

WORKFORCE STRATEGIC PLAN

# UNLOCKING CONNECTICUT'S GROWTH POTENTIAL

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## Who We Are

The Governor's Workforce Council, the state's Workforce Development Board, was established in October 2019, under Executive Order No. 4, behind Governor Lamont's drive to build a more coordinated and effective approach to workforce development. In 2020, Connecticut established the **Office of Workforce Strategy** as an independent agency to serve as the staff to the Governor's Workforce Council and to provide strategic guidance on workforce initiatives and investments across the state.



### OUR VISION

Make Workforce Work for Everyone

### OUR MISSION

Ensure all individuals, regardless of background, have a seamless and supported pathway from education and training to a good job, and that every business has the talent they need to innovate and thrive.



### OUR APPROACH

- Aligning the expertise and resources of the public, private and nonprofit sectors;
- Preparing talent to fill current and future workforce needs across all industries;
- Expanding economic opportunity to individuals from marginalized communities through comprehensive education, training and supports
- Measuring what works and championing strategies and programs that enable the greatest impact



Dear Fellow Connecticut Residents,

The pandemic upended every aspect of life as we know it — from school and work to health and safety. Over two months, the economy fell from record highs to record lows. In 2020, more than 100,000 jobs were lost.

Fast forward four years and Connecticut's economy is thriving. In 2022, our economy was the 7th fastest growing in the US. If Connecticut was its own country, our per capita GDP would rank us #8 in the world. As I write this letter, we have 81,000 open jobs in the state, down from ~100,000 a year ago — a positive sign that we are back to pre-COVID norms when job openings hovered around 64,000.

The engine of a thriving Connecticut economy is a skilled workforce. That's why workforce is number one on my agenda and why I launched the Governor's Workforce Council in 2019. I am thankful to the 54 Council members from industry, labor, education, government, and community organizations that provide their expertise to ensure that Connecticut continues to have the best workforce in the nation.

Workforce is also number one on the business agenda. Over the last two years, more than 450 businesses have joined 14 Regional Sector Partnerships in health care, information technology, bioscience, manufacturing, infrastructure, and logistics. RSPs are collaboratively addressing the needs of local employers and job seekers, with each championing an agenda for developing talent pipelines. These employers are doing so with education and nonprofit leaders, to define key workforce skills and develop regional programming to develop those skills.

As we continue to build a demand-driven workforce system that responds to the skill needs of employers, we maintain an unwavering commitment to diversity, equity, and inclusion. While Connecticut was far ahead of other states in managing the COVID crisis, the disproportionately negative impacts on historically underserved communities, people of color and women, was devastating and alarming. As we build back post-COVID, we do so with renewed purpose to pave the way for a more equitable and inclusive future for us all.

I am proud of the significant progress our state's flagship workforce program — Career Connect — is making to put all people to work in high quality jobs. This \$70M initiative is providing training to unemployed and underemployed individuals, helping them overcome barriers to participation by providing comprehensive support services, including transportation, childcare, and housing. We are now more than halfway to our goal of training 6,000 individuals by June 2025; the vast majority of whom live in communities experiencing high unemployment and are now working in good jobs in health care, manufacturing, IT and more.

This effort is just one example of the remarkable strides our state has made in strengthening our workforce and is a demonstration of what we can achieve when we all work together. There is no single entity that can solve workforce challenges on its own. When we effectively align resources, measure outcomes, and scale what works, we come closer to our ideal of enabling all residents of Connecticut to support themselves and their families, to experience the dignity of work, and to contribute to the civic and economic life of our great state.

I am immensely proud of what we have accomplished. But there's a lot more to do, and this plan sets forth a set of ambitious workforce development goals and a set of strategies to achieve them.

It is now our collective responsibility — as leaders in government, industry, labor, education, workforce development, and community organizations — to work collaboratively to achieve our goals. Fueled by our shared vision, our urgency to act, and our love of Connecticut, I have no doubt that we will realize a more robust, resilient, and equitable economy that works for all our residents and serves as a model for the nation.

Thank you for all you do.

Sincerely,

**Ned Lamont**, Governor

## Letter from the Chair and Vice-Chair

In the four years since we published our inaugural Strategic Plan, we have made great progress toward our agenda of ensuring that every Connecticut resident has equitable access to a rewarding career – and that every business has the skilled talent to innovate and thrive.

Many of our achievements have driven forward the 19 priorities articulated in the original plan.

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In the pages ahead, we have attempted to lay out where we have made progress. We've also highlighted the strategies that are shaping the work ahead, highlighting some, but certainly not all, of the exemplary initiatives underway.

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One opportunity that we could not have anticipated when writing the original plan was the unprecedented investment of federal dollars from the CARES Act and the American Rescue Plan Act, which were intended to respond to the negative economic impacts of the COVID-19 pandemic. Through this funding, we launched Career ConneCT, which represents the largest state investment in workforce development, and is well on its way to training 6,000 individuals by the end of 2025.

Connecticut also received \$23.9M from the federal Economic Development Administration's Good Jobs Challenge, the largest grant in the nation, to invest in industry-driven regional sector partnerships and train and place 2,000 individuals in high-quality jobs.

Because of this work and so much more, over the last four years, industry engagement has not only soared, it has deepened. Through 14 Regional Sector Partnerships (and growing), more than 450 businesses are working with workforce boards, education institutions, training organizations and community-based organizations, to enhance career pathways for youth and adults.

