

**Connecticut Employment and Training Commission**  
**2009 Annual Report/Card**  
**A Talent-Based Strategy for Economic Competitiveness**

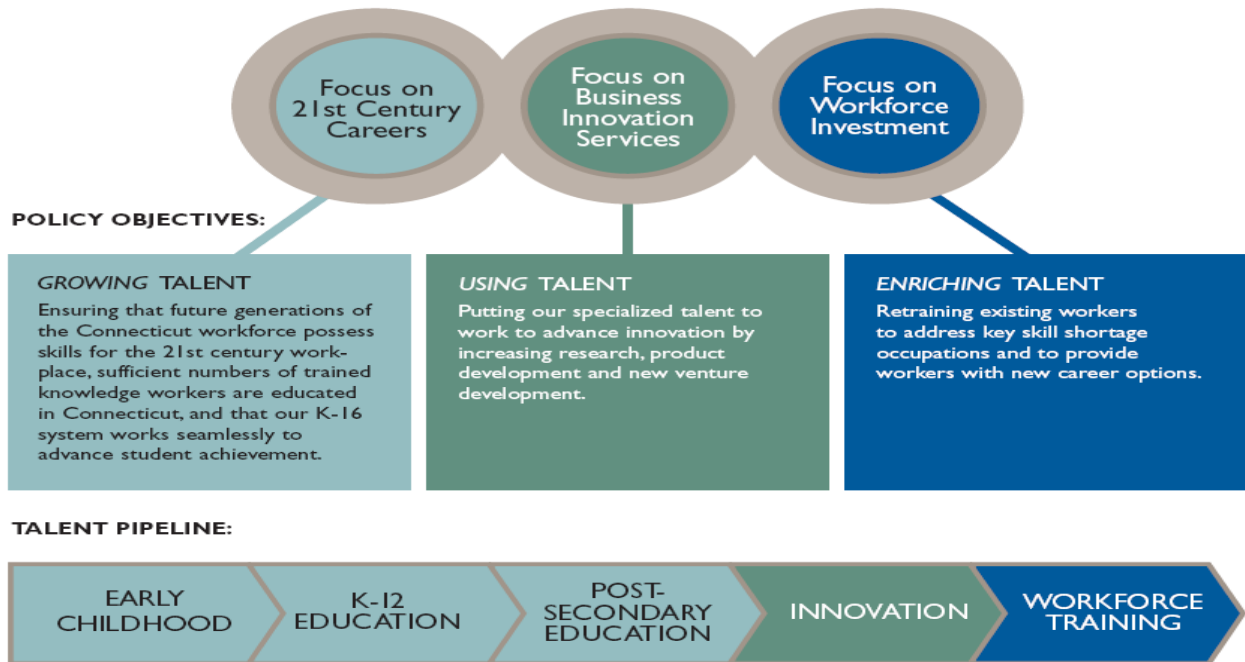
*It is our responsibility as lawmakers and as educators to make this system work. But it is the responsibility of every citizen to participate in it. So, tonight, I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma.*

President Obama



# EXECUTIVE SUMMARY

## THE TALENT PIPELINE



The Connecticut Employment and Training Commission (CETC) is Connecticut's state workforce investment board, producing an annual report on the status of efforts to sustain a skilled state workforce and an annual report card on the performance of state training and education programs. This CETC 2009 Annual Report/Card is a hybrid, blending annual report and report card requirements in a single document.

The key objectives of this 2009 Annual Report/Card are to:

- Identify challenges to Connecticut's competitiveness warranting priority attention.
- Identify the entities to which CETC looks for progress on each of these challenges.
- Lay the foundation for CETC's 2009 Annual Plan focusing on the jobs creation implications of the American Recovery and Reinvestment Act of 2009 in Connecticut.

Recent CETC annual reports analyzed socio-economic, demographic and economic conditions, identifying trends threatening Connecticut's economic future. CETC's recent annual report cards identified challenges in the performance of our workforce preparation and education programs. These trends and challenges are every bit as troubling in 2009.

Nationally, state-by-state, across a range of key indicators, signs of stagnation and decline are evident. A unique combination of circumstances suggests a daunting future for Connecticut:

- Our workforce is stagnant, aging more rapidly than in other states, with insufficient skilled new workers to take up the slack.
- The proficiency of young people, who constitute the state's future workforce, fails to keep pace with changing demands of the workplace. Once envied for our educational attainment, multiple warning signs document that Connecticut's educational performance is static, while competitor states bypass us.
- Business growth increasingly depends on the strategic use of technology to spur innovation. We are not keeping pace with employers' demands for technically skilled workers to sustain and retain innovative businesses.
- Our high cost of doing business puts a premium on the availability and quality of our workforce, emphasizing the crucial nature of talent as the key variable resource to be nurtured, enriched and used to drive economic growth.

To sustain a growing economy and provide continuing opportunities for productive employment, CETC sup-

ports a **talent-based strategy** built on the foundation of “the talent pipeline”. This approach promotes talent as the driver of innovation, the catalyst for invention, the source for new ideas, the engine of production. **Grow-ing, using and enriching** talent are the three dimensions of a strategic approach to develop the 21<sup>st</sup> century skilled workforce critical to Connecticut’s economic future. Talent – in all of its dimensions – is fundamental to Connecticut’s sustained competitiveness. The talent pipeline represents the ideal of an integrated continuum of education and workforce training systems and strategies, coordinated to meet the objectives of a growing and competitive state economy.

**Skill requirements for success in the workforce and college are converging, and increasing.**

Advanced skills and educational attainment are crucial for continued state economic growth. This is particularly true in Connecticut, where technology-driven productivity requires increased skills for all occupations, including strategically important “middle skills jobs”. And these skill requirements are rising steadily.

**We need more students to pursue advanced training in critical STEM fields.**

Like the rest of the nation, Connecticut lags in producing enough engineers and scientists to drive the state’s economy, and the skills gap between state occupational demand in technical jobs and the supply of qualified workers is widening.

**High production costs underlie our high cost of living, in turn requiring higher earnings, increasingly dependent on continuing educational attainment.**

Self-sufficiency standards for Connecticut (costs for housing, childcare, healthcare, transportation, and other basic expenses) make the point. Basic annual costs to support an individual range from \$43,000 - \$57,000 across our major cities. The projected annual income for a high school graduate today is only \$26,000. For a high school dropout it is only \$19,000. Our high cost of living requires earning power well beyond what a high school diploma now provides, a social adjustment of historic significance.

The implications of increasing skill requirements for all Connecticut residents and for all jobs extend beyond the

need for more engineers and scientists. The actual number of available high-skilled, technology-focused jobs requiring advanced education at any given time is limited, although their growth rate is significant and they drive innovation. In fact, **the occupations in Connecticut with the highest number of annual openings consist of “middle-skill”<sup>1</sup> jobs, typically paying annual average wages of \$45,000**, approaching the self-sufficiency level workers need to be able to raise their families in Connecticut.

Satisfying employers’ needs to fill these jobs quickly and effectively is essential to sustain state economic growth and maintain Connecticut’s competitiveness.

As the core premise underlying all workforce development efforts in Connecticut, CETC endorses the policy view that:

***All Connecticut workers must have access to and acquire the equivalent of at least two years of education or training beyond high school, leading to an associates degree, a comparable vocational credential, or similar industry certification, including demonstrable competence in core academic, STEM, and 21<sup>st</sup> century skills, to compete in the workplace, thrive financially and contribute productively as a taxpayer, citizen and consumer.***

Our analysis of economic and demographic trends and performance by education and workforce programs identifies four key challenges on which CETC will focus in the year ahead:

1. The inadequate preparation of too many of our secondary school students and troubling graduation rates from many of our high schools.
2. The heavy demand for and cost of providing remedial and developmental education at the post-secondary level for high school graduates who lack the reading, writing and math skills to succeed in college.
3. The growing mismatch between the skills gained and degrees attained by higher education graduates and the requirements of technical jobs critical to state economic growth.
4. The general inability of our workforce training and adult education systems to prepare workers for

---

<sup>1</sup> A “middle-skill” job is one that requires education or training beyond high school, but not a four year degree.

good paying jobs that approach financial self-sufficiency.

These identified challenges are not new news. Various Connecticut entities have already taken lead responsibility to address each of these priorities separately. CETC, as the state's overarching workforce investment board – in its intermediary role as convener – will encourage those efforts, foster information exchange, report on progress and promote strategic integration across the segments of the talent pipeline. To that end, CETC's Planning and Performance Committee will encourage regular status reports in the year ahead from:

- Connecticut's P-20 Council re: post-secondary remediation and technical degrees
- CETC's Green Collar Jobs Council re: workforce training and good paying jobs
- The Adult Literacy Leadership Board re: adult education and good paying jobs

In addition, CETC's 2009 Annual Plan (due in June) will focus on these challenges, to:

- Recommend alignment of workforce development/talent pipeline efforts with the job creation requirements of American Recovery and Reinvestment Act federal stimulus initiatives in Connecticut, with a particular emphasis on pathways to sustainable green jobs.
- Propose specific outcomes Connecticut needs to achieve to meet each of the previously identified challenges, benchmarked to our top performing competitors.
- Identify documented promising practices to address these challenges.

Focusing on these priorities, CETC's Planning and Performance Committee will coordinate a process to produce by June the CETC 2009 Annual Plan. That annual plan will focus on alignment of workforce development/talent pipeline efforts with the job creation requirements of American Recovery and Reinvestment Act federal stimulus initiatives in Connecticut.

## PREFACE

The Connecticut Employment and Training Commission (CETC) is Connecticut's state workforce investment board, under governing federal and state statutes. CETC provides policy guidance to the Governor and General Assembly, promoting coordination of workforce-related investments and strategies, in pursuit of four broad results:

- A competitive and growing state economy.
- A highly skilled and competitive state workforce.
- Adult workers capable of attaining financial self-sufficiency.
- Students ready for work and post-secondary education upon high school graduation.

The majority of CETC's members represent business sector employers, with the balance coming from public agencies, organized labor, education, regional workforce investment boards and community-based organizations. Wallace Barnes is CETC's Chair. The Office for Workforce Competitiveness (OWC), led by Mary Ann Hanley, provides staff support and technical assistance. CETC conducts its work through three standing committees – the Adult Literacy Leadership Board, the Planning and Performance Committee and the Youth Committee (Ad Hoc Youth Policy Council). CETC members are listed at the end of this document.

This document is a combination of two statutorily mandated annual products – CETC's annual report and the annual legislative report card on selected Connecticut employment and training programs. The combined Report/Card also briefly addresses specific new statutory reporting requirements adopted in 2008 and folded into CETC's broad responsibilities. These include the Youth Policy Council's obligation to report on progress in achieving positive youth outcomes, corresponding state expenditures, and associated future funding needs and policy recommendations. Also, groundwork is laid for future adult literacy progress reports, to follow production of a three-year strategic plan by the Adult Literacy Leadership Board, due in July.

In addition, CETC's 2009 Annual Plan (due in June) will focus on these challenges, to:

- Recommend alignment of workforce development/talent pipeline efforts with the job creation requirements of American Recovery and Reinvestment Act federal stimulus initiatives in Connecticut, with a particular emphasis on pathways to sustainable green jobs.
- Propose specific outcomes Connecticut needs to achieve to meet each of the previously identified challenges, benchmarked to our top performing competitors.
- Identify documented promising practices to address these challenges.

CETC acknowledges the contributions and cooperation of state agencies whose program information is included in this 2009 Annual Report/Card, particularly to the Connecticut Labor Department's Office of Performance Management and Office of Research.

Promising initiatives are included in *Appendix A*.

Program-specific performance data and related analysis is included as *Appendix B*.

## INTRODUCTION

The Connecticut Employment and Training Commission (CETC) is mandated to produce an annual report on the status of policies, programs and investments intended to build and sustain a skilled state workforce. Statute also requires an annual performance report card on the results of key employment and training programs. This 2009 CETC Annual Report/Card is a hybrid, blending annual report and report card requirements in a single document.

CETC's broad strategic goal is to promote the development of an effective pipeline to grow, use and enrich the talent needed to spur innovation and drive economic growth leading to financial security for Connecticut's people. All of CETC's various efforts in the realm of workforce development – policy research, data collection and analysis, strategic planning, convening of stakeholders, performance reporting – are driven by this “talent pipeline” goal.

The key objectives of this 2009 CETC Annual Report/Card are to:

- Identify challenges to Connecticut's competitiveness warranting priority attention.
- Identify the entities to which CETC looks for progress on each of these challenges.
- Lay the foundation for CETC's 2009 Annual Plan focusing on the jobs creation implications of the American Recovery and Reinvestment Act of 2009.

## CONNECTICUT'S WORKFORCE AND THE KNOWLEDGE ECONOMY

**Four Key Challenges:** CETC's review of state economic and demographic trends and performance data for education and workforce programs identifies four key challenges on which CETC will focus in the year ahead:

1. The inadequate preparation of too many of our secondary school students and troubling graduation rates from many of our high schools.
2. The heavy demand for and cost of providing remedial and developmental instruction at the post-secondary level for high school graduates who lack the reading, writing and math skills to succeed in college.
3. The mismatch between the skills gained and degrees attained by graduates of the higher education system and the requirements of technical jobs critical to state economic growth.
4. The general inability of the workforce training and adult education systems to prepare workers for good paying jobs that approach financial self-sufficiency.

**An Uncertain Future:** Recent CETC annual reports have analyzed socio-economic, demographic and economic conditions, identifying trends threatening Connecticut's economic future. CETC's annual report cards identified looming challenges in the performance of our workforce preparation and education efforts. Those warnings are every bit as relevant in 2009.

A unique combination of circumstances suggests a particularly uncertain future for Connecticut:

- Our workforce has grown very little in recent years.
  - Connecticut's population is aging more rapidly than in other states with Connecticut ranking 8<sup>th</sup> among the states in the median age of its population—38.9.



- Connecticut ranks 4<sup>th</sup> in the country for the percentage of adults with a bachelors degree or higher. However, The percentage of young workers with a bachelor’s degree is projected to decline form 34% in 1993 to 30.5% in 2020<sup>2</sup>.

Once envied for our educational attainment, multiple indicators including dropout rates and reading scores document that Connecticut’s educational performance is static, while competitor states and nations bypass us.

- Many of the young people in our schools are not obtaining the basic skills needed to take up the jobs of those retiring or meet the skill requirements for many new jobs. Reading scores for 4<sup>th</sup> graders show little improvement in recent years. There is a persistent 20% <sup>3</sup> dropout rate for students who begin 9<sup>th</sup> grade but fail to graduate from high school.

Business growth increasingly depends on the effective and strategic use of technology to spur innovation. We are not keeping pace with employers’ demands for sufficient numbers of technically skilled workers to sustain and retain innovative businesses that can choose to relocate from Connecticut to pursue the talent innovation requires.

- While the number of graduates in science and math has increased, the number of computer science graduates has decreased and is not meeting the need for computer scientists in the state<sup>4</sup>.

The cost of doing business here is particularly high with Connecticut ranked 34<sup>th</sup> among the states in 2008 by CNBC. Such high costs put a premium on the availability and quality of our workforce, emphasizing the crucial importance of talent as the key variable resource needing to be nurtured, enriched and used to drive statewide economic growth.

**Productivity:** The quality of life for Connecticut residents and our collective standard of living depend on the steady expansion of the state’s economy. Over the years, high levels of worker productivity have driven Connecticut’s economic growth. Our gross domestic product per capita output is high, and has been historically, rising steadily.

- Productivity has increased by nearly 10% in recent years, from \$45,800 per capita in 2003 to \$50,300 in 2006 (adjusted for inflation)<sup>5</sup>.
- Connecticut ranked third in per employee gross domestic product in 1997(\$85,564 , and fourth in 2007 (\$96, 719)<sup>6</sup>).

Nevertheless, we face unique challenges in our economic competition with rival states. With our general lack of natural resources and high cost business environment, Connecticut’s economic growth and continued productivity depend on the predictable availability of a talented, skilled, well-educated workforce of sufficient size to maintain high levels of productivity that meets employers’ workforce demands. A flourishing Connecticut “talent pipeline”, offering a lifelong progression of accessible educational and training services, is essential to ensure the continuing availability of that vital workforce.

