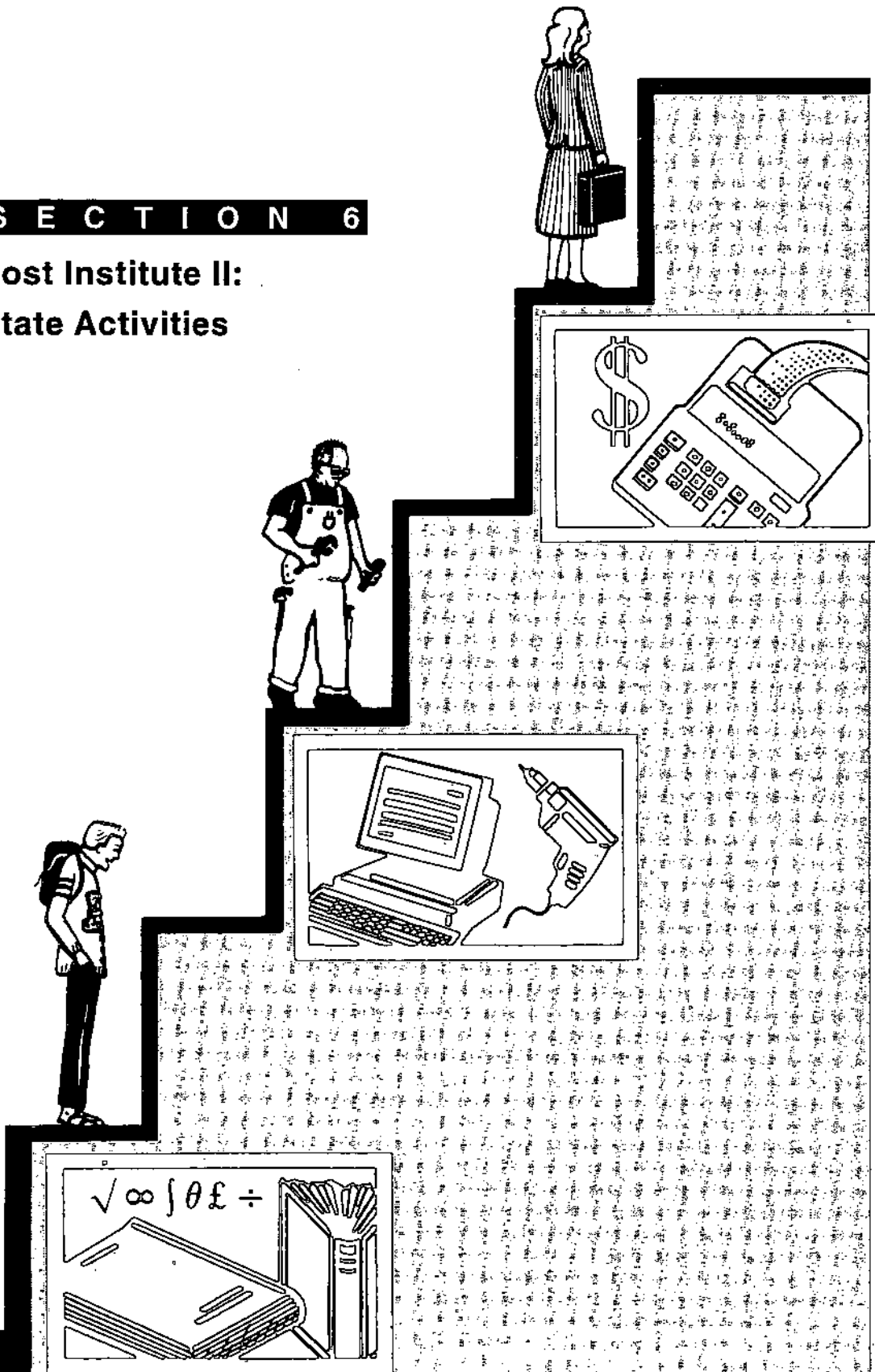


Investing In People

SECTION 6

Post Institute II: State Activities



INVESTING IN PEOPLE

STATE SUMMARY

Connecticut

In the 1994 session, the Connecticut General Assembly passed important legislation based on concepts developed through the Investing in People Project, funded by the DeWitt Wallace-Readers' Digest Fund and administration by the National Conference of State Legislatures and Jobs for the Future.

In brief, the legislation:

- Defines a "high performance work organization" and makes that type of a company the focus of Connecticut's economic development policy. High performance work organization will receive first priority for economic development grants and customized job training assistance.
- Modernizes the state's re-employment system using one-stop job centers to provide job search services and training opportunities to employees and employers. Expands programs for identifying and providing re-employment and self-employment assistance to displaced workers.
- Sets up paid, for-credit school-to-work education programs for high school students consisting of work experience, academic courses, and activities that connect the workplace and the classroom. These portable credentials will be part of their high school diplomas. Many employers will honor them.

OFFICE OF LEGISLATIVE RESEARCH ANALYSIS
Public Act 94-116

AN ACT CONCERNING INCENTIVES AND TRAINING FOR HIGH PERFORMANCE WORK ORGANIZATIONS AND THE SCHOOL-TO-WORK CAREER CERTIFICATE PROGRAM

SUMMARY: This act seeks to promote high performance business practices by granting businesses that use such practices priority in receiving assistance from the state's economic development and job training programs. It also coordinates the state's system for providing job search and job training information through a network of one-stop job centers and expands the state's programs for identifying and providing reemployment and self-employment assistance to displaced workers.

The act allows school districts, the regional vocational-technical system, and regional educational service centers, together with local employers, unions, community-based institutions, and colleges to establish school-to-work education programs for high school students. Programs must consist of education, work experience, and activities that connect the two. They must be approved by the labor and education commissioners after review and comment by the local regional workforce development board. Within available appropriations, the act authorizes competitive grants to help develop and implement such programs.

Students must generally be paid for work they do as part of the program but may do unpaid work in special circumstances. Participating student workers are subject to all state and federal employment laws except unemployment compensation and certain child labor laws.

Participating employers receive priority, to the maximum feasible extent, for state job training and job creation grants. They may not use

student workers to cut back on their existing workforces and unionized employers must get the agreement of affected labor unions before participating. Employers who violate state or federal labor laws may be barred from the program.

EFFECTIVE DATE: July 1, 1994

FURTHER EXPLANATION

High Performance Work Organizations

Priority for State Assistance. The act requires the commissioners of economic development and labor, the Connecticut Development Authority (CDA), and Connecticut Innovations, Inc. (CII) to give priority in awarding state economic development and job training assistance to businesses that establish work environments consistent with a "high performance work organization."

The priority applies, to the extent consistent with any state and regional economic development strategy, to state programs providing financial assistance, such as loans, grants, and job training funds to businesses. It does not apply to programs authorizing tax benefits, such as property tax abatements or corporate tax credits.

High Performance Work Organization Characteristics. The act defines a high performance work organization using characteristics about its work environment, structure, labor-management and customer relations, and production system.

Under the act, a high performance work organization is a company with a work environment that enhances its ability to:

1. commit to continuous improvement of, and cost reductions for, products and services;
2. decentralize decision-making, allow worker participation, and rely more on front-line staff;
3. develop a worker-management relationship based on mutual interests and concerns;
4. structure itself to include flexible, cross-functional teams responsible for training, customer service, problem-solving, and product design and development;
5. allow managers to use long-range planning, coaching, and facilitation to motivate and lead employees;
6. commit to continuous training for all its workers, including training that allows the company to meet an internationally recognized quality standard (ISO 9000);
7. implement a flexible benefits program and use such innovative compensation schemes as profit-sharing, gain-sharing, skill-based pay, or pay-for-performance;
8. commit to a safe and healthy work environment;
9. ask customers and suppliers for suggestions in designing and developing products and services;
10. deliver a greater range of high-quality products at lower cost through such techniques as concurrent engineering, flexible manufacturing, and just-in-time production;
11. pay wages and benefits as high or higher than its industry average; and
12. participate in a state-approved, school-to-work education program.

High Performance Goals. By July 1, 1996, the act requires the commissioners of economic development and labor, CDA, and CII jointly to

develop goals, objectives, and quantifiable outcome measures for high performance work organizations according to the percentage of financial assistance they receive. The agencies must submit an annual report on the goals, objectives, and measures to the Labor and Public Employees and Commerce committees.

The act also requires the agencies to encourage companies contacting them for assistance to use high performance practices in their operations.

High Performance Training. The act requires the manufacturing application center at Central Connecticut State University, the non-profit deployment research center established by CII, and the Department of Economic Development's manufacturing extension service to provide training in high performance work practices for the businesses they serve.

It also requires the commissioners of economic development and labor to report, by January 1, 1995, on the feasibility of establishing a center at a state higher education institution to (1) provide training in high performance practices to businesses and (2) allow businesses to share information about implementing such practices. The report must include recommendations about the budget for such a center and ways to finance it.

In addition, it requires the economic development commissioner to report to the General Assembly by January 1, 1995, on how much money he would need to give a flexible manufacturing network a grant to allow it to procure high performance training for its participants. Flexible manufacturing networks are groups of three or more private companies working cooperatively to manufacture products; sell, market, develop technologies for, or create and distribute information about, manufactured products; or provide manufacturing support services or computer-integrated manufacturing for member companies.

Job Training and Reemployment Services

Job Centers. The act requires the labor commissioner to maintain, within available appropriations, a statewide network of job centers where workers, students, and employers can obtain comprehensive workforce development assistance. The commissioner must coordinate delivery of job training and job search services with the commissioner of economic development and public and private providers of education, human services, and training.

The job centers must provide at least the following services to workers, students, and employers:

1. unemployment compensation, retraining allowances, and other kinds of state and federal income support;
2. career, labor market, educational, and job training information;
3. consumer reports on local training providers;
4. career planning and job search assistance;
5. applicant recruitment and screening, training needs assessments, customized job training, apprenticeship programs, and related consultation services to employers based on their employment needs;
6. eligibility determinations and referrals to job training and education programs and providers; and
7. information about job openings and, where appropriate, job referrals.

Reemployment Services for Displaced Workers. The act requires the labor commissioner to institute special reemployment services for displaced workers receiving unemployment compensation benefits and allows him to pay unemployment compensation benefits to such workers who are participating in training programs designed to help them start their own businesses. These provisions conform with recently adopted changes in the federal unemployment compensation law.

Under the act, people receiving unemployment compensation benefits who the labor commissioner determines, through use of a profiling system, are likely to exhaust their full 26 weeks of unemployment compensation benefits without finding a new job must participate in special reemployment services. The reemployment services may include job search assistance. The commissioner may exempt a claimant from participating if (1) the commissioner finds the claimant has already completed the reemployment services or (2) the claimant's failure to participate is justified.

The commissioner must adopt regulations to establish requirements for, and administer, the profiling system.

Self-Employment Assistance Program. The act establishes a self-employment assistance program for displaced workers who the claimant profiling system finds likely to exhaust their full 26 weeks of regular unemployment compensation benefits. It caps the number of program participants at 5% of the total number of people receiving regular unemployment benefits.

Under the self-employment assistance program, displaced workers receive their regular weekly unemployment compensation benefits while participating full-time in entrepreneurial training, business counseling, technical assistance, and other similar activities approved by the labor commissioner. Benefits remain subject to the regular weekly maximum and are charged back to claimants' former employers in the usual way.

The act exempts self-employment assistance program participants from regular requirements that they be available for work, be actively looking for work, and accept suitable work in order to be eligible for unemployment benefits. But it allows the commissioner to disqualify someone who fails to participate actively in self-employment program activities, including training. The disqualification applies to any week in which the claimant fails to participate on a full-time basis.

The commissioner must define "full-time" by regulation.

The self-employment assistance program must begin in the first week after either July 1, 1994 or the date any state plan for the program required by the federal government is approved, whichever is later. The commissioner's authority to run the self-employment assistance program expires when the federal authority to run the program ends.

The labor commissioner must adopt regulations to administer the program and to specify the procedure he will use to ensure that the number of participants does not exceed 5% of total unemployment compensation recipients. The commissioner must report on the program to the Labor and Public Employees Committee by January 1, 1996.

Federal Waiver Applications. The act allows the labor commissioner to apply for federal waivers to receive and spend available federal and private money on job training and assistance initiatives provided through the job centers, including training for workers before they lose their jobs and help for workers studying the feasibility of employee stock ownership plans.

Self-Employment Income. In general, the law requires that two-thirds of any income an unemployment compensation recipient receives from work in any week be offset against his unemployment benefit for that week. The act requires self-employment income to be offset against unemployment compensation benefits for a particular week only if it is actually received or payable in that week. It also exempts from this offset requirement any self-employment income that self-employment program participants earn.

Connecticut Employment and Training Commission. The act designates the Connecticut Employment and Training Commission, which coordinates the state's job training programs, as the state human resources investment council. Recent amendments to the federal Job Training Partnership Act allow states to establish such

councils. The act makes no change in the commission's functions or membership.

School-to-Work Education Programs

Approved School-to-Work Programs. The act requires an approved school-to-work program to include:

1. at least 80 hours per year of instruction in a career cluster established by the education commissioner;
2. between 180 and 360 hours per year of worksite experience covering all major activities related to the career cluster; and
3. coordination of participating employers, schools, and students.

The work experience must be conducted according to a training plan agreed to by the student, the employer, and the school principal or designee. The plan must (1) be written, (2) be individual for each student, and (3) provide for mentors at the worksite.

Applications for program approval must be submitted to the education commissioner when and in the form he prescribes.

Career Clusters. Under the act, a career cluster is a range of occupations sharing a set of skills and knowledge, including:

1. academic skills related to the type of employment,
2. general workplace skills,
3. American economic history and the role of business and labor,
4. career guidance, and
5. information about opportunities for continuing to higher education.

The act requires the education commissioner, by September 1, 1994 and after consulting with other state, regional, and local agencies and business and labor organizations, to establish and publish a list of state-recognized career clusters. The commissioner must establish skill standards for each cluster by November 1, 1994.