But what is most notable about our work is not the progress we have made against a set of individual activities, but rather how we have worked with intention to design a better workforce development system. Our renewed strategy aligns the workforce system across two foundation pillars and three strategic pillars:

#### FOUNDATIONAL PILLARS

- Data and Accountability
- Diversity, Equity, Inclusion and Accessibility

#### STRATEGIC PILLARS

- Career Pathways
- Sector-Based Training
- Industry Leadership

Every one of our workforce development efforts is intentionally a collaboration between government, business, education, workforce development, and community-based organizations, working in lockstep to develop policies and programs that address employer needs and uplift underserved communities. In all our efforts, we are steadfast in our commitment to eliminating barriers to individual participation in workforce opportunities by providing supports that include transportation, childcare, and more.

We're proud of the work we've accomplished in collaboration with our key partners but remain acutely aware of the significant work that remains ahead. We invite you to read more about what we've done, and more importantly, about our goals and strategies moving forward to realize a workforce system that works for all residents.

Sincerely,

**Ryan Drajewicz**  
GWC Chair

**Kelli-Marie Vallieres, PhD**  
GWC Vice-Chair

## Our Goals

### ● **Goal 1:**

*Fill Critical Shortage Areas with Globally Competitive Talent*

#### **Key Performance Indicators**

- Lower persistent job openings in high-growth occupations within key industry sectors, including but not limited to healthcare, advanced manufacturing, clean energy, and information technology
- Growth in the number of training-education-business partnerships focused on talent development in key sectors

### ● **Goal 2:**

*Reduce Barriers to Entry and Participation for Marginalized Populations, including BIPoC, Re-entry, People with Disabilities, youth, women, immigrants and refugees*

#### **Key Performance Indicators**

- Increase in wages by specific population
- Increase in employment in high-quality jobs by specific population
- Increase in industry-recognized credential attainment by specific population
- Increase in postsecondary degree attainment aligned to industry needs by specific population

### ● **Goal 3:**

*Create a Data-Driven Workforce System*

#### **Key Performance Indicators**

- Access to real-time data for effective decision-making and reporting
- Provide programmatic outcomes to students and job seekers to enable them to make informed decisions on education and training

# Strategic Pillars

*The key to unlocking the potential of our workforce*

**Aligning Connecticut's Workforce.** OWS has overall responsibility for a workforce development system that has \$XB in federal and state dollars. Through the Governor's Workforce Cabinet, OWS coordinates the efforts of the many state agencies administering these dollars, while also integrating the expertise and resources of the broader ecosystem of businesses, education institutions, and community-based organizations. These efforts have aligned all key stakeholders around a common vision and approach to building an equitable workforce development system that enables all Connecticut residents to attain family-sustaining jobs and supports all employers in hiring and retaining the very best talent.

## **DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY**

Intentionally investing in historically marginalized communities to enable them to overcome barriers to education and training that lead to good jobs.

## **DATA & ACCOUNTABILITY**

Centralizing access to data to enable policymakers to make better decisions about which strategies and programs to continue to invest in and scale, and to enable job seekers to identify effective education and training programs that meet their interests and needs.

## **INDUSTRY LEADERSHIP**

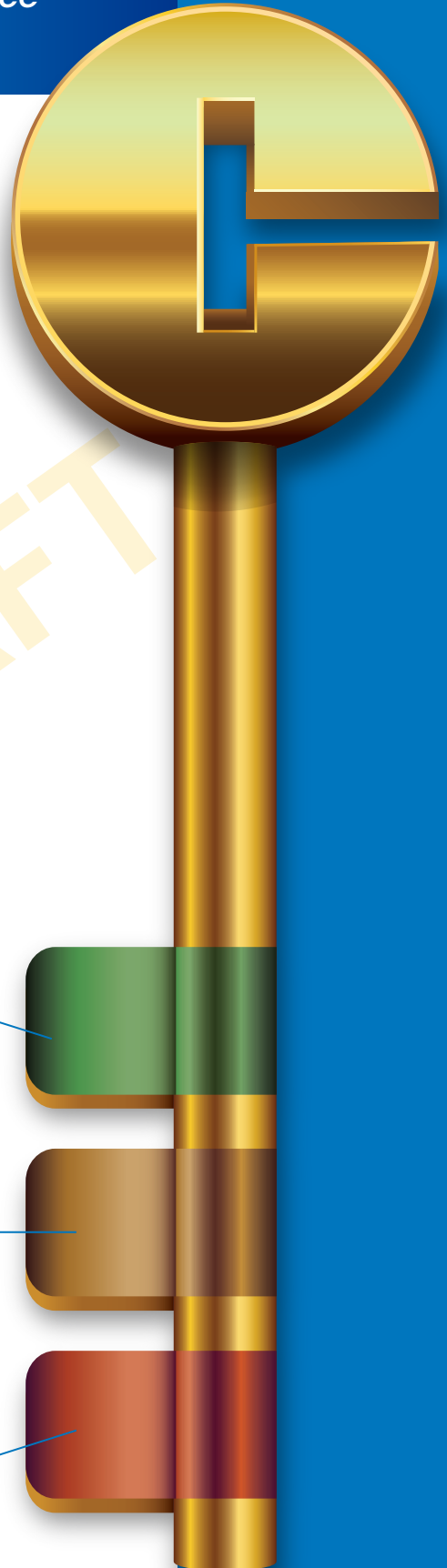
Engaging employers in identifying workforce needs and collaborating with government, K12, higher education and community-based organizations to develop talent.

