources are brought to bear on improving Rhode Island's workforce development system. The Board will serve as the Governor's advisors and would be the fail-safe place to review when parts of the system are not working well. The SWIB will work 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 programs, Migrant and Season Farm workers, the Trade Act and unemployment insurance into the workforce system, incorporating job training, labor exchange and income support programs.
- Wagner Peyser, as represented by the Employment Service, 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 local One-Stop office.

- WIA programs provide a customer driven network of Eligible Training Providers through an automated system available on-line or in the One-Stop Centers.
- 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.
- The Department of Education, with DHS, co-funds and operates vocational education, work readiness, GED and English-as-a-second language services for welfare clients, pre-apprenticeships in the health care, manufacturing, travel and tourism industries.
- The Economic Development Corporation assumes the primary responsibility of growing the Rhode Island economy. Economic Development 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 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 1 is a list of the proposed membership by category of the State Workforce Board. If DLT's waiver is approved by USDOL, the State Board will be an alternative entity assuming responsibilities for WIA pursuant to an Executive Order issued by the Governor. The SWIB composition is subject to the approval of a waiver of the provisions of the Act and Regulation by the Employment and Training Administration of the USDOL.

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 1**. The Rhode Island Department of Labor and Training (RIDLT), as the State administrative entity for the Workforce Investment Act (WIA), is submitting a waiver request from the State Workforce Investment Board membership requirements of WIA. Therefore, the Board seeks to be considered an alternative entity.

The HRIC is charged with essentially the same mission as the proposed State Workforce Investment Board (SWIB) 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. Therefore, to have two boards with the same mission and similar classes of membership would not make sense organizationally.

Finally, the new SWIB, encompassing the membership and mission of the Rhode Island Human Resource Investment Council (HRIC), 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.

The State Workforce Investment Board will lead in the effort to collaborate relationships with other key state departments and understands the important connections between all state agencies in fostering workforce and economic development. The State Workforce Investment Board can articulate and advocate for the entire “workforce system” and will understand the role of the system in regard to the state’s economic development goals. The Board will serve as the Governor’s advisors. The Board will work across state agencies to manifest desired outcomes and to identify the barriers to those outcomes.

3. Describe the process your State used to identify your State board members. How did you select board members, including business representatives, who have optimum policy-making authority and who represent diverse regions of the State as required under WIA? (20 CFR 661.200.)

The Governor appoints the members of the State Workforce Investment Board. The Chairman of the State Workforce Investment Board will be a member of the State Human Resource Investment Council whose members are approved by the Rhode Island Senate and from the employer community. Private sector members are major policy makers and owners of businesses in Rhode Island. The organized labor members are members of Labor organizations 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. And finally, the representatives of two State agencies shall be at the Directorship level.

These membership categories assure that the Board will receive diverse and representative 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 SWIB is made up of diverse policy makers from business, state, locally based community organizations, and labor. Each of these members will be key policy makers with decision making authority. The members, under a business leader as chairperson and with a business majority, will be called to review and assess 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 State Workforce Investment Board governs the Workforce Investment System. The Governor determines the number of directors by Executive Order. The membership of the Board of Directors 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 Board carries out its functions. The State workforce board by-laws are attached as **Exhibit 5**. These By-Laws may be revised once the new State Board is seated.

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 Workforce Investment 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, as needed, are made available.

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).)**

State and both local Workforce Investment Boards must comply with the Rhode Island Ethics Law, WIA and State Workforce Investment Notice No. 99-13 attach as **Exhibit 6**.

The State Workforce Investment Board and both local boards are constituted as public bodies under the Rhode Island Ethics Law. All members of public bodies are subject to the Rhode Island Ethics Law. Their members must file Conflict of Interest Disclosures annually with the Rhode Island Ethics Commission. A Workforce Investment Board 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 abstained from voting because of a real or apparent conflict of interest

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

Operational expenses for the State Workforce Investment Board, 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 local boards continues to be through the structures, activities and committee work of the State Workforce Investment Board described previously. The members of the State Workforce Investment Board are represented and actively participate on a number of cross-cutting interagency committees, workgroups and other planning bodies. Finally, the State Board's access to the Governor will serve to facilitate joint activities, memoranda of understanding between the partners, planned mergers, and to coordinate policy at the state and local level.

The Governor, for example, created the Task Force on Adult Literacy to review state practices and solicit input from experts, providers, businesses and adult learners in an effort to develop an integrated, quality system of adult basic education in Rhode Island. As a result of this effort, recommendations of this Task Force were published in a comprehensive report entitled "Building the Critical Links." At the direction of the Governor, the state will begin integrating major state and federal funding streams through one agency. The Adult Basic Education System will be housed at the Rhode Island Department of Education (RIDE). The State Workforce Investment Board will serve as the policy board and provide oversight for the Interagency Council, providing collaboration around the funding and delivery of adult basic education services. Members of the council include: the Department of Human Services, Department of Labor and Training, Department of Corrections, Department of Health, Office of Higher Educations, Office of Library and Information Services and the Department of Education. The Interagency Council provides operations and policy input on workforce development, adult and out-of-school youth education, training and support services.

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 Interagency Council. All the major implementing agencies involved in workforce development are members of the Council. The Interagency Council takes its policy direction from the State Workforce Investment Board.

3. Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between 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 State Workforce Investment Board through formal policy issuances entitled as Workforce Investment Notices (WINs). The policy issuances are number in sequence and identified as policy or information. These policies are occasionally vetted and revised because of input from the local boards and partners prior to issuance.

- 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 State Workforce Board will provide the strategic direction to ensure a collaborative approach in the development of state policies and service delivery for youth in Rhode Island. Initiatives will be implemented 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 Youth Forum, through its membership of system leaders from state and local areas including DLT, the State Workforce Investment Office, the HRIC, Education, Children Youth and Families, Human Service, Justice, as well as state and local WIB representatives. The RI Youth Forum is examining current operational processes to form a strategic response aimed at increased collaborative services to youth through the workforce investment system.

Also, the governor has created the PK-16 Council, oversees 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 (Sec. 112(b)(4))

A. What is the current makeup of the State's Economic base by Industry?

Rhode Island establishments employed a record high of 488,400 workers in 2004. By the end of the decade establishment employment in the Ocean State is expected to exceed 522,000 jobs due to projected gains in nearly all economic sectors.

| Rhode Island Establishment Employment Annual Average Employment for 2004 | |
|-------------------------------------------------------------------------------------|----------------|
| Total Employment | 488,400 |
| Private Sector Employment | 422,500 |
| Construction | 20,800 |
| Manufacturing | 56,900 |
| Trade, Transportation & Utilities | 80,000 |
| Information | 10,900 |
| Financial Activities | 34,200 |
| Professional & Business Services | 53,600 |
| Educational Services | 21,200 |
| Health Care & Social Assistance | 71,600 |
| Arts, Entertainment & Recreation | 7,300 |
| Accommodation & Food Services | 42,600 |
| Other Services | 23,200 |
| Government | 65,800 |
| Federal Government | 10,000 |
| State Government | 17,400 |
| Local Government | 38,400 |

Private sector employment averaged 422,500 in 2004 representing 86.5 percent of the state's establishment employment. Within the private sector, Health Care & Social Assistance (71,600) employed the most workers, followed by Manufacturing (56,900), Retail Trade (53,000), Accommodation & Food Services (42,600), Finance & Insurance (27,500) and Administrative & Waste Services (25,200). The Public sector employed 65,800 workers in 2004 accounting for 13.5 percent of the state's employment. Nearly 60 percent of the Government workers were employed in local governments followed by the State (17,400) and Federal (10,000) segments.

During the most recent three year period (2001 to 2004) employment in

Rhode Island grew by 10,000 jobs (2.1%) increasing from 478,400 in 2001 to a record high of 488,400 in 2004. A 1,000 job gain in 2002 was followed by gains of 4,900 in 2003 and 4,100 in 2004. Rhode Island employment is projected to increase through 2012. Average annual gains of 1.2 percent are expected. Annual wages for Rhode Island workers averaged \$37,700 (preliminary) in 2004, an increase of \$4,100 (12.2%) from the 2001 annual average of \$33,600.

Private sector employment grew by 9,300 (2.3%) jobs between 2001 and 2004 while government jobs increased by 600 (0.9%). Employment increased in nearly all economic sectors during the period, with the largest gains occurring in Health Care & Social Assistance (4,800), Educational Services (+3,100), Professional & Business Services (+3,100) and Accommodation & Food Services (+2,700). Notable gains also occurred in Financial Activities (+2,000), Other Services (+2,000) and Construction (+1,800). Information (-400) and Manufacturing (-10,900) were the only sectors to report declines during the period. Within the Public sector, a 1,800 gain in Local Government employment offset losses in the Federal (-500) and State (-800) segments.

Establishment Employment by Sector

Construction

Construction employment increased by 1,800 between 2001 and 2004 posting consecutive increases in 2002 and 2003 of 400 and 1,400, respectively. Employment remained unchanged in 2004 marking the first time employment in the Construction sector failed to increase since 1992. However, our Industry Projections show that Construction employment is expected to increase through 2012. Nearly 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. Starting wages for these occupations vary greatly. Helpers and Construction Laborers earn in the \$8.00 to \$12.50 range. Hourly wages are higher for Painters (\$12.89), Carpenters (\$13.77), Electricians (\$19.40) and Plumbers (\$19.51). Construction Supervisors' starting wages averaged \$21.28 per hour.

Manufacturing

The Manufacturing sector continued to shed jobs as employment losses of 5,500 in 2002; 3,600 in 2003; and 1,800 in 2004 resulted in a three-year loss of nearly 11,000 jobs. The one bright spot in the Manufacturing sector is Chemical Manufacturing which added 800 jobs between 2001 and 2004, reflecting employment gains of 100 in 2002; 400 in 2003 and 300 in 2004. This industry is expected to grow at a much faster-than-average rate through 2012. 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, and wages range from \$8.89 per hour for entry-level workers to \$16.23 per hour for experienced workers.

Trade, Transportation and Utilities

An increase of 1,300 jobs in Retail Trade was largely responsible for the 700 employment gain experienced in this aggregated structure, which also includes the Wholesale Trade, Transportation & Warehousing and Utilities sectors of the economy. Retail Trade, which added 1,400 jobs in 2002 and a mere 100 in 2003, lost 200 jobs in 2004. Average growth through 2012 is projected for this sector. More than half the workers in Retail Trade are employed as Retail Sales Clerks, Cashiers and Stock Clerks. Wages (entry and experienced) earned by workers employed in these occupations range from \$7.18 to \$8.90 per hour for Cashiers; \$7.73 to \$11.95 per hour for Retail Sales Clerks and \$7.84 to \$12.44 per hour for Stock Clerks. These occupations have high turnover rates, which are reflected in the 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. One out of ten workers in Retail Trade is employed as a Retail Sales Supervisor earning wages of \$13.16 to \$20.79 per hour. Training requirements for this position is usually work experience in a related occupation. The Retail Trade sector also employs a sizable number of Automotive Service Technicians/Mechanics. Vocational training is necessary for this occupation and wages range from \$12.85 for entry-level workers to \$19.49 per hour for experienced workers.

School Bus Drivers and Tractor-Trailer Truck Drivers are the occupations most commonly found in the Transportation & Utilities sector. School Bus Drivers learn the necessary skills on the job in short-term training projects, wages range from \$9.70 per hour for entry level workers to \$12.60 per hour for those with experience. Tractor Trailer Truck Drivers require moderate-term on the job training and wages range from \$14.00 per hour for entry level workers to \$19.25 per hour for those with experience.

Information

The Information sector, which includes Publishing, Broadcasting and Telecommunications industries, has declined steadily since 2001 losing a total of 400 (-3.5%) jobs. Computer & Information Systems Managers and Computer Programmers account for nearly one-quarter of the jobs found in this sector.

Financial Activities

Employment in Financial Activities has grown steadily since 2001 posting consecutive increases of 700 jobs in 2002; 800 jobs in 2003; and 500 jobs in 2004. Employment in the sector averaged 34,200 in 2004. Additional job growth is expected as Bank of America announced plans to hire up to 900 workers for a new call center, and Citizen's Bank also announced plans to increase its Rhode Island employment by 500 jobs. Hourly wages for Telemarketers range from \$8.27 per hour for entry-level workers to \$12.47 per hour for experienced workers. Skills needed for these jobs are generally learned on the job. Other occupations commonly found in the Financial Activities sector include Tellers, Loan Interviewers & Clerks, Insurance Claims & Policy Processing Clerks and Secretaries. Entry level wages for these occupations range from \$10.00 to \$12.00 per hour and necessary skills are generally acquired through short- to moderate-term on-the-job training. Fifteen 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 & Business Services

Employment in this aggregated structure, which includes Professional, Scientific & Technical Services and Administrative & Waste Services, increased by 3,100 since 2001. A decline of 1,600 jobs in 2001 was followed by gains of 1,100 and 3,600 in 2003 and 2004, respectively.

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. 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 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 the Administrative & Waste Services sector is expected to grow at average rates through 2012. 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. Beginning wages for these occupations range between \$7.00 and \$9.00 per hour, while experienced workers earn between \$10.00 and \$14.00 per hour.

Educational Services

Employment in Private Educational Services increased by 3,100 jobs. Employment gains of 1,200 in 2002; 1,300 in 2003 and 600 in 2004 were noted. Employment in both Private and Public Educational Services sector is expected to grow slightly faster than average through 2012. School Teachers (Elementary, Secondary, Special Needs, etc) and College Professors are the dominant occupations in Educational Services. 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. Starting wages for Teacher Assistants average \$17,320 per year while Child Care Workers' entry-level wages average \$7.70 per hour.

Health Care & Social Assistance

Employing 71,600 workers in 2004, 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 4,800 (7.2%) jobs. Above average growth is expected through 2012. 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. Wages for Nursing Aides, Orderlies & Attendants average \$9.88 per hour for entry-level workers and \$13.34 per hour for experienced workers. These institutions also employ significant numbers of Cooks, Food Preparation Workers, Janitors and Maids & Housekeepers with starting wages ranging from \$7.29 per hour for Food Preparation workers to \$11.14 per hour for Cooks. 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 2004, an increase of 300 from its 2001 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. Starting wages for Fitness Trainers, Landscapers and Amusement & Recreation Workers are between \$7.40 to \$8.50 per hour. Wages for Waiters/Waitresses are heavily influenced by gratuities.

Accommodation & Food Services

Employment in the Accommodation & Food Services sector has grown for thirteen straight years posting annual gains of 1,000 jobs in 2002; 800 jobs in 2003; and 900 jobs in 2004, adding 2,700 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 2012. 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. Starting wages for Cooks range from \$7.00 to \$9.00 per hour. Wages for Waiters/Waitresses, Bartenders and Dining Room Attendants (Bus Persons) are heavily influenced by gratuities and vary greatly by type of restaurant.

Other Services

Other Services, which includes a variety of industries such as automotive and electronic repair shops, personal care services and civic & social organizations, added 2,000 jobs since 2001, reflecting increases of 800 in 2002; 1,000 in 2003; and 200 in 2004. Above-average growth is expected through 2012. Occupations commonly found in this sector include Hairdressers & Cosmetologists, Manicurists & Pedicurists, Secretaries and Office Clerks, Child Care Workers, Laundry & Dry-Cleaning Workers, Automotive Service Technicians/Mechanics and Automotive Body Repairers. Hairdressers & Cosmetologists and Manicurists & Pedicurists, Automotive Service Technicians/Mechanics and Automotive Body Repairers acquire necessary skills through vocational training and long-term on-the-job training programs. Child Care Workers, Secretaries, Office Clerks and Laundry & Dry-Cleaning Workers acquire necessary skills in short- to moderate-term, on-the-job training programs. Starting hourly wages for these occupations average \$7.60 for Child Care Workers, \$7.62 for Hairdressers & Cosmetologists, \$8.74 for Manicurists & Pedicurists, \$7.06 for Laundry Dry-Cleaning Workers, \$9.21 for Office Clerks, \$13.82 for Secretaries, \$11.78 for Automotive Body Repairers and \$12.85 for Automotive Service Technicians/Mechanics.

Government

Government employment, which increased by 900 jobs in 2002 and a mere 100 in 2003, declined by 400 jobs in 2004, resulting in a net gain of 600 (0.9%) jobs. Despite the slow growth, 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 (\$18.49/hr), Police Officers (\$19.10/hr), Truck Drivers (\$14.02/hr), Highway Workers (\$13.92/hr), General Maintenance Workers (\$12.63/hr), Office Clerks (\$9.21/hr), Landscapers (\$8.37/hr), Laborers, Freight & Material Movers (\$8.18/hr), and Janitors (\$7.93/hr). Emergency

Medical Technicians (\$11.42/hr) and Automotive Service Technicians/Mechanics (\$12.85/hr) 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 2002 to 2012 projection period, Rhode Island employment is expected to grow by over 58,000 jobs. Much of this growth is attributed to the increased demand for the products and services provided by the Health Care and Social Assistance (+16,227), Accommodation & Food Services (+9,016), Educational Services (+6,045), Retail Trade (+6001) and Construction (+4,833) 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 6,000 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 8,000 new jobs over the 2002-2012 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.