---

<sup>2</sup> New England 2020, Nellie Mae Foundation, 2006

<sup>3</sup> <http://www2.edtrust.org/edtrust/summaries2006/states.html>

<sup>4</sup> Higher Education Counts Achieving Results 2009 Report, Connecticut Department of Higher Education, Page 23

<sup>5</sup> U.S. Census Bureau, Bureau of Economic Analysis

<sup>6</sup> [http://www.pewcenteronthestates.org/ttw/trends\\_map\\_data\\_table.aspx?trendID=9&assessmentID=100](http://www.pewcenteronthestates.org/ttw/trends_map_data_table.aspx?trendID=9&assessmentID=100)

**Workforce Stagnation:** Despite the importance of talent to the state's economy, persistent trends suggest that Connecticut's workforce in the years ahead may be unable to meet the growing skills challenge. Beyond the increasing skills gap evident in our future workforce, sluggish net growth in the size of our workforce compounds the threat to business productivity and economic expansion.

- From 1990-2005 the state's population grew by only 6.6%, while the nation's population expanded by 19% overall.<sup>7</sup>
- Connecticut's population is projected to grow even more slowly in the future, from 3.5 million in 2005 to 3.68 million by 2030, a rate of only a 5.1%
- The foreign-born population (or immigrants; we use these terms interchangeably) of Connecticut changed by 21.5 percent between 2000 and 2007 from 369,967 to 449,661. In comparison, the foreign born population changed from 279,383 to 369,967 between 1990 and 2000, a difference of 32.4 percent.
- Our workforce is on average significantly older than most states against which we compete.
- The number of state residents 65 and older will increase from 23 per 100 in 2005 to 30 per 100 in 2020 placing us among the top ten states with the oldest residents.
- From 1995-200, 70 individuals/1000 from 25-39 years old with college degrees left Connecticut.<sup>8</sup>

## AN ACCOUNTABILITY FRAMEWORK

**Results and Indicators:** In 2007 CETC adopted an accountability framework to assess Connecticut's status and focus workforce development state efforts. Four results were endorsed to guide workforce-related efforts:

- A competitive and growing state economy.
- A highly skilled and competitive state workforce.
- Adult workers capable of attaining financial self-sufficiency.
- Students ready for work and post-secondary education upon high school graduation.

CETC adopted six indicators as bellwethers to track progress in pursuit of these results. What does our current status on these indicators suggest about efforts to achieve the preceding results?

- **Individuals with high school diplomas and college degrees:** Of the approximately 2,400,000 Connecticut adults over 25 or older, 86% in 2002 had a high school diploma or higher, rising to 88% in 2007.
- **Number and percent of degrees awarded in science and math:** Acquisition of academic degrees in math and science is not keeping pace with demand in the state's labor market. Engineering graduates have increased from 478 in 2003 to 614 while computer science graduates have declined from 296 to 251 for the same period.<sup>9</sup>
- **Poverty:** For several years the percentage of state residents at or below 100% of poverty has ranged between 8% - 9%, while the percentage at or below 200% of poverty has remained around 21%.

---

<sup>7</sup> <http://www.census.gov> The data for remaining bullets is also from the Census unless otherwise noted.

<sup>8</sup> <http://www.migrationinformation.org/datahub/state.cfm?ID=CT>

<sup>9</sup> Higher Education Counts-Achieving Results 2008, <http://www.ctdhe.org/>

- **Job openings paying more than \$25,000 annually:** Based on 2014 projections by the Connecticut Department of Labor, 75% of all Connecticut jobs will pay an annual wage of \$25,000 or more.
- **State gross domestic product:** The Pew Center on the States reports that as a productivity measure, average output per worker shows continuing strength in Connecticut.
- **Jobs in technology areas:** In 2006 Connecticut's high-tech industry employment rose by 2% over the previous year (most current available data).<sup>10</sup> (what are the numbers?/source)

## TALENT: THE CURRENCY FOR ECONOMIC COMPETITIVENESS

### The Talent Pipeline:

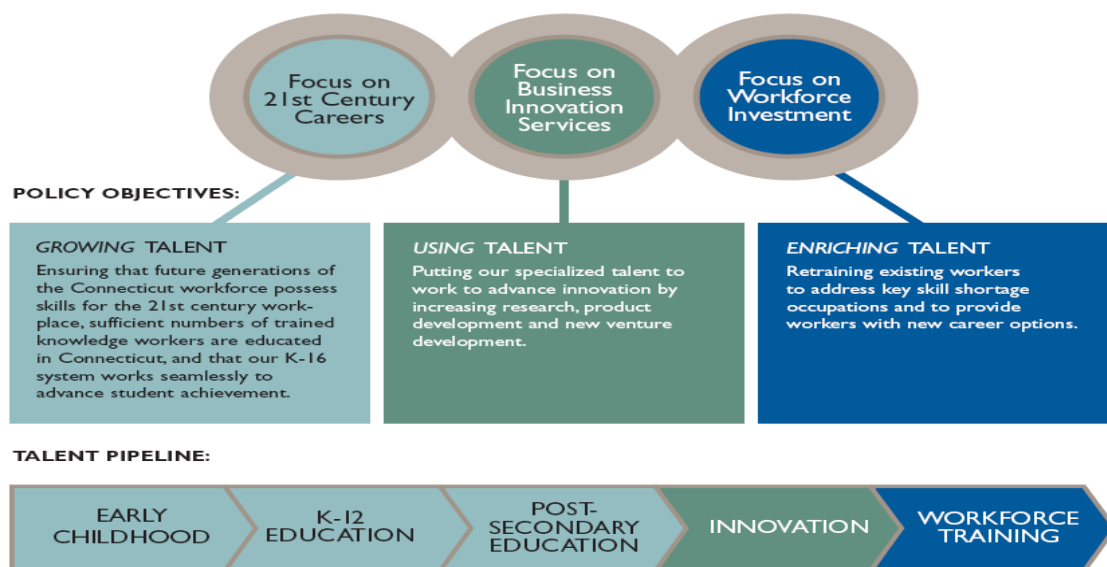


Figure 1. The Talent Pipeline

To sustain a growing economy and provide continuing opportunities for productive employment, CETC supports a **talent-based strategy** built on the foundation of “the talent pipeline”. We contend that 21<sup>st</sup> century talent is the driver of innovation, the catalyst for invention, the source for new ideas, the engine of production. Talent – in all of its dimensions – is fundamental to Connecticut’s sustained economic competitiveness. The talent pipeline represents the ideal of an integrated continuum of education and workforce training systems and strategies, coordinated to meet the objectives of a growing and competitive state economy.

Growing, using and enriching talent are the three dimensions of a strategic approach to develop the 21<sup>st</sup> century skilled workforce critical to maintaining Connecticut’s economic viability, each represented by specific systems focusing on different groups of users as represented by the talent pipeline diagram above.

The responsibility for “growing” Connecticut’s talent falls largely to the three education systems represented in the pipeline, beginning with early childhood education, moving through the K-12

<sup>10</sup> Connecticut Department of Labor

and post-secondary education systems. Substantial improvements are needed in these pipeline segments to produce highly skilled individuals who can operate effectively in the 21<sup>st</sup> century workplace. Promoting STEM skills acquisition and integrating career exposure into the common education experience are key objectives to ensure workforce readiness.

“Using” talent describes efforts intended to stimulate business innovation through new product research and development and new venture investment. This segment of the pipeline is the focus of other reports produced by OWC, falling outside the narrower “workforce” core of this document.

The “enriching” talent segment of the pipeline covers the programs and services of Connecticut’s workforce training and adult education systems, respectively. These systems help adults develop or enhance skills needed to compete in Connecticut’s job market in the face of rapid workplace changes that continuously require new capabilities of all workers. These adults are an underutilized asset to spur state economic growth across a wide range of industries, particularly in the “middle-skill” jobs discussed below.

**Skills to Compete in the Knowledge Economy:** Not only do we face a shortage of workers, we need a different type of worker to meet the economy’s requirements. Because Connecticut’s knowledge-based economy places high demands on workers’ skills and productivity, businesses critical to future economic growth insist that every worker possess essential 21<sup>st</sup> century skills, beyond proficiency in basic math, reading and writing. According to the *Partnership for 21<sup>st</sup> Century Skills*, these encompass demonstrable proficiency in: a) specific core subjects, including English and reading language arts, foreign languages, arts, mathematics, economics, science, geography, history, and, government and civics; and b) broader learning and innovation skills, including critical thinking and problem solving, creativity and innovation and communication and collaboration.

Proficiency in core “STEM” skills also is essential for sustained state economic growth. In progressing along the talent pipeline, to be successful at work and productive in the workforce, workers must establish competency in science (earth sciences, biology, chemistry, physics), technology (using IT for research, presentations, analysis, problem solving), engineering (engineering models, basic research and development), and mathematics (algebra 1 and 2, calculus).

The lifetime financial value of skills acquisition is evident in the way we pay individuals with different levels of educational attainment. The more education one obtains, the more one earns.

- Lifetime earnings for those with a bachelor’s degree is 77% higher than for those with only a high school diploma, and more than 100% higher than for those without a high school diploma. Those with an associate’s degree earn 28% more than those with only a high school diploma, and 74% higher than for those lacking a high school diploma.

Not all our young people will go to college, but all must have the opportunity to acquire the full range of skills now essential for success both in the workplace and college. A broad consensus has emerged recognizing that Connecticut businesses need employees with higher-order skills and stronger credentials for **all** jobs, across the board, for economic expansion. A wide-ranging study by Connecticut’s Youth Futures Committee embraced as a core policy objective that **all Connecticut youth should be prepared for college or work by age 21**. In a similar vein, the recent report *Ready for College, Ready for Work: Same or Different?*<sup>11</sup> (by the American College Testing Program, Inc.)

---

<sup>11</sup> [www.act.org/research/policymakers/reports/workready.html](http://www.act.org/research/policymakers/reports/workready.html)

recommends that all high school students should pursue a common academic program at the college preparatory level, regardless of their immediate post-graduation plans.

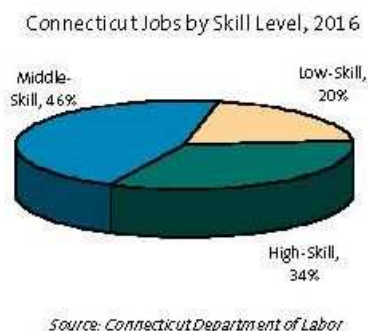
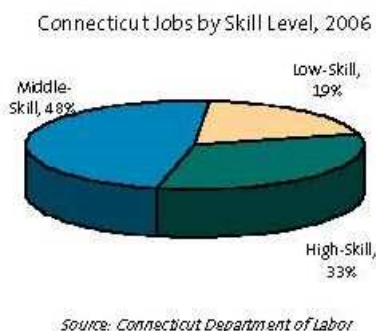
As the core premise underlying all workforce development efforts in Connecticut, CETC endorses the policy view that:

***All Connecticut workers must have access to and acquire the equivalent of at least two years of education or training beyond high school, leading to an associates degree, a comparable vocational credential, or similar industry certification, including demonstrable competence in core academic, STEM, and 21<sup>st</sup> century skills, to compete in the workplace, thrive financially and contribute productively as a taxpayer, citizen and consumer.***

- Each additional year of schooling beyond high school leads to an 8.5% increase in worker productivity in manufacturing and a 12.7% increase in other sectors.
- Increasing the number of adults with up to two years of post-secondary education and training by 10% could increase annual federal tax revenues by \$14 billion.<sup>12</sup>

**Middle-Skill Jobs:** According to the Urban Institute, “middle skill jobs are those jobs requiring more than secondary school but less than a bachelor’s degree.”<sup>13</sup> The implications of increasing skill requirements for all Connecticut residents and for all jobs extend beyond the need for more engineers and scientists with undergraduate and advanced degrees. As a practical matter, the actual number of available high-skilled, technology-focused jobs requiring advanced education at any given time is limited, although their growth rate is significant and they drive innovation. In fact, **the occupations in Connecticut with the highest number of annual openings consist of “middle-skill” jobs, typically paying annual average wages of \$45,000**, approaching the self-sufficiency level workers need to be able to raise their families in Connecticut. Satisfying employers’ needs to fill these jobs quickly and effectively is essential to sustain state economic growth and maintain Connecticut’s competitiveness.

Middle skill jobs will continue to dominate the state’s labor market for the foreseeable future. The following chart shows that these jobs comprised nearly half of all Connecticut jobs in 2004, and will still constitute 46% of state jobs in 2016.



<sup>12</sup> www.Skills2compete.org

<sup>13</sup> Education and Training requirements in the Next Generation and Beyond. Harry Holzer, Robert Lerman (2008)

Typically they require up to two years of post-secondary education or equivalent vocational or technical training. Examples of the high demand middle skills jobs that Connecticut will need to fill in the coming years include nursing and healthcare, manufacturing, construction, general maintenance and repair, auto repair, etc. as seen in the table below.

**Table 1: Examples of Middle-Skill Jobs**

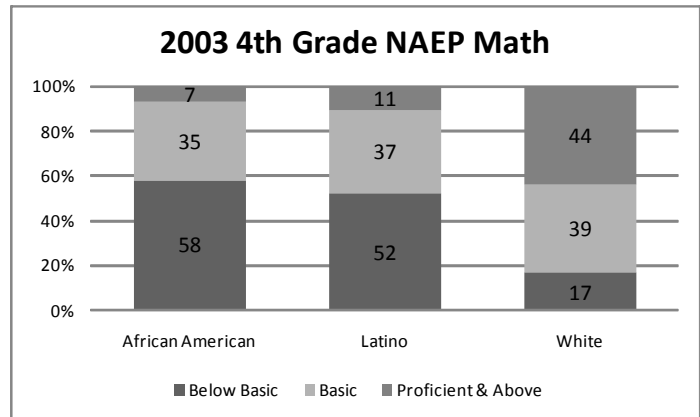
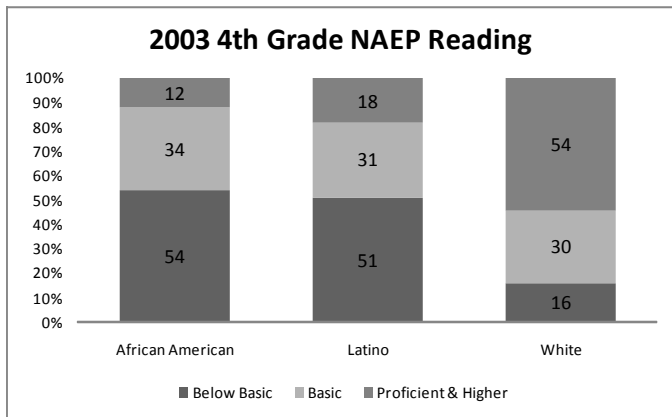
<i>Examples of High Demand Middle-Skill Jobs in Connecticut</i>	<i>Industry</i>	<i>2006 Median Annual Earnings</i>
Registered Nurse	Healthcare	\$63,500
Automotive Mechanic	Installation, Maintenance and Repair	\$38,900
General Maintenance and Repair Workers	Installation, Maintenance and Repair	\$38,700
Licensed Practical and Vocational Nurses	Healthcare	\$50,700
Carpenters	Construction	\$46,500

The strategic significance of the recently enacted **American Reinvestment and Recovery Act** is noteworthy in this consideration of middle-skill jobs. The federal stimulus is projected to add or save an estimated 40,000 – 45,000 jobs in Connecticut over the next several years. There is a high probability that the bulk of these jobs will be in targeted middle-skill occupations: construction, infrastructure maintenance, manufacturing for green technologies, healthcare, etc. Connecticut faces a significant short-term challenge of filling these jobs over the next 18 months, followed by the need to sustain these jobs for future economic growth and fill them with qualified workers.

## HOW ARE WE DOING IN CONNECTICUT?

As a state, how are we doing in the areas of growing and enriching talent? In considering options to build an effective talent pipeline, we need to review how we are doing currently to **grow** and **enrich** the 21<sup>st</sup> century talent critical to innovation and economic expansion. Since this report/card focuses principally on workforce development (rather than business development) our analysis addresses only the **growing** and **enriching** aspects of the talent pipeline.

**Growing Talent: High Schools, Remediation and College:** “Growing” the state’s talent starts with the education of very young children, extending along an education continuum to graduate degrees. Documented weaknesses in educational performance necessitate unprecedented policy changes. Connecticut’s future workers are less prepared for 21<sup>st</sup> century careers than those they will replace. Nearly 40% of the state’s future workforce will come from the state’s urban centers, where a significant and stubborn education achievement gap persists.