## **EDUCATION AND CAREER PATHWAYS**

Combining academic, technical, and professional education with relevant work-based learning experiences from K-12 and post-secondary through career retraining.

## **SECTOR TRAINING**

Upskilling and reskilling to align the skill needs of high-growth industries with the interests of individual workers.



# Pillars

## *Foundational Pillar:*

### **DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY**

#### **Future State**

A workforce system that provides equitable access to high-quality jobs and reflects the diversity of its population.

#### **Strategies**

- Eliminate barriers to participation in education and training by reducing benefits cliffs and providing supports that include child care, transportation, and housing.
- Close the basic skills gap to ensure that all individuals have the foundational academic, digital, and professional skills required for work.

## *Foundational Pillar:*

### **DATA & ACCOUNTABILITY**

#### **Future State**

A workforce development system in which all decisions are informed by comprehensive, up-to-date data.

#### **Strategies**

- Develop an integrated data system that provides access to workforce development data across stakeholder agencies in real-time for effective decision making and reporting.
- Provide all Connecticut residents with a virtual, one-stop shop with comprehensive and easy-to-navigate education, training and job tools and resources, along with case management, access to wrap-around supports and job placement.

## *Strategic Pillar:*

### **INDUSTRY LEADERSHIP**

#### **Future State**

Industry-driven workforce system, in which employers are informing curriculum, training and educational credentials, providing work-based learning opportunities, and a committing to making every job a good job.

#### **Strategies**

- Expand participation in and the number of Regional Sector Partnerships to address local talent needs.
- Work with employers to make every job a good job
- Adopt inclusive hiring practices, including skills-based hiring across all employers

## *Strategic Pillar:*

### **EDUCATION AND CAREER PATHWAYS**

#### **Future State**

All students – regardless of their postsecondary education plans, have access to career pathways aligned to their interests and the needs of Connecticut's industries.

#### **Strategies**

- Provide all students with seamless pathways from K-12 to college and career through dual and concurrent enrollment opportunities.
- Expand career pathways programs leading to industry-recognized credentials to give all students early exposure and access to employment in high-growth industries.
- Build higher education and industry partnerships aligned to industry needs.

## *Strategic Pillar:*

### **SECTOR TRAINING**

#### **Future State**

All individuals have access to, and the supports necessary to participate in, high-quality, short-term training with stackable industry-recognized credentials that lead to in-demand jobs and a bridge to post-secondary attainment.

#### **Strategies**

- Expand short-term training programs that provide supportive services that lead to industry-recognized credentials and employment in a good job.
- Expand Registered Apprenticeships in key industry areas.
- Partner with employers to upskill their current workforce to respond to evolving needs and enhance retention and promotion strategies.



## FOUNDATIONAL PILLAR

# DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY

### FUTURE STATE

A workforce system that provides equitable access to high-quality jobs and reflects the diversity of its population.

### KEY STRATEGIES

- Eliminate barriers to participation in education and training by reducing benefits cliffs and providing supports that include child care, transportation, and housing.
- Close the basic skills gap to ensure that all individuals have the foundational academic, digital, and professional skills required for work.



THE CONTEXT

Foundational to All Workforce Development

168K

underemployed  
workers in CT,  
mostly from  
underserved  
populations

Diversity, equity, inclusion, and accessibility (DEIA) are foundational to Connecticut’s workforce development efforts. Our efforts center on ensuring that underserved populations with lower workforce participation rates get the education, training, and supports they need to attain quality jobs that provide themselves and their families on a career pathway to a living wage.

**Focusing on DEIA is an economic imperative.** Connecticut has more open jobs than we have skilled job seekers to fill them. Although our labor participation rate is comparable to other states – averaging 64% – labor participation rates for specific populations, especially those from marginalized groups, remains low.

According to a recent report from *Opportunity at Work*, there are approximately 168,000 underemployed workers in the state, predominantly from underserved populations. By providing education and training as well as targeted support to individuals who are not fully engaged in the labor market, we expand the labor pool and provide businesses with the talent they need to compete.

**Focusing on DEIA is also a civic imperative.** All residents deserve opportunities to create better futures for themselves and their families, to enrich the communities in which they live, and to contribute to the economic and social vitality of the state.



## Focus Populations for Our DEIA Efforts



### BiPoC

BiPoC communities generally experience poorer education and health outcomes, higher unemployment, and persistent racism and discrimination. Black and Hispanic males, in particular, experience disproportionately high unemployment and incarceration rates, reflecting systemic barriers to employment and economic participation.

### Veterans

Veterans may face physical and mental health challenges and often encounter obstacles in translating their military skills to the civilian job market, all of which result in difficulties in finding employment.

### Returning Citizens

Those re-entering the workforce after incarceration struggle against stigma, lack of access to technical job training and employability skills programs, and legal barriers that limit employment. These barriers contribute to high recidivism and underemployment.

**60%+**

of returning citizens in CT face significant employment barriers within the first year of their re-entry.

### Opportunity Youth

According to the Dalio Foundation, 19% of Connecticut's 14- to 26-year-olds were either at-risk or disconnected in 2021–2022. Barriers such as lack of access to quality education, technical job and employability skills training, mental health programs, and mentorship opportunities prevent these youths from participating in the workforce.

### Women

Wage gaps, underrepresentation in leadership roles, and inadequate support for work-life balance are key challenges for women. These issues are compounded for women of color and those with care-giving responsibilities.

### Persons with Disabilities

This population frequently faces workplace accessibility issues, discrimination, and a lack of tailored support services, leading to lower employment rates and limited career advancement opportunities.