Population growth changes in personal taste, and changes in shopping styles will result in the addition of some 6,000 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 more than 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 slightly faster than average growth resulting approximately 3,500 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 13 percent resulting in a loss of nearly 10,000 jobs. The largest losses are expected in Miscellaneous Manufacturing (-3,026), Fabricated Metal Products (-1,781), and Textile Mills (-1,457).

| Rhode Island Industry Projections by Major Division | | | | |
|----------------------------------------------------------------------|-----------------------------|-----------------------------|-----------------------|-----------------------|
| 2002-2012 | | | | |
| Industry Title | 2002 | 2012 | Numeric Change | Percent Change |
| | Estimated Employment | Projected Employment | | |
| Total All Industries | 505,561 | 563,909 | 58,348 | 11.5% |
| Agriculture, Forestry, Fishing and Hunting | 756 | 870 | 114 | 15.1% |
| Mining | 224 | 276 | 52 | 23.2% |
| Utilities | 1,159 | 1,175 | 16 | 1.4% |
| Construction | 19,317 | 24,150 | 4,833 | 25.0% |
| Manufacturing | 62,159 | 53,785 | -8,374 | -13.5% |
| Wholesale Trade | 16,401 | 16,580 | 179 | 1.1% |
| Retail Trade | 52,699 | 58,700 | 6,001 | 11.4% |
| Transportation and Warehousing | 9,649 | 10,995 | 1,346 | 13.9% |
| Information | 11,127 | 12,765 | 1,638 | 14.7% |
| Finance and Insurance | 24,929 | 28,455 | 3,526 | 14.1% |
| Real Estate and Rental and Leasing | 6,126 | 6,670 | 544 | 8.9% |
| Professional, Scientific, and Technical Services | 18,927 | 24,190 | 5,263 | 27.8% |
| Management of Companies and Enterprises | 6,416 | 8,000 | 1,584 | 24.7% |
| Administrative & Support and Waste Management & Remediation Services | 23,333 | 25,925 | 2,592 | 11.1% |
| Educational Services | 44,215 | 50,260 | 6,045 | 13.7% |
| Health Care and Social Assistance | 69,963 | 86,190 | 16,227 | 23.2% |
| Arts, Entertainment, and Recreation | 7,097 | 8,905 | 1,808 | 25.5% |
| Accommodation and Food Services | 40,504 | 49,520 | 9,016 | 22.3% |
| Other Services (Except Government) | 17,634 | 20,390 | 2,756 | 15.6% |
| Government | 33,961 | 34,810 | 849 | 2.5% |
| Self-Employed, Unpaid Family & Unclassified | | | | 6.0% |
| | 38,965 | 41,298 | 2,333 | |

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 following list shows the industries that are expected to expand or decline during the decade. We define an Expanding Industry as any industry that is expected to grow by at least 15 percent and add a minimum of one hundred jobs during the 2002-2012 projection period or any

industry that is projected to add a minimum of 100 jobs annually, regardless of the growth rate is classified as an “expanding industry”. 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 2002-2012 projection period.

As industries expand, the number of workers needed for the occupations found in those industries increases; therefore it is no surprise to find Registered Nurses, Waiters and Waitresses and Teachers included on our list of “Fastest Growing 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.

| Rhode Island Expanding and Declining Industries | | | | | |
|--------------------------------------------------------|------------------------------------------------------------------------------|-------------------|-------------|-------------------------|--------------------|
| 2002 to 2012 Projections | | | | | |
| NAICS Code | Industry Title | Employment | | Projected Growth | Growth Rate |
| | | 2002 | 2012 | | |
| Expanding Industries | | | | | |
| | Construction | | | | |
| 236 | Construction of Buildings | 4,878 | 6,050 | 1,172 | 24.00% |
| 237 | Heavy and Civil Engineering Construction | 1,998 | 2,500 | 502 | 25.10% |
| 238 | Specialty Trade Contractors | 12,441 | 15,600 | 3,159 | 25.40% |
| | Manufacturing | | | | |
| 325 | Chemical Manufacturing | 3,588 | 5,265 | 1,677 | 46.70% |
| | Retail Trade | | | | |
| 441 | Motor Vehicle and Parts Dealers | 5,814 | 6,790 | 976 | 16.80% |
| 444 | Building Material and Garden Equipment and Supplies Dealers | 3,574 | 4,115 | 541 | 15.10% |
| 447 | Gasoline Stations | 1,888 | 2,400 | 512 | 27.10% |
| 448 | Clothing and Clothing Accessories Stores | 5,330 | 6,200 | 870 | 16.30% |
| 451 | Sporting Goods, Hobby, Book, and Music Stores | 2,053 | 2,400 | 347 | 16.90% |
| 454 | Nonstore Retailers | 2,044 | 2,765 | 721 | 35.30% |
| 488 | Support Activities for Transportation | 864 | 1,100 | 236 | 27.30% |
| 493 | Warehousing and Storage | 1,053 | 1,230 | 177 | 16.80% |
| | Information | | | | |
| 517 | Telecommunications | 2,933 | 3,425 | 492 | 16.80% |
| 518 | Internet Service Providers, Web Search Portals, and Data Processing Services | 2,784 | 3,525 | 741 | 26.60% |
| | | | | | |

| NAICS Code | Industry Title | Employment 2002 | Employment 2012 | Projected Growth | Growth Rate |
|-----------------------------|-----------------------------------------------------------------------------------------|-----------------|-----------------|------------------|-------------|
| 519 | Other Information Services | 593 | 750 | 157 | 26.50% |
| | Finance & Insurance | | | | |
| 522 | Credit Intermediation and Related Activities | 11,933 | 13,625 | 1,692 | 14.20% |
| 523 | Securities, Commodity Contracts, and Other Financial Investments and Related Activities | 3,689 | 5,365 | 1,676 | 45.40% |
| | Professional & Business Services | | | | |
| 541 | Professional, Scientific, and Technical Services | 18,927 | 24,190 | 5,263 | 27.80% |
| 551 | Management of Companies and Enterprises | 6,416 | 8,000 | 1,584 | 24.70% |
| 561 | Administrative and Support Services | 22,095 | 24,495 | 2,400 | 10.90% |
| 562 | Waste Management and Remediation Service | 1,238 | 1,430 | 192 | 15.50% |
| | Educational Services | | | | |
| 611 | Educational Services | 44,215 | 50,260 | 6,045 | 13.70% |
| | Health Care & Social Assistance | | | | |
| 621 | Ambulatory Health Care Services | 19,667 | 24,900 | 5,233 | 26.60% |
| 622 | Hospitals | 23,552 | 27,000 | 3,448 | 14.60% |
| 623 | Nursing and Residential Care Facilities | 17,230 | 22,300 | 5,070 | 29.40% |
| 624 | Social Assistance | 9,514 | 11,990 | 2,476 | 26.00% |
| | Arts, Entertainment & Recreation | | | | |
| 711 | Performing Arts, Spectator Sports, and Related Industries | 1,237 | 1,425 | 188 | 15.20% |
| 713 | Amusement, Gambling, and Recreation Industries | 5,084 | 6,680 | 1,596 | 31.40% |
| | Accommodation & Food Services | | | | |
| 721 | Accommodation | 4,195 | 5,325 | 1,130 | 26.90% |
| 722 | Food Services and Drinking Places | 36,309 | 44,195 | 7,886 | 21.70% |
| | Other Services | | | | |
| 811 | Repair and Maintenance | 4,224 | 5,200 | 976 | 23.10% |
| 812 | Personal and Laundry Services | 5,026 | 6,000 | 974 | 19.40% |
| Declining Industries | | | | | |
| | Manufacturing | | | | |
| 313 | Textile Mills | 4457 | 3000 | -1457 | -32.70% |
| 314 | Textile Product Mills | 1199 | 900 | -299 | -24.90% |
| 315 | Apparel Manufacturing | 232 | 110 | -122 | -52.60% |
| 316 | Leather and Allied Product Manufacturing | 315 | 220 | -95 | -30.20% |
| 321 | Wood Product Manufacturing | 836 | 750 | -86 | -10.30% |

| | | | | | |
|-----|--------------------------------------------------------------|-------|------|-------|---------|
| 322 | Paper Manufacturing | 1649 | 1485 | -164 | -9.90% |
| 323 | Printing and Related Support Activities | 2662 | 2145 | -517 | -19.40% |
| 326 | Plastics and Rubber Products Manufacturing | 3195 | 2410 | -785 | -24.60% |
| 327 | Nonmetallic Mineral Product Manufacturing | 844 | 530 | -314 | -37.20% |
| 331 | Primary Metal Manufacturing | 1938 | 1410 | -528 | -27.20% |
| 332 | Fabricated Metal Product Manufacturing | 8776 | 6995 | -1781 | -20.30% |
| 333 | Machinery Manufacturing | 2573 | 2065 | -508 | -19.70% |
| 334 | Computer and Electronic Product Manufacturing | 5322 | 4800 | -522 | -9.80% |
| 335 | Electrical Equipment, Appliance, and Component Manufacturing | 2825 | 2750 | -75 | -2.70% |
| 339 | Miscellaneous Manufacturing | 12226 | 9200 | -3026 | -24.80% |
| | Wholesale Trade | | | | |
| 424 | Merchant Wholesalers, Nondurable Goods | 5113 | 5000 | -113 | -2.20% |

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. Thus, the following table reflects Rhode Island’s projected growing and declining occupations from period 2002 – 2012.

| Rhode Island's Growing and Declining Occupations 2002 to 2012 | | | | | | |
|------------------------------------------------------------------|----------------------------------------------------|------------------------|---------------------------|----------------------|------------------------|---------------------------|
| SOC Code | <i>Top Fifty Occupations With Largest Growth</i> | 2002 Annual Employment | 2012 Estimated Employment | Total Growth/Decline | Rate of Growth/Decline | Education /Training Code* |
| | Occupational Title | | | | | |
| 13-2052 | Personal Financial Advisors | 744 | 1,249 | 505 | 67.9% | 5 |
| 15-1081 | Network Systems and Data Communications Analysts | 340 | 518 | 178 | 52.4% | 5 |
| 21-1093 | Social and Human Service Assistants | 2,116 | 3,200 | 1,084 | 51.2% | 10 |
| 31-9092 | Medical Assistants | 1,528 | 2,253 | 725 | 47.4% | 10 |
| 29-2056 | Veterinary Technologists and Technicians | 356 | 520 | 164 | 46.1% | 6 |
| 15-1031 | Computer Software Engineers, Applications | 1,097 | 1,589 | 492 | 44.8% | 5 |
| 13-1111 | Management Analysts | 1,549 | 2,119 | 570 | 36.8% | 4 |
| 15-1032 | Computer Software Engineers, Systems Software | 637 | 871 | 234 | 36.7% | 5 |
| 29-2071 | Medical Records and Health Information Technicians | 649 | 887 | 238 | 36.7% | 6 |
| 31-1011 | Home Health Aides | 3,068 | 4,176 | 1,108 | 36.1% | 11 |

| SOC Code | <i>Top Fifty Occupations With Largest Growth</i> | 2002 Annual Employment | 2012 Estimated Employment | Total Growth/Decline | Rate of Growth/Decline | Education /Training Code* |
|-----------------|-----------------------------------------------------------------------|-------------------------------|----------------------------------|-----------------------------|-------------------------------|----------------------------------|
| 49-9021 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 787 | 1,065 | 278 | 35.3% | 9 |
| 15-1051 | Computer Systems Analysts | 1,935 | 2,592 | 657 | 34.0% | 5 |
| 39-9021 | Personal and Home Care Aides | 1,743 | 2,305 | 562 | 32.2% | 11 |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 1,281 | 1,687 | 406 | 31.7% | 5 |
| 39-9031 | Fitness Trainers and Aerobics Instructors | 1,075 | 1,415 | 340 | 31.6% | 7 |
| 11-3021 | Computer and Information Systems Managers | 995 | 1,309 | 314 | 31.6% | 4 |
| 39-3091 | Amusement and Recreation Attendants | 580 | 754 | 174 | 30.0% | 11 |
| 23-2011 | Paralegals and Legal Assistants | 847 | 1,100 | 253 | 29.9% | 6 |
| 29-1123 | Physical Therapists | 804 | 1,043 | 239 | 29.7% | 3 |
| 31-9091 | Dental Assistants | 1,090 | 1,404 | 314 | 28.8% | 10 |
| 15-1071 | Network and Computer Systems Administrators | 747 | 961 | 214 | 28.6% | 5 |
| 25-1191 | Graduate Teaching Assistants | 747 | 957 | 210 | 28.1% | 5 |
| 35-3021 | Combined Food Preparation and Serving Workers, Including Fast Food | 7,277 | 9,298 | 2,021 | 27.8% | 11 |
| 13-2051 | Financial Analysts | 774 | 986 | 212 | 27.4% | 5 |
| 29-1111 | Registered Nurses | 12,276 | 15,518 | 3,242 | 26.4% | 6 |
| 11-9111 | Medical and Health Services Managers | 1,046 | 1,319 | 273 | 26.1% | 4 |
| 21-1015 | Rehabilitation Counselors | 728 | 916 | 188 | 25.8% | 3 |
| 27-3031 | Public Relations Specialists | 693 | 865 | 172 | 24.8% | 5 |
| 11-9021 | Construction Managers | 681 | 849 | 168 | 24.7% | 5 |
| 29-2021 | Dental Hygienists | 626 | 779 | 153 | 24.4% | 6 |
| 13-2072 | Loan Officers | 1,484 | 1,838 | 354 | 23.9% | 5 |
| 35-3031 | Waiters and Waitresses | 10,223 | 12,646 | 2,423 | 23.7% | 11 |
| 25-2041 | Special Education Teachers, Preschool, Kindergarten, and Elementary | 1,216 | 1,498 | 282 | 23.2% | 5 |
| 11-2022 | Sales Managers | 681 | 837 | 156 | 22.9% | 4 |
| 35-9031 | Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop | 927 | 1,138 | 211 | 22.8% | 11 |
| 47-2061 | Construction Laborers | 3,482 | 4,272 | 790 | 22.7% | 10 |
| | | | | | | |

| SOC Code | <i>Top Fifty Occupations With Largest Growth</i> | 2002 Annual Employment | 2012 Estimated Employment | Total Growth/Decline | Rate of Growth/Decline | Education /Training Code* |
|-------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------|----------------------------------|-----------------------------|-------------------------------|----------------------------------|
| 35-2014 | Cooks, Restaurant | 2,929 | 3,588 | 659 | 22.5% | 9 |
| 47-1011 | First-Line Supervisors/Managers of Construction Trades | 1,833 | 2,245 | 412 | 22.5% | 8 |
| 31-1012 | Nursing Aides, Orderlies, and Attendants | 7,205 | 8,818 | 1,613 | 22.4% | 11 |
| 15-1041 | Computer Support Specialists | 1,733 | 2,120 | 387 | 22.3% | 6 |
| 49-3021 | Automotive Body and Related Repairers | 749 | 914 | 165 | 22.0% | 9 |
| 43-4171 | Receptionists and Information Clerks | 3,616 | 4,405 | 789 | 21.8% | 11 |
| 19-3031 | Clinical, Counseling, and School Psychologists | 713 | 865 | 152 | 21.3% | 3 |
| 35-1012 | First-Line Supervisors/Managers of Food Preparation and Serving Workers | 2,723 | 3,301 | 578 | 21.2% | 8 |
| 13-2011 | Accountants and Auditors | 4,580 | 5,537 | 957 | 20.9% | 5 |
| 35-2021 | Food Preparation Workers | 3,043 | 3,668 | 625 | 20.5% | 11 |
| 25-2011 | Preschool Teachers, Except Special Education | 1,355 | 1,633 | 278 | 20.5% | 7 |
| 13-2021 | Appraisers and Assessors of Real Estate | 788 | 947 | 159 | 20.2% | 7 |
| 11-2021 | Marketing Managers | 868 | 1,043 | 175 | 20.2% | 4 |
| 47-2111 | Electricians | 1,936 | 2,326 | 390 | 20.1% | 9 |
| <i>Declining Occupations</i> | | | | | | |
| 51-2092 | Team Assemblers | 4,808 | 3,982 | -826 | -17.2% | 10 |
| 43-5081 | Stock Clerks and Order Fillers | 5,966 | 5,407 | -559 | -9.4% | 11 |
| 43-6014 | Secretaries, Except Legal, Medical, and Executive | 7,361 | 6,931 | -430 | -5.8% | 10 |
| 53-7062 | Laborers and Freight, Stock, and Material Movers, Hand | 7,075 | 6,730 | -345 | -4.9% | 11 |
| 43-5071 | Shipping, Receiving, and Traffic Clerks | 3,040 | 2,742 | -298 | -9.8% | 11 |
| 43-9022 | Word Processors and Typists | 1,196 | 900 | -296 | -24.7% | 10 |
| 51-4031 | Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic | 1,386 | 1,108 | -278 | -20.1% | 10 |
| 51-9071 | Jewelers and Precious Stone and Metal Workers | 1,186 | 938 | -248 | -20.9% | 7 |
| 41-9041 | Telemarketers | 1,800 | 1,559 | -241 | -13.4% | 11 |
| 51-9061 | Inspectors, Testers, Sorters, Samplers, and Weighers | 1,466 | 1,269 | -197 | -13.4% | 10 |

| SOC Code | <i>Top Fifty Occupations With Largest Growth</i> | 2002 Annual Employment | 2012 Estimated Employment | Total Growth/Decline | Rate of Growth/Decline | Education /Training Code* |
|-----------------|----------------------------------------------------------------------------------------------|-------------------------------|----------------------------------|-----------------------------|-------------------------------|----------------------------------|
| 51-4072 | Molding, Core making, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic | 818 | 629 | -189 | -23.1% | 10 |
| 41-3041 | Travel Agents | 559 | 379 | -180 | -32.2% | 7 |
| 51-4021 | Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic | 1,035 | 858 | -177 | -17.1% | 10 |
| 51-4041 | Machinists | 1,545 | 1,377 | -168 | -10.9% | 9 |
| 51-1011 | First-Line Supervisors/Managers of Production and Operating Workers | 3,349 | 3,197 | -152 | -4.5% | 8 |
| 43-9011 | Computer Operators | 808 | 663 | -145 | -17.9% | 10 |
| 51-6061 | Textile Bleaching and Dyeing Machine Operators and Tenders | 590 | 451 | -139 | -23.6% | 10 |
| 51-4111 | Tool and Die Makers | 586 | 448 | -138 | -23.5% | 9 |
| 43-4131 | Loan Interviewers and Clerks | 1,220 | 1,088 | -132 | -10.8% | 11 |
| 51-9199 | Production Workers, All Other | 1,292 | 1,163 | -129 | -10.0% | 10 |
| 51-6099 | Textile, Apparel, and Furnishings Workers, All Other | 463 | 335 | -128 | -27.6% | 11 |
| 43-9021 | Data Entry Keyers | 1,047 | 927 | -120 | -11.5% | 10 |
| 51-9198 | Helpers--Production Workers | 1,385 | 1,269 | -116 | -8.4% | 11 |
| 51-5023 | Printing Machine Operators | 776 | 662 | -114 | -14.7% | 10 |
| 53-7064 | Packers and Packagers, Hand | 3,546 | 3,456 | -90 | -2.5% | 11 |
| 51-2099 | Assemblers and Fabricators, All Other | 713 | 629 | -84 | -11.8% | 10 |
| 51-4081 | Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic | 414 | 334 | -80 | -19.3% | 10 |
| 51-6031 | Sewing Machine Operators | 703 | 624 | -79 | -11.2% | 10 |
| 51-4034 | Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic | 347 | 269 | -78 | -22.5% | 10 |
| 53-7063 | Machine Feeders and Offbearers | 359 | 284 | -75 | -20.9% | 11 |
| 43-5053 | Postal Service Mail Sorters, Processors, and Processing Machine Operators | 1,293 | 1,218 | -75 | -5.8% | 11 |
| 43-9051 | Mail Clerks and Mail Machine Operators, Except Postal Service | 636 | 562 | -74 | -11.6% | 11 |
| 41-3021 | Insurance Sales Agents | 2,175 | 2,102 | -73 | -3.4% | 5 |
| 43-2021 | Telephone Operators | 165 | 94 | -71 | -43.0% | 11 |
| | | | | | | |
| | | | | | | |

| SOC Code | Top Fifty Occupations With Largest Growth | 2002 Annual Employment | 2012 Estimated Employment | Total Growth/Decline | Rate of Growth/Decline | Education /Training Code* |
|-----------------|-------------------------------------------------------------------------------------|-------------------------------|----------------------------------|-----------------------------|-------------------------------|----------------------------------|
| 51-9121 | Coating, Painting, and Spraying Machine Setters, Operators, and Tenders | 499 | 429 | -70 | -14.0% | 10 |
| 43-4151 | Order Clerks | 1,017 | 947 | -70 | -6.9% | 11 |
| 51-4122 | Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders | 251 | 184 | -67 | -26.7% | 10 |
| 43-2011 | Switchboard Operators, Including Answering Service | 920 | 857 | -63 | -6.8% | 11 |
| 51-5011 | Bindery Workers | 235 | 174 | -61 | -26.0% | 11 |
| 51-5022 | Prepress Technicians and Workers | 235 | 175 | -60 | -25.5% | 9 |
| 51-9195 | Molders, Shapers, and Casters, Except Metal and Plastic | 221 | 167 | -54 | -24.4% | 10 |
| 51-9021 | Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders | 444 | 392 | -52 | -11.7% | 10 |
| 51-9022 | Grinding and Polishing Workers, Hand | 230 | 179 | -51 | -22.2% | 10 |
| 51-4191 | Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic | 175 | 129 | -46 | -26.3% | 10 |
| 51-4032 | Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic | 191 | 147 | -44 | -23.0% | 10 |
| 43-3061 | Procurement Clerks | 382 | 342 | -40 | -10.5% | 11 |
| 51-4023 | Rolling Machine Setters, Operators, and Tenders, Metal and Plastic | 240 | 201 | -39 | -16.3% | 10 |
| 49-9043 | Maintenance Workers, Machinery | 309 | 275 | -34 | -11.0% | 11 |
| 51-9194 | Etchers and Engravers | 213 | 180 | -33 | -15.5% | 9 |
| 51-9191 | Cementing and Gluing Machine Operators and Tenders | 124 | 98 | -26 | -21.0% | 10 |