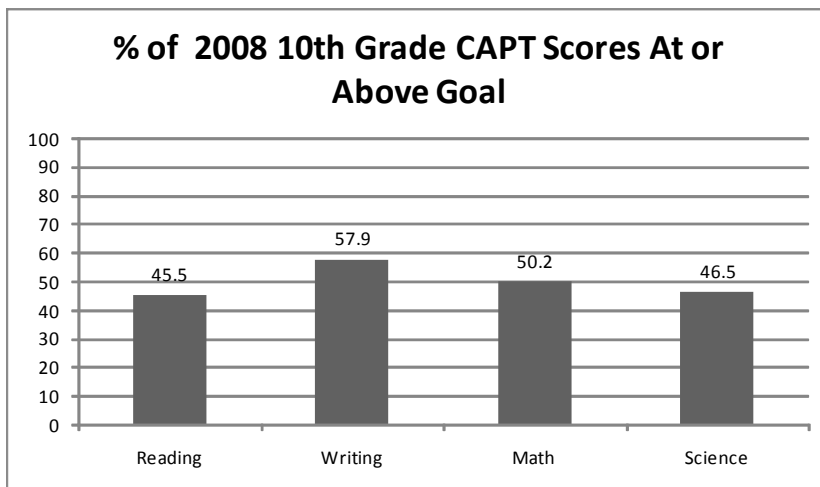


Source: EdWatch Online, <http://www.edtrust.org>

The achievement gap between our White and minority students is the largest in the country. On the 4<sup>th</sup> grade National Assessment of Educational Progress math test in 2007, only 16% of Connecticut's African-American students and 18% of Latino students performed at or above the proficient level. On the 4<sup>th</sup> grade math test, just 7% of our African-American and 11% of our Latino students achieved proficiency or above.

**High School Shortcomings:** Significant numbers of Connecticut's high school students fail to graduate and acquire a diploma. This is particularly acute among males, African-American and Latino students, and in our urban, low-income school districts and communities.

Many Connecticut high school students fail to make the grade academically. Less than half of all tenth-graders pass the Connecticut Academic Performance Test (CAPT) in math, science and reading. Only 15% of Black and Hispanic students have passing grades. Fifty percent of 10<sup>th</sup> grade students are not acquiring the 21<sup>st</sup> century skills needed to succeed in college and the workplace.



- *50% of our 10<sup>th</sup> grade students are not meeting goal in critical skill areas (State Department of Education)*

While our high school graduation rates exceed the national average, Connecticut's 2003-2004 graduation rate was lower than 11 other states.<sup>14</sup> We have made little progress recently, fluctuating

<sup>14</sup> National Center for Educational Statistics

between 78%-80% for entering 9<sup>th</sup> graders in the period 2001-2008. Graduation rate disparities between White students and their Black and Hispanic counterparts are substantial. We cannot afford such disparities as those illustrated below, in light of the workforce stagnation trends described earlier. Not graduating nearly 25% of 9<sup>th</sup> grade students not graduating is unacceptable.

The inadequate preparation of too many of our secondary school students and troubling graduation rates from many of our high schools present one of the special challenges to be addressed in the coming years.

**Remedial Instruction Burden:** Among students who do acquire a high school diploma – irrespective of gender, geography, school district, race or ethnicity – too many lack the requisite skills to succeed in the state’s workforce or post-secondary education. This deficit contributes to the widening gap between the demand for and supply of qualified, skilled, productive workers needed to drive and sustain state economic growth.

Significant numbers of Connecticut’s young people with either a high school diploma or GED do not possess the minimum skills to qualify for entry-level credit-bearing courses in our colleges and universities. Too many prospective undergraduate degree candidates must enroll in developmental, non-credit courses. Many ultimately fail to complete degree requirements. A substantial investment of scarce higher education dollars is spent on remediation and developmental instruction at the undergraduate level to rectify the academic shortcomings of our primary and secondary school systems, with only modest results.

Estimated Costs of Remedial Education at CSUS and CCTCS, Fall 2005		
Course	Enrollment	Estimated Cost
English	8,843	\$5,347,337
Mathematics	10,769	\$5,501,841
Total	19,612	<b>\$10,849,178</b>

- *In 2005, \$11 million was spent to remediate high school graduates for entry-level college courses by Connecticut’s Community Colleges and the Connecticut State University system.<sup>15</sup>*

The heavy demand for and cost of providing remedial and developmental instruction at the post-secondary level for high school graduates who lack the reading, writing and math skills to succeed in college places high additional costs on students and educational institutions and slows the progress of student acquisition of 21<sup>st</sup> Century skills.

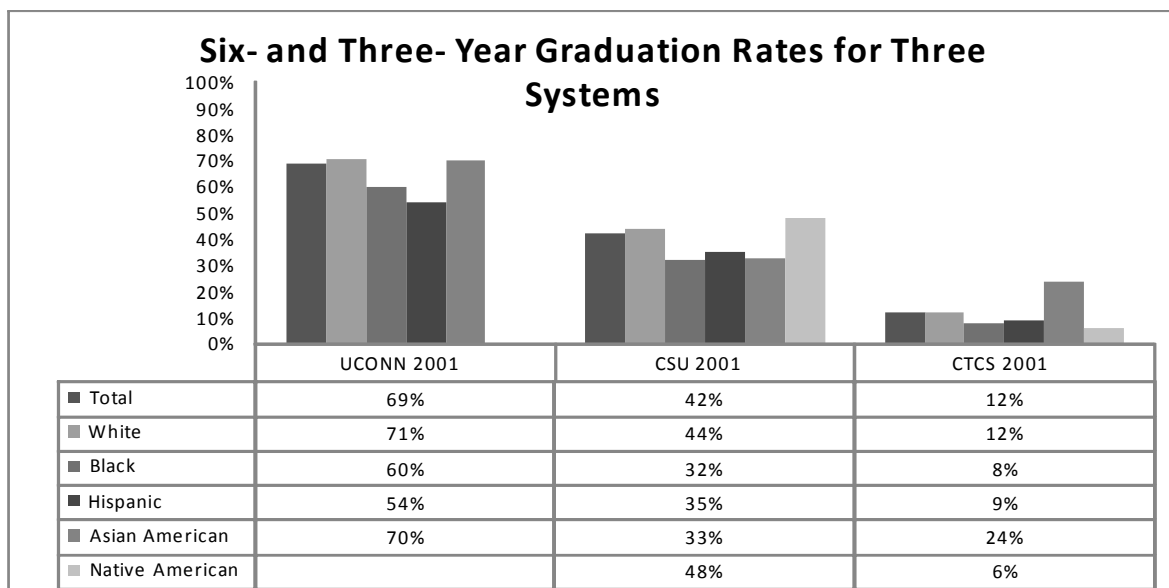
<sup>15</sup> <http://www.sde.ct.gov/sde/cwp/view.asp?a=2702&Q=322264>



Having students graduate on time – initially from high school, then from college – is an important aspect of the state’s ability to sustain a talent pipeline with sufficient qualified workers. Evidence shows that the longer it takes, the less likely students are to graduate at all.<sup>16</sup>

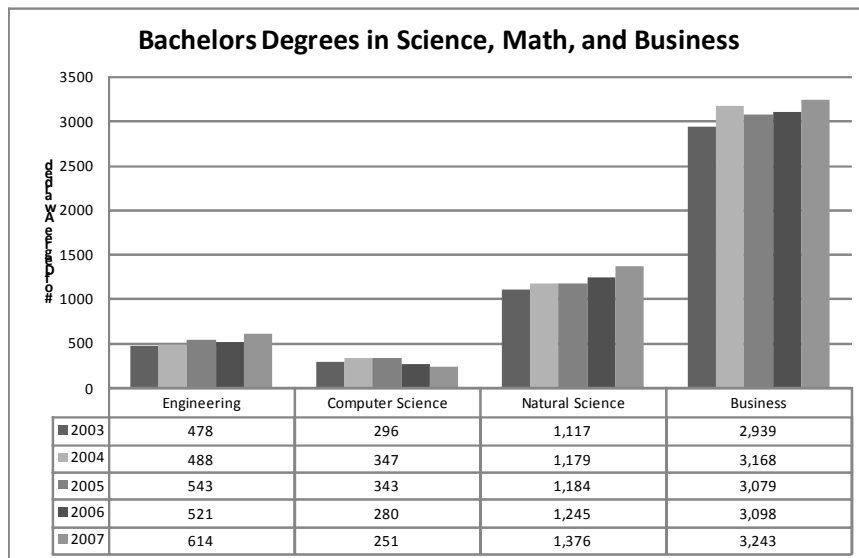
**Graduation Rates:** Connecticut’s three major public post-secondary education systems – the University of Connecticut (UConn), the Connecticut State University System (CSUS), and the Connecticut Community College System (CCCS) – are major entities in the talent pipeline’s efforts to grow the state’s talent. What is their graduation experience?

While these higher education systems exhibit markedly different on-time graduation rates<sup>17</sup> comparison to their peer institutions nationally offers a useful perspective. UCONN’s overall 69% graduation rate exceeds the average of its national peer competitors. The CSU and CCCS graduation rates – at 42% and 12% respectively – are lower than their peers nationally. Each system has a significant gap in on-time graduation rates between white and minority students. Losing the potential productivity of so many prospective college graduates – especially among our minority students – when all are needed to help Connecticut compete, is inexcusable.



<sup>16</sup> Chalt and Venezia (January 2009) Improving Academic Preparation for College. [www.americanprogress.org](http://www.americanprogress.org)

<sup>17</sup> Within three years for Community Colleges and six years for four year institutions.



- *The number of college graduates in engineering and science has grown; the number in computer science has declined*
- *Despite the growth we are far from meeting the need for graduates with these degrees*

**College Skills – Technical Jobs Mismatch:** For several years the number of graduates awarded degrees in STEM-related disciplines from Connecticut’s colleges and universities has been inadequate to meet employers’ demands to fill specific innovation-inducing technical jobs. These jobs are among the fastest growing in Connecticut, adding importantly to economic growth. Absent an adequate supply of technically-proficient and appropriately-credentialed talent from our colleges and universities, businesses looking to fill these jobs may choose to relocate, contributing to state economic stagnation.

The projected annual demand by Connecticut employers for workers with bachelor degrees in engineering and natural sciences far outweighs the modest recent growth in these disciplines. The decline in the number of computer science degrees awarded is particularly troubling, with a projected need exceeding 1,200 annually while we have produced fewer related degrees each year since 2004. Only 220 computer science degrees were awarded in 2008, less than 20% of the actual need.<sup>18</sup>

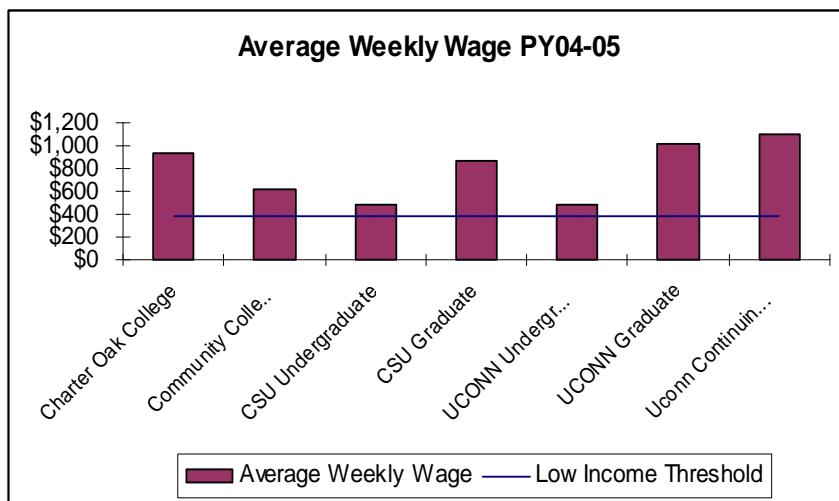
The growing mismatch between the skills gained and degrees attained by graduates of the higher education system and the requirements of technical jobs critical to state economic growth threatens Connecticut’s competitiveness.

Despite these shortfalls in the output of our post-secondary education systems, the fact remains that individuals who graduate with two and four year degrees or receive post-high school training are more likely to get jobs and have the higher incomes than those who do not.

**Wage, Retention and Employment Outcomes**-the following wage and retention data are based upon entered employment and wage record data for Program Year 2003-04 through Program Year 2007-2008.

<sup>18</sup> HIGHER EDUCATION COUNTS ACHIEVING RESULTS 2008 Report, <http://www.ctdhe.org/>

**Employment Outcomes:** Employment and retention rates for all Connecticut post-secondary education institutions are shown in the following chart.



- Any level of post-secondary education ensures income above the low income threshold of \$20,000 per year or \$390 a week

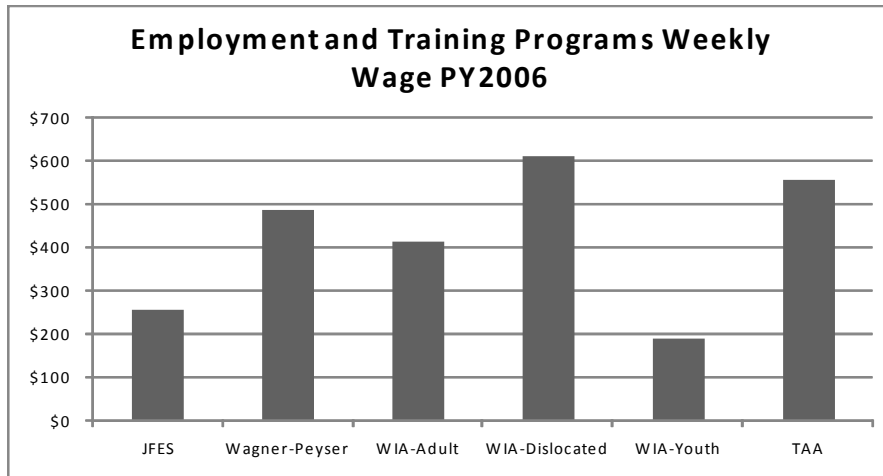
Over 75% of graduates from Connecticut’s Community Colleges and State Universities find jobs after graduation; over 90% are employed six months later. The lowest wage immediately upon graduating with a bachelor’s degree is over \$25,000 and this is probably an underestimate given that some of these undergraduates may be working part-time and attending graduate school. Students from the community college system have average wages of \$33,800 a year. Those with graduate degrees are beginning with average weekly wages of well over \$50,000. All are well above the low-wage threshold of \$20,000 a year.

**Enriching Talent: Workforce Training, Adult Education and Self-Sufficiency:** For older youth and adults who fall out of the education pipeline before achieving a post-secondary degree or vocational credential and for workers needing additional credentials for career advancement, the state’s adult workforce-training and adult education systems provide opportunities for retraining and skills enhancement. These individuals need the basic skills, workplace competencies, and job-seeking skills to obtain employment. Most job training and adult education programs offer short-term services. Their biggest challenge is to provide sufficient enrichment in the time they have available to move participants into jobs that begin to provide a self-sufficient wage.

“Middle skill” jobs paying these kinds of wages (discussed earlier), comprise half of all jobs in Connecticut. Most middle skill jobs require a high school diploma and some additional education and/or training, but less than a four year college degree.

**Workforce Training System Wage Gains:** The state’s workforce training system largely comprises programs supported by Workforce Investment Act, Wagner Peyser, Trade Adjustment Act and Jobs First Employment Services funding. While individual workforce-training programs place many participants into employment, the state’s workforce training system – across the entirety of its programs – generally has been unsuccessful in moving significant numbers of participants into middle-skill jobs paying wages that approach financial self-sufficiency. Between 60% - 80% of these individuals succeed in finding employment. However, their average annualized earnings of \$20,280

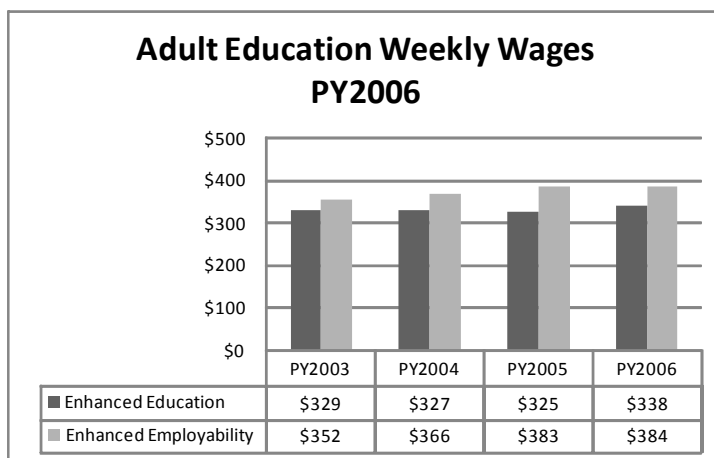
barely move them above the low-wage threshold of \$20,000 per year.<sup>19</sup> They tend to remain in low-wage, low-skill jobs, not advancing into middle-skill jobs, far removed from economic self-sufficiency in the state's high cost environment.



- *In PY2000, only one program, WIA Dislocated Worker, placed individuals above the low-wage threshold. In PY2006.*

**Adult Education Employment Outcomes:** Connecticut's adult education programs are geared to serve adults lacking basic skills, a high school diploma, or English proficiency. They also help young people unsuccessful in traditional high school settings acquire their diploma. Employment outcomes achieved by adult education programs generally are similar to those of the state's workforce-training programs, described above.