High School Credit. The act requires schools to award at least one elective credit towards high school graduation requirements to any student who successfully completes a school-to-work program. It allows students to get more than one credit if the program they complete is more extensive than the minimum specified in the act.

Connecticut Career Certificate. Students who successfully complete an approved program and show satisfactory academic achievement measured by standards that the act allows the education commissioner to establish receive a Connecticut Career Certificate from the labor and education commissioners. Any program that leads to a certificate must provide equal access to all students and must accommodate and support students with disabilities.

Student Eligibility. The act makes 10th, 11th, and 12th grade students and ungraded special education students between the ages of 15 and 21 eligible to participate. Students must demonstrate interest, entry level skills, and comply with other entrance criteria decided on by the local or regional board of education and participating employers.

Program Grants. The education commissioner, in consultation with the commissioners of labor, economic development, and higher education and within the limits of available appropriations, may provide grants to support development and implementation of school-to-work programs. Grants may go to local and regional boards of education, the vocational-technical school system, and regional educational service centers.

In awarding grants, the commissioner must give preference to interdistrict programs and programs operated by priority school districts. All grant applications must include review and comment from the regional workforce development board for the region where the program is to operate.

The education commissioner can require a grant to be repaid if he finds that some or all of the money is being used for unauthorized purposes.

to reduce local support for schools, or to supplant previous funding. Each grant recipient must submit a biennial program evaluation report to the commissioner.

Unpaid Work. In general, the act requires students to be paid for the work they perform as part of the program. But it allows the labor commissioner, after consulting the education commissioner, to approve a written request from the student's school principal that the student not be paid because the work he is doing, such as community service activities, is not normally paid work. The act allows the commissioners and the principal to designate someone else to make and approve these requests.

A student's compensation for work must be negotiated by the employer and the school principal or designee, acceptable to the student, and appropriate and reasonable both for the actual work performed and the student's status as a student.

No Displacement of Current Workers. The act prohibits students participating in a school-to-work program from replacing any employee of a participating employer; causing a reduction in the work hours, wages, or benefits of any employees; or being employed in a job from which an employee has been laid off and retains recall rights. The act also prohibits employers from reducing their workforces or work hours in order to employ program participants.

Applicability of Employment Laws. Student employment under an approved school-to-work program is exempt from the state unemployment compensation law. This means that employers need not pay unemployment compensation taxes on such students' wages and students are not eligible to collect unemployment compensation benefits based on their employment in a school-to-work program.

The act also exempts program participants who are at least 14 years old from the state law restricting the places where minors under 16 may work, and exempts participants who are at least 16

from the law prohibiting minors under 18 who have not graduated from high school from working in hazardous occupations. Students enrolled in cooperative work-study programs approved by the labor and education commissioners are already exempt from these work limitations.

All other state and federal employment, apprenticeship, and occupational licensing laws apply to students participating in school-to-work programs.

State Administration. The act allows the State Department of Education to use up to 1% of any money appropriated for school-to-work programs for its own administrative expenses and for program coordination, technical assistance, dissemination of information, and evaluation.

BACKGROUND

Changes in Federal Law

The federal North American Free Trade Agreement Implementation Act allows states to establish programs to pay self-employment allowances instead of unemployment compensation to unemployed workers seeking to start their own businesses or become self-employed.

The federal Unemployment Compensation Amendments of 1993 require states to identify claimants unlikely to return to their old jobs and to target them for reemployment services within five weeks of first receiving unemployment compensation benefits.

Regional Workforce Development Boards

The boards oversee job training programs in each of the nine Job Training Partnership Act service delivery areas in the state. They have responsibility for planning and coordinating regional job training programs and reviewing state job training programs that affect their regions.

Priority School Districts

The priority school districts are the state's eight largest cities, the 11 towns with the largest numbers of students receiving Aid to Families with Dependent Children (AFDC) and scoring below the remedial level on statewide mastery tests, and the 11 towns with the greatest ratio of AFDC students to resident students and the highest grant mastery percentages, a measure of educational need.

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PUBLIC ACT NO. 94-116

AN ACT CONCERNING INCENTIVES AND TRAINING FOR HIGH PERFORMANCE WORK ORGANIZATIONS AND THE SCHOOL-TO-WORK CAREER CERTIFICATE PROGRAM.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) As used in this act: "High performance work organization" means a person, firm or corporation which establishes a work environment which enhances the ability of the person, firm or corporation to:

(1) Demonstrate a commitment to continuous improvement of products and services and cost reductions for such products and services;

(2) Encourage decentralized decision-making, worker participation at all levels and greater reliance on front-line workers;

(3) Develop a worker-management relationship based on consideration of mutual interests and concerns;

(4) Adopt an organizational structure which includes flexible, cross-functional teams responsible for training, customer service, operational problem-solving, and product design and development;

(5) Cultivate an environment which permits managers to assume motivational and leadership functions, including, but not limited to, long-range planning, coaching and facilitation, rather than serving only as enforcers;

(6) Demonstrate a commitment to ongoing training of all workers, including front-line staff, and training to enable the company to meet ISO 9000 standards;

(7) Implement a flexible benefits program and innovative compensation schemes, such as profit-sharing, gainsharing, skill-based pay or pay-for-performance systems;

(8) Demonstrate a commitment to a safe and healthful workplace;

(9) Solicit suggestions from customers and suppliers in designing and developing products and services;

(10) Demonstrate a commitment to delivering a greater variety of high quality products at a lower cost through manufacturing innovations such

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as concurrent engineering, flexible manufacturing and just-in-time production;

(11) Provide wages and benefits that meet or exceed industry averages; and

(12) Participate in a Connecticut career certificate program established by a local or regional board of education, regional vocational-technical school, or regional education service center and approved by the commissioner of education and the labor commissioner.

Sec. 2. (NEW) The commissioner of economic development shall give priority to applicants who have established a work environment consistent with the criteria set forth in section 1 of this act in awarding financial assistance under the programs authorized pursuant to chapter 588l of the general statutes to the extent consistent with any state or regional economic development strategy.

Sec. 3. (NEW) The board of directors of the Connecticut development authority shall give priority to applicants who have established a work environment consistent with the criteria set forth in section 1 of this act in awarding financial assistance under the programs authorized pursuant to chapter 588n of the general statutes, sections 32-14 to 32-23a, inclusive, 32-23v, 32-23x, 32-23gg to 32-23ll, inclusive, 32-23z, 32-23pp to 32-23ss, inclusive, of the general statutes, as amended, and section 40 of public act 93-382 and the programs utilizing proceeds of self-sustaining revenue bonds and umbrella revenue bonds pursuant to chapter 579 of the general statutes, to the extent consistent with any state or regional economic development strategy.

Sec. 4. (NEW) The board of directors of Connecticut Innovations, Incorporated shall give priority to applicants who have established a work environment consistent with the criteria set forth in section 1 of this act in awarding financial assistance under the program authorized pursuant to section 32-175 of the general statutes, as amended by section 47 of public act 93-382, and section 32-176 of the general statutes, as amended by section 48 of public act 93-382, and section 49 of public act 93-382, to the extent consistent with any state or regional economic development strategy.

Sec. 5. (NEW) The labor commissioner shall give priority to applicants who have established a work environment consistent with the criteria set

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forth in section 1 of this act in awarding financial assistance under the programs authorized pursuant to chapter 556 of the general statutes to the extent consistent with any state or regional economic development strategy.

Sec. 6. (NEW) Not later than July 1, 1996, the commissioner of economic development, the labor commissioner, the Connecticut development authority and Connecticut Innovations, Incorporated shall jointly develop goals and objectives and quantifiable outcome measures related to the percentage of financial assistance which is being provided to high performance work organizations. The commissioner of economic development, the labor commissioner, the Connecticut development authority and Connecticut Innovations, Incorporated shall submit an annual report concerning such goals, objectives and measures to the joint standing committee of the general assembly having cognizance of matters relating to labor and public employees and the joint standing committee having cognizance of matters relating to commerce.

Sec. 7. (NEW) The department of economic development, the labor department, the Connecticut development authority and Connecticut Innovations, Incorporated shall, when appropriate, encourage persons, firms and corporations which contact said departments or authorities for financial assistance to utilize high performance work practices in their business operations.

Sec. 8. (NEW) Not later than January 1, 1995, the commissioner of economic development and the labor commissioner shall jointly report on the feasibility of establishing an educational center based at a state institution of higher education to (1) provide training to businesses in high performance work practices and (2) enable businesses to share information concerning implementation of high performance work practices. Such report shall include recommendations regarding the budget and financing of such center.

Sec. 9. Section 33 of public act 93-382 is repealed and the following is substituted in lieu thereof:

(a) There is established a university-based manufacturing application center program to be administered by the corporation for the purpose of promoting technology deployment by linking Connecticut's higher education system with small and medium-sized businesses. During the

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three-month period beginning on the effective date of [this] section 33 OF PUBLIC ACT 93-382, the corporation shall accept applications from eligible institutions in a form and manner prescribed by the corporation for state funding for the operation of a manufacturing application center.

(b) On or before January 1, 1994, the corporation shall review all applications timely received pursuant to this section and shall approve one such application. In approving such application the corporation shall assess scientific and economic factors concerning the proposed manufacturing application center, including but not limited to the following:

(1) The eligible institution's experience with manufacturing applications, including computer-integrated manufacturing, computer-aided drafting and design, just-in-time manufacturing and total quality management;

(2) The center's plan to provide follow-up employee training to center users;

(3) The center's plan to involve urban-based businesses, minority students or minority-owned businesses in its activities; and

(4) The adequacy of the center's proposed mechanisms for evaluating its progress.

(c) THE CENTER'S RESPONSIBILITIES SHALL INCLUDE, BUT NOT BE LIMITED TO, PROVIDING TRAINING FOR MANUFACTURING BUSINESSES IN HIGH PERFORMANCE WORK PRACTICES.

Sec. 10. Section 34 of public act 93-382 is repealed and the following is substituted in lieu thereof:

(a) There is established a nonprofit deployment research program to be administered by the corporation for the purpose of identifying emerging advanced available technologies in economically distressed manufacturing or former manufacturing regions of the state. During the six-month period beginning on the effective date of [this] section 34 OF PUBLIC ACT 93-382, the corporation shall accept applications from eligible deployment research consortia in a form and manner prescribed by the corporation for state funding for technology deployment research.

(b) On or before July 1, 1994, the corporation shall review all applications timely received pursuant to this section and shall approve one such application. In approving such application the corporation shall assess scientific and

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economic factors concerning the proposed technology deployment research, including but not limited to the following:

(1) The extent to which the research will identify advanced available technologies for future deployment;

(2) The extent to which the research enhances existing manufacturing in Connecticut industry;

(3) The eligible research consortium's plan to involve minority students or minority owned businesses in its activities; and

(4) The adequacy of the eligible research consortium's proposed mechanisms for evaluating its progress.

(c) THE CENTER'S RESPONSIBILITIES SHALL INCLUDE, BUT NOT BE LIMITED TO, PROVIDING TRAINING FOR BUSINESSES IN HIGH PERFORMANCE WORK PRACTICES.

Sec. 11. Subsection (a) of section 51 of public act 93-382 is repealed and the following is substituted in lieu thereof:

(a) There is hereby established within the department of economic development a manufacturing extension service program for the purpose of awarding a grant to a private nonprofit or public entity seeking to establish within the state a manufacturing extension service for small and medium-sized manufacturers. Applications for a grant under this [sections] SECTION shall be made and grants shall be awarded in the manner and form prescribed by the commissioner. THE EXTENSION SERVICE'S RESPONSIBILITIES SHALL INCLUDE, BUT NOT BE LIMITED TO, PROVIDING TRAINING FOR SMALL AND MEDIUM-SIZED BUSINESSES IN HIGH PERFORMANCE WORK PRACTICES.

Sec. 12. Section 32-240 of the general statutes, as amended by section 13 of public act 93-382, is repealed and the following is substituted in lieu thereof:

(a) As used in this section:

(1) "Commissioner" means the commissioner of economic development;

(2) "Flexible manufacturing network" means a group of three or more private sector firms working cooperatively to (A) manufacture products, (B) sell, market, develop technologies for or create or disseminate information concerning manufactured products or (C) provide manufacturing support services or computer integrated manufacturing for such firms; and

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(3) "Manufacturing support services" means services utilized by manufacturers to improve productivity, including but not limited to, services related to quality, management, technology or product development, marketing or modernization.

(b) The commissioner shall award grants for the establishment of flexible manufacturing networks in the state. Such grants may be awarded to entities interested in establishing flexible manufacturing networks, including but not limited to, manufacturers, trade associations, unions, municipalities and nonprofit corporations.

(c) The commissioner shall prepare and issue a request for proposals for flexible manufacturing network services. The request for proposals shall require each person, firm or corporation submitting a proposal to: (1) Indicate the manufacturing sector or sectors to be included in the network, (2) indicate the persons, firms and corporations expected to participate in the network, (3) identify common problems and needs of the network participants, (4) indicate the objectives of the network, which may include but shall not be limited to, sharing costs and risks, instituting joint worker training programs, sharing new machines and equipment, using management consultant and extension services, utilizing centralized administrative support, accessing public and private development funds and identifying new business opportunities, (5) identify the specific tasks that the network would undertake and (6) provide any other information deemed necessary by the commissioner of economic development.

(d) NOT LATER THAN JANUARY 1, 1995, THE COMMISSIONER SHALL REPORT TO THE GENERAL ASSEMBLY ON THE AMOUNT OF MONEY THAT WOULD BE NECESSARY TO PROVIDE A GRANT TO A FLEXIBLE MANUFACTURING NETWORK TO ENABLE THE NETWORK TO PROCURE TRAINING FOR ITS PARTICIPANTS IN HIGH PERFORMANCE WORK PRACTICES.