***Training Codes and Definitions**

- | | |
|------------------------------------------------------|---------------------------------------------|
| 1 - First professional degree | 7- Postsecondary vocational training |
| 2 - Doctoral degree | 8 - Work experience in a related occupation |
| 3 - Master's degree | 9 - Long-term On-the-Job training |
| 4 - Work experience plus bachelor's or higher degree | 10 Moderate-term On-the-Job training |
| 5 - Bachelor's degree | 11 Short-term On-the-Job training |
| 6 - Associate degree | |

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 2002 to 2012 projection period, it is estimated that employers will need to find workers to fill over 58,000 new jobs. Jobs where necessary skills are learned on-the-job make up the largest portion of the Rhode Island labor market accounting for nearly 60 percent of the 2002 employment and 58 percent of the 2012 projected employment dominating the occupational structure in many of the state's economic sectors. Nearly half (46.8%) of the job growth projected for the 2002 to 2012 projection period is expected to occur among jobs requiring on-the-job training. Jobs requiring short- and long-term on the job training are projected to grow at near average rates accounting for 40 percent of the (23,630) job growth, while jobs requiring moderate-term on-the-job training are expected to grow at well below rates (4.0%) resulting in 3,658 additional jobs.

Jobs where the minimum educational requirement is a Bachelor's Degree or Higher accounted for 19.2 percent of the 2002 employment increasing to 20.5 percent of the 2012 projected employment. Nearly one-third (31.0%) of the job growth projected for the 2002 to 2012 projection period is expected to occur among jobs requiring a Bachelor's Degree or Higher. Above average growth rates are expected for all these jobs.

The remaining jobs found in the state's economy require work experience in a related occupation, vocational training or an Associate Degree. They accounted for 13.7 percent of the 2002 employment, 14.2 percent of the 2012 employment and 18.2 percent of the projected job growth. Jobs requiring an Associate Degree are expected to grow (23.4%) at twice the average rate while average growth is expected for jobs requiring work experience in a related occupation or vocational training. The number of jobs in these categories will increase by nearly 11,000 during the projection period.

Health Care and Social Assistance, the largest economic sector in the state is projected to add over 16,000 jobs during the 2002 to 2012 projection period. One-third of the jobs in this sector require short-term on the job training, 20 percent require an associate degree, (the minimum education requirement for a registered nurse) and 13 percent require moderate-term on the job training. Nearly 6 percent of the jobs in the sector require a (First) Professional Degree, the second highest of all economic sectors and 5.3 percent require a master's degree, the highest percentage of all the economic sectors.

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.

Economic sectors with higher than average percentages of jobs requiring Bachelor Degrees or Higher include Educational Services (63.5%), Professional, Scientific and Technical Services (49.9%), Management of Companies (46.6%), Finance and Insurance (34.8%), Information (32.6%), Government (29.3%) and Health Care and Social Assistance (22.1%).

During the 2002 to 2012 projection period, 18,000 of the 58,000 new jobs will require a minimum educational requirement of a bachelor degree. Three-quarters of this job growth will be in Education (4,718), Health Care and Social Assistance (3,793), Professional, Scientific and Technical Services (3,268) and Finance and Insurance (2,205).

Jobs requiring an Associate Degree (AD) or Post Secondary Vocational Training (VT) account for 4.2 percent and 4.0 percent, respectively. Economic sectors with higher than average percentages of jobs requiring Associate Degrees and/or Post Secondary Vocational Training include Health Care and Social Assistance (20%-AD, 8.0%-VT), Professional, Scientific and Technical Services (9.6%-AD, 6.7%-VT), Real Estate, Rental and Leasing (11.2%-VT), Other Services (21.1%-VT), Information (5.6%-VT). In terms of numbers, 70 percent of the jobs requiring Associate Degrees are found in Health Care and Social Assistance (14,040), while jobs requiring Vocational Training are most frequently found in Health Care and Social Assistance (5,575), Other Services (3,726), Retail Trade (1,890) and Professional, Scientific and Technical Services (1,266).

Jobs requiring long-term on-the-job training, which involves more than twelve months of on-the job instruction, apprenticeship programs and employer sponsored training and jobs requiring work experience in a related occupation account for 6.7 percent and 5.5 percent, respectively. Economic sectors with higher than average percentages of jobs requiring long-term on-the-job training (LT) and/or work experience in a related occupation (WE) include Construction (34.5%- LT, 9.9%- WE), Utilities (34.4%-LT, 9.8%-WE), Agriculture, Forestry, Fishing and Hunting (41.7%-LT), Manufacturing (10.9%-LT, 7.2%-WE), Accommodation and Food Services (8.4%-LT, 8.1%-WE), Government (14.6%-LT, 9.8%-WE) and Retail Trade (8.8%-WE). In terms of numbers, the majority of these jobs are found in Accommodation and Food Services (3,412-LT, 3,268-WE), Construction (6,668-LT, 1,905-WE), Manufacturing (6,782-LT, 4,453-WE) and Government (4970-LT, 3317-WE).

Rhode Island Employment By Skill Level Within Economic Sector

| Training Level | 2002 Estimated Employment | 2012 Projected Employment | Openings Due to Growth | Percent of 2002 Employment | Percent of | Percent of Growth |
|----------------|---------------------------|---------------------------|------------------------|----------------------------|------------|-------------------|
|----------------|---------------------------|---------------------------|------------------------|----------------------------|------------|-------------------|

Agriculture, Forestry, Fishing and Hunting

| Total, All Levels | 756 | 870 | 114 | 100.0% | 100.0% | 100.0% |
|---------------------------------------|------------|------------|------------|---------------|---------------|---------------|
| Short-Term On-the-Job Training | 99 | 112 | 13 | 13.1% | 12.9% | 11.4% |
| Moderate-Term On-the-Job Training | 177 | 229 | 52 | 23.4% | 26.3% | 45.6% |
| Long-Term On-the-Job Training | 315 | 345 | 30 | 41.7% | 39.7% | 26.3% |
| Work Experience in Related Occupation | 15 | 18 | 3 | 2.0% | 2.1% | 2.6% |
| Postsecondary Vocational Training | 6 | 2 | (4) | 0.8% | 0.2% | -3.5% |
| Associate Degree | 1 | 1 | - | 0.1% | 0.1% | 0.0% |

| | | | | | | |
|--------------------------------------------------|-----|-----|----|-------|-------|-------|
| Bachelor's Degree | 10 | 11 | 1 | 1.3% | 1.3% | 0.9% |
| Work Experience plus Bachelor's or Higher Degree | 130 | 149 | 19 | 17.2% | 17.1% | 16.7% |
| Master's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | 3 | 3 | - | 0.4% | 0.3% | 0.0% |
| First Professional Degree | - | - | - | 0.0% | 0.0% | 0.0% |

Mining

| | | | | | | |
|--------------------------------------------------|------------|------------|-----------|---------------|---------------|---------------|
| Total, All Levels | 224 | 276 | 52 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 40 | 50 | 10 | 17.9% | 18.1% | 19.2% |
| Moderate-Term On-the-Job Training | 140 | 172 | 32 | 62.5% | 62.3% | 61.5% |
| Long-Term On-the-Job Training | 5 | 7 | 2 | 2.2% | 2.5% | 3.8% |
| Work Experience in Related Occupation | 15 | 17 | 2 | 6.7% | 6.2% | 3.8% |
| Postsecondary Vocational Training | 21 | 26 | 5 | 9.4% | 9.4% | 9.6% |
| Associate Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Bachelor's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Work Experience plus Bachelor's or Higher Degree | 3 | 4 | 1 | 1.3% | 1.4% | 1.9% |
| Master's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | - | - | - | 0.0% | 0.0% | 0.0% |

Utilities

| | | | | | | |
|--------------------------------------------------|--------------|--------------|-----------|---------------|---------------|---------------|
| Total, All Levels | 1,159 | 1,175 | 16 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 256 | 239 | (17) | 22.1% | 20.3% | -106.3% |
| Moderate-Term On-the-Job Training | 160 | 151 | (9) | 13.8% | 12.9% | -56.3% |
| Long-Term On-the-Job Training | 399 | 440 | 41 | 34.4% | 37.4% | 256.3% |
| Work Experience in Related Occupation | 114 | 114 | - | 9.8% | 9.7% | 0.0% |
| Postsecondary Vocational Training | 68 | 64 | (4) | 5.9% | 5.4% | -25.0% |
| Associate Degree | 32 | 34 | 2 | 2.8% | 2.9% | 12.5% |
| Bachelor's Degree | 86 | 89 | 3 | 7.4% | 7.6% | 18.8% |
| Work Experience plus Bachelor's or Higher Degree | 43 | 43 | - | 3.7% | 3.7% | 0.0% |

| | | | | | | |
|---------------------------|---|---|---|------|------|------|
| Master's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | 1 | 1 | - | 0.1% | 0.1% | 0.0% |

Construction

| | | | | | | |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 19,317 | 24,150 | 4,833 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 1,650 | 1,938 | 288 | 8.5% | 8.0% | 6.0% |
| Moderate-Term On-the-Job Training | 7,549 | 9,292 | 1,743 | 39.1% | 38.5% | 36.1% |
| Long-Term On-the-Job Training | 6,668 | 8,587 | 1,919 | 34.5% | 35.6% | 39.7% |
| Work Experience in Related Occupation | 1,905 | 2,373 | 468 | 9.9% | 9.8% | 9.7% |
| Postsecondary Vocational Training | 434 | 557 | 123 | 2.2% | 2.3% | 2.5% |
| Associate Degree | 10 | 14 | 4 | 0.1% | 0.1% | 0.1% |
| Bachelor's Degree | 862 | 1,092 | 230 | 4.5% | 4.5% | 4.8% |
| Work Experience plus Bachelor's or Higher Degree | 237 | 295 | 58 | 1.2% | 1.2% | 1.2% |
| Master's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | 2 | 2 | - | 0.0% | 0.0% | 0.0% |

Manufacturing

| | | | | | | |
|--------------------------------------------------|---------------|---------------|----------------|---------------|---------------|---------------|
| Total, All Levels | 62,159 | 53,785 | (8,374) | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 14,746 | 12,615 | (2,131) | 23.7% | 23.5% | 25.4% |
| Moderate-Term On-the-Job Training | 25,648 | 21,065 | (4,583) | 41.3% | 39.2% | 54.7% |
| Long-Term On-the-Job Training | 6,782 | 6,034 | (748) | 10.9% | 11.2% | 8.9% |
| Work Experience in Related Occupation | 4,453 | 4,060 | (393) | 7.2% | 7.5% | 4.7% |
| Postsecondary Vocational Training | 2,041 | 1,766 | (275) | 3.3% | 3.3% | 3.3% |
| Associate Degree | 1,091 | 1,097 | 6 | 1.8% | 2.0% | -0.1% |
| Bachelor's Degree | 4,811 | 4,628 | (183) | 7.7% | 8.6% | 2.2% |
| Work Experience plus Bachelor's or Higher Degree | 2,542 | 2,441 | (101) | 4.1% | 4.5% | 1.2% |
| Master's Degree | 1 | 1 | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | 37 | 72 | 35 | 0.1% | 0.1% | -0.4% |

| | | | | | | |
|---------------------------|---|---|-----|------|------|------|
| First Professional Degree | 7 | 6 | (1) | 0.0% | 0.0% | 0.0% |
|---------------------------|---|---|-----|------|------|------|

Wholesale Trade

| | | | | | | |
|--------------------------------------------------|---------------|---------------|------------|---------------|---------------|---------------|
| Total, All Levels | 16,401 | 16,580 | 179 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 5,374 | 5,014 | (360) | 32.8% | 30.2% | -201.1% |
| Moderate-Term On-the-Job Training | 6,533 | 6,832 | 299 | 39.8% | 41.2% | 167.0% |
| Long-Term On-the-Job Training | 615 | 639 | 24 | 3.7% | 3.9% | 13.4% |
| Work Experience in Related Occupation | 1,183 | 1,227 | 44 | 7.2% | 7.4% | 24.6% |
| Postsecondary Vocational Training | 666 | 688 | 22 | 4.1% | 4.1% | 12.3% |
| Associate Degree | 299 | 333 | 34 | 1.8% | 2.0% | 19.0% |
| Bachelor's Degree | 1,072 | 1,142 | 70 | 6.5% | 6.9% | 39.1% |
| Work Experience plus Bachelor's or Higher Degree | 646 | 691 | 45 | 3.9% | 4.2% | 25.1% |
| Master's Degree | 10 | 11 | 1 | 0.1% | 0.1% | 0.6% |
| Doctoral Degree | 2 | 2 | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | 1 | 1 | - | 0.0% | 0.0% | 0.0% |

Retail Trade

| | | | | | | |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 52,699 | 58,700 | 6,001 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 35,810 | 39,326 | 3,516 | 68.0% | 67.0% | 58.6% |
| Moderate-Term On-the-Job Training | 6,160 | 6,924 | 764 | 11.7% | 11.8% | 12.7% |
| Long-Term On-the-Job Training | 1,519 | 1,743 | 224 | 2.9% | 3.0% | 3.7% |
| Work Experience in Related Occupation | 4,614 | 5,327 | 713 | 8.8% | 9.1% | 11.9% |
| Postsecondary Vocational Training | 1,890 | 2,211 | 321 | 3.6% | 3.8% | 5.3% |
| Associate Degree | 362 | 391 | 29 | 0.7% | 0.7% | 0.5% |
| Bachelor's Degree | 650 | 771 | 121 | 1.2% | 1.3% | 2.0% |
| Work Experience plus Bachelor's or Higher Degree | 995 | 1,204 | 209 | 1.9% | 2.1% | 3.5% |
| Master's Degree | 5 | 6 | 1 | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | 4 | 5 | 1 | 0.0% | 0.0% | 0.0% |

| | | | | | | |
|---------------------------|-----|-----|-----|------|------|------|
| First Professional Degree | 690 | 792 | 102 | 1.3% | 1.3% | 1.7% |
|---------------------------|-----|-----|-----|------|------|------|

Transportation and Warehousing

| | | | | | | |
|--------------------------------------------------|--------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 9,649 | 10,995 | 1,346 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 5,461 | 6,100 | 639 | 56.6% | 55.5% | 47.5% |
| Moderate-Term On-the-Job Training | 2,661 | 3,065 | 404 | 27.6% | 27.9% | 30.0% |
| Long-Term On-the-Job Training | 298 | 371 | 73 | 3.1% | 3.4% | 5.4% |
| Work Experience in Related Occupation | 769 | 881 | 112 | 8.0% | 8.0% | 8.3% |
| Postsecondary Vocational Training | 201 | 241 | 40 | 2.1% | 2.2% | 3.0% |
| Associate Degree | 22 | 34 | 12 | 0.2% | 0.3% | 0.9% |
| Bachelor's Degree | 121 | 161 | 40 | 1.3% | 1.5% | 3.0% |
| Work Experience plus Bachelor's or Higher Degree | 116 | 142 | 26 | 1.2% | 1.3% | 1.9% |
| Master's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | - | - | - | 0.0% | 0.0% | 0.0% |