Average starting wages attained by participants exiting from adult education programs do not reach the low-wage threshold of \$390 per week, approximately \$20,000 annually. Their average weekly wage for Program Year 2006 was \$384. Their starting wages are slightly lower than those attained by most workforce employment and training programs. These results reinforce the critical importance of attaining at least high school level proficiency in reading and math to have a realistic chance of reaching self-sufficiency in Connecticut's economy.



- *Despite improvements in starting wages in the past few years, adult education, wages post-program remain below self-sufficiency*

<sup>19</sup> The low wage threshold, calculated for Connecticut estimates the minimal amount of money required for a single adult to be self-sufficient.

These findings suggest that while adult education programs improve earnings, they are only an initial step toward economic self-sufficiency. Workers need skills and education beyond what can be obtained through Connecticut's current adult education system. Adult education efforts must be aligned and integrated with other talent pipeline education and training segments to allow adults to acquire those critical advanced skills needed to compete.

The general inability of the workforce training and adult education systems to prepare workers for good paying jobs approaching financial self-sufficiency underscores the difficulty in moving adults from low-wage, low-skill jobs to middle skill jobs.

### ***NEXT STEPS***

This 2009 Annual Report/Card addresses four key challenges emerging from our analysis of socio-economic trends and program performance data that warrant the focused attention of the state's workforce education and training efforts in the months ahead.

- The inadequate preparation of too many of our secondary school students and troubling graduation rates from many of our high schools.
- The heavy demand for and cost of providing remedial and developmental instruction at the post-secondary level for high school graduates who lack the reading, writing and math skills to succeed in college.
- The mismatch between the skills gained and degrees attained by graduates of the higher education system and the requirements of technical jobs critical to state economic growth.
- The general inability of the workforce training and adult education systems to prepare workers for good paying jobs that approach financial self-sufficiency.

We recognize that this is not new news. Previous CETC studies, reports and papers have analyzed these challenges in detail, producing recommendations intended to resolve them. Various entities – the P-20 Council, the Adult Literacy Leadership Board, CETC's Youth Committee (ad hoc Youth Policy Council), the new Green Collar Jobs Council – have stepped up to address each of these priorities.

As the state's workforce investment board, CETC's role is to encourage those efforts, foster information exchange among stakeholders, promote accountability for outcomes, report on progress and promote integration of effort across the segments of the state's talent pipeline.

To that end, CETC's Planning and Performance Committee will produce status reports in the year ahead on progress achieved in addressing each challenge, as a standing agenda item at future CETC meetings. The committee will work closely with the groups listed above to generate and communicate this information.

In addition, CETC's 2009 Annual Plan (due in June) will focus on these challenges, to:

- Recommend alignment of workforce development/talent pipeline efforts with the job creation requirements of American Recovery and Reinvestment Act federal stimulus initiatives in Connecticut, with a particular emphasis on pathways to sustainable green jobs.
- Propose specific outcomes Connecticut needs to achieve to meet each of the previously identified challenges, benchmarked to our top performing competitors.
- Identify documented promising practices to address these challenges.

Comments on CETC's efforts are invited and welcome.

For additional information please contact:

Kathy Mengacci  
Office for Workforce Competitiveness  
100 Great Meadow Road, Suite 401  
Wethersfield, CT 06109  
Phone: 860.258.4301  
Fax: 860.258.4312  
Email: [kathy.mengacci@po.state.ct.us](mailto:kathy.mengacci@po.state.ct.us)

## APPENDIX A

### Promising Initiatives

Following is a brief overview of several noteworthy efforts underway to strengthen each segment of Connecticut's talent pipeline – intended to grow, use and enrich the state's talent.

#### Growing Talent

The state's **Early Childhood Investment Framework** (*"Ready by 5 & Fine by 9"*) is a crucial threshold in our efforts to grow Connecticut's talent. **Early childhood education** marks the starting point in the talent-based strategy and policy continuum that unfolds as the talent pipeline.

**Connecticut Career Choices** (CCC) is geared to address the shortage of technology-skilled workers by "growing" talent in our schools. Initially implemented as a pilot through OWC, the effort has evolved into a statewide K-16 initiative including urban, suburban and rural school districts. Over the past four years, more than 6,000 students from 33 schools systems participated in various CCC activities. The Governor's High School Innovation Challenge is CCC's signature event, held at the end of each school year. The Challenge engages high school students and teachers in IT, R&D and E-Commerce projects, showcasing their efforts annually at the Connecticut Convention Center in Hartford. Current CCC efforts include: developing technology-based curricula, aligned with industry and state education standards; professional skills development to assist teachers with curriculum design; externships matching teachers with business executives; promoting student learning environments in STEM studies; and piloting math and science core curricula.

Connecticut's **P-20 Council** promotes collaboration among the several systems represented by the talent pipeline (early childhood education, K-12 education, higher education, workforce training), emphasizing:

- Aligning high school standards and curricula with college and career demands;
- Adopting creative approaches promoting 21<sup>st</sup> century and STEM skills;
- Building college- and career-ready measures into high school assessment;
- Improving outcomes for underserved/underachieving high school students;
- Expanding the reach of early childhood education practices into middle school;
- Preparing a plan for K-12 and post-secondary longitudinal data access.

SDE's **Ad Hoc Committee on High School Redesign** has developed recommendations to raise Connecticut's high school graduation requirements and provide resources to phase-in implementation.

**CETC's Youth Committee**, reorganized to subsume the new **Youth Policy Council**, is charged to promote positive youth development for Connecticut 12-21 year olds and assist them enter the state's workforce. The Committee is required to report to the Governor and General Assembly in January 2010 on progress in achieving positive youth outcomes, total matching state expenditures, and related policy recommendations and funding needs. Among its 2009 responsibilities, the committee will develop an instrument to communicate with stakeholders about these requirements. An expanded CETC 2010 Annual Report/Card will serve as that instrument, focusing information col-

lection, reporting on the state's youth-related efforts and a providing foundation for youth policy development.

Each of Connecticut's five Workforce Investment Boards oversees the **Summer Youth Employment Program (SYEP)** in its respective region. SYEP provides academic instruction and exposure to 21<sup>st</sup> century skills, while keeping at-risk youth productively engaged during the summer. SYEP helps to mitigate the learning loss that occurs over a summer, developing career competencies, preparing participants for work and college. WIBs are pursuing continuity between summer and school year programming, to maintain the pace of young people's learning and career preparation.

### Using Talent

Connecticut's **Office for Small Business Innovation and Research (SBIR)** is focused on increasing federal SBIR research and development funding for state companies. Providing technical assistance and capacity-building services to small businesses, promoting relationships with federal agencies, the SBIR effort stimulates small business growth, creating high-tech jobs, encouraging innovation and R&D investment.

The **Nanotechnology initiative** develops next-generation manufacturing processes and products through application of nanoscience technologies, to preserve and expand manufacturing jobs. The general strategy is to develop Centers for Nanoscience combined with incentives for industry/university collaboration in research and development. The initiative advances technology opportunities in small business innovation, nanotechnology, and maritime technologies. These efforts spurred development of a certified curriculum for a nanotechnology academic minor, design of the Connecticut Center for Nanoscale Sciences, advancement of collaborative research, development of new manufacturing products and materials, and federal R&D funding from the National Nanotechnology Initiative.

### Enriching Talent

**Jobs Funnel** initiatives in Hartford, New Haven and Waterbury to prepare low-income workers for jobs in the construction industry leading to productive careers in the skilled building trades. Supported by a mix of government, private sector and foundation funding, the Jobs Funnels have placed hundreds into construction employment, many progressing through apprenticeships onto viable career paths, achieving considerable wage gains.

Adoption of tax incentives for film and digital media production in Connecticut required a strategy to build a talent pool of qualified workers for anticipated jobs. The **Film Industry Training Program (FITP)** was established in 2007, under the aegis of OWC, partnering with the Commission on Culture and Tourism's Film Division. FITP is designed to educate and train state residents in relevant creative and technical skills, enabling them to pursue related career opportunities. Courses are offered at Middlesex and Norwalk Community Colleges and Quinnipiac University.

The **Allied Health Workforce Policy Board** conduct research resulting in recommendations to develop the state's allied health workforce. Over the past three years the board convened major stakeholders – colleges and universities, secondary schools, professional associations, workforce boards and state agencies – to share information, identify challenges, and propose strategic responses. A mix of competitive federal grants and state funding supports these initiatives. The



board's 2009 annual report offers recommendations to advance a talent pipeline for healthcare careers, increase the capacity of higher education to provide healthcare training, and promote education/business partnerships.

The **Adult Literacy Leadership Board** (ALLB) was established in 2008 as a CETC standing committee. Members represent key stakeholders in adult literacy efforts across the state. ALLB is charged to produce by July 2009 the initial version of a strategic plan for a state adult literacy system. ALLB is also required to report annually on progress in meeting established outcome objectives and related funding considerations. This 2009 CETC Annual Report/Card serves as an acknowledgement of that future reporting requirement. It is anticipated that beginning next year, ALLB will satisfy its performance reporting obligations by incorporating its work into the CETC 2010 Annual Report/Card as the vehicle for integrated performance reporting.

## APPENDIX B

### Jobs First Employment Services (JFES): *Jobs First*

---

**Program Description.** The Connecticut Department of labor operates the Jobs First Employment Services (JFES) program. JFES is the welfare to work component of the Department of Social Services family cash assistance program.

**Activities.** Based on an assessment and test results, the Jobs First Employment Services (JFES) Program case managers develop individualized employment plans with each participant. The Employment Plans are designed to assist participants to reach the program goals of becoming and remaining independent of cash assistance and within the State's twenty-one month time limit while meeting the federal participation requirements. JFES emphasizes obtaining immediate employment whenever possible, but also combines work and work activities with education and/or training in order to increase earnings potential and the probability of remaining independent of cash assistance.

The following table contains information regarding the types of activities and service provided to participants through the JFES program.

#### What are the types of services delivered?

#### Jobs First Employment Services (JFES)

	July 2003 - June 2004	July 2004 - June 2005	July 2005 - June 2006	July 2006 – June 2007 <sup>1</sup>	July 2007 – June 2008 <sup>2</sup>
<b>Annual Budget</b>	\$14,936,998	\$15,208,098	\$16,188,098	\$22,488,098	\$22,619,096
Assessment/Case Management	13,736	16,323	17,451	16,272	15,915
Job Search/Job Readiness	6,894	8,827	9,820	8,264	7,752
Unsubsidized Employment	5,318	6,015	6,979	7,120	6,708
Subsidized Employment	344	672	683	963	1,027
Total Employment	5,662	6,687	7,662	7,724	7,264
Occupational Skills Training	1,998	2,422	2,386	2,716	2,703
Community Service	122	146	155	182	210
Basic Education (ABD, GED, ESL)	1,082	1,320	1,248	1,095	839
Support Services (Retention, etc.)	540	760	808	881	604
<b>Total Participants Served</b>	13,736	16,323	17,451	16,272	15,915

<sup>1</sup>Total budget for PY07 was JFES line \$16,088,098 and TANF Job Reorganization line of \$6,400,000.

<sup>2</sup>Total budget for PY 08 is JFES line \$16,219,096 and TANF Job Reorganization line of \$6,400,000. Pursuant to the Federal Deficit Reduction Act of 2005, effective October 1, 2006, federal regulations restricted the type of activities that will meet the federal participation requirements while adding onerous, time and resource consuming verification requirements.

## Who is being served?

### JFES

Results	PY03-04		PY04-05		PY05-06		PY06-07		PY07-08	
Program Participants	13,872		16,337		17,451		16,272		15,915	
Gender										
Male	2,044 [14.7%]		2,310 [14.1%]		2,577 [14.8%]		2,404 [14.8%]		2,369 [14.9%]	
Female	11,828 [85.3%]		14,027 [85.9%]		14,874 [85.2%]		12,868 [85.2%]		13,546 [85.1%]	
Gender unknown	0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]	
Age (1)										
Age 14 - 17	5 [0.0%]		5 [0.0%]		1 [0.0%]		0 [0.0%]		1 [0.0%]	
Age 18 - 21	1,105 [8.0%]		3,277 [20.1%]		2,745 [15.7%]		2,587 [15.9%]		3,424 [21.5%]	
Age 22 - 29	4,238 [30.6%]		6,724 [41.2%]		7,720 [44.2%]		7,400 [45.5%]		6,922 [43.5%]	
Age 30 - 54	4,599 [33.2%]		6,267 [38.4%]		6,886 [39.5%]		6,189 [38.0%]		5,499 [34.6%]	
Age 55 and over	56 [0.4%]		63 [0.4%]		99 [0.6%]		96 [0.6%]		69 [0.4%]	
Age unknown	3,869 [27.9%]		1 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]	
Ethnicity (2)										
Hispanic/Latino	5,285 [38.1%]		6,266 [38.4%]		6,897 [39.5%]		6,532 [40.1%]		5,769 [36.2%]	
Hispanic/Latino unknown	8,587 [61.9%]		10,071 [61.6%]		10,554 [60.5%]		--		--	
Race (2)										
White/Caucasian	4,427 [31.9%]		5,076 [31.1%]		5,400 [30.9%]		8,257 [50.7%]		9,232 [58.0%]	
Black/African-American	3,940 [28.4%]		4,774 [29.2%]		4,953 [28.4%]		4,532 [27.9%]		4,604 [28.9%]	
Amer. Indian/Alaskan Native	8 [0.1%]		0 [0.0%]		4 [0.0%]		7 [0.0%]		43 [0.3%]	
Asian (3)	154 [1.1%]		164 [1.0%]		164 [0.9%]		144 [0.9%]		192 [1.2%]	
Hawaiian/Pacific Islander	2 [0.0%]		3 [0.0%]		5 [0.0%]		17 [0.1%]		123 [0.8%]	
Other	NA		NA		NA		NA		NA	
Race unknown	5,346 [38.5%]		6,320 [38.7%]		6,925 [39.7%]		3,315 [20.4%]		2,027 [12.7%]	
Education Level										
Less Than high school	4,649 [33.5%]		5,757 [35.2%]		6,095 [34.9%]		5,601 [34.4%]		5,426 [34.1%]	
High School or Equivalent	6,667 [48.1%]		7,542 [46.2%]		8,645 [49.5%]		7,333 [45.1%]		7,002 [44.0%]	
Some Post-secondary	1,460 [10.5%]		1,358 [8.3%]		1,985 [11.4%]		1,701 [10.5%]		1,579 [9.9%]	
Associates Degree	0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]	
Bachelors Degree	0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]	
Post-baccalaureate degree	0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]		0 [0.0%]	
Post-hs education - unknown	297 [2.1%]		224 [1.4%]		367 [2.1%]		306 [1.9%]		292 [10.2%]	
Education unknown	799 [5.8%]		1,456 [8.9%]		359 [2.1%]		1,331 [8.2%]		1,616 [10.2%]	

## What are the results?

The following table contains information on the results of the JFES program. These terms are used to describe results across programs. The first item on the list “Total Completers/Exits” does not apply to the JFES program since participants leave JFES for a number of reasons unrelated to the efforts of the JFES program. JFES participants more often exit the JFES program due to ineligibility for Temporary Family Assistance (TFA) regardless of their participation in the JFES program. Another reason for many participants to exit the JFES program is that they become exempt from participation due to illness, incapacity, family problems, drug or alcohol problems and domestic violence. Additionally, JFES participants may repeatedly exit and return to the JFES program during the same fiscal year. Therefore reporting the numbers of exits of the JFES program during the program year would not be indicative of the results of the program.

With the implementation of the - *CTWorks* Business System (CTWBS) in 2003, JFES now has the capability of reporting on all of the outcomes. It is now possible by cross matching the data in CTWBS with the DOL wage records. DOL has identified the criteria and specification necessary to develop an automated report of this data. This information is presented for the most recent year available (PY04-05).

## What are the results? JFES

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Total Program Exitters	5,427	10,034	10,100	9,865	9,313
Completed JFES Services/Activities *	5,427 [100.0%]	10,034[100.0%]	10,100 [100.0%]	9,865 [100.0%]	9,313 [100.0%]
Entered Employment	3,176 [58.5%]	3,637 [36.2%]	5,955 [59.0%]	5,742 [58.2%]	5,322 [57.1%]
Retained Employment for 6 months	2,640 [83.1%]	1,505 [41.4%]	5,087 [85.4%]	4,896 [85.3%]	N/A
Weekly Wages on Entering Employment	\$239	\$230	\$251	\$257	\$247
Change in Average Weekly Wages from pre- to post-program services	\$162	\$94	\$181	\$174	N/A

Note: Many JFES participants combine work and work-related activity. Their average hourly wage is \$9.13.