### Immigrants and Refugees

Some of the key challenges facing immigrants and refugees include language and cultural barriers, post-traumatic stress, lack of support for legal pathways to citizenship, credentials and job experiences that do not translate to the US context, and outright discrimination.

**KEY STRATEGY** Eliminate barriers to education and training by reducing benefits cliffs and providing supports that include child care, transportation, and housing.

Many individuals face barriers to participation in education and training that are not of their own making. We are committed to ensuring that all individuals have the supports they need to overcome these barriers, including access to high-quality childcare, affordable housing, accessible transportation and more.

**EXEMPLAR | Benefits Cliffs**

For some families, an increase in wages puts their household above the eligibility limits for public assistance programs. This sudden loss of benefits can create a “benefits cliff” – where a family is financially worse off after an increase in income.



**Quick Example of a Benefits Cliff:**

A single parent with two children is offered a .10 per hour wage increase. But just that amount puts her over the limit for continuing to receive child care subsidy. So a roughly \$200 increase in annual income would cost her a \$9,000 loss in child care subsidy.

Not only do these cliffs cause direct financial harm to families, but the complexity of state and federal public assistance eligibility creates uncertainty as to when these cliffs may happen. These factors combined create a significant disincentive for individuals to embark on career paths that lead to long-term increases in income and economic security.

In addition to impacting household economic stability and individual career growth, they also contribute to the workforce shortage as fewer workers are adequately trained for middle-skill jobs. This creates an untapped workforce of individuals who are not able to complete workforce training or gain the on-the-job experience needed to move up the career ladder. Thus, benefits cliffs can limit economic growth as businesses are unable to meet their hiring needs and families are prevented from moving up the income ladder.

With this challenge in mind, Connecticut’s [Two Generational Initiative \(2Gen\)](#) partnered with the Atlanta Federal Reserve to build a dashboard that calculates when benefits cliffs will occur for families based on their household composition and income. In addition, this tool allows career counselors to work with families to help them understand the impact that a career change may have on their eligibility for public assistance – reducing the uncertainty of a career change.

2Gen is now leading the initial design work for a pilot initiative to explore ways in which the impact of benefits cliffs can be mitigated for families in Connecticut.

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**KEY STRATEGY** Eliminate barriers to education and training by reducing benefits cliffs and providing supports that include child care, transportation, and housing (cont.)

**EXEMPLAR | Blue Ribbon Panel on Child Care**

Access to high-quality child care is essential for a parent’s ability to participate and advance in the workforce. When parents have reliable childcare arrangements, they can focus on their careers without worrying about their children’s well-being.

The Blue Ribbon Panel on Child Care, initiated by Governor Ned Lamont’s Executive Order in 2023, was charged with developing a 5-year strategic plan for a child care system that works for families, providers, and Connecticut’s economy.

Representing over a year of work and incorporating extensive feedback, the [Blue Ribbon Panel on Child Care Report](#), provides a vision for CT’s early child care education (ECE) infrastructure centered around four integrated goals.



- **Goal 1: Workforce and Quality**  
Invest in and support the retention and recruitment of a professional, high-quality ECE workforce, and program supports and standards that increase the number of high-quality settings.
- **Goal 2: Equitable and Affordable Access**  
Increase equitable and affordable access to high-quality programs that meet a range of family needs.
- **Goal 3: Systems**  
Develop an agile, flexible, and responsive high-quality ECE system that maximizes current resources and supports economically viable programs.
- **Goal 4: Funding**  
Build a well-funded, sustainable ECE funding system that is poised to efficiently leverage future investment.

**EXEMPLAR | Family Child Care Apprenticeship**

According to a report by DataHaven and United Way of Connecticut, there are 40,000 openings for children at child care facilities across Connecticut that are going unfilled because of a lack of childcare workers.

To help alleviate this shortage, the Connecticut Department of Labor, Office of Early Childhood and CSEA SEIU Local 2001 launched the Family Child Care Registered Apprenticeship Program, designed to attract more people to the field and improve the quality of home-based child care.

The program was created with the goals of partnering with families and communities to create culturally and linguistically appropriate care for their children, improving the quality of early care and education by offering coursework in child development, and valuing the important work that child care providers perform within their communities.

Registered apprentices earn while they learn. This federally backed workforce training program requires a minimum of 2,000 hours working on the job and hundreds of hours of classroom learning. Upon completion of the Family Child Care Registered Apprenticeship Program, family child care providers will have the Child Development Associate and National Association for Family Child Care credentials. These credentials raise the wages for providers, improve future earning power, and lift the quality of the home-based early childhood education programs.

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**KEY STRATEGY** Eliminate barriers to education and training by reducing benefits cliffs and providing supports that include child care, transportation, and housing (cont.)

**EXEMPLAR | Reliable and Affordable Transportation**

Access to reliable, affordable transportation is out of reach for many underserved populations. The cost of obtaining a driver’s license, insurance, and a reliable vehicle prohibits many people from engaging in educational and skills training programs and/or employment.

This issue is acute in more rural areas of the state where public transportation is limited. However, even in regions with public transportation, additional barriers such as schedules and destinations prohibit the use of these options.

OWS, working with the Department of Transportation, 2Gen, and the Department of Labor, is conducting a research project on transportation, including:

- a landscape analysis of existing transportation demand, capacities, and gaps;
- analysis of state-funded options to be scaled; and
- creation of 2-3 car-based options that could be piloted.