Information

| | | | | | | |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 11,127 | 12,765 | 1,638 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 2,235 | 2,247 | 12 | 20.1% | 17.6% | 0.7% |
| Moderate-Term On-the-Job Training | 2,629 | 2,965 | 336 | 23.6% | 23.2% | 20.5% |
| Long-Term On-the-Job Training | 1,227 | 1,309 | 82 | 11.0% | 10.3% | 5.0% |
| Work Experience in Related Occupation | 502 | 542 | 40 | 4.5% | 4.2% | 2.4% |
| Postsecondary Vocational Training | 621 | 698 | 77 | 5.6% | 5.5% | 4.7% |
| Associate Degree | 291 | 385 | 94 | 2.6% | 3.0% | 5.7% |
| Bachelor's Degree | 2,320 | 2,978 | 658 | 20.9% | 23.3% | 40.2% |
| Work Experience plus Bachelor's or Higher Degree | 1,095 | 1,380 | 285 | 9.8% | 10.8% | 17.4% |
| Master's Degree | 194 | 245 | 51 | 1.7% | 1.9% | 3.1% |
| Doctoral Degree | 2 | 2 | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | | 14 | | 0.1% | 0.1% | 0.2% |

| | | | | | | |
|--|----|--|---|--|--|--|
| | 11 | | 3 | | | |
|--|----|--|---|--|--|--|

Finance and Insurance

| Total, All Levels | 24,929 | 28,455 | 3,526 | 100.0% | 100.0% | 100.0% |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Short-Term On-the-Job Training | 5,861 | 6,049 | 188 | 23.5% | 21.3% | 5.3% |
| Moderate-Term On-the-Job Training | 7,050 | 7,801 | 751 | 28.3% | 27.4% | 21.3% |
| Long-Term On-the-Job Training | 1,423 | 1,526 | 103 | 5.7% | 5.4% | 2.9% |
| Work Experience in Related Occupation | 1,301 | 1,464 | 163 | 5.2% | 5.1% | 4.6% |
| Postsecondary Vocational Training | 179 | 215 | 36 | 0.7% | 0.8% | 1.0% |
| Associate Degree | 444 | 524 | 80 | 1.8% | 1.8% | 2.3% |
| Bachelor's Degree | 6,642 | 8,444 | 1,802 | 26.6% | 29.7% | 51.1% |
| Work Experience plus Bachelor's or Higher Degree | 1,753 | 2,125 | 372 | 7.0% | 7.5% | 10.6% |
| Master's Degree | 115 | 117 | 2 | 0.5% | 0.4% | 0.1% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | 161 | 190 | 29 | 0.6% | 0.7% | 0.8% |

Real Estate, Rental and Leasing

| Total, All Levels | 6,126 | 6,670 | 544 | 100.0% | 100.0% | 100.0% |
|--------------------------------------------------|--------------|--------------|------------|---------------|---------------|---------------|
| Short-Term On-the-Job Training | 2,495 | 2,688 | 193 | 40.7% | 40.3% | 35.5% |
| Moderate-Term On-the-Job Training | 1,079 | 1,079 | - | 17.6% | 16.2% | 0.0% |
| Long-Term On-the-Job Training | 650 | 736 | 86 | 10.6% | 11.0% | 15.8% |
| Work Experience in Related Occupation | 622 | 674 | 52 | 10.2% | 10.1% | 9.6% |
| Postsecondary Vocational Training | 687 | 783 | 96 | 11.2% | 11.7% | 17.6% |
| Associate Degree | 53 | 83 | 30 | 0.9% | 1.2% | 5.5% |
| Bachelor's Degree | 364 | 424 | 60 | 5.9% | 6.4% | 11.0% |
| Work Experience plus Bachelor's or Higher Degree | 174 | 197 | 23 | 2.8% | 3.0% | 4.2% |
| Master's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | 2 | 6 | | 0.0% | 0.1% | 0.7% |

Professional, Scientific and Technical Services

| Total, All Levels | 18,927 | 24,190 | 5,263 | 100.0% | 100.0% | 100.0% |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Short-Term On-the-Job Training | 2,379 | 2,835 | 456 | 12.6% | 11.7% | 8.7% |
| Moderate-Term On-the-Job Training | 2,962 | 3,394 | 432 | 15.6% | 14.0% | 8.2% |
| Long-Term On-the-Job Training | 468 | 591 | 123 | 2.5% | 2.4% | 2.3% |
| Work Experience in Related Occupation | 584 | 733 | 149 | 3.1% | 3.0% | 2.8% |
| Postsecondary Vocational Training | 1,266 | 1,529 | 263 | 6.7% | 6.3% | 5.0% |
| Associate Degree | 1,824 | 2,396 | 572 | 9.6% | 9.9% | 10.9% |
| Bachelor's Degree | 5,806 | 7,849 | 2,043 | 30.7% | 32.4% | 38.8% |
| Work Experience plus Bachelor's or Higher Degree | 1,576 | 2,282 | 706 | 8.3% | 9.4% | 13.4% |
| Master's Degree | 203 | 247 | 44 | 1.1% | 1.0% | 0.8% |
| Doctoral Degree | 79 | 101 | 22 | 0.4% | 0.4% | 0.4% |
| First Professional Degree | 1,780 | 2,233 | 453 | 9.4% | 9.2% | 8.6% |

Management of Companies

| Total, All Levels | 6,416 | 8,000 | 1,584 | 100.0% | 100.0% | 100.0% |
|--------------------------------------------------|--------------|--------------|--------------|---------------|---------------|---------------|
| Short-Term On-the-Job Training | 1,293 | 1,499 | 206 | 20.2% | 18.7% | 13.0% |
| Moderate-Term On-the-Job Training | 1,415 | 1,622 | 207 | 22.1% | 20.3% | 13.1% |
| Long-Term On-the-Job Training | 77 | 100 | 23 | 1.2% | 1.3% | 1.5% |
| Work Experience in Related Occupation | 279 | 336 | 57 | 4.3% | 4.2% | 3.6% |
| Postsecondary Vocational Training | 48 | 67 | 19 | 0.7% | 0.8% | 1.2% |
| Associate Degree | 311 | 403 | 92 | 4.8% | 5.0% | 5.8% |
| Bachelor's Degree | 1,864 | 2,498 | 634 | 29.1% | 31.2% | 40.0% |
| Work Experience plus Bachelor's or Higher Degree | 909 | 1,186 | 277 | 14.2% | 14.8% | 17.5% |
| Master's Degree | 163 | 212 | 49 | 2.5% | 2.7% | 3.1% |
| Doctoral Degree | | 25 | | 0.3% | 0.3% | 0.4% |

| | | | | | | |
|---------------------------|----|----|----|------|------|------|
| | 19 | | 6 | | | |
| First Professional Degree | 38 | 52 | 14 | 0.6% | 0.7% | 0.9% |

Administrative and Waste Services

| | | | | | | |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 23,333 | 25,925 | 2,592 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 14,104 | 15,826 | 1,722 | 60.4% | 61.0% | 66.4% |
| Moderate-Term On-the-Job Training | 4,632 | 4,994 | 362 | 19.9% | 19.3% | 14.0% |
| Long-Term On-the-Job Training | 669 | 836 | 167 | 2.9% | 3.2% | 6.4% |
| Work Experience in Related Occupation | 1,219 | 1,266 | 47 | 5.2% | 4.9% | 1.8% |
| Postsecondary Vocational Training | 1,049 | 982 | (67) | 4.5% | 3.8% | -2.6% |
| Associate Degree | 337 | 429 | 92 | 1.4% | 1.7% | 3.5% |
| Bachelor's Degree | 966 | 1,194 | 228 | 4.1% | 4.6% | 8.8% |
| Work Experience plus Bachelor's or Higher Degree | 350 | 389 | 39 | 1.5% | 1.5% | 1.5% |
| Master's Degree | 5 | 6 | 1 | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | 2 | 3 | 1 | 0.0% | 0.0% | 0.0% |

Educational Services

| | | | | | | |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 44,215 | 50,260 | 6,045 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 9,712 | 10,660 | 948 | 22.0% | 21.2% | 15.7% |
| Moderate-Term On-the-Job Training | 3,278 | 3,131 | (147) | 7.4% | 6.2% | -2.4% |
| Long-Term On-the-Job Training | 1,186 | 1,332 | 146 | 2.7% | 2.7% | 2.4% |
| Work Experience in Related Occupation | 1,020 | 1,206 | 186 | 2.3% | 2.4% | 3.1% |
| Postsecondary Vocational Training | 286 | 349 | 63 | 0.6% | 0.7% | 1.0% |
| Associate Degree | 675 | 806 | 131 | 1.5% | 1.6% | 2.2% |
| Bachelor's Degree | 19,268 | 22,075 | 2,807 | 43.6% | 43.9% | 46.4% |
| Work Experience plus Bachelor's or Higher Degree | 2,417 | 2,836 | 419 | 5.5% | 5.6% | 6.9% |
| Master's Degree | 2,401 | 2,656 | 255 | 5.4% | 5.3% | 4.2% |

| | | | | | | |
|---------------------------|-------|-------|-------|------|-------|-------|
| Doctoral Degree | 3,918 | 5,147 | 1,229 | 8.9% | 10.2% | 20.3% |
| First Professional Degree | 54 | 62 | 8 | 0.1% | 0.1% | 0.1% |

Health Care and Social Assistance

| | | | | | | |
|--------------------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total, All Levels | 69,963 | 86,190 | 16,227 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 23,417 | 28,648 | 5,231 | 33.5% | 33.2% | 32.2% |
| Moderate-Term On-the-Job Training | 8,862 | 11,287 | 2,425 | 12.7% | 13.1% | 14.9% |
| Long-Term On-the-Job Training | 1,299 | 1,443 | 144 | 1.9% | 1.7% | 0.9% |
| Work Experience in Related Occupation | 1,326 | 1,540 | 214 | 1.9% | 1.8% | 1.3% |
| Postsecondary Vocational Training | 5,575 | 6,278 | 703 | 8.0% | 7.3% | 4.3% |
| Associate Degree | 14,040 | 17,757 | 3,717 | 20.1% | 20.6% | 22.9% |
| Bachelor's Degree | 5,389 | 6,781 | 1,392 | 7.7% | 7.9% | 8.6% |
| Work Experience plus Bachelor's or Higher Degree | 1,733 | 2,189 | 456 | 2.5% | 2.5% | 2.8% |
| Master's Degree | 3,717 | 4,801 | 1,084 | 5.3% | 5.6% | 6.7% |
| Doctoral Degree | 489 | 616 | 127 | 0.7% | 0.7% | 0.8% |
| First Professional Degree | 4,116 | 4,850 | 734 | 5.9% | 5.6% | 4.5% |

Arts, Entertainment and Recreation

| | | | | | | |
|--------------------------------------------------|--------------|--------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 7,097 | 8,905 | 1,808 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 4,014 | 5,002 | 988 | 56.6% | 56.2% | 54.6% |
| Moderate-Term On-the-Job Training | 633 | 719 | 86 | 8.9% | 8.1% | 4.8% |
| Long-Term On-the-Job Training | 780 | 935 | 155 | 11.0% | 10.5% | 8.6% |
| Work Experience in Related Occupation | 400 | 507 | 107 | 5.6% | 5.7% | 5.9% |
| Postsecondary Vocational Training | 472 | 748 | 276 | 6.7% | 8.4% | 15.3% |
| Associate Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Bachelor's Degree | 509 | 652 | 143 | 7.2% | 7.3% | 7.9% |
| Work Experience plus Bachelor's or Higher Degree | 211 | 260 | 49 | 3.0% | 2.9% | 2.7% |
| Master's Degree | | 82 | | 1.1% | 0.9% | 0.2% |

| | | | | | | |
|---------------------------|----|---|---|------|------|------|
| | 78 | | 4 | | | |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | - | - | - | 0.0% | 0.0% | 0.0% |

Accommodation and Food Services

| | | | | | | |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 40,504 | 49,520 | 9,016 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 32,595 | 39,810 | 7,215 | 80.5% | 80.4% | 80.0% |
| Moderate-Term On-the-Job Training | 617 | 724 | 107 | 1.5% | 1.5% | 1.2% |
| Long-Term On-the-Job Training | 3,412 | 4,202 | 790 | 8.4% | 8.5% | 8.8% |
| Work Experience in Related Occupation | 3,268 | 4,019 | 751 | 8.1% | 8.1% | 8.3% |
| Postsecondary Vocational Training | 345 | 434 | 89 | 0.9% | 0.9% | 1.0% |
| Associate Degree | 2 | 2 | - | 0.0% | 0.0% | 0.0% |
| Bachelor's Degree | 101 | 127 | 26 | 0.2% | 0.3% | 0.3% |
| Work Experience plus Bachelor's or Higher Degree | 164 | 202 | 38 | 0.4% | 0.4% | 0.4% |
| Master's Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | - | - | - | 0.0% | 0.0% | 0.0% |

Other Services

| | | | | | | |
|--------------------------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| Total, All Levels | 17,634 | 20,390 | 2,756 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 5,346 | 6,028 | 682 | 30.3% | 29.6% | 24.7% |
| Moderate-Term On-the-Job Training | 3,240 | 3,568 | 328 | 18.4% | 17.5% | 11.9% |
| Long-Term On-the-Job Training | 1,112 | 1,345 | 233 | 6.3% | 6.6% | 8.5% |
| Work Experience in Related Occupation | 988 | 1,167 | 179 | 5.6% | 5.7% | 6.5% |
| Postsecondary Vocational Training | 3,726 | 4,584 | 858 | 21.1% | 22.5% | 31.1% |
| Associate Degree | 185 | 208 | 23 | 1.0% | 1.0% | 0.8% |
| Bachelor's Degree | 2,349 | 2,741 | 392 | 13.3% | 13.4% | 14.2% |
| Work Experience plus Bachelor's or Higher Degree | 382 | 433 | 51 | 2.2% | 2.1% | 1.9% |
| Master's Degree | 292 | 299 | 7 | 1.7% | 1.5% | 0.3% |
| Doctoral Degree | - | - | - | 0.0% | 0.0% | 0.0% |
| First Professional Degree | | 17 | | 0.1% | 0.1% | 0.1% |

| | | | | | |
|--|----|--|---|--|--|
| | 14 | | 3 | | |
|--|----|--|---|--|--|

Government

| | | | | | | |
|--------------------------------------------------|---------------|---------------|------------|---------------|---------------|---------------|
| Total, All Levels | 33,961 | 34,810 | 849 | 100.0% | 100.0% | 100.0% |
| Short-Term On-the-Job Training | 8,443 | 8,512 | 69 | 24.9% | 24.5% | 8.1% |
| Moderate-Term On-the-Job Training | 5,320 | 5,389 | 69 | 15.7% | 15.5% | 8.1% |
| Long-Term On-the-Job Training | 4,970 | 5,115 | 145 | 14.6% | 14.7% | 17.1% |
| Work Experience in Related Occupation | 3,317 | 3,429 | 112 | 9.8% | 9.9% | 13.2% |
| Postsecondary Vocational Training | 740 | 752 | 12 | 2.2% | 2.2% | 1.4% |
| Associate Degree | 1,224 | 1,266 | 42 | 3.6% | 3.6% | 4.9% |
| Bachelor's Degree | 6,926 | 7,234 | 308 | 20.4% | 20.8% | 36.3% |
| Work Experience plus Bachelor's or Higher Degree | 1,312 | 1,357 | 45 | 3.9% | 3.9% | 5.3% |
| Master's Degree | 785 | 796 | 11 | 2.3% | 2.3% | 1.3% |
| Doctoral Degree | 396 | 409 | 13 | 1.2% | 1.2% | 1.5% |
| First Professional Degree | 528 | 551 | 23 | 1.6% | 1.6% | 2.7% |

Rhode Island Employment by Skill Level

| Training Level | 2002 Estimated Employment | 2012 Projected Employment | Openings Due to Growth | Percent of Growth | Percent of 2002 Employment | Percent of 2012 Employment | Percent of Growth |
|-----------------------------------|----------------------------------|----------------------------------|-------------------------------|--------------------------|-----------------------------------|-----------------------------------|--------------------------|
| Total, All Levels | 505,561 | 563,909 | 58,348 | 11.5% | 100.0% | 100.0% | 100.0% |
| On-The Job Training | 299,949 | 327,237 | 27,288 | 9.1% | 59.3% | 58.0% | 46.8% |
| Short-Term On-the-Job Training | 175,330 | 195,198 | 19,868 | 11.3% | 34.7% | 34.6% | 34.1% |
| Moderate-Term On-the-Job Training | 90,745 | 94,403 | 3,658 | 4.0% | 17.9% | 16.7% | 6.3% |
| Long-Term On-the-Job Training | 33,874 | 37,636 | 3,762 | 11.1% | 6.7% | 6.7% | 6.4% |

| | | | | | | | |
|--------------------------------------------------------------------------------------|---------------|----------------|---------------|--------------|--------------|--------------|--------------|
| Work Experience, Vocational Training or Associate Degree | 69,418 | 80,037 | 10,619 | 15.3% | 13.7% | 14.2% | 18.2% |
| Work Experience in Related Occupation | 27,894 | 30,900 | 3,006 | 10.8% | 5.5% | 5.5% | 5.2% |
| Postsecondary Vocational Training | 20,321 | 22,974 | 2,653 | 13.1% | 4.0% | 4.1% | 4.5% |
| Associate Degree | 21,203 | 26,163 | 4,960 | 23.4% | 4.2% | 4.6% | 8.5% |
| | | | | | | | |
| Bachelor's Degree or Higher | 97,229 | 115,337 | 18,108 | 18.6% | 19.2% | 20.5% | 31.0% |
| Bachelor's Degree | 60,116 | 70,891 | 10,775 | 17.9% | 11.9% | 12.6% | 18.5% |
| Work Experience plus Bachelor's or Higher Degree | 16,788 | 19,805 | 3,017 | 18.0% | 3.3% | 3.5% | 5.2% |
| Master's Degree | 7,969 | 9,479 | 1,510 | 18.9% | 1.6% | 1.7% | 2.6% |
| Doctoral Degree | 4,949 | 6,382 | 1,433 | 29.0% | 1.0% | 1.1% | 2.5% |
| First Professional Degree | 7,407 | 8,780 | 1,373 | 18.5% | 1.5% | 1.6% | 2.4% |
| | | | | | | | |
| Self-Employed, Unpaid Family and Unclassified - Training Levels Not Available | 38,965 | 41,298 | 233 | 0.6% | 7.7% | 7.3% | 0.4% |

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 call center customer services representatives, claims processing representatives, adjusters, accountants, 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 RNs, LPNs, 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 shortage of 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 growing sector is chemical manufacturing which includes biotechnology. 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 biologists and microbiologists.

- 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. Many of the jobs and occupations in this sector are lower paying than critical jobs in the healthcare, financial services or biotechnology manufacturing sectors, but can require less education and language skills.
- 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?