\*Completed JFES Services/Activities: the number of individuals who successfully completed a JFES activity.

## Trade Adjustment Assistance (TAA) / North American Free Trade Agreement - Transitional Adjustment Assistance (NAFTA-TAA)

---

### Trade Adjustment Assistance (TAA)

**Program Summary:** The Trade Act of 1974, as amended, provides Trade Adjustment Assistance (TAA) services and benefits to individuals certified by the United States Department of Labor as having lost their jobs or reduced their hours of work and wages due to increased foreign imports or a shift in production to certain countries. The goal of the TAA program is to assist these workers return to suitable employment as quickly as possible.

**Services:** In order to help workers prepare for and obtain employment, TAA benefits may include:

- Training, including occupational skill, remedial, customized, and on-the-job training, in the amount of up to \$23,000 for each worker for tuition and training-related expenses, including transportation and subsistence allowances if the training is outside the worker's commuting area;
- Job search allowances for expenses incurred seeking employment outside a worker's normal commuting area if suitable work is not available in the commuting area;
- Relocation allowances for workers who obtain an offer of work outside the normal commuting area, for reasonable and necessary expenses of moving their families and household goods;
- Trade Readjustment Allowances (TRA), income support after entitlement to unemployment compensation is exhausted;
- Wage subsidies [Alternative Trade Adjustment Assistance (ATAA)] for older workers who do not pursue training and instead obtain work paying less than their prior trade-impacted employment; and
- A tax credit (Health Coverage Tax Credit-HCTC) for 65% of health insurance premiums for individuals who are TRA- or ATAA-eligible, have qualifying health insurance and are receiving income support under the TAA or ATAA programs. HCTC may be claimed at the end of the year or through monthly, advanced payments.

**Program Costs:** For program year 2007-08, TAA expenditures for training, job search and relocation allowances and related administration was \$4,194,424.27. TRA benefit payments were made in the amount of \$6,550,783 and ATAA payments totaled \$122,873.

	PY01-02	PY02-03	PY03-04	PY04-05	PY05-06
<b>Annual Budget</b>	\$2,053,240	\$2,659,256	*	*	
<b>Annual Expenditures</b>	*	*	\$2,058,703	\$2,924,988	\$2,539,553 <sup>20</sup>
Occupational Training	278	811	349	443	302
Assessment/Case Management.	75	435	222	448	149
Counseling	187	644	375	589	303
LMI Provision	301	672	416	579	59
<b>Total Completers</b>	<b>278</b>	<b>442</b>	<b>349</b>	<b>443</b>	<b>302</b>

<sup>20</sup> This includes administrative dollars.

## Who is being served?

### TAA/NAFTA

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Program Participants	NA	NA	NA	NA	NA
Training Completers	349	443	302	239	303
<b>Gender</b>					
Male	182 [52.1%]	190 [42.9%]	144 [47.7%]	124 [51.9%]	166 [54.8%]
Female	163 [46.7%]	250 [56.4%]	154 [51.0%]	115 [48.1%]	136 [44.9%]
Gender unknown	4 [1.1%]	3 [0.7%]	4 [1.3%]	0 [0.0%]	0 [0.0%]
<b>Age (1)</b>					
Age 14 - 17	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
Age 18 - 24	9 [2.6%]	4 [0.9%]	9 [3.0%]	4 [1.7%]	8 [2.6%]
Age 25 - 54	273 [78.2%]	347 [78.3%]	220 [72.8%]	186 [77.8%]	215 [71.0%]
Age 55 and over	61 [17.5%]	87 [19.6%]	69 [22.8%]	43 [18.0%]	75 [24.8%]
Age unknown	4 [1.1%]	3 [0.7%]	4 [1.3%]	6 [2.5%]	4 [1.3%]
<b>Ethnicity</b>					
Hispanic/Latino	53 [15.2%]	144 [32.5%]	61 [20.2%]	42 [17.6%]	43 [14.2%]
<b>Race</b>					
White/Caucasian	197 [56.4%]	189 [42.7%]	159 [52.6%]	120 [50.2%]	157 [51.8%]
Black/African-American	47 [13.5%]	53 [12.0%]	31 [10.3%]	45 [18.8%]	72 [23.8%]
American Indian/Alaskan Native	1 [0.3%]	2 [0.5%]	2 [0.7%]	0 [0.0%]	0 [0.0%]
Asian	14 [4.0%]	16 [3.6%]	17 [5.6%]	15 [6.3%]	15 [5.0%]
Hawaiian/Pacific Islander	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	1 [0.3%]
Other	NA [0.0%]	NA	NA	NA	NA
Race unknown	90 [25.8%]	183 [41.3%]	93 [30.8%]	59 [24.7%]	58 [19.1%]
<b>Education Level</b>					
Less Than high school	0 [0.0%]	63 [14.2%]	77 [25.5%]	111 [46.4%]	204 [67.3%]
High School or Equivalent	195 [55.9%]	101 [22.8%]	76 [25.2%]	58 [24.3%]	44 [14.5%]
Some Post-secondary	6 [1.7%]	101 [22.8%]	40 [13.2%]	35 [14.6%]	29 [9.6%]
Associates Degree	22 [6.3%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
Bachelors Degree	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
Post-baccalaureate degree	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
Post-high school education - deg. unknown	0 [0.0%]	18 [4.1%]	13 [4.3%]	13 [5.4%]	23 [7.6%]
Education unknown	126 [36.1%]	160 [36.1%]	96 [31.8%]	22 [9.2%]	3 [1.0%]

**What are the results?**

**TAA/NAFTA**

	<i>PY03-04</i>	<i>PY04-05</i>	<i>PY05-06</i>	<i>PY06-07</i>	<i>PY07-08</i>
Total Program Exiters	NA	NA	NA	NA	NA
Completed Training/Education	349	443	302	239	303
Entered Employment	248 [71.1%]	278 [62.8%]	196 [64.9%]	149 [62.3%]	*
Retained Employment for 6 months	232 [93.5%]	266 [95.7%]	190 [96.9%]	142 [95.3%]	*
Weekly Wages on Entering Employment	\$399	\$408	\$495	\$558	*
Change in Weekly Wages from pre- to post-program services	(\$172)	(\$157)	(\$209)	(\$157)	*

## Wagner-Peyser

---

**Program Summary.** The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices. Through funding provided by this program, the Connecticut Department of Labor provides basic labor exchange services to all job seekers and employers. It is the only universal access employment program available and services are provided at no charge to clients and employers. It is one of the required programs under WIA and provides the core services that are the foundation of the one-stop system in Connecticut known as *CTWorks*.

**Activities.** Basic labor exchange services may include, but are not limited to assessment interviews, career guidance, career counseling, employability development plans, job referral and placement, job development, resume writing, labor market information, services for Veterans, CT JobCentral (job bank), , job search workshops, recruitment assistance for employers, and referral to training.

### What are the quantities and types of services provided?

Data are only shown from PY 2002-03 forward, the year when states were no longer able to carry forward Wagner-Peyser registrants from the prior year. Thus all of the numbers for the last three years are comparable.

	<i>July 03 - June 04</i>	<i>July 04 - June 05</i>	<i>July 05 - June 06</i>	<i>July 06 - June 207</i>	<i>July 2007 - June 2008</i>
<b>Annual Budget</b>	<b>\$7,858,518</b>	<b>\$8,081,689</b>	<b>\$7,992,973</b>	<b>\$7,695,536</b>	<b>\$7,422,406</b>
Staff Services	23,334	28,835	27,630	25,042	28,555
Career Guidance	3,207	4,115	4,404	3,912	4,125
Staff-Assisted WIS	11,059	14,154	14,755	14,177	17,624
TAP Employment. Workshops	348	612	298	92	4
Job-search activities	14,323	17,480	16,949	14,568	15,552
Referred Employment	5,882	5,568	4,777	4,190	2,286
<b>Total Services Provided</b>	<b>58,153</b>	<b>70,764</b>	<b>68,813</b>	<b>61,981</b>	<b>68,146</b>



## Who is being served?

### Wagner-Peyser

<b>Results</b>	<b>PY2003-04</b>		<b>PY2004-05</b>		<b>PY2005-06 *</b>		<b>PY2006-07 **</b>		<b>PY2007-08</b>	
Program Participants	43,236		51,400		108,263		132,984		142,200	
<b>Gender</b>										
Male	22,628	[52.3%]	26,834	[52.2%]	58,393	[53.9%]	75,388	[56.7%]	80,462	[56.6%]
Female	20,607	[47.7%]	24,564	[47.8%]	49,869	[46.1%]	57,594	[43.3%]	61,738	[43.4%]
Gender unknown	1	[0.0%]	2	[0.0%]	1	[0.0%]	2	[0.0%]	0	[0.0%]
<b>Age</b>										
Age 14 - 17	171	[0.4%]	238	[0.5%]	312	[0.3%]	321	[0.2%]	452	[0.3%]
Age 18 - 24	6,315	[14.6%]	8,067	[15.7%]	17,086	[15.8%]	19,759	[14.9%]	21,879	[15.4%]
Age 25 - 54	30,336	[70.2%]	35,547	[69.2%]	74,748	[69.0%]	93,278	[70.1%]	98,658	[69.4%]
Age 55 and over	5,549	[12.8%]	6,429	[12.5%]	15,793	[14.6%]	19,419	[14.6%]	21,023	[14.8%]
Age unknown	865	[2.0%]	1,119	[2.2%]	324	[0.3%]	169	[0.1%]	188	[0.1%]
<b>Ethnicity</b>										
Non-Hispanic/Latino	36,902	[85.4%]	42,972	[83.6%]	91,118	[84.2%]	109,809	[82.6%]	116,287	[81.8%]
Hispanic/Latino	6,334	[14.6%]	8,428	[16.4%]	17,145	[15.8%]	23,175	[17.4%]	25,913	[18.2%]
<b>Race</b>										
White/Caucasian	21,027	[48.6%]	24,666	[48.0%]	61,313	[56.6%]	75,708	[56.9%]	79,693	[56.0%]
Black/African-American	10,390	[24.0%]	12,459	[24.2%]	19,572	[18.1%]	23,925	[18.0%]	26,009	[18.3%]
American Indian/Alaskan Native	228	[0.5%]	267	[0.5%]	466	[0.4%]	558	[0.4%]	614	[0.4%]
Asian	674	[1.6%]	730	[1.4%]	1,710	[1.6%]	1,915	[1.4%]	2,009	[1.4%]
Hawaiian/Pacific Islander	27	[0.1%]	72	[0.1%]	51	[0.0%]	88	[0.1%]	111	[0.1%]
Other	303	[0.7%]	409	[0.8%]	436	[0.4%]	506	[0.4%]	793	[0.6%]
Race unknown	10,587	[24.5%]	12,797	[24.9%]	24,715	[22.8%]	30,284	[22.8%]	32,971	[23.2%]
<b>Education Level</b>										
Less Than high school	2,821	[6.5%]	3,570	[6.9%]	5,936	[5.5%]	18,935	[14.2%]	20,847	[14.7%]
High School or Equivalent	11,523	[26.7%]	12,358	[24.0%]	24,143	[22.3%]	70,943	[53.3%]	77,611	[54.6%]
Some Post-secondary	5,608	[13.0%]	5,743	[11.2%]	7,155	[6.6%]	13,631	[10.3%]	15,173	[10.7%]
Associates Degree	0	[0.0%]	0	[0.0%]	1,567	[1.4%]	6,458	[4.9%]	7,270	[5.1%]
Bachelors Degree	2,064	[4.8%]	1,870	[3.6%]	4,233	[3.9%]	12,544	[9.4%]	13,814	[9.7%]
Post-baccalaureate degree	653	[1.5%]	593	[1.2%]	1,519	[1.4%]	4,326	[3.3%]	4,851	[3.4%]
Post-HS ed. - degree unk.	4,991	[11.5%]	4,733	[9.2%]	3,878	[3.6%]	1,915	[1.4%]	2,150	[1.5%]
Education unknown	15,576	[36.0%]	22,533	[43.8%]	59,832	[55.3%]	4,232	[3.2%]	484	[0.3%]

\* As of PY 2005 - 2006 total participants now includes Telebenefits Initial Claims (TIC's)

\*\* PY 2006 - 2007 Education Unknown has dropped from the previous year because it is now mandatory for Self-service customers.

## What were the results?

### Wagner-Peyser

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Total Program Exiters	39,056	47,283	104,333	111,689	106,174
Entered Employment	24,910 [63.8%]	29,363 [62.1%]	62,378 [59.8%]	67,679 [60.6%]	*
Retained Employment for 6 months	21,130 [84.8%]	24,123 [82.2%]	52,242 [83.8%]	57,383 [84.8%]	*
Weekly Wages on Entering Employment	\$342	\$375	\$470	\$487	*
Change in Weekly Wages from pre- to post-program services	\$22	\$74	\$41	\$37	*

For the period of July 1, 2002-June 30, 2003, Wagner-Peyser registrant totals do not include those carried in from the previous Program Year due to a change in policy from USDOL. Consequently, the number of those tracked for registration and services delivered declined proportionately and continued lower through PY2004.

## WIA Title IB – Adults and Dislocated Workers

---

### Introduction:

---

There are three funding streams to the state and local areas: adults, dislocated workers and youth. Eighty-five percent (85%) of adult and youth funds are allocated to local areas with the remainder (15% Governor's Reserve) reserved for state administration and other statewide activities. Sixty percent (60%) of dislocated worker funds are allocated to the Workforce Investment Boards (WIBs) to provide employment and training services with fifteen percent (15% Governor's Reserve) reserved for state administration and other statewide activities and twenty-five percent (25%) reserved for rapid response activities.

Pursuant to the Workforce Investment Act (WIA) (effective July 1, 1998), the Governor designated the CTDOL:

1. the administrative financial agency for WIA
2. the labor market information/statewide employment statistics agency for WIA
3. the agency to administer the statewide list of providers/ approved programs for employment and training services under WIA, and
4. the agency charged with Performance Measurement requirements under WIA.

The report begins with adult and dislocated services and is followed by the report on youth services.

## WIA Title IB – Adults and Dislocated Workers

**Program Summary.** The Workforce Investment Act (WIA), Chapter 5, section 131 authorizes adult and dislocated worker employment and training services. This legislation is meant to streamline services within the One-Stop environment (*CT Works*), to empower individuals to make choices about their training through individual training accounts (ITAs), and to provide universal access to self-services. The system is intended to be customer-focused, and to help individuals access the tools they need to manage their careers.

**Activities.** Individuals may participate in Core, Intensive and Training services. All participants may receive core services.

Core Services for both Adults and Dislocated Workers include:

- Job Search Assistance
- Career Counseling
- Job Referrals
- Job Development
- Workshops and Job Clubs

Based upon financial need and other barriers, an individual may progress into the Intensive, and finally, Training services.

Intensive Services for both Adults and Dislocated Workers include:

- Assessment
- Developing and Individual Employment Plan
- Group Counseling
- Individual Counseling and Career Planning
- Case Management
- Short Term Pre-Vocational Services
- Out of Area Job Search Assistance
- Literacy Act Services
- Relocation Assistance
- Internships
- Work Experience Programs

All of these services are available within the *CT Works* and can be interchanged with other co-located partner program services according to an individual's needs.

Once the need for training services has been determined, an individual may be given an Individual Training Account (ITA), which they may use to pay for training of their choice. This training program must be chosen from a Statewide Eligible Training Program (Provider) List.

Training Services for both Adults and Dislocated Workers include:

- Occupational Skills Training
- On-the-Job Training
- Private Sector Training Programs
- Skill Upgrading and Retraining
- Entrepreneurial Training
- Adult Education, basic skills and/or literacy in combination with any other training
- Customized Training
- Co-Op

## WIA Adults

	<i>July 2003 - June 2004</i>	<i>July 2004 - June 2005</i>	<i>July 2005 - June 2006</i>	<i>July 2006 - June 2007</i>	<i>July 2007 - June 2008</i>
<b>Annual Budget</b>	\$4,368,257	\$5,457,253	\$5,743,144	\$5,757,590	\$5,851,401
<b>Total Clients Served</b>	3,263	3,807	4,136	3,733	3,642
Core	993	1,020	1,081	985	1,005
Intensive	1,437	1,772	2,081	1,935	1,852
Training	833	1,015	974	813	785
<b>Total Participants</b>	<b>1,574</b>	<b>1,845</b>	<b>2,319</b>	<b>2,218</b>	<b>2,448</b>

Under WIA, eligibility criteria for Adults to be registered are basic, (age, citizenship, etc.) however, eligibility for intensive and training services is further determined by need for those services and a local Workforce Investment Board (WIB) priority of service policy which focuses on the economically disadvantaged and individuals with other barriers to employment.