Sec. 13. (NEW) (a) Notwithstanding any provision of the general statutes, the labor commissioner, in exercise of his duties under chapter 567 of the general statutes, shall, within available resources, maintain a state-wide network of job centers which provide to workers, students and employers comprehensive workforce development assistance, including, but not limited to, the following:

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(1) Unemployment compensation, retraining allowances and other forms of federal and state income support;

(2) Career, labor market, educational and job training information, and consumer reports on local training providers;

(3) Career planning and job search assistance;

(4) Applicant recruitment and screening, assessment of training needs, customized job training pursuant to chapter 556 of the general statutes, apprenticeship programs pursuant to chapter 557 of the general statutes and related consultative services to employers based on their employment needs;

(5) Eligibility determinations and referrals to providers of employment and training services; and

(6) Access to information regarding job openings and, where appropriate, referral to such openings.

(b) In carrying out his responsibilities under this section, the commissioner shall:

(1) Collaborate with the Connecticut employment and training commission established pursuant to section 31-3h of the general statutes and the regional workforce development boards established pursuant to section 31-3k of the general statutes, as amended by section 1 of public act 93-134;

(2) Promote coordination of service delivery and collaboration with other public and private providers of education, human services and employment and training services; and

(3) Consult with the commissioner of economic development to insure coordination of service delivery to employers.

Sec. 14. (NEW) The labor department, for the purpose of funding the program pursuant to section 13 of this act, may, in addition to expending available appropriations, apply for federal waivers and receive and expend any such funds available from the federal government and any private sources for the funding of job training initiatives, including assistance to workers who are presently working and workers who are studying the feasibility of employee stock ownership plans.

Sec. 15. Section 31-235 of the general statutes is repealed and the following is substituted in lieu thereof:

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(a) An unemployed individual shall be eligible to receive benefits with respect to any week only if it has been found that (1) he has made claim for benefits in accordance with the provisions of section 31-240 and has registered for work at the public employment bureau or other agency designated by the administrator within such time limits, with such frequency and in such manner as the administrator may prescribe, provided failure to comply with this condition may be excused by the administrator upon a showing of good cause therefor; (2) except as provided in subsection (b) of this section, he is physically and mentally able to work and is available for work and has been and is making reasonable efforts to obtain work, provided he shall not be considered to be unavailable for work solely because he is attending a school, college or university as a regularly enrolled student during his separation from employment, within the limitations of subdivision (a)(6) of section 31-236, AS AMENDED BY SECTION 5 OF PUBLIC ACT 93-243, and provided further, he shall not be considered to be lacking in his efforts to obtain work if, as a student, he restricts such efforts to employment which does not conflict with his regular class hours as a student, and provided the administrator shall not use prior "patterns of unemployment" of the individual to determine whether he is available for work; (3) he has been paid wages by an employer who was subject to the provisions of this chapter during the base period of his current benefit year in an amount at least equal to forty times his benefit rate for total unemployment: Provided an unemployed individual who is sixty-two years of age or older and is involuntarily retired under a compulsory retirement policy or contract provision shall be eligible for benefits with respect to any week, notwithstanding subdivisions (1) and (2) of this section, if it is found by the administrator that he has made claim for benefits in accordance with the provisions of section 31-240, has registered for work at the public employment bureau, is physically and mentally able to work, is available for work, meets the requirements of subdivision (3) of this section and has not refused suitable work to which he has been referred by the administrator; (4) HE PARTICIPATES IN REEMPLOYMENT SERVICES, SUCH AS JOB SEARCH ASSISTANCE SERVICES, IF THE INDIVIDUAL HAS BEEN DETERMINED TO BE LIKELY TO EXHAUST REGULAR

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BENEFITS AND NEED REEMPLOYMENT SERVICES PURSUANT TO A PROFILING SYSTEM ESTABLISHED BY THE ADMINISTRATOR UNLESS THE ADMINISTRATOR DETERMINES THAT (A) THE INDIVIDUAL HAS COMPLETED SUCH SERVICES OR (B) THERE IS JUSTIFIABLE CAUSE FOR THE INDIVIDUAL'S FAILURE TO PARTICIPATE IN SUCH SERVICES. THE ADMINISTRATOR SHALL ADOPT REGULATIONS, IN ACCORDANCE WITH THE PROVISIONS OF CHAPTER 54, FOR THE ADMINISTRATION OF THE PROFILING SYSTEM. For purposes of subdivision (2) of this section, "patterns of unemployment" means regularly recurring periods of unemployment of the claimant in the years prior to his filing the claim in question.

(b) The provisions of subdivision (2) of subsection (a) of this section relating to the eligibility of students for benefits shall not be applicable to any claimant who attended a school, college or university as a regularly enrolled full-time student at any time during the two years prior to his date of separation from employment, unless such claimant was employed on a full-time basis, as determined by the administrator, for the two years prior to such date.

Sec. 16. (NEW) (a) As used in this section:

(1) "Administrator" means the labor commissioner in his capacity as administrator of unemployment compensation under chapter 567 of the general statutes;

(2) "Self-employment assistance activities" means activities, including entrepreneurial training, business counseling and technical assistance, approved by the administrator, in which an individual identified through the worker profiling system established under section 31-235 of the general statutes, as amended by section 15 of this act, as likely to exhaust regular benefits participates for the purpose of establishing a business and becoming self-employed;

(3) "Self-employment assistance allowance" means an allowance payable in lieu of regular benefits and from the unemployment fund established under section 31-261 of the general statutes to an individual participating in self-employment assistance activities who meets the requirements of this section;

(4) "Regular benefits" means benefits payable to an individual under chapter 567 of the general statutes, including benefits payable to federal civilian employees and ex-service members but excluding additional and extended benefits; and

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(5) "Full-time basis" shall have the meaning contained in regulations adopted by the administrator pursuant to section 17 of this act.

(b) The weekly allowance payable under this section to an individual shall be equal to the weekly benefit amount of regular benefits otherwise payable under section 31-231a of the general statutes, as amended by section 4 of public act 93-243. The sum of the allowance paid under this section and regular benefits paid with respect to any benefit year shall not exceed the maximum benefit amount established by section 31-231b of the general statutes with respect to such benefit year.

(c) The self-employment assistance allowance shall be payable to an individual at the same intervals, on the same terms, and subject to the same conditions as regular benefits, except that:

(1) The requirements of section 31-235 of the general statutes, as amended by section 15 of this act, and subsection (a)(1) of section 31-236 of the general statutes, as amended by section 5 of public act 93-243, concerning availability for work, active search for work and refusal to accept work shall not apply to such individual;

(2) The requirements of section 31-229 of the general statutes, as amended by section 19 of this act, concerning self-employment income shall not apply to income earned from such individual's self-employment;

(3) An individual who meets the requirements of this section shall be considered unemployed pursuant to sections 31-227 and 31-228 of the general statutes; and

(4) An individual who fails to participate in self-employment assistance activities or who fails actively to engage, on a full-time basis, in activities, which may include training, relating to the establishment of a business and becoming self-employed shall be disqualified from receiving benefits for the week such failure occurs.

(d) The total number of individuals receiving self-employment assistance allowances under this section shall not, at any time, exceed five per cent of the number of individuals receiving regular benefits.

(e) Allowances paid under this section shall be charged to employers pursuant to chapter 567 of the general statutes in the same manner as regular benefits.

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(f) This section shall apply to weekly allowances payable under this section for any week succeeding the effective date of this act or to weekly allowances payable under this section commencing after any plan required by the United States Department of Labor is approved by such department, whichever is later. The authority provided in this section shall terminate as of the end of the week preceding the date federal law ceases to authorize the provisions of this section, unless such date is a Saturday, in which case, the authority shall terminate as of such date.

Sec. 17. (NEW) The administrator shall adopt regulations, in accordance with the provisions of chapter 54 of the general statutes, for the administration of the self-employment assistance pilot program established pursuant to section 16 of this act. The regulations shall prescribe procedures for assuring that the limitations on the total number of participants specified in subsection (c) of said section are met.

Sec. 18. (NEW) On or before January 1, 1996, the administrator shall submit a report regarding the operation of the self-employment assistance pilot program to the joint standing committee of the general assembly having cognizance of matters relating to labor and public employees, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 19. Section 31-229 of the general statutes is repealed and the following is substituted in lieu thereof:

An eligible individual who is partially unemployed throughout a week, which shall be, at the discretion of the administrator, either a calendar week or a payroll week of seven consecutive days as determined by the administrator, shall be paid with respect to such week an amount equal to his benefit rate for total unemployment reduced by an amount equal to two-thirds, rounded to the next higher whole dollar, of the total remuneration, rounded to the nearest whole dollar, of any nature payable to him for services of any kind during such week, except service performed in the employ of any town, city or other political subdivision, which service is performed in lieu of payment of any delinquent tax payments to such town, city or other political subdivision. An individual shall be deemed to be partially unemployed in any week of less than

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full-time work if the total remuneration of any nature payable to him for services of any kind during such week, except service performed in the employ of any town, city or other political subdivision, which service is performed in lieu of payment of any delinquent tax payments to such town, city or other political subdivision, amounts to less than one and one-half times his benefit rate for total unemployment rounded to the next highest dollar. For purposes of this section, remuneration shall also include any holiday pay payable with respect to any such week, whether or not any service was performed during such week or was in any other way required for receipt of such holiday pay. FOR PURPOSES OF THIS SECTION, THE ADMINISTRATOR SHALL CONSIDER EARNINGS DERIVED FROM SELF-EMPLOYMENT, BUT ONLY TO THE EXTENT SUCH EARNINGS ARE ACTUALLY RECEIVED OR PAYABLE WITH RESPECT TO A GIVEN WEEK OF PARTIAL UNEMPLOYMENT.

Sec. 20. Subsection (b) of section 31-3h of the general statutes is repealed and the following is substituted in lieu thereof:

(b) The duties and responsibilities of the commission shall include: (1) Carrying out the duties and responsibilities of a state job training coordinating council pursuant to the federal Job Training Partnership Act, 29 USC 1532, as amended, A STATE HUMAN RESOURCE INVESTMENT COUNCIL PURSUANT TO 29 USC 1501 ET SEQ., AS AMENDED, and such other related entities as the governor may direct; (2) reviewing all employment and training programs in the state to determine their success in leading to and obtaining the goal of economic self-sufficiency and to determine if they are serving the needs of Connecticut's workers, employers and economy, and (3) developing a plan for the coordination of all employment and training programs in the state to avoid duplication and to promote the delivery of comprehensive, individualized employment and training services. The plan shall contain the commission's recommendations for policies and procedures to enhance the coordination and collaboration of all such programs and shall be submitted to the governor for his approval not later than June 1, 1990, and annually thereafter.

Sec. 21. (NEW) (a) Local and regional boards of education, the regional vocational-technical school system, and regional educational service centers, in consultation with local employers, labor organizations, community-based organizations

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and institutions of higher education, may establish programs leading to a Connecticut career certificate in accordance with this section. Such programs shall be approved by the commissioner of education and the labor commissioner after review and comment by the regional workforce development board established pursuant to section 31-3k of the general statutes, as amended by section 1 of public act 93-134 for the region in which the program is proposed to operate. Applications for program approval shall be submitted to the commissioner of education in such form and at such time as he prescribes. All programs leading to a Connecticut career certificate shall provide equal access for all students and necessary accommodations and support for students with disabilities.

(b) Programs established pursuant to this section may be offered for one or more years and shall include:

(1) Not less than eighty hours of subject matter instruction during any one year, in one of the career clusters established pursuant to subsection (d) of this section;

(2) Not less than one hundred eighty hours and not more than three hundred sixty hours, during any one year, of worksite experience, including all major activities related to the career cluster. Such work site experience shall be: (A) Paid, except as provided in section 22 of this act, (B) conducted in accordance with an individualized written training and mentoring plan, agreed to by the student, the principal of the school in which the student is enrolled, or his designee, and the employer, and (C) in conformance with the requirements of section 24 of this act; and

(3) Coordination of participating employers, schools and students.

(c) Students in grades ten to twelve, inclusive, and ungraded special education students who are at least fifteen years of age and under twenty-one years of age shall be eligible to participate in such programs upon demonstration of interest, entry level skills and such other criteria as may be determined by the local or regional board of education in consultation with participating employers.

(d) For purposes of this section, "career cluster" means a range of occupations which share a set of skills and knowledge. Such skills and

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knowledge shall include (1) academic skills related to the type of employment, (2) general workplace skills, (3) the history of the American economy and the role of labor, business and industry, (4) career guidance and information about opportunities for effective transition to post-secondary education. The commissioner of education, in consultation with other state, regional and local agencies, business and industry and labor organizations, shall establish and publish a list of state recognized career clusters not later than September 1, 1994, and shall establish skill standards for each career cluster not later than November 1, 1994.

Sec. 22. (NEW) (a) Except for the provisions of chapter 567 of the general statutes, all state and federal laws and regulations relating to employment, apprenticeship and occupational licensing shall apply to students in a program leading to a Connecticut career certificate pursuant to section 21 of this act. Employers found to be in violation of federal or state labor law may be prohibited from participation in the program.

(b) Students participating in such programs shall not: (1) Replace any employee or cause any reduction in hours of work, wages or employment benefits of any employee of an employer participating in the program or (2) be employed in a job from which an employee of a participating employer has been laid off and for which he retains recall rights. No employer shall terminate the employment of any of its employees or otherwise reduce its workforce or work hours in order to fill a vacancy so created with a student participating in the program. The participation of any employer who is a party to one or more collective bargaining agreements covering work to be performed by a student participating in the program shall be conditioned on the written concurrence of each labor organization that is a party to such an agreement.

(c) The employment of students in programs established pursuant to section 21 of this act shall be paid employment, unless the labor commissioner, or his designee, in consultation with the commissioner of education, or his designee, receives and approves a written request from the principal of the school in which the student is enrolled, or his designee, that such employment not be paid because of worksite

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experiences that are generally not paid employment, such as community service activities. The terms of compensation shall be (1) negotiated between the employer and such principal, or his designee, (2) accepted by the student, (3) based on the nature of the work and the status of the student-worker as a student, and (4) reasonable for the actual work performed.