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 2002 to 2012 projection period, it is estimated that employers will need to find workers to fill over 58,000 new jobs. Jobs where necessary skills are learned on-the-job make up the largest portion of the Rhode Island labor market accounting for nearly 60 percent of the 2002 employment and 58 percent of the 2012 projected employment dominating the occupational structure in many of the state's economic sectors. Nearly half (46.8%) of the job growth projected for the 2002 to 2012 projection period is expected to occur among jobs requiring on-the-job training. Jobs requiring short- and long-term on the job training are projected to grow at near average rates accounting for 40 percent of the (23,630) job growth, while jobs requiring moderate-term on-the-job training are expected to grow at well below rates (4.0%) resulting in 3,658 additional jobs.

Jobs where the minimum educational requirement is a Bachelor's Degree or Higher accounted for 19.2 percent of the 2002 employment increasing to 20.5 percent of the 2012 projected employment. Nearly one-third (31.0%) of the job growth projected for the 2002 to 2012 projection period is expected to occur among jobs requiring a Bachelor's Degree or Higher. . Above average growth rates are expected for all these jobs.

The remaining jobs found in the state's economy require work experience in a related occupation, vocational training or an Associate Degree. They accounted for 13.7 percent of the 2002 employment, 14.2 percent of the 2012 employment and 18.2 percent of the projected job growth. Jobs requiring an Associate Degree are expected to grow (23.4%) at twice the average rate while average growth is expected for jobs requiring work experience in a related occupation or vocational training. The number of jobs in these categories will increase by nearly 11,000 during the 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?

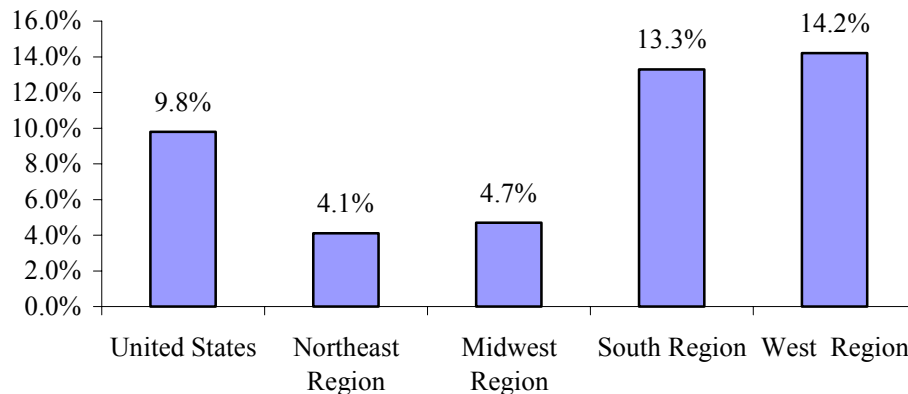
Population

According to Census 2000, Rhode Island experienced an increase of nearly 45,000 (4.5%)

residents during the 1990's, resulting in a total population of 1,048,319 in 2000. The US Census Bureau projects that Rhode Island's population will increase to 1,116,652 residents by 2010. This is an increase of 68,333 people for a 6.5% increase over the 2000-2010 span. This is a greater increase than experienced during the prior decade of 1990-2000, where the number of residents increased by 44,855, or 4.5%.

| | 1990 Census | 2000 Census | Percent Change 90-00 | Numeric Change 90-00 | 2010 Projection | Percent Change 00-10 | Numeric Change 00-10 |
|---------------------|----------------|----------------|-------------------------|-------------------------|--------------------|-------------------------|-------------------------|
| Total RI Population | 1,003,464 | 1,048,319 | 4.5% | 44,855 | 1,116,652 | 6.5% | 68,333 |

**Projected Increase of the Population for the US & Regions
2000 - 2010**



Despite this increase, the Census Bureau is predicting that the Northeast will experience slower population growth than the rest of the country between 2000 and 2010. The West is expected to have the greatest percentage increase in population, adding 14.2% more residents over the decade. The South is predicted to add 13.3% to its population, while the Midwest adds 4.7%. The Northeast's population growth is expected to be about 4.1%, trailing the rest of the country. The United States as a whole is projected to have a population increase of 9.8%.

Among the Rhode Island cities and towns, West Greenwich displayed the greatest percentage increase over the decade, adding 1,593 residents for a 45.6% increase. Richmond also posted a significant percentage increase in its population, adding 1,871 residents for a 35.0% increase over the decade. Providence added the greatest number of residents, increasing its population by 12,890 (8.0%) residents for a total population of 173,618 in 2000. Meanwhile, Middletown experienced the largest drop in residents, both numerically and on a percentage basis, losing 2,126 people, or -10.9% of its population from 1990 to 2000. Newport also lost a substantial portion of its residents as 1,752 (-6.2%) residents left the city.

Gender and Age

Rhode Island's male and female distribution tends to remain consistent over the years. During both the 1990 and 2000 Census, Rhode Island was comprised of 52.0% females and 48.0% males. The US Census Bureau predicts this trend will continue into 2010, with female and male distributions of 51.9% and 48.1%, respectively.

An area's labor force is defined as all persons 16 years of age or older, living within the specified geographic area who are either employed or unemployed. This is a count of persons (not jobs) by location of residence (not location of work). In 1990, Rhode Island had a potential labor force of 801,786 residents (79.9% of total population) aged 16 years or older. The actual Census 1990 civilian labor force numbered 522,603, or 65.2% of all residents aged 16 and older.

Over the following decade, Rhode Island's civilian labor force grew to 530,590 residents, or 64.1% of its potential labor force of 827,797 people aged 16 or older. Per Census 2000, this age group represented 79.0% of Rhode Island's total population. Over the decade, this age group increased by 26,011 (3.2%) residents, although its total share of the state's population decreased slightly by -0.9%. Also, the portion of residents in this age group who were also counted as civilian labor force participants declined from 65.2% to 64.1%, for a -1.1% decrease over the decade.

The US Census Bureau is projecting that the state's potential labor force aged 16 or older will climb to 901,743 residents (80.8% of total population) by 2010. This would be an increase of 73,946 residents (8.9%) over the decade. [The US Census Bureau has not projected a civilian labor force estimate for 2010. If past trends remain stable, then roughly 64.7% of the potential labor force, or 583,430 residents will be included in the labor force. This is merely an assumption based on trend and not an official US Census Bureau estimate.]

For other age groups, the US Census Bureau predicts that there will be a significant increase in the 45-64 age group, the so-called 'Baby Boomers' who will be nearing retirement age within the next decade. This subset of residents will increase by 69,019 people (29.9%) to 157,358 Rhode Islanders by 2010. Also, the 85 years and older age group is predicted to increase by 43.0% over the coming ten years. The aging of the Rhode Island population may cause an increased demand for Health Care and Social Services occupations.

Some of the younger age groups are predicted to decline over the coming years, with the core of the labor force, the 25 to 44 year old workers, showing a population decline moving towards 2010. The Census Bureau predicts 19,927 less residents in this age group, a -6.4% decrease. Projections also show a -9.1% decline in the 5 to 13 year old population, while 14 to 17 year olds, the labor force of the near future, is predicted to increase by 20.1%.

| | 1990 Census | 2000 Census | Percent Change 90-00 | Numeric Change 90-00 | 2010 Projection | Percent Change 00-10 | Numeric Change 00-10 |
|-----------------------|----------------|----------------|-------------------------|-------------------------|--------------------|-------------------------|-------------------------|
| Total RI Population | 1,003,464 | 1,048,319 | 4.5% | 44,855 | 1,116,652 | 6.5% | 68,333 |
| Male | 481,496 | 503,635 | 4.6% | 22,139 | 537,034 | 6.6% | 33,399 |
| Female | 521,968 | 544,684 | 4.4% | 22,716 | 579,618 | 6.4% | 34,934 |
| Aged 16+ years of age | 801,786 | 827,797 | 3.2% | 26,011 | 901,743 | 8.9% | 73,946 |
| % of Total Population | 79.9% | 79.0% | ---- | ---- | 80.8% | ---- | ---- |
| Civilain Labor Force | 522,603 | 530,590 | 1.5% | 7,987 | ---- | ---- | ---- |
| % of 16+ Population | 65.2% | 64.1% | ---- | ---- | ---- | ---- | ---- |
| Median Age | 33.9 | 36.7 | 8.3% | 2.8 | 38.2 | 4.1% | 1.5 |

The median age of Rhode Islanders has continued to increase over the years. According to the 1990 Census, the median age of the state's residents was 33.9 years of age. By 2000, the median age had increased to 36.7, an increase of 2.8 years (8.3%). The US Census Bureau predicts that by 2010, the median age of Rhode Islanders will be 38.2, an increase of 1.5 years (4.1%) from 2000. This is an indicator that Rhode Island's population will continue to become older over the next few years. [The median divides the age distribution into two equal parts, one having ages above the median and the other having ages below the median.]

| Age | Census 2000 | Percent of Total | Projected 2010 | Percent of Total | Numeric Change | Percent Change |
|-------------------|----------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| Total Population | 1,048,319 | | 1,116,652 | | 68,333 | 6.5% |
| Under 5 years | 63,896 | 6.1% | 66,193 | 5.9% | 2,297 | 3.6% |
| 5 to 13 years | 129,658 | 12.4% | 117,917 | 10.6% | -11,741 | -9.1% |
| 14 to 17 years | 54,268 | 5.2% | 65,163 | 5.8% | 10,895 | 20.1% |
| 18 to 24 years | 106,607 | 10.2% | 119,441 | 10.7% | 12,834 | 12.0% |
| 25 to 44 years | 310,636 | 29.6% | 290,709 | 26.0% | -19,927 | -6.4% |
| 45 to 64 years | 230,852 | 22.0% | 299,871 | 26.9% | 69,019 | 29.9% |
| 65 years and over | 152,402 | 14.5% | 157,358 | 14.1% | 4,956 | 3.3% |
| 85 years and over | 20,897 | 2.0% | 29,893 | 2.7% | 8,996 | 43.0% |

Ethnicity

Rhode Island experienced a large increase in residents of Hispanic origin (of any race) over the 1990-2000 decade. In 1990, the state comprised 45,752 Hispanics, or 4.6% of Rhode Island's total population. Only the white non-Hispanic population was larger, with 896,109 residents or 89.3% of total population. Over the next ten years, the Hispanic population grew to 90,820 people, or 8.7% of Rhode Island's population. This was an increase of 45,068 residents, resulting in an incredible 98.5% increase in the Hispanic population. Meanwhile, the white non-Hispanic population decreased by 37,676 residents (-4.2%) 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 population for 2010, but indications are that the Hispanic population will continue to flourish into 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

Education Level

From 1990 to 2000, Rhode Island saw 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.

The US Census Bureau has not projected educational attainment estimates for the Rhode Island population for 2010.

| | 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 Census 1990, 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. In 1990, 95,088 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. Latin Americans represented 36.8% 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, less than half (47.1%) were naturalized citizens.

| | 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

| | 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 aged 5 years and older. 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 (non-movers). 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 in migrants for Rhode Island between 1995 and 2000.

In 1995, there were 384,193 Rhode Island residents who eventually moved by 2000. Of these, people 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 out migrants for Rhode Island between 1995 and 2000. The difference between in migration and out migration, 3,236 people, is the domestic five-year net migration for Rhode Island. [In migrants are generally defined as those people who moved into an area. Out migrants are who moved out of a specific area to some other place in the United States. Net migration is calculated by subtracting the number of out migrants from the number of in migrants.]

| <u>Top Ten States Rhode Islanders Moved To, 1995 - 2000</u> | | <u>Top Ten States Rhode Islanders Moved From, 1995 - 2000</u> | |
|-----------------------------------------------------------------|--------|-------------------------------------------------------------------|--------|
| 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 |

Domestic Migration of Young, Single, College Educated People

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 in migration from elsewhere in the United States. Over the 1995-2000 period, Rhode Island had a domestic out migration of 10,751 young, single, college educated residents. This movement results 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 have a negative migration rate from 1995-2000 for young, single, college educated people. The states with the greatest migration rates are in the West and South, including Nevada (281.8), Colorado (157.7), Georgia (150.5), and Arizona (109.9). [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.]

| State / Region | Immigrants | Outmigrants | Net Migration | |
|----------------|------------|-------------|---------------|--------|
| | | | Number | 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 aged 5 years and older in 2000, approximately 80,000 (8.2%) were Hispanic or Latino (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).

As for other races, White alone (one race) had a net migration of 183, Black or African American alone (one race) 111, American Indian/Alaskan Native alone (one race) -34, and Asian alone (one race) 117. White alone (not Hispanic or Latino, one race) had a negative net migration, losing -943 residents from 1995-2000. [The Census Bureau defines ethnicity 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 | | | | 5 Year Migration | | From Abroad |
|------------------------------------------|----------------------------------|----------------------------------|---------------------------------|-----------------------|------------|-------------|---------------------|-------|----------------|
| | | | Total Movers | Moved within RI | Immigrants | Outmigrants | Net | Rate | |
| Rhode Island | 985,184 | 572,209 | 412,975 | 290,449 | 96,980 | 93,744 | 3,236 | 3.4 | 25,546 |
| One Race: | | | | | | | | | |
| White alone | 842,640 | 513,311 | 329,329 | 238,638 | 78,949 | 78,766 | 183 | 0.2 | 11,742 |
| Black or African American alone | 41,673 | 17,721 | 23,952 | 15,763 | 5,281 | 5,170 | 111 | 2.9 | 2,908 |
| American Indian/Alaskan Native alone | 4,613 | 1,889 | 2,724 | 2,007 | 542 | 576 | -34 | -7.6 | 175 |
| Asian alone | 22,184 | 10,326 | 11,858 | 5,582 | 3,745 | 3,628 | 117 | 6.0 | 2,531 |
| Native Hawaiian & Pacific Islander alone | 392 | 152 | 240 | 152 | 88 | 21 | 67 | 206.2 | --- |
| Some Other Race alone | 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 |

Source information for all tables and graph is from the US Census Bureau, Census 2000, 1990 Census, and Population Projections, www.census.gov

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 2002 to 2012 projection period, Rhode Island employment is expected to grow by over 58,000 jobs. Much of this growth is attributed to the increased demand for the products and services provided by the Health Care and Social Assistance (+16,227), Accommodation & Food Services (+9,016), Educational Services (+6,045), Retail Trade (+6001) and Construction (+4,833) sectors.

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 that 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 Partner Agreements (MOUs) with/to occupational training funded through federal, state, non-profit and employer programs. Client support benefits needed to start and retain a client in occupational or other training are often accessed through the One-Stop Career Centers. The Local Workforce Investment Boards obtain needed services from non-profit agencies such as child care, pre-GED and English language training for their WIA clients.

In order to improve the linkages for the clients, the State proposes to provide access to all known supportive services information for all partner programs, Community Based Organizations, and Faith Based Organizations providing social services on the RIDLT Web Sites and in the One-Stop Career Center's resource rooms.

The State Job Development fund, created by state statute in 1992, is a state fund financed entirely by the Rhode Island Employer. The program provides approximately nine (9) million dollars annually to improve literacy and provide incumbent worker training. 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 program is designed to assist employers to improve the skills of their current workforce as well as the effectiveness of their organization in order to grow their business and maintain their competitive quality. 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 25% 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 our two local workforce boards through formula allocation. These local boards have expressed an interest in using customized training to serve particular businesses that promise employment to a certain percent of the clients trained. The State, therefore, has requested a waiver from the WIA requirement. 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 a waiver to change the required 50% employer match to a match based upon a sliding scale. Through this approach, the employer match would range from a minimum of 10% to a maximum of 50%. The match would be based on a particular industry's cost/benefit ratio of contributing to a match amount to receive skilled employees and the transferability of skills to be attained by the proposed employees. There would be policy issuance by the State Workforce Investment Board defining the sliding scale criteria to be used by the Local Workforce Investment Boards.

This would leverage 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 on Governor's Workforce Strategies. The Governor is attempting to move 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 for Labor Market Information (1-5). The state has launched initiatives to add training programs at state colleges aimed at meeting the needs of jobs emerging in Rhode Island's new economy such as chemical manufacturing. Inter-agency meetings are underway to improve strategies to fill needs in the health care sector. The state is working to seek 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 are tools designed to 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 Board's mission is to promote and develop ongoing and sustained strategic partnerships and its membership ensures a business and industry focus. The Board 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 numeric skills needed by the growing sectors of the Rhode Island economy.

School to Career Transition

In 1996, the Rhode Island Departments of Education and Labor applied for \$12,000,000 in federal funding to support a School-to-Work Office. The Rhode Island application was approved and the General Assembly passed enacting legislation into law. Over the past nine years, funding for School-to-Career programs has supported state-wide efforts to build and sustain a system for coordinating a kindergarten to adult learner to productive worker continuum. More specifically, School-to-Career programs have worked to ensure that all students are considering their own career futures, are exposed to career options and have the academic, technical and employability skills to be successful in higher education and the high performing workplace.

Through the work of the School-to Career Office, in conjunction with the Governor, state departments, our regional partners, the industry partnerships, school based coordinators, employers and others the state has embedded most of the principles and goals outlined in the state's original School-to-Career implementation plan. With the federal School-to-Career funding expiring on June 30, 2005, the Department of Labor and Training and the Department of Education plan to move forward with methods to sustain and enhance many of the efforts made to date.

Industry Partnerships

Presently there are six industry partnerships operating in Rhode Island. They include; technology, hospitality, healthcare, natural resources, financial services and manufacturing. Historically, the industry partners were funded by the Human Resource Investment Council to organize their industries so that they could gain from combining resources to do skill training, professional development, grant submittals and other activities that would provide business-wide benefits. While many of those initiatives are ongoing, over time the funding and the focus shifted to School-to-Career and emerging worker type activities.

All the industry partners have direct industry involvement from their boards and have contact with the State Workforce Investment Board and the Rhode Island Department of Education.

The Department of Labor and Training seeks to expand the role of the partnerships so that they not only serve the needs of the emerging workforce, but also Adults, incumbent and dislocated workers, and in a context that would enhance the economic growth of Rhode Island by providing skilled workers to serve high growth/demand industries.

Economic Policy Council

The Economic Policy Council has several initiatives including the Rhode Island Jobs Initiative, the Biopharmaceutical Manufacturing Training Institute, policies to Expand Adult Literacy and operates the RI Technology Partnership.

Additional partnership and initiatives are listed under Section II of this Plan.

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 2005. It is noted, for example, that the Providence/Cranston Workforce Investment Area has reduced personnel by 35% over the five year period. The Governor 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 contribution to training will be provided by prospective employers. Therefore, the WIA training dollars will leverage training funds from 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 that problem.