## WIA Dislocated Workers

	<b>July 2003 – June 2004</b>	<b>July 2004 – June 2005</b>	<b>July 2005 – June 2006</b>	<b>July 2006 – June 2007</b>	<b>July 2007 - June 2008</b>
<b>Annual Budget</b>	\$3,938,535	\$5,379,324	\$6,101,704	\$6,225,795	\$6,807,280
<b>Total Clients Served</b>	4,162	4,342	3,295	3,167	2,683
Core	1,206	1,251	860	866	813
Intensive	1,867	2,027	1,637	1,542	1,306
Training	1,089	1,064	798	759	564
<b>Total Participants</b>	<b>2,072</b>	<b>2,159</b>	<b>1,772</b>	<b>1,703</b>	<b>1,692</b>

Under WIA, Dislocated Workers must also provide proof of their dislocation status to be served as a dislocated worker

## Who is being served?

### WIA Adults

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Program Participants	1,574	1,845	2,319	2,218	2,448
Gender					
Male	480 [30.5%]	580 [31.4%]	740 [31.9%]	783 [35.3%]	895 [36.6%]
Female	1,094 [69.5%]	1,265 [68.6%]	1,579 [68.1%]	1,435 [64.7%]	1,553 [63.4%]
Gender unknown	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
Age					
Age 18	7 [0.4%]	6 [0.3%]	39 [1.7%]	0 [0.0%]	0 [0.0%]
Age 19 - 21	157 [10.0%]	157 [8.5%]	223 [9.6%]	99 [4.5%]	117 [4.8%]
Age 22 - 29	451 [28.7%]	520 [28.2%]	628 [27.1%]	644 [29.0%]	707 [28.9%]
Age 30 - 44	672 [42.7%]	775 [42.0%]	967 [41.7%]	947 [42.7%]	1,026 [41.9%]
Age 45 - 54	219 [13.9%]	296 [16.0%]	360 [15.5%]	414 [18.7%]	452 [18.5%]
Age 55 - 61	52 [3.3%]	70 [3.8%]	77 [3.3%]	88 [4.0%]	122 [5.0%]
Age 62 - 64	8 [0.5%]	11 [0.6%]	9 [0.4%]	14 [0.6%]	12 [0.5%]
Age 65 +	8 [0.5%]	10 [0.5%]	16 [0.7%]	12 [0.5%]	12 [0.5%]
Age unknown	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
Ethnicity					
Hispanic/Latino	361 [22.9%]	451 [24.4%]	558 [24.1%]	496 [22.4%]	551 [22.5%]
Race					
White/Caucasian	553 [35.1%]	664 [36.0%]	777 [33.5%]	747 [33.7%]	768 [31.4%]
Black/African-American	645 [41.0%]	711 [38.5%]	923 [39.8%]	959 [43.2%]	1,109 [45.3%]
American Indian/Alaskan Native	14 [0.9%]	8 [0.4%]	7 [0.3%]	4 [0.2%]	5 [0.2%]
Asian	13 [0.8%]	13 [0.7%]	20 [0.9%]	20 [0.9%]	22 [0.9%]
Hawaiian/Pacific Islander	2 [0.1%]	2 [0.1%]	2 [0.1%]	2 [0.1%]	7 [0.3%]
Other	NA	NA	NA	NA	NA
Race unknown	347 [22.0%]	447 [24.2%]	590 [25.4%]	486 [21.9%]	537 [21.9%]
Education Level					
Less Than high school	252 [16.0%]	274 [14.9%]	334 [14.4%]	296 [13.3%]	309 [12.6%]
High School or Equivalent	951 [60.4%]	1,156 [62.7%]	1,490 [64.3%]	1,508 [68.0%]	1,689 [69.0%]
Some Post-secondary	299 [19.0%]	297 [16.1%]	352 [15.2%]	304 [13.7%]	316 [12.9%]
Associates Degree					
Bachelors Degree					
Post-baccalaureate degree					
Post-high school ed- deg. unkn	71 [4.5%]	117 [6.3%]	143 [6.2%]	93 [4.2%]	96 [3.9%]
Education unknown	1 [0.1%]	1 [0.1%]	0 [0.0%]	17 [0.8%]	38 [1.6%]

## Who is being served?

### Dislocated Workers

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Program Participants	2,072	2,159	1,772	1,703	1,692
<b>Gender</b>					
Male	1,001 [48.3%]	992 [45.9%]	823 [46.4%]	805 [47.3%]	771 [45.6%]
Female	1,071 [51.7%]	1,167 [54.1%]	949 [53.6%]	898 [52.7%]	921 [54.4%]
Gender unknown	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
<b>Age</b>					
Age 18					
Age 19 - 21	9 [0.4%]	16 [0.7%]	25 [1.4%]	11 [0.6%]	7 [0.4%]
Age 22 - 29	127 [6.1%]	123 [5.7%]	157 [8.9%]	146 [8.6%]	157 [9.3%]
Age 30 - 44	812 [39.2%]	815 [37.7%]	718 [40.5%]	632 [37.1%]	577 [34.1%]
Age 45 - 54	737 [35.6%]	788 [36.5%]	595 [33.6%]	576 [33.8%]	603 [35.6%]
Age 55 - 61	333 [16.1%]	350 [16.2%]	239 [13.5%]	262 [15.4%]	269 [15.9%]
Age 62 - 64	38 [1.8%]	44 [2.0%]	28 [1.6%]	52 [3.1%]	42 [2.5%]
Age 65 +	16 [0.8%]	23 [1.1%]	10 [0.6%]	24 [1.4%]	37 [2.2%]
Age unknown	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
<b>Ethnicity</b>					
Hispanic/Latino	197 [9.5%]	213 [9.9%]	221 [12.5%]	254 [14.9%]	285 [16.8%]
<b>Race</b>					
White/Caucasian	1,412 [68.1%]	1,450 [67.2%]	1,018 [57.4%]	916 [53.8%]	877 [51.8%]
Black/African-American	373 [18.0%]	373 [17.3%]	429 [24.2%]	439 [25.8%]	452 [26.7%]
American Indian/Alaskan Native	9 [0.4%]	12 [0.6%]	7 [0.4%]	9 [0.5%]	6 [0.4%]
Asian	48 [2.3%]	52 [2.4%]	35 [2.0%]	19 [1.1%]	21 [1.2%]
Hawaiian/Pacific Islander	3 [0.1%]	2 [0.1%]	1 [0.1%]	2 [0.1%]	2 [0.1%]
Other	NA	NA	NA	NA	NA
Race unknown	227 [11.0%]	270 [12.5%]	282 [15.9%]	318 [18.7%]	334 [19.7%]
<b>Education Level</b>					
Less than high school	117 [5.6%]	117 [5.4%]	93 [5.2%]	94 [5.5%]	91 [5.4%]
High School or Equivalent	983 [47.4%]	1,098 [50.9%]	905 [51.1%]	966 [56.7%]	991 [58.6%]
Some Post-secondary	612 [29.5%]	560 [25.9%]	466 [26.3%]	374 [22.0%]	295 [17.4%]

**What were the results?** These were results for WIA Adults.

<i>Results</i>	<i>PY03-04</i>	<i>PY04-05</i>	<i>PY05-06</i>	<i>PY06-07</i>	<i>PY07-08</i>
Total Program Exiters	573	566	981	667	777
Completed Training/Education	412 [71.9%]	485 [85.7%]	683 [69.6%]	416 [62.4%]	491 [63.2%]
Entered Employment	326 [79.1%]	382 [78.8%]	560 [82.0%]	322 [77.4%]	*
Retained Employment	296 [90.8%]	351 [91.9%]	512 [91.4%]	294 [91.3%]	*
Weekly Wages on Entering Employment	\$354	\$392	\$425	\$416	*
Change in Weekly Wages from pre- to post-program services	\$226	\$263	\$250	\$291	*

**What were the results?** These were results for WIA Dislocated Workers.

<i>Results</i>	<i>PY03-04</i>	<i>PY04-05</i>	<i>PY05-06</i>	<i>PY06-07</i>	<i>PY07-08</i>
Total Program Exiters	791	992	777	695	642
Completed Training/Education	526 [66.5%]	703 [70.9%]	508 [65.4%]	455 [65.5%]	430 [67.0%]
Entered Employment	440 [83.7%]	591 [84.1%]	417 [82.1%]	367 [80.7%]	*
Retained Employment for 6 months	420 [95.5%]	557 [94.3%]	396 [95.0%]	348 [94.8%]	*
Weekly Wages on Entering Employment	\$555	\$590	\$593	\$612	*
Change in Weekly Wages from pre- to post-program services	(\$54)	(\$10)	\$53	\$19	*



**Program Summary:** The Workforce Investment Act, Chapter 4, section 126 authorizes funds to provide workforce investment activities for eligible youth. The legislation and regulations stress a new approach to serving youth. Youth services are considered to be long –term, with involvement lasting at least a year. Long and short-term goals are set with the youth so they can achieve educational and vocational benchmarks in preparation for the world of work. Educational achievement and retention is priority for younger youth, while employability skills and employment focus is acceptable for older youth (19-21).

**Activities:** Youth activities are divided into three categories:

- Work-Related: Paid and Unpaid Work Experience, Occupational Skills Training, Adult Mentoring, and Guidance/Counseling
- Academic: Tutoring, Alternative School, Leadership Development, Adult Mentoring, and Guidance/Counseling
- Summer Related: Summer Employment

**What are the quantity and types of services delivered?**

The following table illustrates the quantities of the different activities given to youth over the past three years. A direct comparison is difficult to make as we are comparing different programs and legislation with very different philosophies. This is evident by the different activity categories.

**WIA Youth**

	<i>July 2003 - June 2004</i>	<i>July 2004 - June 2005</i>	<i>July 2005 - June 2006</i>	<i>July 2006 - June 2007</i>	<i>July 2007 - June 2008</i>
<b>Annual Budget</b>	\$6,976,647	\$6,313,748	\$7,156,590	\$6,083,322	\$6,959,393
<b>Total Clients Served</b>	2,779	2,453	2,209	1,593	1,594
Work-related	1,308	1,242	1,181	833	836
Academic	1,056	870	763	675	684
Summer-related	415	341	265	85	74
<b>Total Participants</b>	<b>1,518</b>	<b>1,492</b>	<b>1,523</b>	<b>1,135</b>	<b>1,259</b>

Under WIA, an eligible youth means an individual who

1. Is not less than age 14 and no more than age 21;
2. Is a low-income individual; and
3. Is one or more of the following:
  - a. Deficient in basic literacy skills
  - b. A school dropout
  - c. Homeless, a runaway, or a foster child
  - d. Pregnant or a parent

- e. An offender
- f. An individual who requires additional assistance to complete an educational program, or to secure and hold employment

**Who is being served?**

**WIA Youth**

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Program Participants	1,518	1,492	1,523	1,135	1,259
<b>Gender</b>					
Male	654 [43.1%]	665 [44.6%]	641 [42.1%]	460 [40.5%]	462 [36.7%]
Female	864 [56.9%]	827 [55.4%]	882 [57.9%]	675 [59.5%]	797 [63.3%]
Gender unknown	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
<b>Age</b>					
Age 14 - 15	418 [27.5%]	230 [15.4%]	194 [12.7%]	1 [0.1%]	0 [0.0%]
Age 16 - 17	380 [25.0%]	476 [31.9%]	508 [33.4%]	111 [9.8%]	81 [6.4%]
Age 18	210 [13.8%]	225 [15.1%]	300 [19.7%]	177 [15.6%]	206 [16.4%]
Age 19 - 21	445 [29.3%]	497 [33.3%]	521 [34.2%]	616 [54.3%]	687 [54.6%]
Age 22 - 29	64 [4.2%]	64 [4.3%]	0 [0.0%]	230 [20.3%]	285 [22.6%]
Age 30 - 44	1 [0.1%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
Age unknown	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]	0 [0.0%]
<b>Ethnicity</b>					
Hispanic/Latino	485 [31.9%]	443 [29.7%]	493 [32.4%]	385 [33.9%]	423 [33.6%]
<b>Race</b>					
White/Caucasian	497 [32.7%]	455 [30.5%]	404 [26.5%]	341 [30.0%]	378 [30.0%]
Black/African-American	629 [41.4%]	648 [43.4%]	637 [41.8%]	450 [39.6%]	505 [40.1%]
American Indian/Alaskan Native	12 [0.8%]	5 [0.3%]	6 [0.4%]	4 [0.4%]	4 [0.3%]
Asian	19 [1.3%]	13 [0.9%]	13 [0.9%]	7 [0.6%]	11 [0.9%]
Hawaiian/Pacific Islander	5 [0.3%]	3 [0.2%]	3 [0.2%]	2 [0.2%]	2 [0.2%]
Other	NA	NA	NA	NA	NA
Race unknown	356 [23.5%]	368 [24.7%]	460 [30.2%]	331 [29.2%]	359 [28.5%]
<b>Education Level</b>					
Less Than high school	1,181 [77.8%]	1,153 [77.3%]	1,080 [70.9%]	727 [64.1%]	792 [62.9%]
High School or Equivalent	316 [20.8%]	322 [21.6%]	423 [27.8%]	397 [35.0%]	446 [35.4%]
Some Post-secondary	14 [0.9%]	15 [1.0%]	20 [1.3%]	11 [1.0%]	21 [1.7%]

### What were the results? Youth

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Total Program Exiters	860	709	872	435	492
Completed Training/Education	688 [80.0%]	555 [78.3%]	754 [86.5%]	257 [59.1%]	352 [71.5%]
Entered Employment	350 [50.9%]	321 [57.8%]	421 [55.8%]	153 [59.5%]	*
Retained Employment for 6 months	282 [80.6%]	267 [83.2%]	330 [78.4%]	121 [79.1%]	*
Weekly Wages on Entering Employment	\$153	\$174	\$155	\$192	*
Change in Weekly Wages from pre- to post- program services	\$170	\$182	\$175	\$180	*

**Program Description.** Since its establishment by the Connecticut General Assembly in 1973, Charter Oak State College has provided adults with an alternative means to overcome the barriers of time and place in the quest to earn an undergraduate degree. Charter Oak State College is accredited by the New England Association of Schools and Colleges and by the State of Connecticut.

Charter Oak is Connecticut's virtual college and its students earn their associate or bachelor's degrees by combining prior learning with the acquisition of new knowledge. This is accomplished by transferring credits from classroom instruction, distance learning courses, college-level achievement tests, portfolio assessment, college-level training courses offered by business and other organizations, and through individually developed learning contracts with faculty. The Charter Oak program is designed to help students achieve their goals with particular emphasis on gaining the skills and knowledge needed to enter or advance in the workforce. Charter Oak students enroll from across the state and the nation with approximately 56% of its students residing outside Connecticut.

### **Activities:**

**Workforce Readiness:** Charter Oak State College assists adult students in completing their undergraduate education. Even though most of the COSC students are already gainfully employed while enrolled at COSC, we have evidence that earning their degree has allowed them to advance in their profession, change careers, or become employed full time. For others, it has helped them become employed. COSC's degree programs require a minimum of 60 credits in the liberal arts, thus giving the graduate who pursues a concentration with a technical or professional focus, a well-rounded education.

**Career-related Programs:** Charter Oak State College only offers a BA and a BS in general studies. However students are able to select concentrations in such areas as business administration, chemistry, computer science studies, criminal justice, engineering studies, fire science administration, etc. Charter Oak also prepares adults to enter the Alternative Route to Certification program, administers the Child Care Director's Credential program, offers courses/tests for child care providers, offers the online LPN to RN bridge course for nurses who want to advance in their profession and, through a partnership with another agency offers a program in public safety administration. Adult students are able to build upon credit already earned and work experience to earn their degree by taking courses from COSC, other regionally accredited institutions, through testing, and through non-collegiate courses that have been recommended for credit.

**Continuing Education:** In conjunction with the Connecticut League for Nursing, COSC offers non-credit online programs for nurses who want to return to the nursing profession and a program for nurses who want to specialize in home care nursing. With the Pharmacy Association, COSC offers an online non-credit program for pharmacists who want to return to the profession. COSC also offers a credit certificate in Health Studies that was designed for adults working in the health care field.