**EXEMPLAR | UniteCT Workforce Rental Assistance Program**

Housing insecurity and employment insecurity are inextricably linked. Individuals experiencing housing instability are more challenged to maintain employment and more likely to face job loss.



The [UniteCT Workforce Rental Assistance Program](#) supported by the Department of Housing, is providing up to three months of rental assistance for qualifying participants registered in a workforce training program in Connecticut.

Tenants who have a household income at or below 80% of their town’s Area Median Income (AMI) qualify and have the opportunity to receive additional assistance.

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**KEY STRATEGY**

**Close the basic skills gap to ensure that all individuals have the foundational academic, digital, and professional skills required for work.**

In Connecticut, 240,202 individuals, more than 10% of the state’s population, do not hold a high school credential, of which 210,310 individuals, or 4% of the state’s population, are not proficient in English – prerequisites to participating in most education and training programs and to attaining a high-quality job. Despite these numbers and the fact that adults that participate in Connecticut’s adult education programs demonstrate increased enrollment in postsecondary education and training, as well as increased employment rates and earnings, in 2021-22, only 3,303 individuals were enrolled in adult secondary education programs, and 9,752 individuals were enrolled in English Language Acquisition Programs. In addition, only 183 participants were enrolled in integrated education and training programs that combine adult basic education with occupational training – which helps learners understand how what they are learning applies to real-world jobs, making their learning more relevant and engaging.

**EXEMPLAR | Basic Skills Remediation Pilots**

Twenty percent of adults with a high school diploma or equivalency require remedial education but because they have a high school diploma, they do not qualify for free adult basic adult basic education programs. That leaves the financially vulnerable unable to acquire basic skills that are foundational to participating in training programs that can lead to meaningful jobs.

Beginning in 2024, two regional Workforce Development Boards – Capital Workforce Partners and Northwest Regional Workforce Investment Board – are conducting Basic Skills Remediation Pilot Programs for adults who have a high school diploma or equivalent and are in need of access to no-cost basic skills remediation in order to pursue occupational training programs in manufacturing, green jobs, IT, and CDL.

While these pilots are key to serving adults in need, they also will uncover best practice models and approaches to basic skills remediation that can be replicated to benefit more individuals throughout the state, including:

- integration with occupational training,
- flexible training opportunities, and
- provision of support services.

**EXEMPLAR | State Digital Equity Plan**

More and more businesses require their workers to have basic digital skills. Connecticut defines *Digital Equity* as “a condition in which all individuals and communities have the information technology capacity needed for participation in society, democracy, and the economy of the state.” With support from the federal Infrastructure Investment and Jobs Act, the Department of Administrative Services (DAS) Commission for Educational Technology is leading a multi-year effort to design and implement a statewide Digital Equity Plan.

In March 2024, the Commission published [\*“Connecticut: Everyone Connected,”\*](#) which articulates a plan to help ensure that all residents have access to and can utilize technology for learning, career advancement, leveraging State services, health and wellness, and overall participation in society. The plan prioritizes specific populations, including the aging, individuals in incarceration, individuals at or below 150% poverty line, individuals with disabilities, individuals with language barriers, members of racial or ethnic minority groups, rural residents, and veterans.



## FOUNDATIONAL PILLAR

# DATA & ACCOUNTABILITY

### FUTURE STATE

A workforce development system in which all decisions are informed by comprehensive, up-to-date data.

### KEY STRATEGIES

- Develop an integrated data system that provides access to workforce development data in real-time for effective decision making and reporting.
- Provide all Connecticut residents with a virtual front door to access education and training programs, wrap-around supports, case management, and placement into quality jobs.

THE CONTEXT

## Why Data is Foundational to Our Efforts

Integrated workplace data is critical to making better decisions and smarter investments.

In Connecticut, like most states, workforce development is a highly dispersed function. Not only are dollars spread across multiple agencies to fulfill multiple workforce goals, the data systems tracking these investments are dispersed as well. Having integrated data, along with the right technology and tools for collection, management and reporting, is essential to turning data into insights that help drive effective decisions and investments.

Connecticut is committed to *centralizing access to workforce data* so that it can:

- *holistically analyze* state and federal investments and their outcomes;
- *compare outcomes* across programs, strategies, regions, and demographic groups;
- *ensure that efforts are effective* in addressing equity goals; and
- *give key stakeholders information* on programs or strategies that should be brought to scale.





**KEY STRATEGY** **Develop an integrated data system that provides access to workforce development data in real-time for effective decision making and reporting.**

Moving from disparate data systems that collect and organize data in different ways to a unified system that maintains data security and aligns with federal and state reporting requirements is a significant challenge – but one that the state is tackling to ensure that all investments are maximized and in support of the most effective workforce development solutions.

**Exemplar: State Workforce Data System**

Through philanthropic funding from The Connecticut Project (TCP), the State is working with Jobs for the Future (JFF) to develop a strategic framework for an integrated statewide workforce development system for data collection, reporting and case management.

Such a system would enable the state to analyze current workforce development investments – including their efficacy in helping Connecticut residents secure quality jobs, strengthen and scale proven programs and strategies, share best practices, and ensure equity across all workforce development efforts.

**Exemplar: P20 WIN**

[P20 WIN](#) is a unique state resource for addressing critical policy issues that require data from more than one agency. A research focus for P20 WIN is to develop standards for measuring the return on investment (ROI) for Connecticut’s public workforce training programs.

Through the state’s P20 WIN system, 14 state agencies, higher education institutions, and nonprofits are securely sharing data about their workforce development-related initiatives.