Sec. 23. (NEW) (a) The commissioner of education and the labor commissioner shall jointly issue a Connecticut career certificate to students who successfully complete a program established pursuant to section 21 of this act and demonstrate satisfactory academic achievement in accordance with such standards as may be adopted by the commissioner of education.

(b) No less than one elective credit for purposes of section 10-221a of the general statutes, as amended by section 1 of public act 93-111, shall be awarded for each such program which is successfully completed, provided more than one elective credit may be awarded for a program that is more extensive than the minimum program described in subsection (b) of section 21 of this act.

Sec. 24. (NEW) (a) The commissioner of education, in consultation with the commissioners of labor, economic development and higher education, shall, within the limits of available appropriations, provide grants to local and regional boards of education, the vocational-technical school system and regional educational service centers to support the development and implementation of programs leading to a Connecticut career certificate pursuant to section 21 of this act.

(b) In awarding grants pursuant to this section, the commissioner of education shall give priority to interdistrict programs and programs operated in priority school districts, as described in section 10-266p of the general statutes, as amended by section 4 of public act 93-145 and sections 13 and 14 of public act 93-263. Grant applications shall include documentation of review and comment by the regional workforce development board established pursuant to section 31-3k of the general statutes, as amended by section 1 of public act 93-134, for the region in which the program is proposed to operate.

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(c) If the commissioner of education finds that some or all of the amount of any grant awarded pursuant to this section is used for purposes which are not in conformity with sections 21 to 24, inclusive, of this act or is used to reduce the local share of support for schools or to supplant a previous source of funding, the commissioner may require repayment of such grant to the state.

(d) Each grant recipient shall submit to the commissioner of education, at such time and in such manner as he prescribes, a biennial program evaluation report.

Sec. 25. (NEW) Each state agency which provides a grant to create jobs or provide job training shall, to the maximum extent feasible, give priority in awarding such grants to employers which establish programs leading to a Connecticut career certificate pursuant to section 21 of this act.

Sec. 26. (NEW) The state department of education may retain up to one per cent of the amount appropriated for programs established pursuant to section 21 of this act for purposes of administration and coordination, technical assistance, information dissemination and program evaluation.

Sec. 27. Section 31-23 of the general statutes, as amended by section 9 of public act 93-381, is repealed and the following is substituted in lieu thereof:

(a) No minor under sixteen years of age shall be employed or permitted to work in any manufacturing, mechanical, mercantile or theatrical industry, restaurant or public dining room, or in any bowling alley, shoe-shining establishment or barber shop, provided the labor commissioner may authorize such employment of any minor between the ages of fourteen and sixteen who is enrolled in (1) a public school in a work-study program as defined and approved by the [state board] COMMISSIONER of education and the labor commissioner OR IN A PROGRAM ESTABLISHED PURSUANT TO SECTION 21 OF THIS ACT or (2) a summer work-recreation program sponsored by a town, city or borough or by a human resources development agency which has been approved by the labor commissioner, or both, and provided the prohibitions of this section shall not apply to any minor over the age of fourteen who is under vocational probation pursuant to an order of the

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superior court as provided in section 46b-140 or to any minor over the age of fourteen who has been placed on vocational parole by the commissioner of children and families.

(b) (1) Notwithstanding the provisions of subsection (a) of this section, a minor who has reached the age of fifteen may be employed or permitted to work in any mercantile establishment, from June 19, 1992, to September 30, 1997, inclusive, as a bagger, cashier or stock clerk, provided such employment shall be (A) limited to periods of school vacation during which school is not in session for five consecutive days or more; (B) for not more than forty hours in any week; (C) for not more than eight hours in any day; and (D) between the hours of seven o'clock in the morning and seven o'clock in the evening, except that from July first to the first Monday in September in any year, any such minor may be employed until nine o'clock in the evening. (2) Each person who employs a fifteen-year-old minor in any mercantile establishment pursuant to this subsection shall obtain a certificate stating that such minor is fifteen years of age or older, as provided in section 10-193. Such certificate shall be kept on file at the place of employment and shall be available at all times during business hours to the inspectors of the labor department. (3) The labor commissioner may adopt regulations, in accordance with the provisions of chapter 54, as he deems necessary to implement the provisions of this subsection.

(c) No minor under the age of eighteen years shall be employed or permitted to work in any occupation which has been or shall be pronounced hazardous to health by the department of public health and addiction services or pronounced hazardous in other respects by the labor department. This section shall not apply to the employment or enrolment of minors sixteen years of age and over as apprentices in bona fide apprenticeship courses in manufacturing or mechanical establishments, vocational schools or public schools, or to the employment of such minors who have graduated from a public or private secondary or vocational school, in any manufacturing or mechanical establishment or to the enrolment of such minors in a cooperative work-study program approved by the [state board] COMMISSIONER of education and the labor commissioner OR IN A PROGRAM ESTABLISHED PURSUANT

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TO SECTION 21 OF THIS ACT. No provision of this section shall apply to agricultural employment, domestic service, street trades or the distribution of newspapers. For purposes of this subsection, the term "cooperative work-study program" means a program of vocational education, approved by the [state board] COMMISSIONER of education and the labor commissioner, for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, provided these two experiences are planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative work-study program.

(d) Each person who employs a minor under the age of eighteen years shall obtain a certificate stating the age of such minor as provided in section 10-193. Such certificates shall be kept on file at the place of employment and shall be available at all times during business hours to the inspectors of the labor department.

(e) Any person, whether acting for himself or as an agent for another, who employs or authorizes or permits to be employed any minor in violation of this section shall be fined not more than one hundred dollars.

Sec. 28. This act shall take effect July 1, 1994.

Certified as correct by

Legislative Commissioner.

Clerk of the Senate.

Clerk of the House.

Approved _____, 1994.

Governor, State of Connecticut.

INVESTING IN PEOPLE

STATE SUMMARY

Iowa

The solicitation to participate in the IIP project arrived as the Iowa legislature was enacting Iowa Invests., a major welfare reform package which also incorporated workforce development and school-to-work initiatives.

Iowa's original proposal outlined three goals for their state team:

- To design an integrated workforce development system for the state that maximizes federal, state, local, and private resources.
- To develop a competitive workforce for the state of Iowa by establishing a common vision and comprehensive set of strategies that integrate the economic development and education/training systems into a workforce development system within Iowa.
- To conduct an analysis of the "infrastructure" issues for support services related to workhorse development initiatives.

Iowa felt that they had several existing strategies that would enhance their efforts to achieve their goals. These strategies included the five-year economic development plan, the State Human Investment Plan (SHIP), and the Benchmark plan set up as part of the SHIP.

The team's ultimate goal is for legislative action to be taken during the session that begins in January, 1995, and to use the intervening period for building understanding and support of the issues. Toward this end, the team has identified several vehicles to convey information and prompt discussion of the issues:

- NCSL staff met with selected legislators about the importance of high performance work organizations and public policies for supporting them;
- Brian Bosworth met with legislators, business leaders, labor officials, executive branch officials, and service providers on March 17, 1994, to discuss high performance work organizations and economic competitiveness;
- Iowa's Rural Development Council is planning a conference reinforcing the importance of high performance work organizations; and
- Legislators on the team are calling for an interim study committee, to which the IIP team will hand off its findings for additional work.

INVESTING IN PEOPLE

STATE SUMMARY

Kentucky

The team's legislation, SB 195 and HB 475, was introduced in early February 1994, in the General Assembly and referred in the House to the Economic Development Committee and in the Senate to the Economic Development and Tourism Committee.

By early March 1994, substitute committee legislation, SB 195/SCS, was introduced and then passed by the legislature that essentially negated the main intent of the original legislation.

The substitute legislation contained provisions to create an adult education learning system, an appropriation for that system, and inclusion of workforce training in flexible manufacturing networks initiated by the Economic Development Cabinet. The bill also transferred the JTFS program to the Workforce Development Cabinet from the Human Resources Cabinet.

A Senate resolution was approved by the legislature to direct the House and Senate economic development committees to study the workforce development structure and issues during the 1994-95 interim. The legislature will not meet again until January 1996.

Two bills related to economic competitiveness were passed, however, that stemmed in part from what IIP team members had learned about new state economic development strategies. One directs the Kentucky Economic Development Cabinet to pursue a strategy of promoting flexible manufacturing networks in the secondary wood products industry. The other creates an applied research program to be operated by the Kentucky Science and Technology Council with Funds made available from fees paid by firms that receive state economic development incentives. The latter program is modeled on a German program.



LEGISLATIVE RESEARCH COMMISSION

State Capitol

Frankfort, Kentucky 40601

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MEMORANDUM

TO: Investing In People Project Team

FROM: Mary C. Yaeger, Project Coordinator

RE: House Bill 475 and Senate Bill 195 (Companion Bills)

DATE: February 9, 1994

Enclosed is a copy of the bill (either HB 475 or SB 195, identical bills) which resulted from the efforts of the Investing In People Project Team, along with summaries and background papers.

House Bill 475 was received in the House of Representatives Monday, February 7, 1994, and referred to the Committee on Economic Development for consideration. Companion Senate Bill 195 was received in the Senate on the same day and referred to the Committee on Economic Development and Tourism. Companion bills were introduced in order to speed the committee review process.

I will advise you when the bills are before the committees and Representative Bill Lear or Senator Susan Johns may contact you concerning support of the bills.

Regular Session 1994 House Bill 475 and Senate Bill 195

CREATING A WORKFORCE TRAINING SYSTEM FOR KENTUCKY

The goal of HB 475 (SB195) is to create improved economic development for the Commonwealth through a comprehensive approach to workforce training. These bills provide a vision for Kentuckians and set forth a strategy to accomplish this vision.

The strategies are based on a series of findings and believes that the *Investing in People Project* team of 18 key individuals, including 6 legislators, identified and articulated over a seven month study period. These findings and beliefs are reflected in the bill and address how government and educational systems should operate, how communities should be involved and how citizens can best gain from these efforts.

This legislation reflects the best practices in government as identified by study groups in Kentucky and throughout the country, and offers a systems approach to workforce training in the Commonwealth. In summary, these bills:

1. Require competing and numerous state agencies to work together through the Kentucky Workforce Alliance, with a common vision for the workforce, rather than focusing in on narrower programmatic or agency interests;
2. Create a partnership between government, business, labor and citizens, through the joint membership on the Kentucky Workforce Alliance and 8 Regional Workforce Alliances;
3. Bringing service providers together by having the Regional Workforce Alliances set goals and strategies, thus broadening each provider's perspective to include all workforce training efforts in the region and allowing a clearer view of the role each program plays in attaining the region's goals;
4. Link state and federal training efforts in a region so that millions of dollars can be better focused on economic development outcomes by requiring the Kentucky Workforce Alliance to approve regional plans which include workforce training fundings that are allocated to numerous state agencies;
5. Identify and address inefficiency, overlap and gaps in educational programs and training by requiring Regional Workforce Alliances to shift resources to met the training needs of its citizens;
6. Encourage innovation, flexibility and quality by the Kentucky Workforce Alliance's responsibility to seek waivers to ineffective regulations, respond quickly to modifications in regional training plans, and by setting program priorities at the regional not state level;
7. Emphasize learning for improved economic development as a life-long effort, with special emphasis on adult basic education and essential workplace skills, school-to-work transitions, and high-performance work organizations; and
8. Educating and empowering citizens, leaders, business, labor, and government personnel about the challenge facing Kentukians, the future of the economy and the role they can play in that future, through an orientation activities and the planning process.

Regular Session 1994 House Bill 475 and Senate Bill 195

THE ROLE OF THE KENTUCKY INVESTING IN PEOPLE PROJECT

House Bill 475 and Senate Bill 195 are a direct result of a group of individuals who came together to focus attention on the human capital side of economic development in the Commonwealth. The process began last April when The National Conference of State Legislatures (NCSL) and Jobs for the Future (JFF) selected five states for intensive involvement in a two-year project called Investing in People. The goal of the project is to develop and ultimately implement statewide workforce preparation and training strategies to meet the challenge of a competitive global economy.

Kentucky's proposal, which was submitted by Senator John A. "Eck" Rose, Senate President, and Representative Joe Clarke, Speaker of the House, was selected from twenty-one state proposals. The other four grant awards include: Connecticut, Iowa, Washington, and West Virginia.

The Investing in People project is designed to engage a wide range of individuals, and to build consensus with employers, employees, educators, and policy makers. The composition of the eighteen member Project Team provides the initial framework for this integrated partnership. Interested and varied individuals, companies and agencies brought together the resources which produced the proposed legislation, sponsored by the Team co-chairs Representative Bill Lear of Lexington and Senator Susan Johns of Louisville.

Collectively the Project Team represents an impressive array of expertise, including: representatives from the Kentucky AFL/CIO, Kentucky League of Cities, the Kentucky Chamber of Commerce; manufacturing industries, a small construction corporation; the State senate and house of representatives of both political parties, women, African-Americans, the university system, the community college system, the Workforce Cabinet, the Department of Education and the Cabinet for Economic Development, a city mayor and a city economic development office head.

During its working session in June, the Project Team composed a vision statement describing the workforce it would like to see in Kentucky in the year 2010. The Project Team identified the characteristics of workers, the work place, the economy, families, government, education, society in general it envisions as a result of efforts undertaken in our state to improve our economy:

Following this the Project Team began an intensive information gathering and learning phase. This phase included:

1. Identifying existing providers of work force training in Kentucky, outlining the types of services provided, targeted populations, funding sources and other pertinent factors;
2. Identifying gaps, overlaps, and other impediments to the efficient delivery of workforce training services in the existing system;
3. Agreeing upon the need to rebuild Kentucky's system of worker training in a zero-based fashion and identifying key principles/characteristics upon which such a system should be built; and
4. Examination of models for providing a comprehensive life-long learning system, government organizational structures and other workforce training initiatives, including the Governor's Commission on Quality and Efficiency, the Interagency Commission on Educational and Job Training Coordination, the Kentucky Science and Technology Council Inc. "Human Capital Audit," the educational efforts by the Kentucky Chamber of Commerce, the Elizabethtown Industrial Foundation Training Consortium, The School-to-Work Opportunities Act of 1993, the Oregon Workforce Quality Council, and the employee learning and development efforts at Toyota Motor Manufacturing, U.S.A., Inc. in Georgetown and at GE Appliances, General Electric Company in Louisville.