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 notice 01-10. 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% to be allocated to the agencies that achieve the standard.

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).]

See the description of the RI Youth Forum in section I, question 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 submitting the following waivers (See **Exhibit 7**):

Statewide Eligible Training Provider List (ETPL)

Rhode Island is requesting an extension to 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 to enable individuals to make informed choices relating to their training goals. Currently, there are only twenty (20) training service providers offering eighty-six (86) programs. It is hoped that the approval of this waiver will result in an increase the quality and the quantity of training programs offered to our clients.

Rhode Island is committed to the philosophy of maximizing customer choice and assuring that all significant population groups are served. This waiver, if approved, will provide us 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 a waiver to change the required 50% employer match to a match based upon a sliding scale. Through this approach, the employer match would range from a minimum of 10% to a maximum of 50%. The match would be based on a particular industry's cost /benefit ratio of contributing to a match amount to receive skilled employees and the transferability of skills to be attained by the proposed employees. There would be policy issuance by the State Workforce Investment Board defining the sliding scale criteria to be used by the Local Workforce Investment Boards.

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 approved, would 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 as "adults." Also, there is no specified age under the Dislocated Worker eligibility

requirements to be co-enrolled and receive 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 unnecessary process that does not allow local workforce boards to charge the cost of the ITA back to the Youth account. The current regulation does not allow those costs to be appropriately counted towards the 30 percent out-of-school expenditure requirement. This would allow out-of-school youth to select approved ITA programs from the Eligible Training Provider List, while retaining their youth classification. Training cost can be charged as out-of-school youth expenditure, thereby, eliminating the need to track such expenditures across different funding streams. This would intend to improve performance for the out-of-school youth by making occupational skill training more readily available, and is one of the initiatives identified in the state WIA youth improvement plan.

State Workforce Investment Board

The Rhode Island Department of Labor and Training (RIDLT), as the State administrative entity for the Workforce Investment Act (WIA), is requesting a waiver of the WIA membership requirements for the SWIB.

The waiver request, if approved, would allow the Governor of the State of Rhode Island to create a SWIB that would be paramount and at the same time comply 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 new SWIB's membership requirements would encompass the membership requirements of the HRIC.

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 AOSOS. However, it is anticipated that once fully operational, AOSOS will be the primary data collection and reporting system in use.

SWIO has encouraged the use of real time reports at the LWIB level for tracking of performance in conjunction with its ACCESS & AOSOS database system capabilities. Demographic information will be analyzed and disseminated to LWIBs for use in making program design changes and for continuous improvement in meeting performance standards. SWIO will be developing a report that will be issued to LWIB's to address performance at least on a quarterly basis. This information will also be discussed and disseminated at regularly-held meetings with LWIB staff.

Reviews of the data are conducted by SWIO staff to determine both the accuracy and timeliness of the data. The WIA Services Agreement between the local WIBs and the RIDLT contains language that requires data be entered within thirty days of the activity's occurrence. When Issues or concerns regarding the timeliness or accuracy of data are raised, it is addressed with the locals and ultimately with One-Stop Center Management.

Rhode Island has also implemented America's One Stop Operating System (AOSOS) as its web based one stop operating system to meet 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 delivers federally mandated performance reporting for DOL. 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. State interfaces to Unemployment Insurance Wage Records and the Wage Record Interface System provides state and national access to wage records for all customers registered in AOSOS.

Training has been provided to all partners of the One-Stop Career Center System

The state is in the final stages of fully converting all customer data, activities, program information and services.

- 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

A complete evaluation was undertaken for each State Agency and all major programs, including state workforce investment programs. The Governor's Task Force has recommended that the two local workforce areas be eliminated and that there be a single state area. There was also a recommendation to reduce the number of One-Stops Career Centers. The Department of Administration in conjunction with each State Department is responsible to implement the recommendations. These recommendations are currently being evaluated and no specific implementation schedule has yet been decided upon.

A. Workforce Investment Areas

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 clients. There is also a review of the One-Stop center locations to determine if some sites should be consolidated or upgraded. (These recommendations are still under review and have not been implemented at this time.)

B. Review of One-Stop Career Centers

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 development areas. The remaining four centers are affiliate netWORKri sites. This system has been fully operational since June 2000. During program year 2005, DLT has initiated a strategic planning process to review policies, procedures, budgets, personnel, programs, customer utilization, resources and technology. This is a first step in strategically planning the future of netWORKri which will involve both the local boards and One-Stop partner agencies. Critical analysis and decision making will strengthen the system, lead to reduced operational and administrative costs, and a focused plan for service delivery.

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

The netWORKri Centers can provide services directly to customers either on-site or through electronic access. Customers can select the location and method of access that is most convenient to them. Services are available statewide, currently at six strategically located One-Stop centers. In addition, each center offers an array of assistive technology and accommodations to enable individuals with disabilities to take full advantage of the resources offered.

There is a unified approach to service delivery through the netWORKri Centers in both workforce delivery 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 WIA priorities of economically disadvantaged and a barrier. 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 the core services including information regarding assistance with financial aid, state funded training and group orientations as well as self serve services.

Over the next year, the Operator, partners and boards will conduct a critical analysis of the netWORKri system and develop a plan to strengthen the system, reduce operational costs and a focused plan for service delivery.

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 will be signing memorandums of understanding 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.

Customers may elect to visit a netWORKri Center and utilize the resource areas, participate in group workshops or receive one-on-one staff assistance as follows:

1. netWORKri Self Service and Staff Assisted Services

Self-service computers are 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 including America's Job Band
- LMI 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 center libraries.

Resource areas are staffed with knowledgeable staff members to assist customers as needed.

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 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. Employer groups are exposed to guest speakers who provide information on a variety of topics including; netWORKri employer services, tax credits, training programs available through the local WIB's, 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.

3. One-to-One Consultation with netWORKri Staff

Personalized services are available for 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, as well as other areas where staff meet directly with customers.

Staff that specialize in employer services are also available in each netWORKri Center to assist employers with a variety 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 Economic Development.

Because they are so knowledgeable about netWORKri, DLT and partner programs, they staff netWORKri's centralized toll free information and referral telephone line, 1-888-616-JOBS. This information line is for both job seekers, employers and information seekers.

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).]

Training has been offered in the past and continues to be offered to all one stop partners on labor market information and its use in the one stop centers.

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

WIN 99-21 (Change 1), attached to this Plan as **Exhibit 8**, ensures that apprenticeship programs are integrated with the state's one-stop delivery system through the training services provided to customers. With regard to Job Corps, both local workforce investment boards currently have representation on its boards and with the official opening of the Exeter Job Corp policy will be set to ensure full integration with the one-stop delivery system.

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 Centers such as development of minimum guidelines for operating comprehensive One-Stop Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Centers? [Sec. 112(b)(14).]**

Both workforce boards have subcommittees whose focus is the oversight of the netWORKri Centers in their respective workforce development area. The oversight committees conduct annual monitoring visits of the comprehensive and affiliate netWORKri Centers. Board members representing the private sector and partner agencies participate in the monitoring visits. The monitoring teams interview Center managers and partner representatives, observe netWORKri activities and resources, review program goals and outcomes, availability of information to job seekers and employers, observe the interior and exterior of the building and interview customers who are utilizing resources. Subsequent to each visit the local boards issue a report of findings and recommendations to DLT, the One-Stop Operator. It is DLT's responsibility to respond in writing with a corrective plan of action if appropriate. Both subcommittees regularly report to the full board regarding the continuous improvement of netWORKri in order to maintain a high degree of quality in the delivery of quality workforce development services.

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 DLT, as the Operator, can be proactive and very responsive in terms of meeting staff training needs. One example is the continual updates and improvements in LMI products. DLT's LMI liaison is regularly providing on-site training to netWORKri staff to ensure they are knowledgeable about the latest revisions to workforce information products and introduce new workforce information resources. The subcommittee who oversees the netWORKri Centers on behalf Workforce Board of Greater Rhode Island highlighted DLT's coordination of staff development and training for netWORKri as a best practice in one of their monitoring reports.

- 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. After five years of full implementation, a strategic planning process is underway to strengthen and streamline the 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 Rhode Island Department of Labor & Training (DLT) “shall be the principal executive department charged with administering employment & training programs in the state. DLT provides the state administrative structure for all Employment Service, Unemployment Insurance and WIA funds. Under WIA, DLT was grandfathered as the operator for the Greater Rhode Island Workforce Investment Area, while they are a member of a consortium governance structure in the Providence Cranston area.

From the beginning the HRIC, the local boards 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. A triage approach to up-front service delivery connects the customer, job seeker or employer, to the appropriate netWORKri resource.

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, netWORKri Centers, and by a coordinated employer service network.

netWORKri partner staff 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 staff 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 a 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 a job order or be referred to a Center for more in-depth assistance.

Within the auspices of the RI Department of Labor & Training there stands a unit called the Employer Service Unit. The nine Employer Service Representatives (ESRs) are strategically located throughout the state in each of Rhode Island’s One-Stop netWORKri 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.

These nine ESRs work closely with Rhode Island’s employer community as DLT’s “outreach customer service division”. The opportunity of individualized private meetings at the employer’s site is the norm; however there are “employer information sessions” held in our Centers, whereby a group of employers will attend a session to receive an overview of all services.

Basic services include the promotion of USDOL programs and services including the 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 state government (i.e. Economic

Development Corporation, the Human Resource Investment Corp., Chambers of Commerce, Depts. of Human Services, Elderly Affairs, Office of Rehabilitation Services, our two regional boards, et al).

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 man 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 Department of Labor & Training or be referred to a Center or Unit for more in-depth assistance. The implementation of the America's One-Stop Operating System (AOSOS), a case management system for jobseekers and employers, in January, 2004 has enhanced the seamless integration of the delivery of partner programs and eliminates duplication. The inter-agency referral and correspondence features of AOSOS allows partner staff to refer to each other and document the services they provide to job seekers and employers. AOSOS gives netWORKri partner staff the ability to holistically case manage job seeker and employer customers.

To remain competitive and successful in the 21st Century, netWORKri will continue to build and expand on existing partnerships while reaching out to new partners in the business community and Workforce Development System. Customer satisfaction remains the foundation of the netWORKri system. Customer feedback will continue to guide continuous improvement efforts as netWORKri strives to become the primary resource for all employers seeking qualified employees and job seekers in their quest for good jobs and self-sufficiency.

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).]

DLT, 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. DLT is currently exploring several cost allocation methodologies as part of a strategic planning process to engage more partners to invest in netWORKri and offer flexibility in the options available; i.e., flat fee for space, a facility fee, etc. DLT is also exploring "fee for service" for customized employer services.

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 twelve thousand dollars (\$212,000) was allocated for this purpose in WIA Program Year 2004.

A portion of funds reserved for statewide activities support central management staff who contributes 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 the partnering agencies. Depending on the scope of work envisioned by each partner, the organizational and human capital development commitments may vary. The Memorandum of Understanding 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 Memorandum of Understanding are being re-negotiated for the Two-Year Plan. This assures a full array of staff and services are available for both the business and individuals clients.

The RI Department of Labor & Training, for example, has a distinct Employer Service Unit. The nine Employer Service Representatives (ESRs) are strategically located throughout the state in each of Rhode Island's One-Stop netWORKri 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.

These nine ESRs work closely with Rhode Island's employer community as DLT's "outreach customer service division". The opportunity of individualized private meetings at the employer's site is the norm; however there are "employer information sessions" held in our Centers, whereby a group of employers will attend a session to receive an overview of all services.

Basic services include the promotion of USDOL programs and services including the 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 state government (i.e. Economic Development Corporation, the Human Resource Investment Corp., Chambers of Commerce, Depts. of Human Services, Elderly Affairs, Office of Rehabilitation Services, our two regional boards, et al).

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 man 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 Department of Labor & Training or be referred to a Center or Unit for more in-depth assistance. The implementation of the America's One-Stop Operating System (AOSOS), a case management system for jobseekers and employers, in January, 2004 has enhanced the seamless

integration of the delivery of partner programs and eliminates duplication. The inter-agency referral and correspondence features of AOSOS allows partner staff to refer to each other and document the services they provide to job seekers and employers. AOSOS gives netWORKri partner staff the ability to holistically case manage job seeker and employer customers.

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. The Providence/Cranston Workforce Investment area 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. 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 area 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, 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 State Department of Labor and Training (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 that federal criteria stated in the form a policy issuance (WIN Notice No. 99-09 Change 1) attached to this Plan as **Exhibit 9**.

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

Local Workforce Investment Board members will be encouraged to attend the State Workforce Investment Board 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 April 8, 2005 for local plans that were due at the state offices no later than May 2, 2005. The local plans of the two local workforce areas were submitted on time. The Plans are then reviewed by the State Workforce Investment Office Staff for compliance with the State Local Planning Guidance, federal and state

legal requirements. The public comment process and the approval by the local workforce investment boards are also monitored by state staff. The performance agreements are negotiated directly between the state and local staff and are subject to the approval of the State and local boards subsequent to final negotiations with the ETA, USDOL Regional Office staff to be held prior to June 30, 2005.

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

Draft local Plan Guidance was issued to the local areas on April 8, 2005 (WIN Notice No. 04-03) attached to this Plan as an **Exhibit 10**. 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. In addition, performance guidance was the subject of two technical assistance meetings with the staff of the local areas on March 11, 2005 and April 22, 2005. The USDOL's Training and Employment Guidance Letter No. 27-04, the common measures, GPRA standards and local and state performance goals were analyzed at the later meeting.

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 at this time. Local areas may seek to pursue inter-State agreements with border states.

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.

Not applicable at this time. Local areas and the State of Rhode Island work on a regional basis because of the size of the state. The One-Stops all do coordinate regionally with each other and are expected to continue to do so during the next two years.

3. 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 local 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 local workforce investment areas in establishing funding priorities for services to special needs populations.

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

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 areas at least 90 percent of the prior year's allocation 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, 2005, 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 11 provides charts displaying allocations of adult, youth and dislocated worker funds to the local workforce 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 State Workforce Investment Board and be validated or revise. The Plan would be modified in accordance with any changes that are recommended.

G. Provider Selection Policies (Sec. 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 8 is the State's policy and procedures applicable to the WIA Certification Process for Eligible Training Programs and Providers (WIN Notice 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. Subsequent eligibility of providers and their

courses of training is based upon performance. There is also a requirement that the providers report on all students trained, not just WIA clients. 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 the program clients. 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 Eligible Training Provider List (ETPL). The procedure is spelled out in WIN 02-11 which is attached as **Exhibit 12**.

Exhibit 12 also requires that local workforce area must have local Complaint and Grievance Procedures for participants and other interested parties affected by the local workforce investment system, including on-stop 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.**

All extant policies related to the State's role with respect to the ITA system were discussed at publicly noticed meetings at which the local board members, education, community based organization representatives, and proprietary schools were present and the general public was invited. Input was received from the HRIC members and invitees. On March 16, 2000, the RIDLT convened a meeting to solicit recommendations from the various groups mentioned in paragraph No. 1 immediately above.

- 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 Eligible Training Provider List 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 clients. The State has requested a waiver to extend the initial eligibility period through the end of this Plan. If this request is approved, the number of programs and providers on the ETPL should increase dramatically.

- 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.**

See the response to paragraph no. 1 immediately above and **Exhibit 12** 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).)**

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

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 with price, technical, and other factors considered. 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 organization, experience, accounting and operational controls;
- 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;
- 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).)**

Local workforce areas will use the same criteria identified in question five (5) above. In addition to basic procurement requirements the state and local boards 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 10 youth program elements necessary to be in place in each local 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

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 Memoranda of Understanding (MOU). Wagner-Peyser funded core and intensive services are clearly outlined in the local MOU's. In Rhode Island, the Department of Labor and Training is the state agency responsible for Wagner-Peyser Grant funds and services are delivered through netWORKri by DLT 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 of 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 staff are members on each of the Boards, representing State-level DLT programs such as Wagner-Peyser, Veterans and WIA.

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

Local workforce areas, with guidance from their local boards, have the responsibility for implementing WIA programs and for making program design decisions about service and client mix. In making these decisions, WIAs must try to balance local goals, their assessment of local conditions, and the performance-standards incentives offered by the State. 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 WIB, (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 2 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; however, the following additional partner agencies invest in netWORKri:

- RI Kids Count: Funded by the Robert Wood Johnson foundation, RI Kids Count partners with the Pawtucket netWORKri Center to outreach to targeted populations to make them aware of RIte Care. Their mission is to ensure every child has access to health insurance. This program is a bridge for those netWORKri customers, if eligible, who have lost their health insurance due to job loss.
- RI Statewide Independent Living Council: serves people with disabilities in the Warren netWORKri Office

Other organizations while not investing or paying for a seat contribute staff to netWORKri to assist in the operation of the Resource Rooms:

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

DHS through both its Family Independence Program and its Office of Rehabilitation Services is an investor in the netWORKri system. 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 compliment and coordinate the employment and training expertise and services offered at the One-Stops for the benefit of TANF populations. DLT dedicates staff in each netWORKri Center to deliver intensive services and structured workshops to TANF recipients who are referred and mandated to participate by DHS.

The Family Independence Act requires that the Dept of Human Services collaborate with the Dept. of Education, the Dept. of Labor and Training, the Economic Development Corporation, the Dept .of Elderly Affairs, 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 Department of Human Services 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).)

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 are being 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 subrecipient's (subcontractors, subgrantee, 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 an annual monitoring report to the local workforce areas after a desk 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).)

See **Exhibit 12**.

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 13 (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 Department of Labor and Training 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 local Workforce Investment Boards to operate One-Stops, except where the local board 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 has recommended the grandfathering of the existing operator to the local Board that he appoints. The local Board and the Governor have previously certified the One-Stops created under his governance prior to the passage of WIA. The RI Department of Labor and Training now functions as the One-Stop operator.

The Mayors of Providence and Cranston provide services through a consortium model. The state and local boards will be required to re-certify the existing One-Stop operators i.e., netWORKri. If they are unable to negotiate a consortium agreement, the local Workforce Investment Board and the elected officials of Providence / 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 can not be achieved the State will ask the local elected officials to convene a negotiation committee consisting of local Board 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 State Workforce Investment Board will intervene as a neutral arbiter, and will have the authority to call upon the Governor for resolution.

If resolution can not 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 local area will be precluded from sharing in incentive awards, and the non-compliant partners will be excluded from serving on the local Workforce Investment Board.