## Who is being served?

### Charter Oak College

	<i>PY 02 - 03</i>		<i>PY 03 - 04</i>		<i>PY 04 - 05</i>		<i>PY 05 - 06</i>		<i>PY 06 - 07</i>		<i>PY 07 - 08</i>	
Program Participants	2,685		2,115		2,633		2,828		2,421		2,299	
Gender												
Male	1,257	[47%]	962	[45%]	1,056	[40%]	1,123	[40%]	947	[39%]	955	[42%]
Female	1,428	[53%]	1,153	[55%]	1,577	[60%]	1,705	[60%]	1,474	[61%]	1,344	[58%]
Gender unknown	0	[0%]	0	[0%]	0	[0%]	0	[0%]	0	[0%]	0	[0%]
Age												
Age 14 - 17	45	[2%]	1	[0%]	0	[0%]	0	[0%]	0	[0%]	1	[<1%]
Age 18 - 24	103	[4%]	82	[4%]	146	[6%]	191	[7%]	128	[5%]	184	[8%]
Age 25 - 49	1,925	[72%]	1,578	[75%]	1,878	[71%]	2,055	[73%]	1,780	[74%]	1,641	[72%]
Age 50 and over	612	[23%]	421	[20%]	558	[21%]	550	[19%]	491	[20%]	444	[19%]
Age unknown	0	[0%]	33	[2%]	51	[2%]	39	[1%]	22	[1%]	29	[1%]
Race												
White/Caucasian	1,931	[72%]	1,447	[68%]	1,809	[69%]	1,898	[67%]	1,641	[68%]	1,534	[67%]
Black/African-American	261	[10%]	200	[9%]	259	[10%]	304	[11%]	286	[12%]	302	[13%]
Amer. Indian/Alaskan Native	57	[2%]	42	[2%]	31	[1%]	33	[1%]	22	[1%]	27	[1%]
Asian	50	[2%]	47	[2%]	58	[2%]	66	[2%]	58	[2%]	44	[2%]
Hawaiian/Pacific Islander	0	[0%]	0	[0%]	0	[0%]	0	[0%]	0	[0%]	0	[0%]
Other	1	[0%]	2	[0%]	1	[0%]	2	[0%]	2	[0%]	1	[<1%]
Hispanic	124	[5%]	90	[4%]	156	[6%]	180	[6%]	148	[6%]	149	[6%]
Race unknown	261	[10%]	287	[14%]	319	[12%]	345	[12%]	264	[11%]	242	[11%]

## What were the results?

### Charter Oak College

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Completed Training/Education	505	518	696	592	481
Completed Training/Education - CT residents only	274 [54.3%]	268 [51.7%]	234 [33.6%]	224 [37.8%]	210 [43.7%]
Entered Employment - CT residents only	223 [81.4%]	209 [78.0%]	182 [77.8%]	180 [80.4%]	*
Retained Employment for 6 months - CT residents only	210 [94.2%]	195 [93.3%]	175 [96.2%]	169 [93.9%]	*
Weekly Wages on Entering Employment - CT residents only	\$877	\$911	\$954	\$1,046	*
Change in Weekly Wages - CT residents only	\$308	\$285	\$300	\$352	*

**Connecticut Community College System**

**Program Summary.** The twelve Connecticut Community Colleges offer

- Comprehensive occupational, vocational, and technical education for immediate employment, job training, or upgrading of skills
- General programs including basic skills, general and adult education, and transfer degree programs, as well as continuing education and community service programs.
- Partnerships with business and industry in order to provide customized job training for new and incumbent workers
- Partnerships with local education agencies, community and professional organizations, and other institutions of higher education

**Activities.** The colleges offer support services and individualized instruction, basic skills assessment testing, academic and placement counseling for academic success for all students, including those who are under-prepared. Students may gain credit for prior knowledge and learning gained from life or work experience. English-as-a-Second-Language programs, child care, and financial aid help students increase their access to education, which can enhance their occupational opportunities and successes.

**What are the quantity and types of services delivered?**

**Connecticut Community College System**

	<i>July 2003 - June 2004</i>	<i>July 2004 - June 2005</i>	<i>July 2005- June 2006</i>	<i>July 2006 - June 2007</i>	<i>July 2007 - June 2008</i>
Annual Budget <sup>21</sup>	\$121,394,980	\$126,920,929	\$134,543,541		
<b>Total Services Delivered<sup>22</sup></b>	Not Available	Not Available	Not Available		
Assessment	↓	↓	↓		
Counseling					
<b>Job Search Assistance</b>					
Case Management	↓	↓	↓		
Wage Supplementation					
<b>Program Completers<sup>23</sup></b>	<b>4,223</b>	<b>4,424</b>	<b>4,477</b>		
<b>Total Participants Served<sup>24</sup></b>	<b>63,021</b>	<b>63,425</b>	<b>64,183</b>		

<sup>21</sup> There is no specific program budget for this activity as it is only one of many instructional and community service activities that encompass the community college mission. Figures represent total General Fund budget for the year listed

<sup>22</sup> Services delivered by Connecticut Community Colleges are comprehensive and are not segregated by the categories displayed.

<sup>23</sup> Program completers reflect the number of students who completed certificates or degrees in credit programs (duplicated headcount; a student may earn more than one credential).

<sup>24</sup> Total participants include all students enrolled in credit programs during a given academic year (unduplicated headcount).

## Who is being served?<sup>25</sup>

### Community College System

	<i>PY03-04</i>	<i>PY04-05</i>	<i>PY05-06</i>	<i>PY06-07</i>	<i>PY07-08</i>
	45160	45743	46227	46489	48434
<b>Gender</b>					
Male	1684[37.3%] 5	16987[37.1%]	17070[36.9%]	17447[37.5%]	18660[38.5%]
Female	2831[62.7%] 5	28756[62.9%]	29157[63.1%]	29037[62.5%]	29774[61.5%]
Gender unknown	0[0.0%]	0[0.0%]	0[0.0%]	5[0.0%]	0[0.0%]
<b>Age</b>					
Age 14-17	1374[0.0%]	1391[3.0%]	1656[3.6%]	1800[3.9%]	1830[3.8%]
Age 18-24	2207[0.5%] 8	23388[51.1%]	23830[51.5%]	24613[52.9%]	26278[54.3%]
Age 25-54	2015[0.4%] 2	19321[42.2%]	19066[41.2%]	18364[39.5%]	18605[38.4%]
Age 55 and over	1541[0.0%]	1630[3.6%]	1663[3.6%]	1701[3.7%]	1714[3.5%]
Age Unknown	15[0.0%]	13[0.0%]	12[0.0%]	11[0.0%]	7[0.0%]
<b>Race/Ethnicity</b>					
White, Non-Hispanic	2835[62.8%] 1	28498[62.3%]	28599[61.9%]	28485[61.3%]	29360[60.6%]
Black, Non-Hispanic	6929[15.3%]	7058[15.4%]	7207[15.6%]	7295[15.7%]	7608[15.7%]
Hispanic, of any race	5541[12.3%]	5829[12.7%]	6081[13.2%]	6326[13.6%]	6808[14.1%]
Asian/Pacific Islander	1463[3.2%]	1543[3.4%]	1573[3.4%]	1603[3.4%]	1733[3.6%]
American Indian/Alaskan Native	189[0.4%]	200[0.4%]	167[0.4%]	151[0.3%]	162[0.3%]
Race/Ethnicity unknown	2687[5.9%]	2615[5.7%]	2600[5.6%]	2629[5.7%]	2763[5.7%]

<sup>25</sup> Unlike other programs that use the Census standard for collecting race and ethnicity separately, higher education programs collect ethnicity as part of race.



**What were the results?**

**Community College System**

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Completers	3,057	3,093	4,463	4,718	4,836
Completers CT residents only	3,003[98.2%]	3,041[98.3%]	4,373[98.0%]	4,568[96.8%]	4,693[97.0%]
Entered Employment - CT res. only	2,365[78.8%]	2,397[78.8%]	3,477[79.5%]	3,587[78.5%]	*
Retained Employment - CT res. only	2,189[92.6%]	2,242[93.5%]	3,226[92.8%]	3,304[92.1%]	*
Weekly Wages - CT res. only	\$588	\$618	\$555	\$650	*
Wage Gain - CT res. only	\$306	\$323	\$294	\$512	*

**Program Summary.** The universities in the CSU System enroll **over 35,000** undergraduate and graduate students and confer over **4,000** undergraduate and **more than 2,000** graduate and post-graduate degrees annually. CSU institutions make a profound commitment to the development, maintenance, enhancement and expansion of Connecticut's workforce. The specific contributions are too numerous to delineate but generally fall into four categories: workforce readiness, career-related degree programs, continuing education or training activities, and special service-oriented entities.

### **Activities:**

**Workforce Readiness.** A CSU education enriches the lives of its students and strengthens the communities in which these students live or will live through high-quality programs in which students are exposed to the human experience as reflected in science, history, literature and the arts. A CSU education also contributes directly to workforce development. Through the standards of excellence CSU demands of its students, the readiness of Connecticut's workforce is enhanced significantly.

**Career-Related Degree Programs.** All CSU students are ready to enter or continue in the workforce upon graduation; increasingly, CSU graduates have completed professional programs that also aim at enhancing career access. Historically, CSU has been heavily involved in K-12 teacher preparation programs, providing almost half of Connecticut's certified teachers. CSU institutions also offer a number of additional professional, applied programs, especially in the College of Technology at CCSU. Programs are offered at both the baccalaureate and graduate levels. CSU institutions have constantly sought and attained approval to offer new programs or to modify programs with specializations that are directly related to work force needs. **In 2001, the universities in the CSU system were authorized to confer the Doctor of Education degree. Central, Southern and Western have distinctive education programs leading to this degree.**

**Continuing Education/Training Activities.** CSU evidences increasing activity in offerings that are for non-credit and/or training purposes. All four universities have increased emphases in this area. Consideration is underway for the development of credit bearing, certificate programs.

**Special Service-Oriented Entities.** All four CSU institutions are active community players and provide services to a variety of community organizations via formal relationships as well as the individual, voluntary actions by students, staff and faculty. Several centers or institutes have been established that will impact workforce issues. CCSU has established the Hospitality and Tourism Institute; the Henry C. Lee Institute for the Study of Crime and Justice; the Institute for Municipal and Regional Policy, and the Biotechnology Institute; ECSU has established a Center for Sustainable Energy Studies and a Sustainable Energy Institute to enable the university to focus research and other resources to assist energy companies in the State; SCSU has established the Business Resource Center on the Center for Community and School Action Research; WCSU has established the Center for Graphics Research and the Center for Financial Forensics and Information Security.

## Who is being served?

### CT State University System, Graduate and Undergraduate

<i>Demographic</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Program Completers	6,063	6,264	6,540	6,363	6,657
<b>Gender</b>					
Male	2,145 [35.4%]	2,209 [35.3%]	2,299 [35.2%]	2,305 [36.2%]	2,394 [36.0%]
Female	3,918 [64.6%]	4,055 [64.7%]	4,241 [64.8%]	4,058 [63.8%]	4,263 [64.0%]
Gender unknown	0	0	0	0	0
<b>Age</b>					
Age 14 - 17	1 [0.0%]	0	0	0	0
Age 18 - 24	2,373 [39.1%]	2,650 [42.3%]	2,788 [42.6%]	2,790 [43.8%]	3,110 [46.7%]
Age 25 - 54	3,557 [58.7%]	3,503 [55.9%]	3,635 [55.6%]	3,458 [54.3%]	3,408 [51.2%]
Age 55 and over	125 [2.1%]	109 [1.7%]	113 [1.7%]	114 [1.8%]	138 [2.1%]
Age unknown	7 [0.1%]	2 [0.0%]	4 [0.1%]	1 [0.0%]	1 [0.0%]
<b>Race</b>					
White/Caucasian	4,641 [76.5%]	4,820 [76.9%]	4,960 [75.8%]	4,827 [75.9%]	5,089 [76.4%]
Black/African-American	406 [6.7%]	413 [6.6%]	450 [6.9%]	454 [7.1%]	455 [6.8%]
American Indian/Alaskan Native	20 [0.3%]	14 [0.2%]	22 [0.3%]	18 [0.3%]	21 [0.3%]
Asian	143 [2.4%]	140 [2.2%]	159 [2.4%]	175 [2.8%]	149 [2.2%]
Hawaiian/Pacific Islander	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
Hispanic	259 [4.3%]	235 [3.8%]	301 [4.6%]	290 [4.6%]	334 [5.0%]
Race unknown	853 [14.1%]	642 [10.2%]	648 [9.9%]	599 [9.4%]	609 [9.1%]

## What were the results?

### CT State University System, Graduate and Undergraduate

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Completed Training/Education	6,063	6,304	6,500	6,363	6,657
Entered Employment	4,579 [75.5%]	4,916 [78.0%]	4,994 [76.8%]	4,950 [77.8%]	*
Retained Employment for 6 months	4,099 [89.5%]	4,540 [92.4%]	4,650 [93.1%]	4,595 [92.8%]	*
Weekly Wages	\$570	\$612	\$617	\$630	*
Change in Average Weekly Wages	\$496	\$539	\$535	\$513	*

## Who is being served?

### Connecticut State University System, Graduate

<i>Demographic</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Program Completers	2,107	2,077	2,127	1,973	1,989
Gender					
Male	553 [26.2%]	533 [25.7%]	547 [25.7%]	545 [27.6%]	520 [26.1%]
Female	1,554 [73.8%]	1,544 [74.3%]	1,580 [74.3%]	1,428 [72.4%]	1,469 [73.9%]
Gender unknown	0	0	0	0	0
Age (1)					
Age 14 - 17	0	0	0	0	0
Age 18 - 24	87 [4.1%]	116 [5.6%]	84 [3.9%]	99 [5.0%]	91 [4.6%]
Age 25 - 54	1,927 [91.5%]	1,887 [90.9%]	1,968 [92.5%]	1,791 [90.8%]	1,794 [90.2%]
Age 55 and over	88 [4.2%]	72 [3.5%]	74 [3.5%]	83 [4.2%]	104 [5.2%]
Age unknown	5 [0.2%]	2 [0.1%]	1 [0.0%]	0	0
Race					
White/Caucasian	1,575 [74.8%]	1,628 [78.4%]	1,620 [76.2%]	1,493 [75.7%]	1,499 [75.4%]
Black/African-American	123 [5.8%]	92 [4.4%]	139 [6.5%]	126 [6.4%]	116 [5.8%]
American Indian/Alaskan Native	4 [0.2%]	4 [0.2%]	3 [0.1%]	0	4 [0.2%]
Asian (2)	34 [1.6%]	33 [1.6%]	34 [1.6%]	35 [1.8%]	34 [1.7%]
Hawaiian/Pacific Islander	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
Hispanic	63 [3.0%]	52 [2.5%]	58 [2.7%]	66 [3.3%]	64 [3.2%]
Race unknown	371 [17.6%]	268 [12.9%]	273 [12.8%]	253 [12.8%]	272 [13.7%]

## What were the results?

### CT State University System, Graduate

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Completed Training/Education	2,107	2,089	2,115	1,973	1,989
Entered Employment	1,557 [73.9%]	1,625 [77.8%]	1,619 [76.5%]	1,528 [77.4%]	*
Retained Employment for 6 months	1,439 [92.4%]	1,521 [93.6%]	1,549 [95.7%]	1,461 [95.6%]	*
Weekly Wages on Entering Employment	\$785	\$864	\$866	\$897	*
Change in Average Weekly Wages	\$629	\$675	\$656	\$598	*

## Who is being served?

### Connecticut State University System, Undergraduate

<i>Demographic</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Program Completers	3,953	4,187	4,390	4,390	4,668
Gender					
Male	1,592 [40.3%]	1,676 [40.0%]	1,746 [39.8%]	1,760 [40.1%]	1,874 [40.1%]
Female	2,361 [59.7%]	2,511 [60.0%]	2,644 [60.2%]	2,630 [59.9%]	2,794 [59.9%]
Gender unknown	0	0	0	0	0
Age (1)					
Age 14 - 17	1 [0.0%]	0	0	0	0
Age 18 - 24	2,285 [57.8%]	2,534 [60.5%]	2,704 [61.6%]	2,691 [61.3%]	3,019 [64.7%]
Age 25 - 54	1,628 [41.2%]	1,616 [38.6%]	1,650 [37.6%]	1,667 [38.0%]	1,614 [34.6%]
Age 55 and over	37 [0.9%]	37 [0.9%]	33 [0.8%]	31 [0.7%]	34 [0.7%]
Age unknown	2 [0.1%]	0	3 [0.1%]	1 [0.0%]	1 [0.0%]
Race					
White/Caucasian	3,065 [77.5%]	3,192 [76.2%]	3,324 [75.7%]	3,334 [75.9%]	3,590 [76.9%]
Black/African-American	283 [7.2%]	321 [7.7%]	308 [7.0%]	328 [7.5%]	339 [7.3%]
American Indian/Alaskan Native	16 [0.4%]	10 [0.2%]	19 [0.4%]	18 [0.4%]	17 [0.4%]
Asian (2)	109 [2.8%]	107 [2.6%]	125 [2.8%]	140 [3.2%]	115 [2.5%]
Hawaiian/Pacific Islander	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
Hispanic	195 [4.9%]	183 [4.4%]	242 [5.5%]	224 [5.1%]	270 [5.8%]
Race unknown	480 [12.1%]	374 [8.9%]	372 [8.5%]	346 [7.9%]	337 [7.2%]

## What were the results?

### CT State University System, Undergraduate

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Completed Training/Education	3,953	4,215	4,362	4,390	4,668
Entered Employment	3,019 [76.4%]	3,291 [78.1%]	3,355 [76.9%]	3,422 [77.9%]	*
Retained Employment for 6 months	2,658 [88.0%]	3,019 [91.7%]	3,083 [91.9%]	3,134 [91.6%]	*
Weekly Wages	\$459	\$488	\$492	\$511	*
Change in Average Weekly Wages	\$423	\$470	\$471	\$473	*

*There are three areas of study presented separately in this report: Continuing Studies, Undergraduate, and Graduate studies.*

---

## The College of Continuing Studies

---

The College of Continuing Studies identifies, develops and provides high quality research-based interdisciplinary, academic, professional and enrichment programs as well as appropriate support services to diverse communities of learners in a fiscally responsible manner. The College of Continuing Studies provides a life long academic partnership between learners and the University of Connecticut. The College provides a statewide gateway to UCONN's educational resources and services for individuals as well as organizations in both the corporate and public services sectors.

