

Future Workforce Programming - 2008



CAMP
WHY - DEE - PEA - AYY
Youth Development Practitioner Academy



- 1. **WORKFORCE:** Direct area high school students to successful careers, not just college
- 2. **INNOVATION:** Continue investing in research and bringing it to the marketplace
- 3. **PLACE:** Stop sprawl and start planning around our natural resources
- 4. **INFRASTRUCTURE:** The highway system is a half-century old and crowded
- 5. **REGIONAL GOVERNANCE:** Sharing resources is cheaper

FOR REGION: COOPERATION

Human Capital

The region has Capital Workforce Partners, which coordinates job training and employment programs for a 37-town region in the central part of the state. It is the largest of five workforce investment boards in the state.

One of the board's areas of emphasis is the workforce of the future, a critical issue in a state with the seventh-oldest population in the country. The board is trying to get local high schools to focus more on directing students to successful careers rather than directing every possible student to a four-year college.

The idea is to introduce students to possible careers while still in high school and give them college-level courses in those areas. They can then go on to an associate's degree or other professional training, and get a good job. The board has a few programs running or in the pipeline in such areas as manufacturing, culinary science and health care. If all the high schools in the region bought into the idea, we would have a better balanced workforce.

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 Front Page Of Opinion Section
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Simsbury is by most definitions an affluent town, with lovely homes, good schools and top amenities, including a major ice skating center and a scenic bike path. But the economic downturn threatens to sink all boats, even the cruise ships. Earlier this month, First Selectman Mary Glassman invited top officials from five other Farmington Valley towns to meet and talk about ways to share services or otherwise work together to save taxpayer money.

If Simsbury feels the pinch, it's fair to assume that every city and town in Greater Hartford does as well.

When The Courant has proposed agendas on its editorial pages in the past, they have often centered on worthy local projects that we believed should be tackled in the next year: Save open space here, build a new charter school there, finish that sewer upgrade. Those were the good old days.

The severe economic downturn changes the picture. Before the bottom fell out, local expenses were rising at an average of 6 to 7 percent a year, while grand lists were growing at a rate of 1 to 2 percent a year, according to the Capitol Region Council of Governments. Now things are worse.

Town officials who wish to maintain current services have few good options. It's going to be harder than usual to raise taxes. As it was, many towns faced wearying budget battles in 2008, and some saw multiple budgets go down in referendums.

The possibility of increased help from the state fades in the midst of a projected \$3 billion deficit next fiscal year and another \$3 billion budget gap the following year. Likewise, unless a town's "shovel-ready" project is sprinkled by an incoming president's Infrastructure Fairy, help from the debt-ridden federal government is not to be counted on.

Thus, the 2009 agenda for the region is regionalism. The municipalities in Greater Hartford must work together to a greater degree than ever in the past. There are at least three reasons to do this.

First, as a number of national experts have taken pains to point out, the metropolitan region is the economic driver of the 21st century, as it has been for millennia. It is at the regional level where ideas are germinated, relationships are developed and ventures are created.

Regions that can plan, marshal their assets and respond to opportunities are the ones that are thriving around the country. Greater Hartford, although it has excellent resources, is lagging behind.

Second, many functions and services that towns want to provide cannot be done on a local level. Transportation systems, workforce training and many environmental initiatives cross local boundaries.

Finally, working together should save money. This is not a given in all instances. So the first step ought to be a study, done as well and quickly as possible, to determine whether — and if so, how much — money could be saved by performing services on a broader scale. This could be publicly or privately funded, and should also consider what local and state services could be effectively melted. For example, if the state has a sand and salt storage facility in a town, can the town share it?

There could be considerable savings, at least in some areas. For example, there are now at least 107 "public safety answering points" —



REGIONAL COOPERATION could allow neighboring towns to finally get a handle on more comprehensive planning for development: residential, commercial and the transportation infrastructure needed to tie it all together. Above, a housing development off Cabin Road in Colchester is near the Route 2 and Route 11 interchange.

centers that answer 911 emergency calls — in the state. The technology exists to reduce that number dramatically even to one answering center, saving millions of dollars.