This shared data:

- facilitates the development of sound policies and practices;
- ensures that individuals can navigate the state’s network of supportive services and educational pathways; and
- supports the return-on-investment analyses of our state’s many workforce training programs.

The Office of Workforce Strategy, a member of P20 Win, is engaged in a research project to better understand the performance of the state’s workforce system by examining:

- wage and employment outcomes of participants in cataloged workforce training programs;
- transitions between workforce training programs and higher education, such as individuals who complete an adult education program, continue into a workforce program, then enroll in a two-year degree program;
- demographic data to understand outcomes across different groups by age, race/ethnicity, gender, geography and more.



**KEY STRATEGY**

**Provide all residents with a virtual, one-stop shop for comprehensive and easy-to-navigate education, training and job tools and resources, along with case management, access to wrap-around supports and job placement.**

Finding effective training programs and job resources can be confusing and time consuming for jobseekers – especially those who are disconnected from the labor force, unemployed, or underemployed. The six full-service and 14 affiliate American Job Centers provide critical in-person work assistance for jobseekers and employers. To further help reduce barriers to economic opportunity, the State is bolstering the AJCs with one-stop, virtual resources that include comprehensive and easy-to-navigate education, training, case management and job tools.

**Exemplar: Jobs.CT.Gov**

To provide job seekers with easy access to data and resources, the State launched a new portal to assist Connecticut residents – and those seeking to become Connecticut residents – in their job search.

Through [Jobs.CT.gov](http://Jobs.CT.gov), jobseekers can access powerful job search tools and resources to help land a job, free and low-cost training and certification opportunities and powerful job search tools and resources to help land a job. Employers also have access to resources to help hire, train, and retain talent.

“The new jobs portal is the next step in our administration’s effort to make information more accessible and available for Connecticut residents and businesses.”

– *Ned Lamont, Governor*

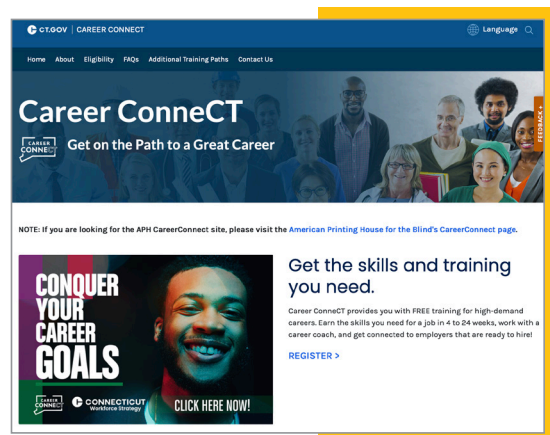
**Exemplar: Career ConneCT Portal**

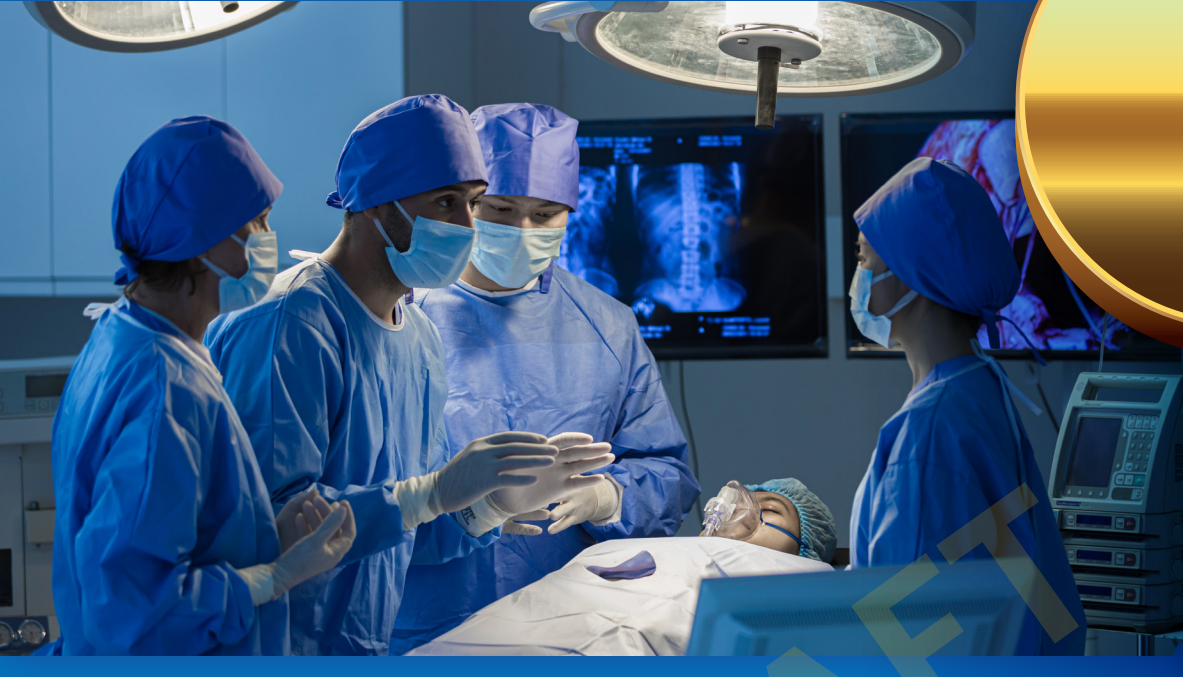
As part of the \$70M [Career ConneCT](http://Career ConneCT) initiative, OWS built the Career ConneCT portal ([portal.ct.gov/careerconnect](http://portal.ct.gov/careerconnect)) as a single-entry point for broad recruitment, data collection, and reporting. (To learn more about Career ConneCT, see Sector Training)

More than 24,000 individuals have registered for the portal, thanks to a comprehensive marketing campaign, as well as through the outreach efforts of Workforce Development Boards and nonprofit partners, to reach populations who would most benefit from free training and supports, more than 24,000 individuals have registered for the portal.