*State's Office
Wagner my.ck*

GENERAL ASSEMBLY COMMONWEALTH OF KENTUCKY

REGULAR SESSION 1994

SENATE BILL NO. 195

(AS ENACTED)

WEDNESDAY, MARCH 30, 1994

AN ACT relating to workforce training for the encouragement of economic competitiveness, and declaring an emergency.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

1 SECTION 1. A NEW SECTION OF KRS CHAPTER 151B IS CREATED TO
2 READ AS FOLLOWS:

3 *The General Assembly of the Commonwealth of Kentucky finds and declares that:*

4 *(1) The economic future of the Commonwealth and the prosperity of its citizens*
5 *depend on the ability of Kentucky businesses to compete effectively in the world*
6 *economy;*

7 *(2) A well-educated and highly trained workforce provides businesses in the*
8 *Commonwealth with the competitive edge critical for their success; and*

9 *(3) Too many adult Kentuckians are not full participants in the labor pool because*
10 *they lack a high school diploma, its equivalent, or the workplace knowledge*
11 *necessary to assure self-sufficiency for themselves and their families.*

12 SECTION 2. A NEW SECTION OF KRS CHAPTER 151B IS CREATED TO
13 READ AS FOLLOWS:

14 *As used in Sections 1 to 3 of this Act, unless the context indicates otherwise:*

15 *(1) "Adult education" means literacy, adult basic, adult secondary, and GED*
16 *services and instruction below the college level, pursuant to the National Literacy*

17 *Act, Public Law 102-73, for adults who are not required to be enrolled in school:*

18 *(a) Are not enrolled in secondary school nor have a certificate of graduation*
19 *from a school providing secondary education; or*

20 *(b) Have not achieved an equivalent level of education; or*

21 *(c) Lack sufficient mastery of basic educational skills to function effectively in*
22 *society; or*

23 *(d) Are unable to speak, read, or write the English language with sufficient*
24 *proficiency to get or retain employment commensurate with their real*

abilities:

2 (2) "GED" means General Educational Development; and

3 (3) "Literacy" means an individual's ability to read, write, and speak in English, and
 4 compute and solve problems at levels of proficiency necessary to function on the
 5 job and in society, to achieve one's goals and develop one's knowledge and
 6 potential.

7 SECTION 3. A NEW SECTION OF KRS CHAPTER 151B IS CREATED TO
 8 READ AS FOLLOWS:

9 (1) The Workforce Development Cabinet shall administer an adult education
 10 learning system in regions of the state. The adult education learning system shall
 11 include diverse educational services provided by credentialed professionals, based
 12 on the learners' current needs and a commitment to life-long learning.

13 (a) Services shall be provided at multiple sites including adult educational
 14 institutions, vocational and technical schools, University of Kentucky
 15 community colleges, regional universities, and adult and family learning
 16 centers, adult correctional facilities and other institutions.

17 (b) Access and referral services shall be initiated at multiple points including
 18 businesses, educational institutions, labor organizations, employment
 19 offices, and government offices.

20 (c) Multiple funding sources, program support and partnerships to administer
 21 the adult education learning system may include: the Adult Education Act
 22 as amended by the National Literacy Act; Kentucky Education Reform Act
 23 funded family resource centers; Job Training Partnership Act; Kentucky
 24 Bluegrass State Skills Corporation, Job Opportunities and Basic Skills
 25 program; adult technical education; University of Kentucky community
 26 college system; Parent and Child Education programs; student scholarship
 27 and grants; and other general, agency, local, federal and private funds.

- 1 (2) Services included as part of the adult education learning system shall include,
 2 but not be limited to:
- 3 (a) Functionally-contexted workplace essential skills training based on
 4 employers' needs, leading to a competency-based certificate indicating
 5 proficiency in critical thinking, computing, reading, writing,
 6 communicating, problem-solving, team-building, and use of technology at
 7 various worksites:
- 8 (b) Literacy and adult basic education which includes learning for those with
 9 academic educational skills below the ninth grade level:
- 10 (c) Adult secondary education that includes learning above the ninth grade
 11 level including GED preparation and the external diploma program, that is
 12 a competency-based assessment system which credentials mature adults
 13 who have acquired high school level skills through life experiences:
- 14 (d) Family literacy programs, that have a goal of intergenerational transfer of
 15 cognitive skills, support of children's education, participation in Kentucky
 16 Education Reform Act and breaking the poverty cycle, by offering basic
 17 skills and competencies with parenting, life skills and parent-child
 18 interactive activities; and
- 19 (e) English as a second language programs for adults who have limited
 20 English proficiency.
- 21 (3) (a) The Department of Adult Education and Literacy within the Workforce
 22 Development Cabinet shall establish regional adult education and
 23 workplace essential skills advisory committees, representing adult basic
 24 education and literacy practitioners, state vocational technical and
 25 University of Kentucky community college educators, employment and
 26 career advisors, business and industry participants, employees, students,
 27 and organized labor.

1 (b) The adult education and workplace essential skills advisory committees
2 shall meet at least twice a year to:

- 3 1. Advise the Department of Adult Education and Literacy on the
4 regional training services and needs in the area of adult education
5 and functionally-contexted workplace essential skills;
6 2. Report the number and location of referral and access points that
7 have identified an adult population who is or could benefit from
8 service and has an active interest in participation;
9 3. Report the number and location of entrance points that have
10 identified an adult population who has been referred for service; and
11 4. Report the number of adults served and the number completing
12 programs, method of payment for services, outcomes of service
13 provision, and career and employment change following program
14 completion.

15 (4) In administering an adult education system, the Workforce Development Cabinet
16 shall:

- 17 (a) Establish regions for purpose of implementing adult educational services,
18 supervising local programs, and collecting student, program, payment, and
19 instructor data;
20 (b) Make provision for quality job-specific and workplace essential skills
21 instruction for workers in business and industry, literacy and adult basic
22 education, adult secondary education, including GED preparation, the
23 external diploma program, English as a second language, and family
24 literacy programs, in cooperation with local business, labor, economic
25 development, educational, employment, and service support entities;
26 (c) Develop student assessments in coordination with other educational and
27 employment entities, allowing assessments to be shared when necessary

1 with appropriate personnel for accessing students additional educational
2 programs, taking into consideration student confidentiality;

3 (d) Establish professional credentials for instructors, and make provision for
4 the development of those providers who have not attained the established
5 credentials;

6 (e) Develop administrative regulations for consideration by the Workforce
7 Development Cabinet and the State Board for Adult and Technical
8 Education, including those for business and industry service participation
9 and mechanisms for service funding through all appropriate federal, state,
10 local and private resources;

11 (f) Require and monitor compliance with Workforce Development Cabinet
12 administrative regulations, policies; and

13 (g) Develop and implement performance measures and benchmarks.

14 SECTION 4. A NEW SECTION OF SUBCHAPTER 12 OF KRS CHAPTER 154
15 IS CREATED TO READ AS FOLLOWS:

16 Any Cabinet for Economic Development program or initiative to support flexible
17 networks shall include workforce training as an eligible flexible networks activity.

18 Section 5. Whereas, both Chambers of the 103rd Congress have passed the School-
19 To-Work Opportunities Act of 1995; and

20 Whereas, the Act provides funding for the development and capacity building of
21 states to implement such a system;

22 Whereas, the Kentucky General Assembly is committed to school-to-work transition
23 as evidenced by the passage of the Kentucky Education Reform Act of 1990; and

24 Whereas, the Kentucky General Assembly is currently engaged in the "Investing in
25 People" project which will address skill standards in the Commonwealth; and

26 Whereas, the Governor has shown his leadership and commitment to the program by
27 the establishment of a School-To-Work Partnership Council; and

1 Whereas, business, labor, education and government will all play a key role in the
2 development and implementation of a School-To-Work system in Kentucky; and

3 Whereas, Kentucky's educational system needs to provide a comprehensive and
4 coherent system to help students make effective transition from school-to-work;

5 Now, therefore,

6 The General Assembly endorses the development and implementation of a school-to-
7 work system in the Commonwealth including the establishment of skill standards. The
8 Interim Education Committee will request periodic progress reports from the School-To-
9 Work Partnership Council regarding the establishment of the system. The Interim
10 Education Committee will make recommendations to the 1996 General Assembly
11 regarding adequate funding and statutory language necessary to support the system during
12 the development phase and sustain the system after federal funding ceases.

13 Section 6. Effective July 1, 1994, the federal Job Training Partnership Act program
14 and all personnel, funds, equipment, and property related to this program shall transfer
15 from the Cabinet for Human Resources to the Workforce Development Cabinet.

16 Section 7. Whereas the change in program administration effectuated by Section 5
17 of this Act should occur at the beginning of a fiscal year in order to better promote
18 governmental efficiency, an emergency is declared to exist, and Section 5 of this Act shall
19 become effective July 1, 1994, with the remainder of the Act having the normal effective
20 date of legislation enacted during the 1994 Regular Session of the Kentucky General
21 Assembly.



GENERAL ASSEMBLY COMMONWEALTH OF KENTUCKY

REGULAR SESSION 1994

SENATE CONCURRENT RESOLUTION NO. 86

FRIDAY, MARCH 11, 1994

The following concurrent resolution was reported to the House from the Senate and ordered to be printed.

A CONCURRENT RESOLUTION directing the Interim Joint Committee on Economic Development to study workforce training programs in Kentucky.

WHEREAS, a well-educated and highly trained workforce provides businesses in the Commonwealth with the competitive edge critical for their success; and

WHEREAS, too many adult Kentuckians are not full participants in a healthy economy because they lack the workplace knowledge necessary to assure self-sufficiency for themselves and their families; and

WHEREAS, The Commonwealth's current educational and training efforts are a fragmented array of separately funded and administered educational efforts that are not consumer driven, nor directly linked to quality employment opportunities; and

WHEREAS, the current array of post-secondary educational programs do not create a comprehensive system designed to coordinate career specific curriculum from secondary to higher education by fields of study;

NOW, THEREFORE.

Be it resolved by the Senate of the General Assembly of the Commonwealth of Kentucky, the House of Representatives concurring therein:

1 Section 1. That the Interim Joint Committee on Economic Development shall study
2 the workforce training efforts to provide effective and efficient public educational
3 programming to meet the current and future workplace demands. Workforce training is
4 limited to public post-secondary certificate, diploma and associate degree level programs
5 leading directly to employment opportunities without the requirement of a baccalaureate
6 degree. The study shall include an examination of the level of workforce training efforts in
7 the following areas:

- 8 (1) Consolidation of duplicate programs offered within a limited geographic area leading
9 to identical employment opportunities;
- 10 (2) Transfer of credits among programs and institutions;
- 11 (3) Articulation agreements between the Kentucky Tech System, University of

- 1 Kentucky community college system, state universities and local high schools;
2 (4) Alternative instructor certifications; and
3 (5) Linkage between the occupational programs offered and the demand and supply of
4 employment opportunities in those careers.

5 Section 2. The Interim Joint Committee on Economic Development shall submit a
6 report to the Legislative Research Commission detailing the findings and
7 recommendations of the study which shall be submitted by October 1, 1995.

8 Section 3. Staff services to be utilized in completing this study are estimated to cost
9 \$10,000. These staff services shall be provided from the regular Commission budget, and
10 are subject to the limitations and other research responsibilities of the Commission.

INVESTING IN PEOPLE

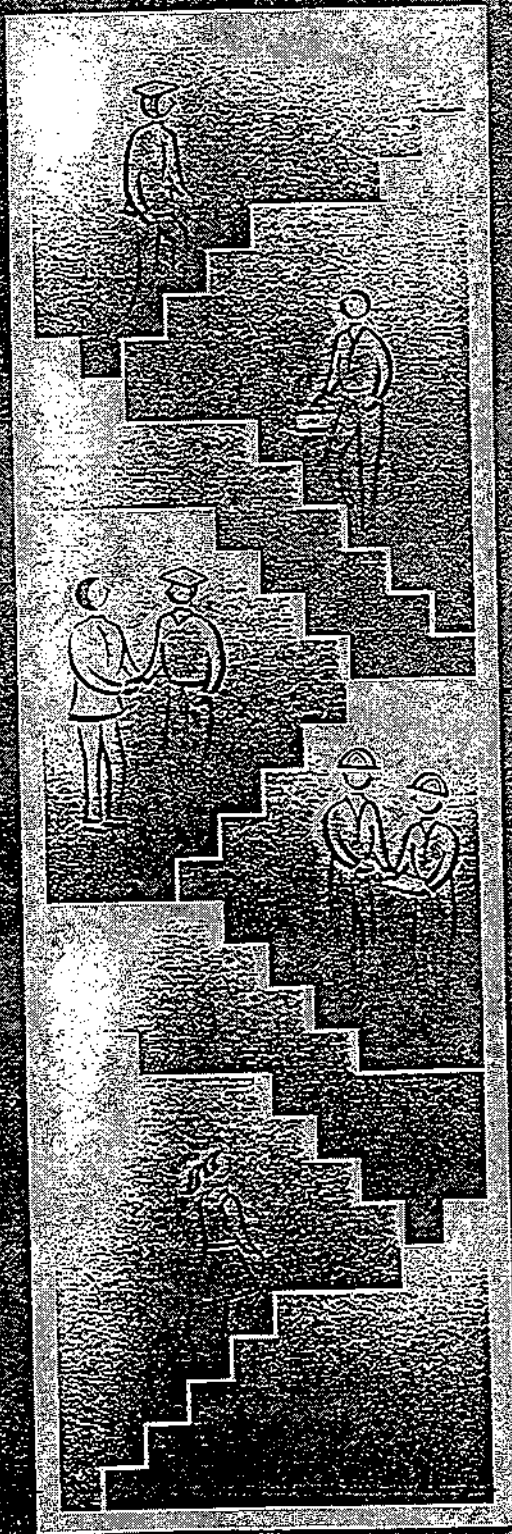
STATE SUMMARY

Washington

Legislative team members have introduced several pieces of legislation. One bill, that has passed both houses, would develop a quality award for firms adopting principles of high performance work organizations. A bill on youth violence passed specifying some of the appropriation to be used for school-to-work programs.