There appear to be savings with regional animal shelters, jails, billing and dozens of other services. Many towns have already begun sharing services. In the Farmington Valley for example, Avon and Canton share an assessor and a solid waste director.

We do not suggest the region give up local government and form a Portland, Ore.-style metro government, though the idea has some style points. We propose that towns retain their legal identities and core governments but merge as Farmington Valley towns are trying to achieve economies of scale that will reduce the cost of government.

Who knows where this could lead? Local leaders might see the value in regional planning, which would lead to better zoning and less low-density sprawling development. Town leaders and residents could chose to share some of the property tax revenue generated by commercial development, as Minneapolis does, so they don't waste time and resources battling with each other over where a particular company will locate.

The region could decide to tax itself for a major public works project, as many metros have done. We could, someday, go after another major pro sports team, as Oklahoma City just did.

If the towns in the region agree to work together, what should the priorities be? To put it another way, as the author Stephen R. Covey

might, what are the habits of a highly effective region?

The Brookings Institution, the Washington-based think tank, has embarked on a multiyear initiative called "Blueprint for American Prosperity — Unleashing the Potential of a Metropolitan Nation." As the title suggests, Brookings is trying to make the case that the metro areas are what drive the U.S. economy and thus to enhance them is to increase the nation's economy.

Brookings has identified several factors that separate the dynamic metros from the drudges. These include infrastructure, innovation inputs (developing new technologies and businesses), human capital, quality of places and effective regional governance to put it all together.

Greater Hartford is better at some of these factors than others, but they all offer opportunities for the region to work together. For example:

Human Capital

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careers while still in high school and give them college-level courses in those areas. They can then go on to an associate's degree or other professional training, and get a good job. The board has a few programs running or in the pipeline in such areas as manufacturing, culinary science and health care. If all the high schools in the region bought into the idea, we would have a better balanced workforce.

Innovation

The State Department of Economic and Community Development, Connecticut Innovations and the nonprofit Connecticut Technology Council do a good job of encouraging the formation and growth of high-tech firms. However, the effort could benefit from better statewide coordination and faster availability of early-stage capital to entrepreneurs. The old days when Danbury made hats, Waterbury made brass and Manchester wove silk are long gone. We need everyone pulling together.

The University of Connecticut just announced it was hiring six new researchers in the area of sustainable energy. It is a hard choice at a time when the school must cut back in other areas. Yet if we can afford it — perhaps the new hires can land federal research dollars — it's the kind of investment that's needed for long-term job creation. If the region and state were working together, it could assist other colleges and institutions, such as hospitals, to bring research to the marketplace.

JOB ONE: THE WORKFORCE

AMID DOWNTURN, TASK OF CREATING BEST AND BRIGHTEST WORKERS FACES CHALLENGES

By THOMAS L. PHILLIPS and RICHARD COHEN

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Connecticut appeared to lag the rest of the nation as the full force of the subprime mortgage crisis triggered collapses in the nation's financial markets early this fall. But layoffs, a slowing housing market and wariness about the economy are no strangers to the state now. In addition to working through the difficult economic times, which includes a state budget headed deeply into the red, Connecticut should keep focused on improving the quality and qualifications of its existing and future workers.

Having an educated workforce, trained to compete for modern jobs, requiring more technical skills, will help limit the length of the recession's effect on Connecticut and position the state to retain businesses and attract new employers and jobs in a highly competitive time.

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Capital Workforce Partners is a workforce investment board serving 37 municipalities in north central Connecticut. The group's mission is to take advantage of public and private resources to provide skilled workers to join a competitive regional economy. It also tracks key indicators of the region's economic and workforce health in an effort to pinpoint areas where resources, money and expertise will have the greatest effect.

Our year-to-year indicators were collected before the economy dramatically worsened but, even so, the region's economic indicators were flat at best and showed that there already were emerging challenges.