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 local Workforce Investment Boards 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. Local Workforce Investment Boards must identify performance criteria 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.

Because of the training programs operated by the State Workforce Investment Board with state unemployment insurance taxes local areas will be able to access information about employers who have a history of providing effective training to employees.

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

5. Reallocation policies;

See **Exhibit 20**, 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;

See **Exhibit 21**, 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 a policy (WIN Notice 04-03 Local Plan Guidance) that requires the integration of Displaced Homemakers into the service mix. The guidance requires the Local WIB to incorporate into the local plan linkages with the displaced homemaker programs administered by the RI Community College System and the dislocated worker program. The guidance also required the Local WIBs 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 nontraditional employment, and individuals with multiple barriers (including older workers and individuals with disabilities). The guidance also requires the Local WIB to address how service strategies will improve.

The State will work with the SWIB, local elected officials and local WIBs to establish a goal regarding service 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 is 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 memoranda of understanding (MOUs). The MOUs are facilitated by state-level Operator Agreements between RIDLT and the Local WIBs. 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 Memoranda of Understanding (MOU). These agreements ensure non-duplication of services across 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 PY 05 and PY 06. There are existing MOUs in place through June 30, 2005. The Local WIBs have forwarded correspondence to each partner initiating the negotiation process for PY 05 and PY 06. The Local WIBs have also requested the RIDLT Workforce Development System to participate in the negotiation process.

There are periodic meetings of the One-Stop Partner Management Staff in the netWORKri Career Centers. 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 America's One-Stop Operating System (AOSOS), a case management system for jobseekers 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 jobseeker and employer modules in AOSOS guide the assessment process and allows staff to collect comprehensive information on customers which contributes to a seamless service delivery model.

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

Recently Rhode Island has created a Youth Center in the Providence netWORKri office. 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 possibility that additional Youth Centers will be incorporated throughout the netWORKri system. This is being considered as part of the review of the system.

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

3. What minimum service delivery requirements does the State mandate in a comprehensive One-Stop Center 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 Organization, Faith Based, etc. on the One Stop Center's Web site is also under review.

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

As a *netWORKri* partner, the LMI unit has provided information that assists front-line staff in making the connection between people and jobs. 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 labor market information available to customers and staff of the State's *netWORKri* offices. In November 1998, the LMI unit 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 unit 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 labor market information for the staff of the *netWORKri* offices and other interested groups. LMI 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 Centers? For example, do all One-Stop Centers have a uniform method of organizing their service delivery to business customers? Is there a common individual assessment process utilized in every One-Stop Center? Are all One-Stop Centers required to have a resource center that is open to anyone?

Rhode Island was deliberate in the design of every aspect of the netWORKri 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 Center 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 Center has a separate Computer Lab for group training and testing. Staff assigned to the Resource Area are identified as the Up-front Team.

An initial customer satisfaction survey is available for customers to provide feedback on their netWORKri experience. It is a brief survey, but sets an initial tone for staff and customers regarding customer service expectations.

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

Staff that specialize in employer services are also available in each netWORKri Center to assist employers with a variety 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 Economic Development.

The implementation of the America's One-Stop Operating System (AOSOS), a case management system for jobseekers and employers, in January, 2004 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 jobseeker and employer modules in AOSOS guide the assessment process and allows 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. Workforce information is 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 the Centers are responsive to the communities they serve.

As part of the Local board's monitoring process, the 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 is guiding the current strategic planning process for the netWORKri system. DLT's Labor Market Information Division has designated an LMI liaison to interact with each of the 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 jobseekers, 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 Department of Labor and Training's website provides up to date information and links to workforce information to employers, job seekers and workforce development staff. In addition the LMI liaison to the One Stop Career Centers provides workforce information in a variety of formats including brochures, posters and customized reports on an as needed basis.

RIDLT's Employer Services Unit provides information to employers. Employer Services Representatives (ESRs) meet periodically with employers within the geographic areas they represent. They provide information on all services available through the Department of Labor & Training, and through the netWORKri Career Centers. They also provide information on programs and services available for employer access, tax credits and incentives. ESRs provide information to employers regarding job fairs and on-site recruiting. In addition, the Unemployment Insurance division offers quarterly contact with employers via UI mailings.

- 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. Labor Market 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 RI's State Workforce Investment Board for review regarding 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.

DLT through its netWORKri website promotes the use of DOL's suite of electronic tools designed to provide online workforce information. The Career One-Stop website is a comprehensive career information system that provides express links for job seekers, businesses, training seekers, workforce development professionals, and local one-stops. This website is a portal to: information on related statewide links to workforce tools of the trade and disabilityinfo.gov.; an online coach to assist job seekers, businesses, training seekers, workforce professionals and new users; a career resource library; job listings and 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 delivery 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 WIA priorities of economically disadvantaged and a barrier. 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 the 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 Workforce Investment Notice 04-03, attached as Exhibit 10. State planning guidelines include both Adults and Dislocated Workers.

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 the *netWORKri* Centers throughout the state.

This triage approach encourages and moves customers towards self-sufficiency. Staff Resource Specialists provide initial up-front assessment and direction. This interaction can

be brief but 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

Computer resource rooms are designed to provide a multitude of reemployment resources to provide *self-service* capacity and facilitated self-services in each Center. Customers can access many core labor exchange services in the Resource Area including America's Job Bank, Career Infonet, Labor Market Information for Job Seekers and Employers, Word for resumes and cover letters, telephones and fax machines are available for job search. Resource Specialists, knowledgeable in the resources, technology and partner services, are available in the Resource Area for facilitated self help service to assist with activities and provide guidance.

Staff-Assisted

Customers who receive staff-assisted service 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 in the Department of Labor and Training.

In accordance with Wagner-Peyser Act DLT supports the following functions: the provision of Wagner-Peyser funded staff resources at netWORKri Centers, the provision of labor exchange services to both job seekers and employers, including UI recipients, veterans and 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 all 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.

The Native Americans who have traditionally received their own funding have been invited to participate. Older youth and 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.

At this time, although there is coordination with Job Corps and HUD, referrals, where appropriate, are directed to the closest available programs.

All mandatory programs as well as optional programs as they either self identify or are determined appropriate by the local Boards will be encouraged to co-locate or to at least electronically connect to the one stop centers.

Required Partners:

- Adult, Dislocated Worker and Youth Activities under WIA Title I (including Veterans Workforce Investment Programs, 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 U.S. Department of Housing and Urban Development

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 Workforce Investment Area 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)
Apprenticeship
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 14** entitled 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 prevocational skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, 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 has put an emphasis on his Fiscal Fitness goals and the removal of duplicative administrative and programmatic functions in the workforce system to ensure that the maximum amount of funds are available for client training. In addition, there is a focus on bringing all federal and state resources to bear on improving the basis an occupational skills of Rhode Islanders under the jurisdiction of the State Workforce Investment Board. Finally, there is a renewed emphasis on On-the-Job Training and Customized Training with strong linkages to the employer. Note the waiver request to provide flexibility in the Customized Training area in order to encourage employers to participate in the training efforts on a basis that makes sense for their industry and business.

b. Individual Training Accounts:

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

WIN 99-21, Change 1 and WIN 01-06, attached to this Plan as Exhibits 8 and 24 respectively provide information and guidance on the performance requirements for ITA's.

- ii. Describe innovative training strategies used by the State to fill skills gaps. Include in the discussion the State's effort 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 system, community college system and economic development to address skill gaps in the defense industry, particularly working to supply welders to replace those ageing out of that profession.

- 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 funds should be made available to customers who select a course of training, the state used as a guide the cost of a two-year program at the Community College. That calculated to be approximately \$2,000 per year, which resulted in a voucher 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 ETP 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 allowance to WIA Title I funds 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-stop centers 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.**

Reference WIN 01-15 entitled Customized Training and On-the-Job Training, attached to this Plan as **Exhibit 16**.

- 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 a waiver of the WIA Statute and Regulation governing the percent of employer resources required in order to contract for training under the provisions of customized training. The waiver would allow each project with an industry or particular business to be individually framed to accomplish the objective of serving both the job creator and job seeker equally. The cost of the training to the employer has to be reasonable in terms of the benefit to be achieved. This flexibility should increase the acceptability of creating 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 clusters. The goal is to increase the amount of funding available for training so that a larger portion of the local area Adult and Dislocated Worker funds are allocated to On-the-Job-Training and customized training contracts. Because of the high demand for training dollars, the local areas have not allocated adequate funding in this category in the past. In fact, one service area allocates only 24% of their Adult funds and 10% of their Dislocated Worker funds to On-the-Job-Training while the other does not plan to undertake any On-the-Job and customized training at all.

- ii. **Describe how the State:**

Identifies OJT and customized training opportunities;

The local areas: the Workforce Partnership of Greater Rhode Island and Workforce Solutions of Providence/Cranston are active members of the local and regional Chambers of Commerce, the State's Employer Services Network and are also featured in the RIEDC's "Every Company Counts" initiative. It is through the membership on the local boards and these other associations that most of the OJT and customized training opportunities originate. The RIEDC also partners with existing and incoming industries that are in need of skilled workforces and RI DLT to provide skills training on a project by project basis. The RI DLT through the Rapid Response effort often identifies populations of skilled workers with many transferable skills but for some minor training could be re-employed in similar industries.

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

RIEDC and RIDLT along with the local area boards have instituted ongoing marketing efforts to inform businesses of the program available to employers and job seekers. Funds for

marketing are often scarce and are difficult to sustain; therefore, the use internet technology has been the prime vehicle of outreach programs recently.

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

Partnership have been developed with the bio-tech and other industries through the state college system to provide skilled workers in a timely manner. The focus of this new plan is to expand the efforts of the main demand industry clusters from its exclusive emphasis on the emerging workforce to also serve adult and dislocated workers.

The SWIB taps business partners to help drive the demand-driven strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training.

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.)**

See the attached Methods of Administration Certification under the Workforce Investment Act dated June 24, 2004.

Additionally, the federal guiding principals of customer choice and seamless integration were essential in the design of the netWORKri system to ensure programs and services were accessible to a universal population. In some cases staff are 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 seasonal farm workers, and employer services. In other instances netWORKri partner agencies serve targeted populations through the One-Stop system including, Department of Human Services, Dept. of Elderly Affairs Title V programs, Community College of RI, and the Office of Rehabilitation Services. In the upcoming program year WIA youth vendors will be providing services through some of the netWORKri Career Center. The comprehensive center in Providence boasts the state's first Youth Center which provides targeted services with dedicated staff funded by the Dept. of Children Youth & Families to at-risk youth.

Each Center has a library where customers can browse and access information in a variety of formats on state and community based services to targeted populations. A

new netWORKri web site launched in 2005 connects customers to a wide variety of resources and programs.

The two comprehensive centers 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. DLT maintains a list of Interpreting staff in other divisions who may be utilized if the need arises for other languages. DLT also has a process to procure the services of Interpreters for customers who are hearing impaired.

The netWORKri Centers were designed with “accessibility” as a core requirement. Each Center provides assistive technology for people with disabilities. Twenty percent of the work stations in the Resource Area are wheel chair accessible.

In October, 2000, the HRIC received a Work Incentives Grant to enhance netWORKri for people with disabilities. The goal was to build on the good work that was accomplished four years prior to create an accessible One-Stop system, and specifically to fully implement the recommendations of the Disability Advisory Group who issued a report to guide the implementation process. This grant contributed to the following sustainable achievements:

- Marketing collateral was revised to be more inclusive of people with disabilities
- Hired Disability Resource Specialists
- Purchased computers for community based organizations to connect to employment resources including netWORKri to enhance their ability to job develop for their clients.
- Create an Employer Service NetWORK, a network of job development professionals from state and community based organizations connected to local netWORKri Centers to streamline services to employers and connect customers, including those with disabilities, to jobs
- Intensive training for partner staff and members of the Employer Service Network on issues related to serving people with a variety of disabilities

“Accessibility” goes well beyond physical design, technology and resources. It is important to acknowledge that customers could find the Centers physically appealing and accessible, but still feel uncomfortable or unwelcome. 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 Rhode Island Department of Labor & Training has provided reemployment services for Unemployment Insurance claimants through Worker Profiling and

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 need of reemployment services. Following a scheduled orientation to provide information regarding reemployment services available to them and to advise 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 DOL. Each initiative builds on the concept that early intervention, through a more intensive level of reemployment services such as counseling and assessment, testing, job search workshops, resource room information and tools, and other basic reemployment services increases the chances of the claimant promptly returning to work, thereby reducing the duration of unemployment.

Additionally, under the state-funded Unemployment Insurance/ Employment Service effort, selected individuals who received their first unemployment insurance payments were offered one-to-one services, all focused on the goal of a rapid return to work thereby reducing the duration of their unemployment insurance. These services included staff assisted job search, resume preparation, job development and on-the-job exploration.

Currently the state plans to implement the Reemployment and Eligibility Assessment Grant which will allow DLT to continue to improve the quantity and quality of services for UI claimants. The objective is to allow people to rapidly return to work. This effort builds upon the previous reemployment initiatives of PY 2001 – 2003.

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 requires workforce development 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 and is applicable to all UI claimants in Rhode Island. 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 rights to benefits is made by UI claims staff.

Basic information on all UI claimants is sent to the Employment Service division following the receipt of the claimant's first UI payment. That information resides in the America's One Stop Operating System and is used to provide job matching functions for all active UI claimants.

As indicated above, the Reemployment and Eligibility Assessment (REA) Grant program will provide for intensive reemployment services utilizing job matching functions. The REA grant seeks to increase the number of claimants who are notified of appropriate job matches, 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 programs are served through the comprehensive netWORKri Centers. Response to WARN petitions are provided through the Adult and Dislocated Services Unit to ensure coordinated services throughout the State.

Service delivery approach for TAA participants include: assistance from trade 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 local One-Stops to meet the needs of the effected worker. All customer data, services and outcomes are tracked and reported through AOSOS.

The RI Department of Labor and Training, /Adult and Dislocated Services Unit is responsible for program monitoring, technical assistance and fiscal management. The Department determines Trade Readjustment Allowance, Alternative Trade Adjustment Assistance; and coordinates Health Care Tax Credit eligibility.

Decisions regarding co or tri-enrollment in WIA, TAA and NEG's are determined at the WIB level on a case by case basis.

Rapid Response services for workers affected by Worker Adjustment

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 Rhode Island Department of Economic Development to provide, in many cases employer based curriculum leading to specific jobs at the end of the training period. This has occurred most notably in the welding programs serving Electric Boat and other Ship Building Industries in Rhode Island. This model will be expanded to other major industry clusters identified elsewhere in this Plan such as health care, hospitality and construction.

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 program and services. Each Center provides assistive technology for people with disabilities. Twenty percent of the work stations in the Resource Area are wheel chair accessible.

In October, 2000, the HRIC received a Work Incentives Grant to enhance netWORKri for people with disabilities. The goal was to build on the good work that was accomplished four years prior to create an accessible One-Stop system, and specifically to fully implement the recommendations of the Disability Advisory Group who issued a report to guide the implementation process. This grant contributed to the following sustainable achievements:

- Marketing collateral was revised to be more inclusive of people with disabilities
- Hired Disability Resource Specialists
- Purchased computers for community based organizations to connect to employment resources including netWORKri to enhance their ability to job develop for their clients.
- Create an Employer Service NetWORK, a network of job development professionals from state and community based organizations connected to local netWORKri Centers to streamline services to employers and connect customers, including those with disabilities, to jobs
- Intensive training for partner staff and members of the Employer Service Network on issues related to serving people with a variety of disabilities

“Accessibility” goes well beyond physical design, technology and resources. It is important to acknowledge that customers could find the Centers physically appealing and accessible, but still feel uncomfortable or unwelcome. On-going staff training is important in maintaining a welcoming environment for all customers including people with disabilities.

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

DVOP and LVER staff is fully integrated into each netWORKri Center, 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 DVOP and LVERs capacity to effectively serve the customer base. Veteran's customers benefit from the team approach to service delivery and internal networking among staff.

On behalf of their customers, staff dedicated to the veterans programs work closely with partner staff whose expertise varies from WIA, TAA, Rapid Response. Rapid Reemployment, and Employer Services 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 to intensive to training with gainful employment as the final outcome. The goal of having the DVOP and LVER staff fully integrated into netWORKri system is to ensure they and their customers have access to and utilize all netWORKri resources, partner staff and program.

In keeping with the vision of the Secretary of Labor of "customer choice" for veterans, the 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 Veterans Community Care Center at the VA Regional Hospital, Homeless Veterans Project at the Rhode Island Veterans Home, Vocational rehabilitation & Educational 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 directly or through the internet. With this flexibility the veteran can learn about the calendar of events at each Center, or access the job bank at any time. Veterans may want to learn about state job postings, tax credits, training opportunities, upcoming job fairs, and recruitments by either using the internet or in person at the One-Stop.

Special populations served through the DVOP and LVER staff systems include;

Homeless Veterans: Nickerson house is a residential program in Providence for homeless vets. The DVA unit at RI Veterans Home in Bristol. An LVER provides services to veterans enrolled in these programs. Operation Stand Down (OSD) has a residential program in Johnston, RI. The netWORKri system recognizes that some homeless veterans would not enter a One-Stop Center, the system has remained fluid with services to homeless veterans by "reaching out" beyond the walls to aid and assists veterans find training or work at these different sites. To accommodate all special populations of veterans in RI a LVER is the liaison to the RI Indian Council in Providence and special attention is given to incarcerated vets. In RI incarcerated veterans are served in a new program conducted by the RI Department of Corrections. One-Stop staff are part of the program and LVER staff participate in the program once the veteran is released from prison. In order to be flexible the large scale netWORKri partner staff markets the quality services provided to veterans through the system.

Veteran services and programs are part of every outreach initiative developed at the Centers. The netWORKri system knows that veterans are an important part of every effort made to market and outreach to customers. The One-Stop system offers orientations, rapid response to companies impacted by large layoffs, presentations to community groups, information sharing in the communities, customer support, and employer participation in the decision making process at the Centers. Priority of service is provided to veterans who receive consideration for all opportunities in which they qualify within each One-Stop. Posted instructions regarding the special priority of veterans' status is visible in each One-Stop. Staff is instructed in the important principle guiding this system for special consideration for veterans. The One-Stop delivery system at netWORKri centers recognizes the special place veterans hold in making this country what it is. When a veteran needs the services of a One-Stop Center in Rhode Island we are there.