Over the next six months the team expects to issue a report that will include recommended action steps. These steps are likely to include legislative proposals. The steps are also likely to include strategies for increasing public awareness of these issues. It is anticipated that after the project is formally over, members of the team will carry forward the legislative proposals and other action steps. The team may either continue to meet together, or informally network in order to facilitate legislation and other actions.

A group of IIP team members met on June 1, 1994, to discuss their legislative agenda for 1995. It is anticipated that it will include legislation on school-to-work, economic development connection-high performance work organizations, integration of re-employment programs, and creating an accountability structure for measuring performance.



High Skills, High Wages

Washington's Comprehensive Plan for Workforce Training and Education

EXECUTIVE SUMMARY

Workforce Training and Education Coordinating Board

The Vision

To develop a globally competitive workforce supported by an accessible, flexible, competency-based, and technologically current training and education system.

Mission Statement

The mission of the Workforce Training and Education Coordinating Board is to actualize Washington's Workforce Vision by:

- Establishing a new workforce partnership to include active participation by leaders from labor, business, education and government;
- Empowering change to all levels of the training and education system as needed by all participants, including students, workers, employers, educators, trainers and political leaders;
- Increasing the number of participants from traditionally underserved populations participating in training programs that are responsive to ethnic and cultural diversity;
- Increasing self-sufficiency of families by advocating for support services so that individuals access training opportunities and prepare for jobs that bring a living wage;
- Improving coordination among all programs and providers, public and private, within the state's workforce training and education system;
- Promoting training and education that is competency-based, with equal emphasis on academic and occupational skills acquisition; and
- Generating new and leveraged resources for an integrated, cost-effective, statewide training and education system.

Board Members

Betty Jane Narver
Chairperson

Gilberto Alaniz
Representing Targeted Populations

Judith Billings
*State Superintendent of
Public Instruction*

Dale A. Boose
Representing Business

Al Brisbois
Representing Labor

John Carter
Representing Labor

Karen Carter
Representing Labor

Roberta Greene
Representing Business

Earl Hale
*Executive Director, State Board
for Community and Technical
Colleges*

Vernon E. Stoner
*Commissioner, State Employment
Security Department*

Marian K. Svinth
Vice Chair, Representing Business

Ellen O'Brien Saunders
Executive Director, WTECB

EXECUTIVE SUMMARY

High Skills, High Wages

Washington's Comprehensive Plan for
Workforce Training and Education

Workforce Training and Education Coordinating Board
Building 17, Airdustrial Park
P.O. Box 43105
Olympia, WA 98504-3105
(206) 753-5662

State of Washington
Mike Lowry, Governor



STATE OF WASHINGTON

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

September 1994

Governor Lowry and Members of the Legislature:

We are pleased to submit *High Skills, High Wages*, our state's comprehensive plan for workforce training and education.

It is the product of a thorough and collaborative process that drew ideas from students, workers, employers, unions, training and education providers, community organizations, and government agencies.

The goals of the plan are simple and straightforward:

- Ensuring that the people of Washington will succeed in an economy that requires higher levels of skill and knowledge,
- Ensuring that all Washington residents have opportunities to learn and to advance in their chosen field of work throughout their lifetimes, and
- Changing the way we learn and teach, so that all training and education programs are customer-driven, competency-based, and focused on achieving results.

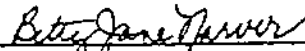
As we embark on the important work of bringing the recommendations of this plan to life, we are mindful of the high stakes involved in meeting the challenge of change. We know how much a family-wage job means to every adult worker. We understand the importance of well-educated employees to Washington businesses. And perhaps most compelling, we understand that failure to achieve the goals of this plan will cripple the economic prospects of the people of our state.

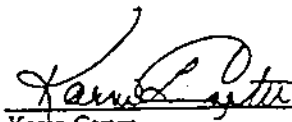
Implementing this plan will require political commitment and both public and private investment. Success will depend on an unprecedented degree of collaboration among public agencies and institutions, private providers of training and education, commu-

nity organizations, employers, students, unions, and workers. It will also require sustained public dialogue that engages citizens in the process of change.

We appreciate your confidence in our ability to develop and implement this plan, and we look forward to working with you on this ambitious agenda for change.

Sincerely,


Betty Jane Narver
Chairperson

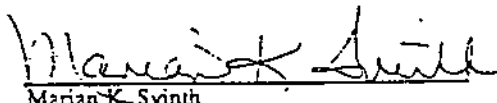

Karen Carter
Representing Labor


Dale A. Boose
Representing Business


Gilberto Alaniz
Representing Targeted Populations


Roberta J. Greene
Representing Business

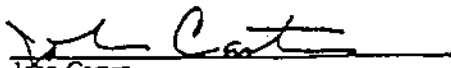

Judith A. Billings
Superintendent of Public Instruction


Marian K. Svith
Representing Business


Earl Hale, Executive Director
State Board for Community and Technical Colleges


Al Brisbois
Representing Labor


Vernon E. Stoner, Commissioner
Employment Security Department


John Carter
Representing Labor

High Skills, High Wages

Introduction

How Will Washington Work?

In the coming century, the driving force for Washington's economy will be the human mind. If we succeed in the global marketplace of the future, it will be because we invest wisely now in the human capital necessary to produce products and services that are high quality, to innovate, and to adapt to changing needs and technologies.

Our challenge is to close the dangerous gap between today's educational levels and the more demanding skill requirements of the family-wage jobs of tomorrow. And we must close that gap both for young people who will enter the workforce in years to come and for adults who are already working.

This challenge has a special urgency for those who have been pushed to the margins of the economic mainstream. New entrants to the workforce will increasingly be women, people of color, and non-English speakers — people whose talents have been underutilized in the past, but whose full participation will be essential to our future economic success.

EXECUTIVE SUMMARY

Creating a highly skilled workforce requires sustained public investment. That investment will only be made when people understand the need for change and the devastating consequences of failure. And it can only be sustained when all citizens — and especially employers — can see that the taxes they pay for training and education are producing successful citizens and a world-class workforce.

The Legislature has charged the Workforce Training and Education Coordinating Board (WTECB) with preparing a comprehensive plan to ensure that Washington develops the well-educated, multi-skilled and flexible workforce we need to compete in the global economy.

This comprehensive plan describes the economic and demographic conditions that underlie the need for change, and lays out the actions that state-level policy leaders must take to help achieve our vision of a creative, secure and globally competitive workforce. Clearly, government alone cannot create the system we need, nor will action at the state level bring about all the necessary improvements. Businesses, labor unions, community organizations, workers, students and educators must all be partners in the effort.

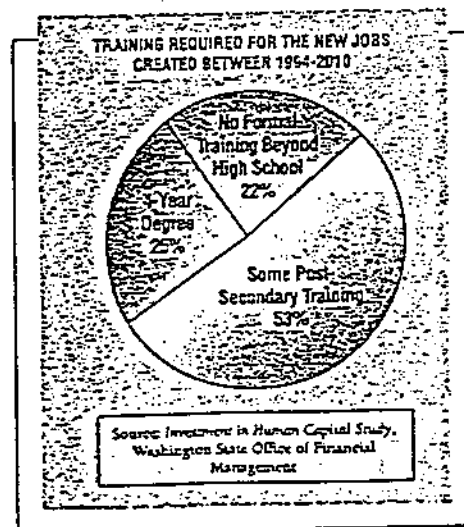
The Impetus for Change

A Dynamic Economy that Demands High Skills

For years, Washington's resource-based economy was able to provide high-paying jobs to workers with only a high school education. Our forests and factories provided a living wage to loggers and production workers. But traditional sources of high-wage, low-skilled work now have limited growth prospects.

The future is not bright for those with no more than a high school education. Although Washington's

For years, Washington's resource-based economy was able to provide high-paying jobs to workers with only a high school education. But traditional sources of high-wage, low-skilled work now have limited growth prospects.



Most of the new jobs created between now and 2010 will require training beyond high school, but not a 4-year degree.

EXECUTIVE SUMMARY

Employers believe that skill shortages are hurting the economy by limiting business expansion, lowering productivity and reducing product quality.

economy is expected to create 152,000 jobs for low-skilled workers between now and 2010, these won't be the kinds of jobs that helped loggers and production workers prosper. They will be low-wage jobs serving food, cleaning offices and unloading trucks.

The greatest number of new job opportunities will be in occupations that require some post-secondary education, but not a four-year degree from a college or university. A full 400,000 new jobs will be created for technicians, paralegals, health care workers, salespeople and other occupations that require some formal training. By comparison, there will be only 173,000 new jobs for teachers, engineers, lawyers and other professionals who need a four-year degree.

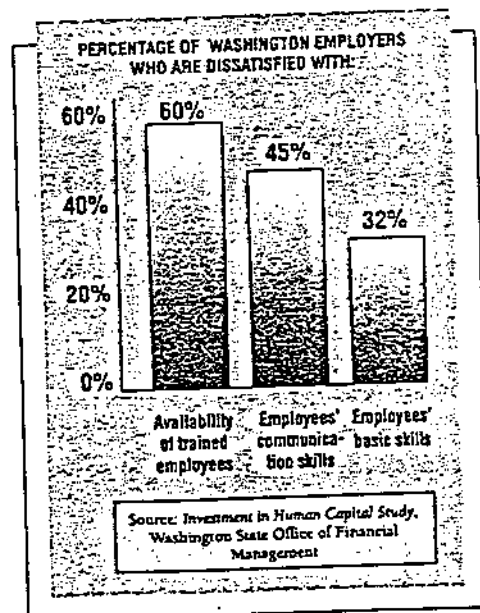
Employers Find the Skills of Current Workers Lacking

Employers' experiences suggest that our workforce training and education system may not produce enough qualified workers to fill these jobs.

A 1990 study by the state's Office of Financial Management found that 60 percent of employers have difficulty finding workers with job-related skills. One-third of employers expressed dissatisfaction with their

current workers' basic skills, such as reading, writing and quantitative reasoning. Indeed, employers believe that skill shortages are hurting the economy by limiting business expansion, lowering productivity and reducing product quality.

Skill shortages are contributing to another problem: a widening gap between well-educated citizens with high incomes and low-skilled citizens struggling to maintain a modest standard of living. From 1967 to 1987, the highest-earning 30 percent of American families increased their share of national income from 54 percent to 58 percent, while the



Employers believe that current employees need improved skills.

EXECUTIVE SUMMARY

share earned by the bottom 70 percent dropped to 42 percent from 46 percent.

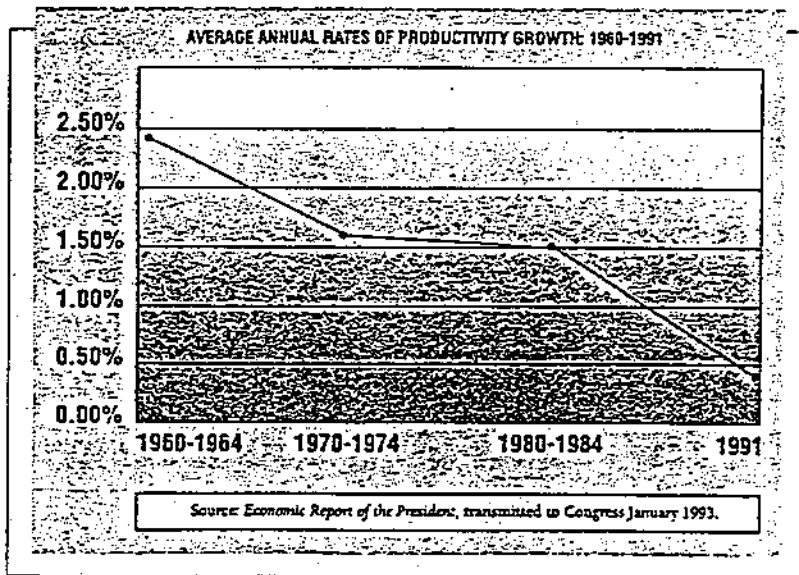
Slow or Stagnating Rate of Productivity Increase

The cause of stagnating incomes is stagnating productivity growth. Productivity grew by an average of 2.5 percent per year from 1965 to 1973, ushering in steady improvement in living standards. But it slowed to 1.5 percent from 1980 to 1984, and dropped below 1 percent by the end of the decade.

To put productivity back on the road to steady increases, we need to increase use of technology and promote

the spread of high performance work organizations. High performance work organizations require high-skilled workers who can participate in decisions, operate computerized machines, understand statistical process control and contribute to cross-functional teams.

If employers can't find trained workers in Washington, they will look to other states or nations, or they will design new jobs so that high skills are less important and high wages are unnecessary. If we can't equip our workforce with the skills to succeed in high-wage jobs, our society will become increasingly polarized into skilled "haves" and unskilled "have-nots."



Growth in productivity is stagnating.



EXECUTIVE SUMMARY

The Workforce

Will We Have the Skills We Need?

The combination of slower growth in the number of new workers and accelerating growth in the number of women and minorities in the workforce bring together the moral imperative for equal opportunity and the economic imperative for better educated workers.