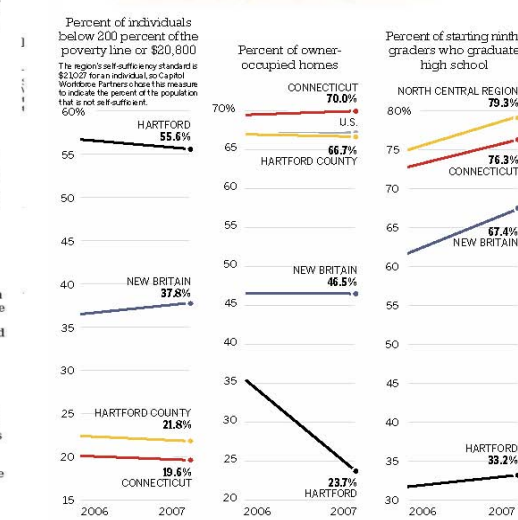
A forecast shows that 48.6 percent of the jobs available in the North Central Region by 2014 will pay less than \$40,000 a year, which is considered a self-sufficient wage. A single mother with two children, for example, can make it without assistance on \$44,000 a year in the Hartford region.

In 2007, 55.6 percent of Hartford individuals had earnings below 200 percent of the poverty level or \$20,800 in annual income. This was an improvement of 1.1 percent, but the three-year trend is still flat. In Hartford County 21.8 percent of individuals made less than 200 percent of the poverty level, virtually unchanged over the last year. In New Britain, 37.8 percent were below the 200 percent mark, which was an increase of 1.3 percent.

Another indicator of individual affluence, owner-occupied homes, was down 0.3 percent in Hartford County to 66.7 percent of all homes in 2007. In Hartford 70.0 percent of homes were owner-occupied, a 1.5 percent decrease. In New Britain, 67.4 percent of the homes are owner-occupied, unchanged from 2006.

Although the state's elected leaders and residents are understandably worried about surviving the current downturn, they must be committed to continuing our investment in education. The employment forecast for 2014 applies to students in junior high and high schools today, if they go right to work or get some kind of further education. These students need to be prepared for the changing demands of jobs that may require the ability to think and write clearly and to be proficient in math or science.

The Connecticut Academic Performance Test, which is given to Connecticut 10th-graders, showed 4.9 percent improvement in math from 2007 to 2008, with 50.2 percent of all students



achieving the goal. In the North Central Region, 83.1 percent met the goal, an improvement of 4.8 percent. In Hartford and New Britain combined, 14.2 percent of the students met the goal, which was up 0.3 percent.

In reading, the CAPT test results also rose, with 45.5 percent of students meeting the goal statewide. In the North Central Region, 56.9 percent were at the math goal, while in New Britain and Hartford combined, 14 percent were at the goal.

Moving more students toward the CAPT goals is critical if Connecticut hopes to sustain its reputation as a state with an educated and skilled workforce. The region's cities are showing progress toward closing the cavernous divide between their students and those from suburban schools. Hartford is the fastest-improving district in the state, but, as Superintendent Steven J. Adamowski recently noted, the system may have turned a corner but there remain years of hard work ahead.

Projections show that within the next 10 to 15 years, 40 percent of the state's workforce will come from cities, putting added emphasis on the importance of investing in education today. In the class of 2007 statewide, 76.3 percent of the students who entered the ninth grade graduated. In the North Central Region, the graduation rate was 79.3 percent of the entering ninth-graders, which was up 4.3 percent. In Hartford, the graduation rate was 33.2 percent and in New Britain it was 67.4, which were increases of 1.5 percent and 5.7 percent respectively.

Completing high school is the minimum requirement for seeking work. Postgraduate higher education or further vocational training is more often a prerequisite for good-paying jobs that lead to a sustainable career path.

Students who fail to graduate are looking for work without the tools to compete. They will struggle to get by and will affect the state's ability to keep employers and return to a strong economy. They will also most likely end up in low-wage jobs resulting in their reliance on support such as food stamps and HUDSEY medical coverage.

Continuing to invest in students now is critical to the state's future economic competitiveness.