Once registered, jobseekers are invited to take a skills assessment and are connected to a Career Coach, who helps them identify and sign up for the training programs that meet their interests and receive the supportive services (child care, transportation, housing, etc.) that will facilitate their successful participation. Through the portal, participants also have access to employment opportunities and career exploration tools.

In partnership with CTHires, the Connecticut Department of Labor’s workforce development system, participant outcome data, including job placement and wage increases, is tracked longitudinally.





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## STRATEGIC PILLAR INDUSTRY LEADERSHIP

### FUTURE STATE

Industry-driven workforce system, in which employers are informing curriculum and training and educational credentials, providing work-based learning opportunities, and a committing to making every job a good job.

### KEY STRATEGIES

- Expand participation in and the number of Regional Sector Partnerships to address local talent needs.
- Work with employers to make every job a good job.
- Adopt inclusive hiring practices including skills-based hiring across all employers.

THE CONTEXT

## A Demand-Driven Workforce System

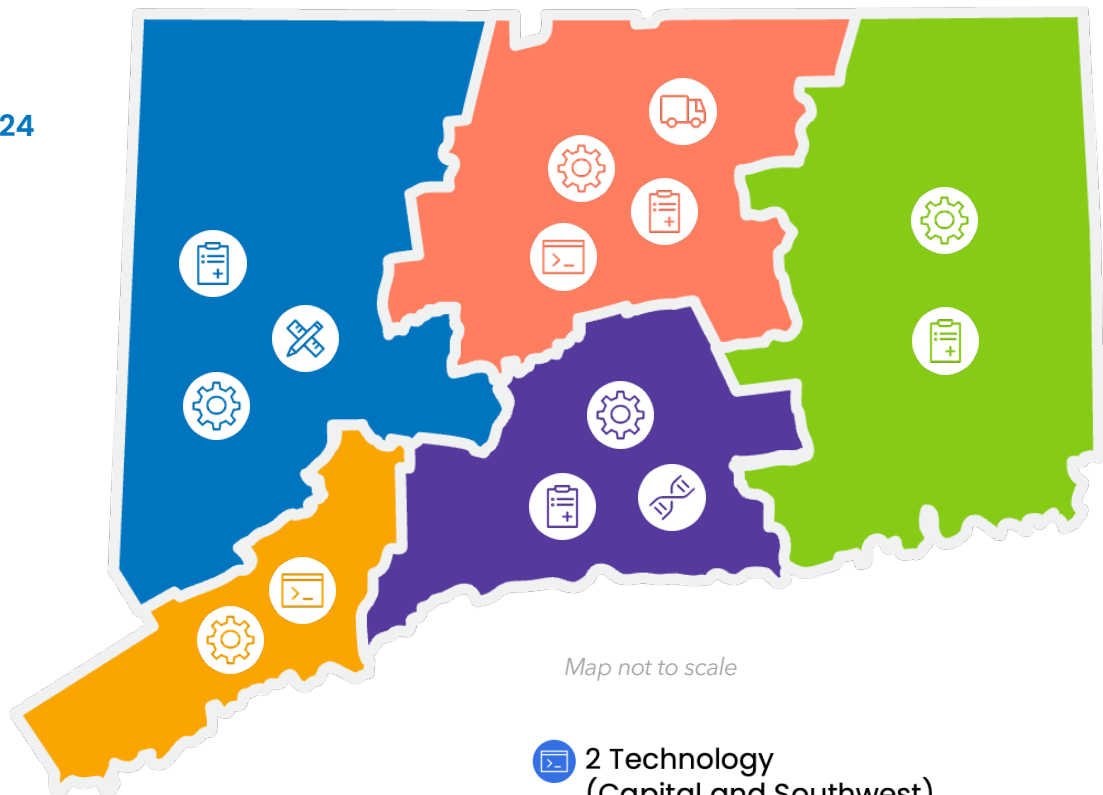
Connecticut's workforce system is employer-driven and values-led.

Many employers continue to report that they are not finding the skilled workers to fill in-demand jobs.

To address this disconnect, Connecticut is building the infrastructure necessary to support an employer-driven workforce system that is highly attuned and responsive to the current and future skill needs of industry. Employers play a significant role in this work by:

- **Articulating the specific skills they need for current and future jobs** and then working with educators and training providers to inform curriculum and credentials;
- **Providing work-based learning opportunities** for students and faculty that include career awareness, internships and pre-apprenticeships; and
- **Hiring talent into good jobs, prioritizing skills over degrees, and further investing in upskilling** their employees as part of their retention and promotion strategy.

### Regional Sector Partnerships in Connecticut/2024



1 Bioscience (New Haven)

4 Healthcare (Northwest, Capital, New Haven, Northeast)

2 Technology (Capital and Southwest)

5 Manufacturing (All Regions)

1 Logistics and Transportation (Capital)

## INDUSTRY LEADERSHIP

**KEY STRATEGY** Expand participation in and the number of Regional Sector Partnerships to address local talent needs.

Rather than simply “compete” for skilled workers, coalitions of employers are finding ways to collaborate to advance their industry’s competitiveness. Not only are they working together to define and champion a common agenda for expanding their talent pools, they’re aligning support from partners in education, workforce development, and economic development.