Professional Studies is a unit of the College of Continuing Studies at the University of Connecticut. This unit offers career related non-credit training throughout the state of Connecticut. Programs are offered to meet the needs of employers and employees in business and industry as well as nonprofit organizations and school systems. Many of the Professional Studies program offerings serve the training needs of Connecticut's industry clusters especially in the area of finance, insurance, real estate and healthcare. All of the non-credit programs reported here serve workforce development needs in the state and are supported entirely by participant fees. The College of Continuing Studies receives no state support for its programs.

Participant information and enrollment statistics included in this report are for career related workforce development training programs such as; the Paralegal Litigation Certificate Program, the Pharmacy Technician Certificate program, the School Nurse Emergency Medical Services for Children program, real estate courses and modules, and insurance courses which include industry certification designations for CPCU, AIM, and ARM. These programs are offered at University of Connecticut campus locations in Avery Point, Stamford, Storrs, Waterbury and West Hartford as well as at the Hartford Downtown Center and the UConn Health Center. Other Professional Studies workforce development programs are offered on site at schools, businesses and hospitals statewide.

**No demographics available.**

**What were the results?** This unit offers career related non-credit training and general studies bachelor degrees throughout the state of Connecticut.

**UConn College of Continuing Studies**

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Total Program Exiters	4,505	3,258	4,877	5,096	4,688
Completed Training/Education	4,113 [91.3%]	2,962 [90.9%]	4,236 [86.9%]	4,259 [83.6%]	3,945 [84.2%]
Entered Employment	1,612 [39.2%]	875 [29.5%]	1,591 [37.6%]	1,322 [31.0%]	*
Retained Employment	1,474 [91.4%]	833 [95.2%]	1,517 [95.3%]	1,275 [96.4%]	*
Weekly Wages	\$1,153	\$1,093	\$1,323	\$1,330	*
Wage Gain	\$111	\$146	\$148	\$107	*

## University of Connecticut Undergraduate and Graduate

**Program Description.** These data are for the combined Undergraduate and Graduate studies programs at the University of Connecticut, including the professional schools but excluding the University of Connecticut Health Center and the University of Connecticut Law School. Results are provided for the combined Undergraduate and Graduate and separated into the two groups.

**What are the quantity and types of services delivered?** No service or budget data provided.

**Who was served?**

### University of Connecticut, Graduate and Undergraduate

Demographics <sup>1</sup>	Fall 2007					
	Undergrad	Undergrad	Graduate	Graduate	Professional <sup>2</sup>	Professional <sup>2</sup>
<b>Participants Total</b>	20,116	[100%]	5,683	100.0%	201	100.0%
<b>Gender</b>						
Male	9,690	[48.2%]	2,741	[48.2%]	84	[41.8%]
Female	10,426	[51.8%]	2,942	[51.8%]	117	[58.2%]
<b>Age</b>						
Under 18	780	[3.9%]	0	[0.0%]	0	[0.0%]
18-24	17,938	[89.2%]	1,321	[23.2%]	171	[85.1%]
25-59	1,373	[6.8%]	4,337	[76.3%]	29	[14.4%]
60 or Older	21	[0.1%]	25	[0.4%]	1	[0.5%]
Unknown	4	[0.0%]	0	[0.0%]	0	[0.0%]
<b>Ethnicity</b>						
White/Caucasian <sup>3</sup>	15,887	[79.0%]	3,775	[66.4%]	155	[77.1%]
Black/African American	1,183	[5.9%]	284	[5.0%]	7	[3.5%]
Amer Indian/Alaskan Native	76	[0.4%]	15	[0.3%]	0	[0.0%]
Asian American	1,466	[7.3%]	234	[4.1%]	32	[15.9%]
Hispanic/Latino	1,230	[6.1%]	215	[3.8%]	4	[2.0%]
Non-Resident Alien	274	[1.4%]	1,160	[20.4%]	3	[1.5%]
<b>Educational Status</b>						
Freshman	4,900	[24.4%]				
Sophomore	4,698	[23.4%]				
Junior	5,166	[25.7%]				
Senior	5,352	[26.6%]				
Master's			3,338	[58.7%]		
Doctoral			2,176	[38.3%]		
Other Graduate			169	[3.0%]		
Professional					201	[100.0%]



## Who is being served?

### University of Connecticut, Graduate and Undergraduate

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Total Program Exiters	NA	NA	NA	NA	NA
Completed Training/Education	5,155	5,681	6,097	6,282	6,489
Entered Employment	2,984 [57.9%]	3,333 [58.7%]	3,553 [58.3%]	3,726 [59.3%]	*
Retained Employment for 6 months	2,507 [84.0%]	2,847 [85.4%]	3,076 [86.6%]	3,286 [88.2%]	*
Weekly Wages	\$567	\$634	\$656	\$684	*
Change in Average Weekly Wages	\$489	\$513	\$569	\$601	*

## What were the results?

### University of Connecticut, Graduate Studies

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Total Program Exiters	NA	NA	NA	NA	NA
Completed Training/Education	1,484	1,843	1,846	1,911	1,866
Entered Employment	790 [53.2%]	958 [52.0%]	986 [53.4%]	1,018 [53.3%]	*
Retained Employment for 6 months	698 [88.4%]	874 [91.2%]	911 [92.4%]	950 [93.3%]	*
Weekly Wages on Entering Employment	\$894	\$1,018	\$1,082	\$1,116	*
Change in Average Weekly Wages	\$525	\$577	\$659	\$692	*

### University of Connecticut, Undergraduate Studies

<i>Results</i>	<i>PY2003-04</i>	<i>PY2004-05</i>	<i>PY2005-06</i>	<i>PY2006-07</i>	<i>PY2007-08</i>
Total Program Exiters	NA	NA	NA	NA	NA
Completed Training/Education	3,671	3,838	4,251	4,371	4,623
Entered Employment	2,194 [59.8%]	2,375 [61.9%]	2,567 [60.4%]	2,708 [62.0%]	*
Retained Employment for 6 months	1,809 [82.5%]	1,973 [83.1%]	2,165 [84.3%]	2,336 [86.3%]	*
Weekly Wages on Entering Employment	\$449	\$479	\$493	\$522	*
Change in Average Weekly Wages	\$474	\$484	\$530	\$564	*

## Adult Education

---

**Program Description:** Connecticut's adult education programs operate in their local communities to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment, self-sufficiency and citizenship;
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- Assist adults in the completion of a secondary school education.

Connecticut General Statutes requires that adult education services be provided by local school districts, free of charge, to any adult 16 years of age or over who is no longer enrolled in a public elementary or secondary school program. Local school districts and other eligible agencies providing mandated adult education programs are reimbursed by the Connecticut State Department of Education on a cost-sharing, sliding scale based on the relative wealth of a district.

Federal adult education dollars are distributed through a direct and equitable request-for-proposal process. Federal funds are awarded in specific priority areas to a variety of eligible applicants including state and local education agencies, technical high schools, community colleges, volunteer literacy organizations and private nonprofit organizations.

**Activities/Services:** State mandated adult education instructional programs include citizenship, basic literacy skills, English language acquisition, and secondary school completion and/or preparation for the high school equivalency examination.

Priority areas for the federal adult education grant include: workforce preparation; workplace education; family literacy; transition to post-secondary education and training; technology implementation; and English language acquisition/civics education. An additional priority area supports the Connecticut Adult Virtual High School. Counseling services are available, and, in some agencies, transportation and babysitting services are provided.

The Department of Education has established a standards-based framework, the Connecticut Competency System (CCS), that connects curriculum, assessment and instruction, and integrates standardized assessments in reading, writing, math, listening, and speaking. The Internet-based management information system, the Connecticut Adult Reporting System (CARS), collects individual learner data on demographics, test results, entry status, goals and achievements. Together, CCS and CARS serve as the backbone for Connecticut adult education's accountability and inform program improvement, state/federal reporting, technical assistance and professional development.

**What are the quantity and types of services delivered?**

During fiscal year 2007-2008, Connecticut expended \$42,741,163 through a combination of state (\$19,566,580), local (\$19,491,504) and federal funds (\$3,683,079) to serve 30,626 individuals.

**Adult Education**

	<i>PY03-04</i>	<i>PY04-05</i>	<i>PY05-06</i> <sup>26</sup>	<i>PY06-07</i>	<i>PY07-08</i>
<b>Annual Budget</b>	\$39,895,056	\$39,957,275	\$41,073,252	\$42,065,675	\$42,741,163
<b>Services Delivered</b>					
Citizenship	506	486	520	604	592
English as a Second Language (ESL)	14,169	13,405	13,463	13,280	13,707
Basic Skills (ABE)	5,576	4,852	9,156	9,101	9,659
General Educational Development (GED)	5,738	6,071			
Adult High School Credit Diploma Program (AHSCDP)	6,622	6,841	6,549	6,744	6,345
External Diploma Program (EDP)	267	303	313	314	323
<b>Total Participants Served</b>	32,878	31,958	30,001	30,043	30,626

<sup>26</sup> Beginning 2005-2006, learners receiving more than one educational service are reported in only one area. Moreover, the ABE and GED program areas are grouped since performance and progress are now reported on the same continuum of basic skills.

## Who is being served?

Individuals 16 years of age and older who are no longer enrolled in school are eligible to participate. Participants are comprised primarily of individuals without high school diplomas; however, individuals who have diplomas yet lack basic skills are also eligible participants.

In each of past five years, over 70% of the learners served were from nonwhite ethnic backgrounds.

## Adult Education

	PY03-04	PY04-05	PY05-06	PY06-07	PY07-08
<b>Participants Total</b>	32,878	31,958	30,001	30,043	30,626
<b>Gender</b>					
Male	15,352[46.7]	15,128[47.3]	14,272[47.6]	14,352[47.8]	14,338[46.8]
Female	17,526[53.3]	16,830[52.7]	15,729[52.4]	15,691[52.2]	16,288[53.2]
<b>Age</b>					
Under 16	29[<1.0]	36[<1.0]	44[<1.0]	40[<1.0]	34[<1.0]
16-18	6,382[19.4]	6,394[20.0]	6,141[20.5]	6,234[20.8]	6,094[19.9]
19-24	8,248[25.1]	8,045[25.2]	7,413[24.7]	7,221[24.0]	7,225[23.6]
25-44	13,721[41.7]	12,989[40.6]	12,045[40.1]	12,033[40.1]	12,460[40.7]
45-59	3,656[11.1]	3,687[11.5]	3,584[11.9]	3,742[12.5]	3,949[12.9]
60 and Older	842[2.6]	807[2.5]	774[2.6]	773[2.6]	864[2.8]
<b>Race/Ethnicity<sup>27</sup></b>					
White/Caucasian	9,442[28.7]	9,011[28.2]	8,263[27.5]	8,020[26.7]	7,904[25.8]
Black/African American	6,885[20.9]	6,798[21.3]	6,183[20.6]	6,244[20.8]	6,350[20.7]
Asian	2,086[6.3]	2,003[6.3]	1,936[6.5]	2,043[6.8]	2,115[6.9]
Hispanic/Latino	14,279[43.4]	13,980[43.7]	13,457[44.9]	13,588[45.2]	14,083[46.0]
American Indian/Alaskan Native	133[0.4]	107[0.3]	113[0.4]	94[0.3]	119[0.4]
Native Hawaiian/Pacific Islander	53[0.2]	59[0.2]	49[0.2]	54[0.2]	55[0.2]
<b>Educational Level</b>					
Less than HS[2]	31,968[97.2]	31,209[97.2]	29,345[97.8]	29,440[98.0]	29,877[97.6]
HS/GED	910[2.8]	749[2.3]	656[2.2]	603[2.0]	749[2.4]
Some Post-Secondary	---	---	---	---	---
Bachelors Degree	---	---	---	---	---
Post-Baccalaureate Degree	---	---	---	---	---

<sup>27</sup> Race/Ethnicity categories correspond to those required by the U. S. Department of Education.

**What were the results?**<sup>28</sup> Adult Education learners with employability goals.

**Adult Education: Enhance Employability**<sup>29</sup>

Results	PY03-04		PY04-05		PY05-06		PY06-07		PY07-08	
Total Program Exiters	3,882		4,069		4,553		4,748		5,339	
Completed Training/Education	3,265	[84.1%]	3,489	[85.7%]	3,858	[84.7%]	4,093	[86.2%]	4,668	[87.4%]
Entered Employment	2,062	[63.2%]	2,218	[63.6%]	2,467	[63.9%]	2,604	[63.6%]	*	
Retained Employment for 6 months	1,748	[84.8%]	1,872	[84.4%]	2,114	[85.7%]	2,228	[85.6%]	*	
Weekly Wages on Entering Employment	\$352		\$366		\$383		\$384		*	
Change in Weekly Wages from pre- to post-program services	\$140		\$141		\$132		\$134		*	

**What were the results?** Adult Education learners with educational goals.

**Adult Education: Enhance Education**<sup>30</sup>

Results	PY03-04		PY04-05		PY05-06		PY06-07		PY07-08	
Total Program Exiters	8,696		7,890		6,616		6,268		6,965	
Completed Training/Education	7,062	[81.2%]	6,589	[83.5%]	5,847	[88.4%]	5,469	[87.3%]	6,249	[89.7%]
Entered Employment	3,964	[56.1%]	3,778	[57.3%]	3,342	[57.2%]	3,174	[58.0%]		
Retained Employment for 6 months	3,282	[82.8%]	3,079	[81.5%]	2,729	[81.7%]	2,566	[80.8%]		
Weekly Wages on Entering Employment	\$329		\$327		\$325		\$338			
Change in Weekly Wages from pre- to post-program services	\$150		\$150		\$141		\$150			

<sup>28</sup> Daily/monthly attendance and longitudinal participation information are utilized to establish learner exit status and exit date instead of using program self-reported information. Only those individuals with a social security number are included. Learners who identify themselves as not being in the labor force are excluded from this analysis.

<sup>29</sup> The “Enhance Employability” table demonstrates results for learners who entered adult education programs with an employment related goal.

<sup>30</sup> The “Enhance Education” table reflects results for learners who entered adult education programs with any education related goal (e.g. improve basic skills, earn a diploma, enter postsecondary, etc.) *but* not an employment related goal. It demonstrates that even those individuals without employment related goals achieve employment outcomes.

**Other Results for PY 07-08:**

- **Diploma Attainment**: Fifty-four percent (54%) of the 4,275 learners who had the goal of earning a diploma and who exited during the year attained that goal.
- **Postsecondary Entrance**: Sixty-three percent (63%) of the 342 learners who had the goal of entering postsecondary education or training achieved that goal after exiting adult education.
- **Learning Gains in ABE/GED**: Sixty-two percent (62%) of the 4,679 learners in ABE and GED preparation programs with standardized pre-post-test information completed one or more instructional levels according to criteria established by the US Department of Education's National Reporting System (NRS).
- **Learning Gains in ESL**: Sixty percent (60%) of the 9,231 learners in English-as-a-second-language programs with standardized pre-post-test information completed one or more instructional levels according to NRS criteria.
- **Citizenship Achievements**: Eighty nine percent (89%) of the 592 learners enrolled in Citizenship classes demonstrated an achievement in their citizenship coursework.