Thomas L. Phillips is the president and CEO of Capital Workforce Partners. Richard Cohen is chairman of Capital Workforce Partners' board.

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The CWP Career Competency System

School-To-Career Programs



Long-term program outcomes for in-school youth:

- Youth will graduate from high school on time;
- Youth will a enter post-secondary career education program; and
- Youth will demonstrate their ability to enter the workforce and/or post-secondary career education by becoming Workforce Certified (achievement of CWP Career Competencies).

School-To-Career Programs



Short-term Program outcomes for in-school youth:

- Youth will gain in Career Competencies;
- Youth will gain insight into career interests, various careers and related educational pathways;
- Youth will identify personal development assets and how external and internal factors affect both learning and working; and
- Youth will remain in school and progress into next Tier Level.

School-To-Career Programs



To achieve these outcomes, we focus all in-school youth programs on the following strategies:

- Use CWP Career Competencies as the foundation for all programming;
- Use “work and learn” tier level design approach to competency development; and
- Design youth workforce development services to reflect the needs of regional growth industries.

CWP Career Competencies



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THE PARTNERSHIP

- ❑ We worked with employers and other partners to identify the *CWP Career Competencies* and define the skills required for success in entry-level employment and/or post-secondary education.
- ❑ Success is defined as “the ability to obtain, retain, and progress in a work or post-secondary education setting.”
- ❑ The *CWP Career Competencies* are used as the foundation for all programming and include:

Basic Skills

Customer Service

Computer Literacy

Problem Solving and Decision Making

Interpersonal Communications

Personal Qualities

Job Seeking Skills

CWP Career Competency System



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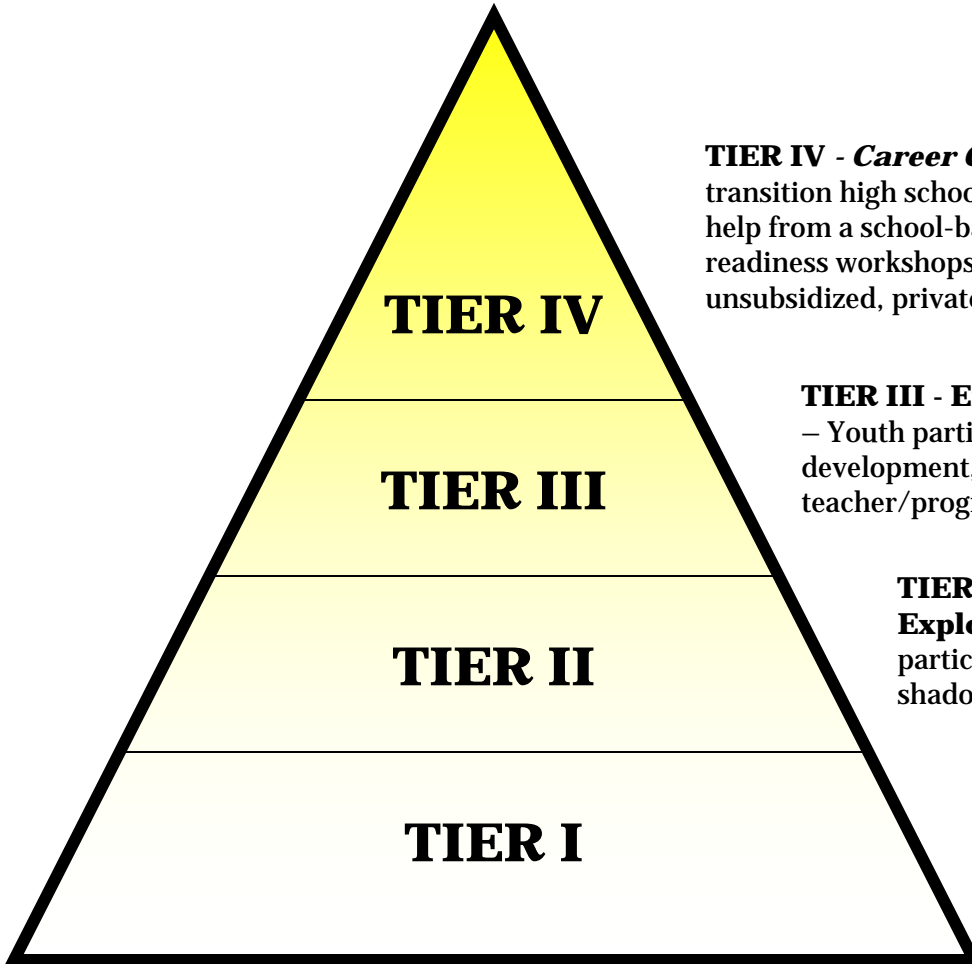
- To enhance our tier level, work-and-learn approach, the *CWP Career Competencies* were divided among the four tiers to enable sequential, progressive learning of specific competencies in a discreet program.
- By the time a youth has completed Tier IV *Career Connections* program, s/he should have the necessary skills to become workforce certified through the CASAS Workforce Skills Certification System.