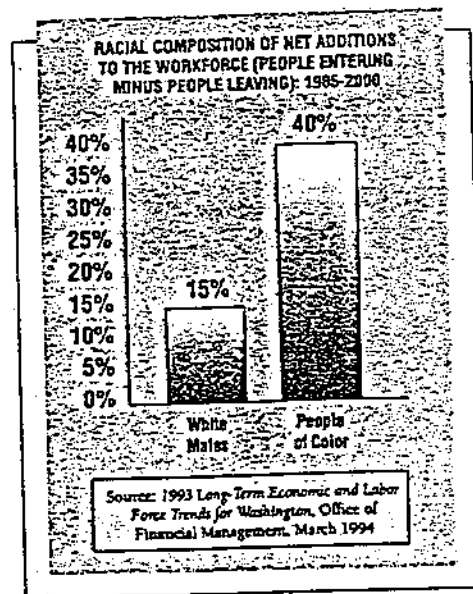
Two major population trends challenge our state's ability to provide skilled workers. Growth in the workforce is slowing, and an increasing percentage of new entrants to the workforce has less education and fewer skills than did new entrants in the past. Forty percent of the net additions to the workforce will be people of color, and more than half will be women.

If the supply of skilled workers is limited, Washington's future economic growth could be constrained. Shortages could develop, particularly in occupations which require technical training beyond the high school level.

To ensure an adequate supply of skilled workers, we will need to draw on those who in the past have been under-represented in both technical training programs and the workforce at large. The combination of slower growth in the number of new workers and accelerating growth in the number of women and minorities in the workforce bring together the moral imperative for equal opportu-

nity and the economic imperative for better educated workers.

In the decades ahead, we will not have any workers to waste. We will need to ensure that every child learns in school, that every student graduates from high school with strong basic skills, and that every graduate of high school and post-secondary education has the career counseling, training, and on-the-job experience he or she needs to make a successful transition from school to work. We will need to reach out to the thousands of women and people of color, as well as to people who are disabled or economically disadvantaged, and



People of color will make up a larger share of net additions to the workforce.

EXECUTIVE SUMMARY

*What an Ideal Workforce Training and Education System Would Look Like**The ideal workforce training and education system would:*

- Be customer driven — organized around the needs of students, workers and employers;
- Be easy to find and enter, and be designed so that people can move easily among and between programs, and between programs and the workplace;
- Meet the needs of all learners, including those who have been underserved in the past because of racial, ethnic or cultural differences; gender; disability or learning style;
- Provide support services such as career counseling, child care and financial aid to those who need them;
- Be competency-based, so that all students are able to master the skills and knowledge they need in as much or as little time as they need to do so;
- Be staffed by people who are prepared to teach a diverse student body, and who have relationships with employers that help them stay up to date on changes in their fields;
- Be coordinated with private sector training programs, with social and other services, and with economic development strategies;
- Be based on full partnerships between business, labor, and training and education representatives;
- Promote the dignity of work and the value of workforce training and education;
- Rely on the best labor market information, so that people acquire skills that local industries need;
- Provide students and workers with a foundation of basic skills that equip them to be lifelong learners; and
- Be accountable for results, and committed to using outcome measures to continuously improve program quality.

EXECUTIVE SUMMARY

We need to create a system in which every student has access to a variety of rigorous educational pathways that help students make the transition from school to productive employment and/or further training and education.

who are now underemployed or unemployed because they lack the education or job skills necessary to succeed in the workplace.

Our Workforce Training and Education System

Can We Rise to the Challenge?

Washington's workforce training and education system is diverse and complex. It encompasses more than 60 state and federal programs, hundreds of academic and technical institutions, and thousands of students and workers. Employers and private training organizations are partners in this enterprise in addition to being providers of employment and training services.

Our global competition-driven economy and the changing composition of our workforce are presenting this system with unprecedented new challenges. We need to create a seamless system of learning opportunities that starts with pre-school education and continues through the entire lifespan of every citizen and worker.

Education Reform

Our schools must use competency as the standard of student achievement. Students should progress when they have mastered the material at hand, rather than when an arbitrary time limit has been reached. We need to create a system in which every student has access to a variety of rigorous educational pathways that help students make the transition from school to productive employment and/or further training and education. And schools' success should be measured by what happens to all their graduates, not just by graduates' success in entering college, but in their pursuit of good jobs and appropriate post-secondary education or technical training as well.

With the passage of education reform legislation, we have begun adopting competency-based measures as the yardsticks of student achievement. The Legislature has incorporated school-to-work transition in education reform and has begun to bolster high school vocational and school-to-work transition programs with greater funding.



EXECUTIVE SUMMARY**A Customer-Focused Training and Employment System**

Thirteen state agencies administer at least 64 different and frequently overlapping programs for training and related services. The current complexity and insufficient coordination among and between these public programs are inhibiting effectiveness. Workforce training and education programs must become less fragmented and more focused on customers — students and other program participants, workers, and employers.

The customer now sees a bewildering array of piecemeal programs. Taken together with the diversity of public and private institutions that provide services, students face a maze of different eligibility requirements, forms to fill out and hoops to jump through. These obstacles discourage people from obtaining the services they need.

We are moving to more customer-focused employment and training services. For example, House Bill 1988 has provided funding for the retraining of thousands of dislocated workers at community and technical colleges, which are working with Private Industry Councils and Job Service Centers to integrate employment and support services. And, in

anticipation of federal legislation creating a customer-centered "re-employment" system, the Employment Security Department has begun planning an "integrated service delivery system" for the state, and has earmarked \$5 million of current funds to support pilot projects.

System-Wide Accountability Needed

Along with better coordination must come increased accountability for results. Washington State currently has separate accountability activities for each of our workforce training and education programs, but we do not have an accountability system. There are no agreed-upon measurable goals for the workforce training and education system as a whole, and no standards for collecting data in a consistent fashion from agency to agency. Without such a system it is difficult to assess our progress or effectiveness. In reaching our goals, however, efforts to improve accountability are underway in several state agencies, and accountability is a major focus of this plan.

Public/Private Partnerships

Washington's workforce training and education system is already very much a partnership between the public and private sectors. Private

Workforce training and education programs must become less fragmented and more focused on customers — students and other program participants, workers, and employers.

EXECUTIVE SUMMARY

As a result of Initiative 601, there will be little opportunity to use the general fund to implement new policies or programs, or to expand existing programs.

employers, along with the workers they hire, are the prime beneficiaries of the system. Private sector representatives advise the system's public institutions as members of formal advisory boards. The economic imperative for a trained and productive workforce, however, demands we expand and deepen these relationships to form even closer links between the public and private sectors.

Funding

Preliminary estimates indicate that Initiative 601 will limit state general fund expenditures to a level that may be insufficient to meet the cost of ongoing services and cost-of-living adjustments. As a result, there will be little opportunity to use the general fund to implement new policies or programs, or to expand existing programs. However, other areas of state spending — such as some trust funds — apparently are not covered by the Initiative. Also, the Initiative does not limit revenue, only spending. Because of these features of the Initiative, advocates of additional investment may turn to non-general fund sources of money or to tax

incentives that could affect private sector behavior without state expenditures.

Three Goals for Workforce Training and Education

This plan addresses three overarching goals:

- Ensuring that the people of Washington will succeed in an economy that requires higher levels of skill and knowledge,
- Ensuring that all Washington residents have opportunities to learn and to advance in their chosen field of work throughout their lifetimes, and
- Changing the way we learn and teach, so that all training and education programs are customer-driven, competency-based and focused on achieving results.

EXECUTIVE SUMMARY

The Most Urgently Needed Actions

Many changes in our attitudes and actions will be necessary to achieve these goals, and these changes are outlined and explained in this plan. Indeed, the goals and recommendations in this plan should guide the agencies of the workforce training and education system in budget and policy planning.

The most urgently needed actions are:

1. *Confirm a coherent vision of a system of lifelong learning:*

Within one year, the Governor should convene a summit of all statewide policy makers involved in education and job training for the purpose of confirming a shared vision for all education, from pre-school through adulthood.

2. *Develop a competency-based workforce training and education system:*

Within five years, workforce training and education agencies will develop student performance standards and assessments that are competency-based and transferable across all training

and education programs. Organizations responsible for professional development will make their programs competency-based.

3. *Serve the needs of an increasingly diverse population:*

Within two years, workforce training and education programs will develop goals and strategies for increasing the success rates of people of color, women and people with disabilities.

4. *Make workforce training and education accountable for continuous quality improvement in meeting customer needs:*

Within one year, WTECB, in collaboration with other agencies and partners of the workforce training and education system, will establish measurable goals, or benchmarks, for workforce training and education. Within two years, all workforce training and education programs will measure results in order to track progress toward these goals and to continuously improve programs and policies.

EXECUTIVE SUMMARY

5. *Increase public awareness about the importance of workforce training and education:*

For the next three years, WTECB, together with its partners in both the public and private sectors, will lead a statewide effort to engage the public in a discussion of the need for higher levels of skill and knowledge and the importance of personal and corporate responsibility for lifelong learning.

6. *Build partnerships between the private sector and workforce training and education, including work-based learning and skill standards:*

For the foreseeable future, WTECB, the workforce training and education agencies, and statewide associations of labor and business will collaborate in building the capacity of the private sector to participate in training and education policy and program development and implementation. The aims of such partnerships will include the integration of work-based learning with school-based learning, and the development of up-to-date occupational skill standards and assessments.

7. *Integrate employment- and training-related services so that they are easier to find and enter:*

The Governor should continue to take leadership to establish "one-stop" or integrated service delivery systems for employment- and training-related services.

8. *Consolidate programs where coordination and efficiencies can result:*

By January 1, 1995, WTECB will, as required by House Bill 1988, "conduct a study in consultation with the Higher Education Coordinating Board on the feasibility of: (a) redirecting all state and federal job training and retraining funds distributed in the state into a separate job training trust fund; and (b) distributing the funds according to uniform criteria."

9. *Coordinate workforce training and education with state and local economic development strategies:*

For the foreseeable future, the Department of Community, Trade and Economic Development and the workforce training and education system will promote the development of high perfor-

EXECUTIVE SUMMARY

mance work organizations by developing industry consortia in high value-added sectors of the economy, and providing them with assistance in employee training, human resource organization, ISO 9000 certification, export assistance and other services.

10. *Make the last years of high school part of a school-to-work transition system:*

Within five years, schools will provide educational "pathways" to students who have completed a Certificate of Mastery. These pathways will be organized around career majors that integrate academic and vocational learning, and school-based and work-based education. Essential learning requirements will be developed for the period between completion of the Certificate of Mastery and high school graduation.

11. *Improve the basic skills of today's workforce:*

Within the next year, the Adult Education Advisory Council and the State Board for Community and Technical Colleges should develop guidelines and policies

to increase the success rate and quality of adult basic skills education programs, and integrate basic skills instruction with occupational training.

Conclusion

As we embark on the arduous task of bringing the recommendations of this plan to life, we are mindful of the high stakes involved in meeting the challenge of change. We know how much a family-wage job means to every adult worker. We understand the importance of well-educated employees to Washington business owners. And perhaps most compelling, we understand that failure to achieve the goals of this plan will cripple the economic prospects of the people of our state.

Knowing what we face, we are confident that Washington has the leadership, energy and perseverance to make it to our destination: a world class workforce.

"If we, as a nation, cannot summon the will to give our children the knowledge and skills and values they need to take their place in the world, then we will be guilty of the worst kind of moral failure."

Frank Shrontz, chairman and CEO of the Boeing Company, April 13, 1994, at a national symposium on implementing the Certificate of Mastery concept.

Acknowledgements

The Workforce Training and Education Coordinating Board would like to recognize the organizations and individuals who assisted with the development of "High Skills, High Wages."

Organizations

Advisory Council on Adult Education	"Investing in People" Project Team	Washington State Apprenticeship and Training Council
Association of Washington Business	Jobs For the Future	Washington State Commission on African-American Affairs
Commission on Student Learning	Joint Council of Teamsters #28	Washington State Commission on Asian-American Affairs
Council on Vocational-Technical Education	National Conference of State Legislatures	Washington State Commission on Hispanic Affairs
Department of Labor & Industries	National Governors' Association	Washington State Institute for Public Policy
Department of Social & Health Services	Northwest Policy Center	Washington State Labor Council, AFL-CIO
Department of Community, Trade and Economic Development	Office of Financial Management	Washington Roundtable
Employment Security Department	Office of the Governor	Washington Vocational Association
Governor's Office of Indian Affairs	Office of the Superintendent of Public Instruction	Washington Women United
Higher Education Coordinating Board	State Board for Community and Technical Colleges	Workforce Training and Education Coordinating Board's "Action Option Work Groups"
Interagency Committee of the Workforce Training and Education Coordinating Board	State Board of Education	
	State Job Training Coordinating Council	
	Washington Federation of Private Vocational Schools	

With special thanks to the following individuals

Rick Adams	Tom Dooley	Susan Hosch	Donna Miller-Parker	Hugh Walkup
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Marilyn Ash	James Kelly	Jeff Johnson	Monty Multanen	Bob Watrus
Chuck Bailey	Clif Finch	Nancy Johnson	Midori Okazaki	Greg Weeks
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Mike Bjur	Evelyn Ganzglass	Alan Link	Al Rasp	Dwight Wood
Ann Bialock	Carver Gayton	Susan Longstreth	Jack Ray	Jay Wood
Gary Bodeutsch	Ivars Graudins	Kathleen Lopp	Roger Reidel	
Brian Bosworth	Pat Green	Tom Lopp	Loretta Seppanen	All those who testified at the hearings of the Comprehensive Plan
Linda Broderick	Suzanne Griffin	Larry Malo	Chiyuki Shannon	
Jack Brummel	David Habura	Jerry Martinez	Jane Sherman	
Philip Bussey	Mike Henderson	Alberta May	Ann Simons	
Lynn Cooke	Kay Hirai	Dan McConnon	Jean Six	
David Della	Steve Hodes	Israel David Mendoza	Harriet Van Duersen	

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INVESTING IN PEOPLE

STATE SUMMARY

West Virginia

In its proposal for the IIP Project, West Virginia outlined two primary challenges: 1) identifying appropriate markets, technology related to those markets, skills required to compete in those markets and means to achieving those skills and 2) serving "effectively and efficiently" the need of the state's rural population. Five goals were identified:

- creating a state, local and private partnership to achieve a customer-driven, results-oriented workforce development system;
- redesigning education and training programs so they are responsive;
- developing effective and efficient delivery of services to rural areas;
- increasing public awareness of the state's economic development vision; and
- identifying "best in class" market areas.