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 centers serve a very diverse customer base, and the primary languages spoken, other than English, are Spanish and Portuguese. DLT provides interpreters at both netWORKri sites to provide access to programs, services and information at no cost to the customers who are non-English speaking or have limited abilities in speaking and understanding the English language. DLT 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. DLT 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 MSFW's. The One-Stop Career Center System ensures the needs of migrant and seasonal farm workers 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 the need of adult basic education and ESL as a prerequisite to occupational skills training 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 and technology 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 posted in the lobby area for public view. All posters are in English and Spanish.

Information about the available services and how to access them are provided through outreach to MSFW's and other agricultural workers. The State Monitor Advocate and the Employment Service Representatives will continue to perform outreach. They describe employment-related services to farm workers and distribute printed DLT 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 area to determine how many individuals can be served by the funds available.

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

Before setting aside the priority, 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 service levels for priority populations who are in training; (1) a minimum of 12 percent for individuals with disabilities for adult and youth clients; (2) a minimum level of 35 percent with a additional goal of achieving 65 percent for economically disadvantaged and recipients of public assistance; and (3) others with multiple barriers to employment and training to include but not limited to ex-offenders, basic skill deficient, homeless, etc. Local plans will indicate how they will achieve these levels of services for the populations listed above. 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 activities 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. It should be noted that both local plans submitted for PY 2005 and PY 2006 have provided this priority of service. See Exhibit 10, WIN 04-03

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. See WIN 04-09 in Exhibit 25.

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 Department of Labor and Training's Dislocated Worker Unit. The Dislocated Worker Unit Coordinator, the appropriate *netWORKri* Center Manager and DLT Manager, the Rapid Response Coordinator and the Employer Service Unit coordinate the Rapid Response activities. The Local Boards 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 a need for other relevant cooperation. The funding is administered by the R.I. Department of Labor and Training.

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 amongst R.I.'s Human Resource personnel over the years. They are a major contributor in providing layoff or closing information routinely.
- We utilize media reports of layoff/closing announcements, mergers that may result in downsizing and reports of businesses experiencing financial problems.
- Local One-Stops provide information from recently laid off customers who identify the company's plans for layoff/closing activities.
- The department's Employer Services Unit informs Rapid Response staff of companies experiencing difficulties.
- WARN Act notifications
- The Economic Development Corporation, state and local officials

- The Unemployment Benefits Administration relays information when a company inquires about what they should do when having a substantial layoff or closing.
- 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.

- RR staff contact the company a/s/a/p, usually the same day.
- Schedule management meeting with company/union officials.
- Meeting to include representatives from the One-Stop, company/union management, and at times local elected officials.
- Points of discussion include how to avert the action, establishing labor/management committees, overviews of services offered by the department, 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 the often-agonizing prospect of laying 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 unemployment insurance 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, improves employee morale, and 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 include the distribution of handouts explaining all topics covered during the presentation. Coordinate the attendance of representatives from the union, local elected officials, employee assistance programs, company Human Resource, community services and local one-stop staff, if applicable. Schedule separates informational meetings for non-English speaking employees.
- If applicable, present overviews of TRA/TAA, HCTC, on-site assessment, workshops, resume preparation, informational vendor fairs

and job fairs. The department's Employer Services Unit (ESU) coordinates the job fair with interested employers looking for workers with like skills, or willing train.

- In an effort to overcoming obstacles, (lack of available space at the company) we facilitate off-site informational meetings. When the workforce is bi-lingual or multi lingual, we engage Department interpreters for the sessions. If the company works multiple shifts, arrangements are made at the convenience of the customer, regardless of shift.
- Following the employees needs assessment, evaluate available funding sources. 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, U.I. and the One-Stop all play a roll in having the customer appear for a one-on-one interview and completion of the certification paperwork.

Our close collaboration with employers also provides vital information. Periodically an employer (or an agency acting on their behalf) will provide a list of affected workers, thus allowing us to contact the workers and direct them to information sessions held off site, at union halls and the local One-Stop Center. In this instance, mass mailing and phone calls (in multiple languages, as required) are an excellent outreach tool.

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.

In Rhode Island, the Department's Employer Services Unit (ESU) is responsible for servicing the business community. We also work with staff employed by the Economic Development Corporation (EDC). We have, and continue to work in concert. We inform, and promote all of our available services to employers and employees. ESU and EDC are members of all Chambers of Commerce in the state, providing excellent networking opportunity. Additionally, they promote and educate the business community regarding the services available through the Department of Labor and Training.

Complete Rapid Response information is available on our web site. The Rapid Response team is available for employer functions.

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 as part of staff development, we provide information to *netWORKri* partners on the services provided through Rapid Response. This awareness enhances our 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 the Department will seek to continue and enhance 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 America's One Stop Operating System(AOSOS) is in place. AOSOS tracks the National Emergency Grants, the Workforce Investment Act and the TRADE programs, participation levels as well as service provided to both the employer customer and affected worker. AOSOS also has capabilities to track RR services to employers and participants.

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 dollars 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 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).)

See section I , question E.

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

Key staff from RI's Job Corps Center and members of local workforce investment boards participate jointly on Job Corps and WIB planning committees.

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 proposes to introduce a mastery based math program for all students in a select High School District as prototype. This system takes attendance, delivers lesson presentations, assigns homework, grades tests, and most importantly charts student progress to provide individualized real-time assessment. The curriculum is designed to allow students whose learning styles and paces vary widely to receive the same, high-quality education. Funds from the Governor reserve has been committed in the amount of \$75,000 in the first year. This program involves the collaboration of the Rhode Department of Education and the RI DLT.

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).)

See WIN 99-24, **Exhibit 22**

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).)

Within the auspices of the RI Department of Labor & Training there stands a unit called the Employer Service Unit. The nine Employer Service Representatives (ESRs) are strategically

located throughout the state in each of Rhode Island's One-Stop netWORKri 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.

These nine ESRs work closely with Rhode Island's employer community as DLT's "outreach customer service division". The opportunity of individualized private meetings at the employer's site is the norm; however there are "employer information sessions" held in our Centers, whereby a group of employers will attend a session to receive an overview of all services.

Basic services include the promotion of USDOL programs and services including the 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 state government (i.e. Economic Development Corporation, the Human Resource Investment Corp., Chambers of Commerce, Depts. of Human Services, Elderly Affairs, Office of Rehabilitation Services, our two regional boards, et al).

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 man 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 Department of Labor & Training or be referred to a Center or Unit for more in-depth assistance.

The ESRs meet bi-monthly with their Employer Service Unit manager, allowing them to share new information coming from their geographical areas as well as working together as a team. Within the past month, the nine ESRs conducted a face-to-face mini survey with employers throughout the State. The pre-strategic plan for this survey narrowed a variety of questions to four specific questions polling employers as to:

- What experience have you had working with us (DLT, netWORKri, 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 us (DLT, netWORKri, the ESU)

Across the state the responses revealed that most employer's needs and wants are closely related. We will be sharing the results of this survey will many of our partnering agencies over the next few months.

As the chief marketing agent for the department, the Employer Service Unit has adapted to economic conditions in order to remain customer-driven. This unit constantly strives to have a finger on the pulse of the business climate in the State, allowing them to anticipate developing needs and to fashion a strategy 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, local workforce boards and others interested in plotting workforce trends. By constantly sampling and surveying employers in a state as compact as Rhode Island, employers have the opportunity to each be heard. Employers communicate training needs for both soft skills and occupationally related skills. Many employers are assisted through state programs funded with excess unemployment taxes while others are assisted through programs like WIA, TANF, Vocational Rehabilitation, Job Corps, depending upon the level of skills needed and the relationships established with the various funding streams.

In addition, RI employer service delivery providers have created the Employer Services Network or ESN. The ESN's purpose is to organize job development and placement activities across public and private entities in Rhode Island for the benefit of all. Its primary methodology is to establish lasting relationships with members of the business community that ultimately lead to employment opportunities for the job seekers ESN members collectively represent. It is hoped that the outcome would be a win-win-win for the ESN's three customer groups (business people, job seekers, job development professionals).

Below is ESN Protocol at a Glance:

The 12 "Traditions" of the ESN

ESN Members shall:

1. adhere to the underlying principles of the ESN such as customer service, confidentiality, collaboration, and continuous improvement of self and system;
2. actively participate in and sustain the local ESN meetings as the heart of the ESN;
3. facilitate access for one another to employers, services and job orders;
4. maintain successful relationships with their business customers;
5. function as the lead point of contact for their business customers;
6. share/post job leads throughout the ESN within 2 business days if unable to fulfill the business customer's needs from within the member's own agency;
7. utilize the netWORKri common job order form for data collection;
8. expediently follow up employer requests to assure customer satisfaction;
9. assess the needs of the job seeker and the business customer sufficiently well to assure mutual customer satisfaction;

10. maintain the accuracy and currency of the information in the employer account database;
11. represent the ESN while representing the member's own agency;
12. and share professional development opportunities.

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 the literacy and numeracy by the State. The State is looking at a prototype math mastery system to improve performance of high school students on a statewide basis, particularly, benefiting students with limited English proficiency. This approach will allow student to learn at their own pace while allowing the classroom teacher and the student to monitor performance. This program should it work in one select school district will be extended throughout the State with the hope that a marked improvement in numeracy will be achieved by High School students. The State is also committed to improvements in Adult literacy by bringing all agencies funding literacy programs together in a coordinated effort to deal with improving language, reading and writing skills for adults. The Governor has appointed a, so-called, Literacy Czar to provide the coordination of functions and public exposure to the defining the problem and funding the solutions.

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's has identified a Faith-Based and Community-Based Organizations coordinator who is responsible for convening informational sessions regarding the FBCBO initiative and disseminating information relative to the initiative. In addition, the state issued planning guidance requiring local areas to describe activities undertaken to increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system and activities undertaken to expand the access of faith-based and community organizations' clients and customers to the services offered by the One-Stops in the State. See Exhibit 10, WIN 04-03.

Local Plans are currently under review.

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 Rhode Island Department of Labor and Training as the operator of Rhode Island's One-Stop System, implemented America's One-Stop Operating System (AOSOS). AOSOS's web-based system is utilized to meet the requirements of the Workforce Investment Act. It is a comprehensive case management system for workforce professionals who work with employers and job seekers. In addition to its case management capabilities, AOSOS delivers federally mandated performance reports for DOL ETA employment and training programs. At present, all Wagner-Peyser, WIA, employer services and DLT state programs are managed, tracked and reported through AOSOS. Electronic tools have been developed by DOL to provide workforce information to job seekers and employers. The Career One-Stop website is a comprehensive career information system that provides express links for job seekers, businesses, training seekers, workforce development professionals, and local one-stops. This website is a portal to: information on related statewide links to workforce tools of the trade and disabilityinfo.gov.; an online coach to assist job seekers, businesses, training seekers, workforce professionals and new users; a career resource library; job listings and integrated resume system and tutorial through America's Job Bank; career exploration services through America's Career Infonet; the America's Service Locator; customized occupational profiles; career videos; employer contact listings; a financial aid advisor; and a scholarship search availability.

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

Statewide activities funds are reserved to support the state administrative and fiscal functions, support of the One-Stop Career Center System, support of the State Workforce Board, and incentive funds for local areas that achieve performance expectations. In addition, funds are also reserved to support a mastery-based math program in select local school districts under the Governor's Math and Science Initiative mentioned previously in the Plan.

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.)

See Section 5, question 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 performance measures, with new definitions under common measures, of the WIA performance system. Additionally, the state tracks performance in the Wagner-Peyser and Trade Act programs. The state has had meetings with local areas to begin the negotiation process for PY2005 and PY2006 WIA performance goals. Those meeting continue as local areas provide additional information regarding their performance goals.

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).)

RI DLT tracks all Veterans (including Campaign Badge, Transitioning, Disabled and Special Disabled) 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 America's One Stop Operating System (AOSOS) as its web based one stop operating system to meet the requirements of WIA. This comprehensive case management system is used Rhode Island workforce professionals who work with employers and job seekers. Its case management capabilities deliver federally mandated performance reporting for DOL performance outcome reports. 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. State interfaces to Unemployment Insurance Wage Records and the Wage Record Interface System provides state and national access to wage records for all participant outcomes in AOSOS.

Consultation among all partners at the state and local levels 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 Governor and previous state board worked closely with local workforce boards to ensure continuous improvement through close monitoring of performance outcomes. Local 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 State Workforce Investment Office performs a review on a quarterly basis. As described in TEGL 19-02 with regard to Sanction Policies, WIN 01-04 attached to this Plan as **Exhibit 17** was issued to provide technical assistance and reorganization policy for WIA failed performance. Subsequently, WIN 03-01 attached to this Plan as **Exhibit 18** was issued to develop local area corrective action plans for failed performance. With technical assistance provided in conjunction with the Regional Office of DOL and in accordance with TEGL 11-01, Rhode Island requested and received a revision to its Year 4 and 5 negotiated performance level for the Older Youth Earnings Change. This also resulted in submittal of a performance improvement plan that modified our five-year strategic plan.

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.

The State Workforce Investment Office has begun to compare past performance against the common measure definitions. With the issuance of TEGL 28-04, which rescinds TEGL 15-03, information has been disseminated to the LWIBs for its review. The current data reporting systems are being reviewed so that the State will be in compliance for gathering the necessary common measure elements on or soon after July 1st.

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 provides will help them attain their statewide performance goals. (Sec. Sec. 112(b)(3) and 136.)

| PROGRAM GROUP | MEASURE | PROPOSED PERFORMANCE GOALS | |
|----------------------|---------------------------------------|----------------------------|---------|
| | | YEAR 1 | YEAR 2 |
| ADULT | Entered Employment Rate | 77% | 79% |
| | Six Month Retention Rate | 87% | 88% |
| | Average Earnings Change | \$3,500 | \$3,750 |
| | Credential Rate | 62% | 64% |
| DISLOCATED WORKERS | Entered Employment Rate | 83% | 85% |
| | Six Month Retention Rate | 93% | 94% |
| | Average Earnings Change | 90% | 92% |
| | Credential Rate | 75% | 77% |
| YOUTH AGES 19 - 22 | Entered Employment Rate | 68% | 70% |
| | Six Month Retention Rate | 79% | 81% |
| | Average Earnings Change | \$2,500 | \$2,750 |
| | Credential Rate | 54% | 56% |
| YOUTH 14 - 18 | Skill Attainment Rate | 87% | 88% |
| | Diploma or Equivalent Attainment Rate | 62% | 64% |
| | Placement/Retention Rate | 58% | 60% |
| EMPLOYERS | Customer Satisfaction | 72% | 73% |
| PARTICIPANTS | Customer Satisfaction | 76% | 77% |

E. Administrative Provisions.

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

See **Exhibit 23** , WIN 00-12

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

See Attached Methods of Administration.

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.

ATTACHMENT A

REGION 1 – BOSTON/NEW YORK

Douglas Small
Regional Administrator
U.S. Department of Labor/ETA
JFK Federal Building
Room E-350
Boston, Massachusetts 02203
(617) 788-0170
FAX: 617-788-0101
Small.Douglas@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: | <u>aorefice@dlt.state.ri.us</u> |

| |
|-------------------------------------------------------------------------------------------------|
| 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: | <u>aorefice@dlt.state.ri.us</u> |

| |
|------------------------------------------------|
| Name of WIA Title I Signatory Official: |
|------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Adelita Orefice, Director Department of Labor and Training 511 Pontiac Avenue Cranston, RI 02920 | |
| Telephone Number: | (401) 462-8878 |
| Facsimile Number: | (401) 462-8872 |
| E-mail Address: | <u>aorefice@dlt.state.ri.us</u> |

| |
|-------------------------------------|
| Name of WIA Title I Liaison: |
|-------------------------------------|

Adelita Orefice
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

Name of Wagner-Peyser Act Grant Recipient/State Employment Security Agency:
Department of Labor and Training

Address: **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 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@dlt.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.

| | |
|--------------------------------------------------------------------------------------------|--------------------------|
| <p>Typed Name and Signature of Governor</p> <p>Donald Carcieri, Governor</p> | <p>Date May 31, 2005</p> |
|--------------------------------------------------------------------------------------------|--------------------------|

SECTION XII EXHIBITS

| | | |
|-------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Exhibit 1 | | State Workforce Investment Board Membership Categories |
| Exhibit 2 | | Planning Timeline |
| Exhibit 3 | | Summary of Public Comments |
| Exhibit 4 | | Rhode Island Industry Partnerships |
| Exhibit 5 | | (Former) Human Resource Investment Council/State Workforce Investment Board By-Laws |
| Exhibit 6 | | Conflict of Interest (WIN 99-13) |
| Exhibit 7 | | Waiver Request |
| Exhibit 8 | | WIA Certification Process for Eligible Training Programs/ Providers (WIN 99-21 Change 1) |
| Exhibit 9 | | Establishment & Certification of LWIBs (WIN 99-09 Change 1) |
| Exhibit 10 | | Local Planning Guidance for Two-Year Plan (WIN 04-03) |
| Exhibit 11 | | PY 2005 Allocations |
| Exhibit 12 | | Guidance on Complaint and Grievance Procedures (WIN 02-11) |
| Exhibit 13 | | Selection of One-Stop Providers (WIN 99-17) |
| Exhibit 14 | | One-stop Memorandum of Understanding (MOU) (WIN 99-18) |
| Exhibit 15 | | WIA Program Year 2005 Performance Requirements for the Subsequent Eligibility Certification Process of Eligible Training Programs/Providers |
| Exhibit 16 | | Customized Training and On-the-Job Training (WIN 01-15) |
| | | |

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|-------------------|--|---------------------------------------------------------------------------------------------------|
| Exhibit 17 | | Technical Assistance and Reorganization Policy for WIA Failed Performance. (WIN 01-04) |
| Exhibit 18 | | Incentive Awards for Performance (WIN 03-01) |
| Exhibit 19 | | Chart of Proposed Performance Expectations |
| Exhibit 20 | | Reallocation of Unobligated Funds (WIN 99-12) |
| Exhibit 21 | | Transfer Authority (WIN 99-22) |
| Exhibit 22 | | Youth Councils (WIN 99-24) |
| Exhibit 23 | | Appeal Process for Future Denial of Designation as a Workforce Investment Area (WIN 00-12) |
| Exhibit 24 | | Individual Training Accounts (WIN 01-06) |
| Exhibit 25 | | Veterans' Preference (WIN 04-09) |