School-To-Career Strategy: Tiered Level Programming



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Workforce Certification



TIER IV - Career Connections - “Work and Learn” model designed to transition high school seniors and juniors to a successful career path. Through help from a school-based career coordinator, youth receive mentoring, job readiness workshops, learn how to conduct a job search and secure unsubsidized, private sector employment. For ages 17+.

TIER III - Enhanced Employability Skills Training and Employment – Youth participate in subsidized internships preceded by competency development, and accompanied by supervision of both worksite and teacher/program coordinator. Suitable for ages 16+.

TIER II - Simulated Work Environments and Career Exploration- Continuation of competency development. Youth participate in a simulated work environment and participate in job shadowing and/or sector-related field trips. For ages 15 – 18.

TIER I - Project-based Learning and Career Exploration - Career exposure activities and introduction competency development and team building. For youth ages 14-16.

CWP Career Competency System:



**PERSONAL
DEVELOPMENT
PROFILE**

**CAREER
COMPETENCY
LEARNING
PLAN**

**CAREER
INTEREST
INVENTORY**

**The PERSONAL LEARNING AND CAREER PLAN
(PLCP)**

School-To-Career Strategy: Career Competency Development



CWP Career Competency Learning Plans:

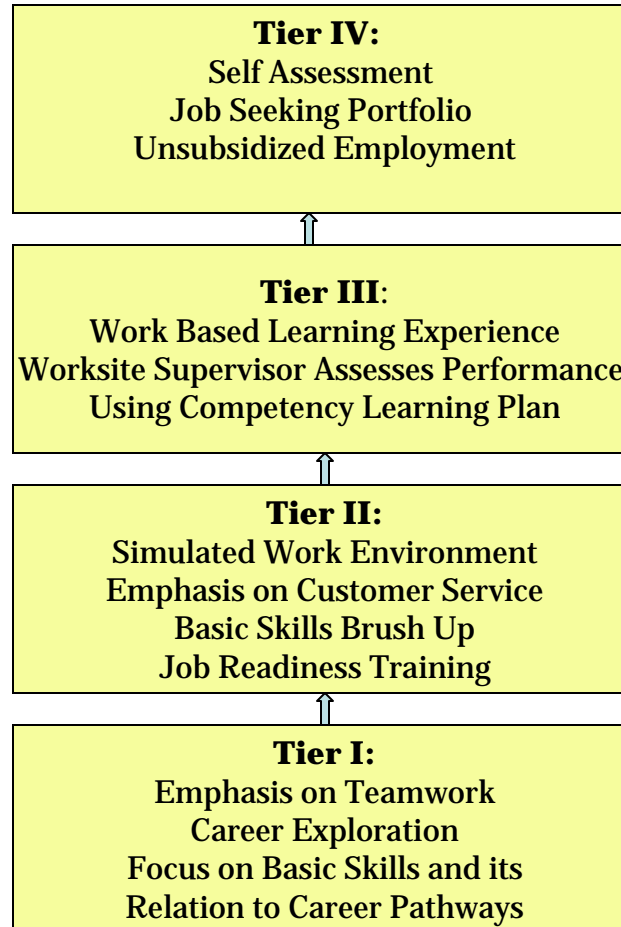
- Inform youth about competencies and why they are important;
- Assess youth's ability in each competency area (pre-and post-assessments);
- Capture data regarding individual youth progress; and
- Capture data regarding program progress for evaluation purposes.