Legislation for an oversight entity, the Governor's Workforce Development Council was drafted and passed through the state legislature in February. The Legislation called for direct coordination with the state's Investing in People initiative and with the state's Federal School-to-Work Opportunities initiative. The council will be solely responsible for the oversight and coordination of all workforce development in the state.

Guidelines for the creation of career centers will fall under the jurisdiction of the GWFDC. The team's subgroup on one-stop shopping has begun taking one action: the development of a joint application between the state's community college and vocational education system and its employment services division for a statewide counseling, assessment and referral contract through JTPA.

In February, the school-to-work subgroup recommended to the governor the creation of a school-to-work task force. The team has evaluated the methods for integrating activities involved in the school-to-work initiative with the broader initiatives to be undertaken by the GWFDC.

In the final analysis, the team's activities have focused largely on developing the capacity of the state to carry forward the initiatives that were started under the auspices of the Investing in People Project.

SENATE BILL NO. 19

(By Senators Burdette, Mr. President, and Boley,
By Request of the Executive)

[Introduced January 14, 1994; referred to the
Committee on Government Organization.]

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10 A BILL to amend chapter five of the code of West Virginia, one
11 thousand nine hundred thirty-one, as amended, by adding
12 thereto a new article, designated article twenty-three,
13 relating to creation of a governor's work force development
14 council.

15 Be it enacted by the Legislature of West Virginia:

16 That chapter five of the code of West Virginia, one thousand
17 nine hundred thirty-one, as amended, be amended by adding thereto
18 a new article, designated article twenty-three, to read as
19 follows:

20 ARTICLE 23. GOVERNOR'S WORK FORCE DEVELOPMENT COUNCIL.

21 §5-23-1. Governor's work force development council created;
22 legislative findings; purpose of council; quarterly reports;
23 conclusion of work.

24 (a) The Legislature finds that new technologies, production
25 processes and management structures are redefining skill needs
26 in the work place from narrow, mindless, repetitive duties to

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1 knowing how to learn, perform multiple duties, communicate,
2 perform effectively as part of a work team, think creatively and
3 solve problems. These changes have profound significance for
4 both our traditional educational systems and our systems for
5 upgrading the skills of the existing work force. An estimated
6 seventy-five percent of the work force in the year two thousand
7 will consist of persons who are already in the work force.
8 However, over one-quarter of West Virginians between the ages of
9 eighteen and sixty-four do not have a high school diploma and
10 nearly two-thirds have less than two years of postsecondary
11 education. The association between skills and opportunity for
12 individual Americans is powerful and growing. Individuals with
13 poor skills are faced with low earnings and limited choices.
14 West Virginia must develop an evolving education and job training
15 system that helps West Virginians become economically
16 self-sufficient and competitive through a continued lifelong
17 learning process. West Virginia currently spends a significant
18 amount of state and federal dollars on education and training
19 programs, but such programs are spread over several different
20 agencies in several different departments. The opportunities for
21 slippage, service gaps and mismatch in the educational continuum
22 required for gaining and maintaining competitive work force
23 skills are unsatisfactory. West Virginia must look to
24 improvements in its current efforts in developing the needed
25 lifelong learning system.

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1 The Legislature further finds that West Virginia lacks a work
 2 force development system which is adequately responsive to the
 3 needs of employers seeking to start, expand or improve the
 4 competitiveness of their enterprises in the state through
 5 measures which include appropriate education and training
 6 programs to improve the competitiveness of their work force.

7 (b) Therefore, the governor's work force development council
 8 is hereby created to develop and implement a plan of action to
 9 address the findings set forth in this section. At a minimum,
 10 such plan of action shall accomplish the following:

11 (1) Common core competencies and competency certificates for
 12 all education and training programs which are based on universal
 13 and transferable work place skill requirements and will serve as
 14 a warranty to employers that the worker possesses the core work
 15 place skills needed to be an effective employee;

16 (2) Strong linkages between public education, higher
 17 education, and the wide range of state job training programs to
 18 ensure that West Virginians receive the maximum benefit from work
 19 force development resources and maintain sufficient options to
 20 pursue their career goals;

21 (3) Strong coordination with state, local and regional
 22 economic development strategies and the work force needs of
 23 employers to ensure that work force development programs lead to
 24 viable employment opportunities, including curricular and
 25 programmatic flexibility to ensure that instructional programs
 26 will be easily and routinely modified, added and eliminated to

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1 reflect changing work force skill requirements and job
2 opportunities;

3 (4) Client focused service delivery which provides easy
4 access for individuals and businesses to appropriate,
5 professional, nonstigmatizing work force education and training
6 assistance which helps them achieve their goals as quickly as
7 possible;

8 (5) Modification, consolidation or elimination of
9 conflicting, duplicative and unnecessary work force development
10 programs, delivery systems and administration, including any
11 areas in which federal program waivers are needed to improve
12 service delivery; and

13 (6) Designation of those communities that have developed
14 integrated workforce development systems as work force ready
15 zones.

16 (c) The governor's work force development council shall be
17 composed of the governor, who shall be the chair of the council,
18 or the governor's chief of staff serving as the governor's
19 designee; the secretary of commerce, labor and environmental
20 resources, or the director of the bureau of employment programs
21 serving as the secretary's designee; the secretary of education
22 and the arts, or the assistant director for community colleges in
23 the higher education central office serving as the secretary's
24 designee; the secretary of health and human resources, or the
25 director of the office of work and training serving as the
26 secretary's designee; the state superintendent of schools, or the

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1 assistant superintendent for technical and adult education
2 serving as the superintendent's designee; the chair of the West
3 Virginia development council, or another private sector member of
4 the council serving as the chair's designee; a labor
5 representative who shall be a member of the joint apprenticeship
6 and training council appointed by the governor; a small business
7 representative who shall be from a firm with twenty-five or less
8 employees appointed by the governor; an industry representative
9 appointed by the governor; and the chair of the joint commission
10 for vocational-technical-occupational education, or the executive
11 director of the joint commission serving as the chair's designee.

12 (d) Beginning in the first quarter of the fiscal year, one
13 thousand nine hundred ninety-four -- ninety-five, the governor's
14 work force development council shall make quarterly reports to
15 the Legislature at such time and in such form as the president of
16 the Senate and the speaker of the House of Delegates shall
17 direct. Such quarterly reports shall advise the Legislature of
18 the progress of the council in developing a plan of action, of
19 its accomplishments in implementing such plan and of problem
20 areas or potential problem areas, including recommendations to
21 the Legislature regarding the need for statutory amendments and
22 the appropriate level of budgetary, regulatory and/or
23 administrative authority of the council to improve
24 accountability, coordination and performance throughout the
25 state's work force development system.

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1 On or before the thirtieth day of November, one thousand nine
2 hundred ninety-five, the governor's work force development
3 council as created and composed under the provisions of this
4 article shall conclude its work with the issuance of a final
5 report summarizing its accomplishments and its recommendations
6 for ensuring continued progress in the development of work force
7 competitiveness in West Virginia, including continuation of the
8 council in the same or a modified form, or an alternative
9 oversight structure, as it deems appropriate.

10 (e) To achieve greater efficiency in the blending of
11 resources in public and postsecondary education, technical and
12 adult education, job training partnership act, job opportunities
13 and basic skills, employment services and other work force
14 development programs, the governor's work force development
15 council and the state steering committee for development and
16 implementation of a statewide school-to-work opportunities system
17 shall coordinate their work to the extent feasible and desirable.
18 West Virginia's vision that all West Virginians will possess a
19 core of knowledge, skills and personal attributes that enables
20 them to make smooth transitions among the changing career
21 opportunities and job requirements brought about by changing
22 technologies and international competitiveness has implications
23 for both the formal systems of public and higher education and
24 the large variety of education and training programs for students
25 and adults preparing for entry into the work force, retraining
26 for new careers, or updating their work force skills. While the

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1 development of a school-to-work opportunities system is targeted
 2 primarily at the formal educational systems, the huge need for
 3 maintaining a competitive work force dictates consideration of a
 4 melding of resources in the development of these separate
 5 initiatives.

6 NOTE: The purpose of this bill is to create a
 7 Governor's Work Force Development Council which will develop
 8 and implement a plan of action to improve accountability,
 9 coordination and performance throughout the state's work
 10 force development system. The Council will focus on major
 11 areas identified by the Legislature's "Investing In People"
 12 initiative and will coordinate with the state's federal
 13 School-to-Work Opportunities System initiative.

14 The Governor's Work Force Development Council will be
 15 composed of the Governor, the Secretaries of Commerce, Labor
 16 and Environmental Resources, Education and the Arts, and
 17 Health and Human Resources, the Chair of the West Virginia
 18 Development Council, the State Superintendent of Schools, a
 19 labor representative, a small business representative, an
 20 industry representative and the Chair of the Joint
 21 Commission for Vocational-Occupational-Technical Education
 22 or their designees as specified in the bill. The Council
 23 will make quarterly reports to the Legislature beginning
 24 July 1, 1994 and will conclude its work on or before
 25 November 30, 1995, with the issuance of a final report.

26 This article is new; therefore, strike-throughs and
 27 underscoring have been omitted.

Monthly Team Progress Report Format

Investing in People Project - Monthly State Reports

State: _____

Month _____

1. Has your team or subcommittee of your team, met this month? If yes, for what purpose? If no, when will they be meeting again?

2. What progress has been made in this past month toward achievement of your IIP vision or goals? What were your most significant accomplishments over the last month? (Use bullets but be specific, i.e. Commerce Committee reviewed draft legislation.)

3. What changes, if any, have you had to make in your workplan? What, if any, significant hurdles have you faced in the last month?

4. Do you consider your team to be on schedule in terms of achieving your goals?

5. Is there any specific way your trail guides or other IIP staff can be of further assistance at this time?

SECTION 6. Post Institute II: State Activities

Activities

State activities after the second Institute focused on the final step in the Investing in People process: implementation. As the enclosed summaries of individual state activities indicate, the IIP states realized a great deal of success in implementing their goals. Teams met regularly to update members on progress toward team goals, but much of the team activity was being driven by sub committees and team members directly involved in the legislative process.

Three states, Connecticut, Kentucky and West Virginia passed legislation. Connecticut's legislation outlines public incentives for high performance work organization, employment and training provisions, and school-to-work career certification. It was passed in Connecticut's house with only one dissenting vote and passed in the state senate unanimously. Kentucky passed legislation that established the Workforce Development Cabinet as the responsible party for the administration of an adult education learning system. The legislation includes provisions for the development of performance measures and benchmarks for workforce development. Finally, West Virginia passed legislation establishing a state Human Resource Investment Council in the early spring of 1994. The council has already begun implementing other initiatives designed by West Virginia's IIP team concerning the school-to-work transition, and career centers.

Washington attempted to pass legislation supporting the delivery of modernization services to key industries, but given the short time frame between the second Institute and Washington's legislative sessions, the proposed legislation did not win passage. Still, the Washington team, because several of its members were on Washington's Workforce Training and Education Coordinating Board, did manage to include many of the principles learned through the IIP project into Washington's comprehensive plan for workforce training and education. The team is revising its high performance work legislation for introduction in the 1995 legislative session. The Iowa team, whose goals focused on building support for workforce development efforts in the state, sent team members around the state to give presentations on the issues that were discussed in the IIP project. The team was able to get the state senate to appropriate funds for the designation of a workforce development coordinator, the creation of local career centers and for the purchase of an integrated information system. These items were all recommended by the Iowa State Human Investment Policy Council, which was commissioned in 1992 to study and make recommendations on workforce development. The recommendations were legislatively mandated in mid-1993, but had never received the funding needed. For more detailed information see the section entitled "Investing in People Case Studies" in the publication, *Working Together For a Better Workforce: A Handbook for State Team Decision Making* located in Section 1 of this curriculum.

Trail Guides

Over the course of the six months between the second Policy Institute and the project wrap-up, trail guides made extensive contact with the state teams. Trail guides reviewed legislation, set-up in-state visits by faculty, other consultants and even non-IIP state policy makers. They visited the states to speak or facilitate meetings. As states were drafting legislation, trail guides provided the drafters with existing legislation and plans from other states, and provided a research capacity that the states generally did not have.

Faculty

There was significant use of faculty after the second Policy Institute. Brian Bosworth was called to Washington to review legislation and to Iowa to give a presentation on high performance work to non-IIP state policy makers. Hilary Pennington was asked to review Connecticut's school-to-work legislation and Joe Cortright was invited to give a presentation on Oregon's Benchmarking process to the Washington state legislature.

Successes and Shortcomings

The second Institute was extremely helpful to states in terms of providing them with an opportunity to solidify implementation plans, but it was too close to the start of the legislative session (many of which began in early January) for some states to have the necessary legislative planning time. A number of participating states felt rushed in their efforts to get their legislation prepared. Faculty members were in high demand in this phase of the project, yet planning the optimal use of their time was sometimes difficult with no pre-established parameters as to when and how faculty would be used.

Because of the commitment by the states, dedication of the trail guides and flexibility of the faculty, all of the states realized some level of success. More than anything else, in pushing toward their goals, the state teams developed an understanding of the effectiveness of working together and made commitments to continue the team efforts initiated in the IIP project well after the project was finished.

Enclosed

Summary of Connecticut Team Activities after the Second Institute

Connecticut's Substitute House Bill No. 5086, Public Act No. 94-116

Summary of Iowa's Team Activities after the Second Institute

Summary of Kentucky's Team Activities after the Second Institute

Kentucky House Bill 475 and Senate Bill 195: Creating a Workforce Training System for Kentucky

Summary of Washington's Team Activities after the Second Institute

High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education (Executive Summary)

Summary of West Virginia's Team Activities after the Second Institute

West Virginia's Senate Bill No. 19

Monthly Team Progress Report Format