School-To-Career Strategy: Employment and Training



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**CWP Career
Competencies
and
Learning Plans
are
Separated
into
Four
Tier Levels**



**And
Build
Upon
Each
Other**

SAMPLE:

Personal Development Profile



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Empowerment- *Community values youth, youth as resources, service to others and safety*

I feel valued by adults in my community.

Rarely Sometimes Often Almost Always

I seek to be in useful roles in my community.

Rarely Sometimes Often Almost Always

I feel safe at home.

Rarely Sometimes Often Almost Always

I feel safe at school.

Rarely Sometimes Often Almost Always

I feel safe in my neighborhood.

Rarely Sometimes Often Almost Always

Harrington O'Shea Career Decision Making Tool



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- Self Assessment and Self “Scored”
- Used as the Basis for the *Dream Resume*
- Identifies:
 - ✓ Jobs youth might be interested in;
 - ✓ School subjects youth likes best;
 - ✓ Strengths/abilities youth has; and
 - ✓ What a youth values most in a workplace (salary, helping others, etc.)
- Easily Translates into Career Interest Goals for PLCP
 - ✓ Career Research
 - ✓ Career Education Exploration
 - ✓ Mentoring, etc.

Personal Learning and Career Plan



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Purpose:

- Goal setting tool;
- Pulls together results from *CWP Career Competency System* documents:
 - ✓ Career Interest Goals
 - ✓ Personal Development Goals
 - ✓ Competency Development Goals
- Reinforces the “why,” “what,” and “how” for youth.

School-To-Career Strategy: Career Competency Development



The Instructional Resources Menu:

- Developed by our educational consultant, Capitol Region Education Council;
- A list of “approved” curricula by tier level;
- Curricula address multiple Career Competencies in a youth-friendly and “world of work” format; and
- Can be expanded using your “tried and true” materials.

Employer Participation in Youth Development



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Employer Engagement by Youth Program Tier levels:

Tier I	Tier II	Tier III	Tier IV
<p>Guest Speakers (industry information, career pathways, reinforcement of the Career Competencies, etc.)</p> <p>Company Tours</p> <p>Job Shadowing</p> <p>Career Mentoring</p> <p>Donated Goods</p> <p>Other</p>	<p>Guest Speakers (industry information, career pathways, reinforcement of the Career Competencies, etc.)</p> <p>Company Tours</p> <p>Job Shadowing</p> <p>Career Mentoring</p> <p>Donated Goods – especially in facilitating a simulated work environment</p> <p>Curriculum & Program Development</p> <p>Other</p>	<p>Guest Speakers (industry information, career pathways, reinforcement of the Career Competencies, etc.)</p> <p>Career Mentoring</p> <p>Provide a quality internship experience subsidized by Capital Workforce Partners</p> <p>Employer led workshops:</p> <ul style="list-style-type: none"> •Letter Writing to Prospective Employers •Resume Writing & Critique •Mock Interviews <p>Other</p>	<p>Guest Speakers (industry information, career pathways, reinforcement of the Career Competencies, etc.)</p> <p>Company Tours</p> <p>Career Mentoring</p> <p>Teacher Externship</p> <p>Curriculum & Program Development</p> <p>Employer-Lead Workshops</p> <p>Willingness to accept resumes and interview youth for current job openings</p> <p>Other</p>

Photos from the North Central





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**For more
information**

CONTACT

**Jackie McGravey or
Jim Boucher at**

**Capital Workforce Partners, One
Union Place, Hartford CT 06103**

**860-522-1111
www.capitalworkforce.org**

EMAIL:

jmcgravey@capitalworkforce.org

jboucher@capitalworkforce.org