### **Exemplar: Regional Sector Partnerships**

Over the last two years, Connecticut has built 14 Regional Sector Partnerships (RSPs) that have brought together 450+ employers, in healthcare, IT, bioscience, manufacturing, transportation distribution logistics, architecture, construction, and engineering.

Together these RSPs have been collaborating with K-12 schools, higher education institutions, and training providers to:

- *define* workforce skill needs; and
- *develop* regional programming to meet those needs, including internships, registered apprenticeships, and other models of work-based learning.

**450+** employers now  
involved in Regional  
Sector Partnerships

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## INDUSTRY LEADERSHIP

**KEY STRATEGY** Work with employers to make every job a good job.

To advance our state's economic vitality, it's not enough to create jobs. We need to create good jobs. Good jobs embody eight principles, defined by the US Department of Labor, that encompass recruitment and hiring; benefits; diversity, equity, inclusion and accessibility; empowerment and representation; job security and working conditions; organizational culture; pay; and skills and career advancement.

**Exemplar: Good Jobs Challenge**

Through the federal Economic Development Administration [Good Jobs Challenge](#), Connecticut received a \$23.9 million grant – the largest award in the nation – to build collaborative skills training systems and programs. These programs prioritize efforts to reach historically underserved populations.

We are using these funds to support 10 Regional Sector Partnerships (RSPs), which are training and placing 2,000 people in quality, in-demand jobs in healthcare, manufacturing, and information technology.

**2000+**

residents are being trained/placed in good jobs through the Good Jobs Challenge.

**KEY STRATEGY** Adopt inclusive hiring practices, including skills-based hiring across all employers.

Companies must work with intention to expand their hiring pools by embracing skills-first hiring practices that eliminate degree requirements that are unnecessary for a significant number of jobs. By focusing on skills, more individuals from diverse backgrounds are given the opportunity to compete for jobs by showcasing skills that they have learned through training programs, related work experiences and life.

**Exemplar: Opportunity@Work STARS Public Sector Hub**

The State of Connecticut has a strong commitment to skills-based hiring, with 93% of state jobs not requiring a bachelor's degree.

Thanks to this track record, Opportunity@Work has invited Connecticut to serve as a founding member of the [STARS Public Sector Hub](#). This hub provides public sector leaders with the resources, relationships and know-how needed to build workforce development initiatives and public sector

employment opportunities. This one-stop shop taps into STARS' (workers Skilled Through Alternative Routes, rather than a Bachelor's degree) skills and engages the potential of all American workers.

**93%**

of Connecticut state jobs do not require a bachelor's degree.

## Good Jobs Challenge SUCCESS STORY

“My internship has been pivotal in helping me discover my interests. I found that I enjoy working in the intersection of engineering and biology. Through networking, I’ve had the opportunity to explore career paths that were previously unknown to me, and see which ones fit my interests.”

– *Reva, Good Jobs Challenge*



Well on her way to earning a B.S.E. in biomedical engineering at the University of Connecticut, Reva knew she wanted to work in the biosciences. But, first she wanted to better understand the biotech company landscape and the different career paths available to her.

And SPRINT delivered.

In her two years as an intern on the automation team, Reva gained a range of industry experience, honed in on a specific area of focus, and began building her professional network—all of which she’ll bring to bear as she pursues a master’s degree at Columbia University.



*The Student Program to Ready Interns for Next-generation Talent (SPRINT) Internship program*, part of the Good Jobs Challenge, was launched by the Greater New Haven Bioscience Collaborative, a Regional Sector Partnership, to advance a sustainable bioscience workforce and career opportunities through active engagement with industry leaders and community partners.

## Manufacturing Pipeline Initiative SUCCESS STORY

FPO PHOTO

**95%**

job placement rate  
for participants who  
completed training

Min was 24 years old, working eleven hours a week in a low-wage job and living with his parents. But he wanted a full-time career, so he applied for the Eastern Connecticut Workforce Investment Board's Manufacturing Pipeline Initiative (MPI) program.

MPI provides unemployed and underemployed individuals with no-cost training to address the hiring needs of Electric Boat, members of the Eastern Advance Manufacturing Alliance Regional Sector Partnership, and other manufacturers. Participants receive no-cost short-term training aligned to the skill needs of industry partners.

In just five weeks, the intensive, industry-designed training program helped Min learn manufacturing terms, understand and practice using tools, and prepare for the workplace. He went on to earn his MPI certificate and State pre-apprenticeship certification. In January 2024, Min launched his manufacturing careers as a shipfitter at Electric Boat.







## STRATEGIC PILLAR

# EDUCATION AND CAREER PATHWAYS

### FUTURE STATE

All students — regardless of their postsecondary education plans, have access to career pathways aligned to their interests and the needs of Connecticut's industries.

### KEY STRATEGIES

- Provide all students with seamless pathways from K-12 to college and career through dual and concurrent enrollment opportunities
- Expand career pathways programs leading to industry-recognized credentials to give all students early exposure to high-growth industries
- Build higher education and industry partnerships aligned to industry needs

**THE CONTEXT** **The Demand for Career-Ready Students**

Given that there are 84,000 open jobs and about 48,000 high school and college graduates who stay in Connecticut each year, those who are prepared will have ample job opportunities.

Being prepared means that all students, regardless of their college and career plans, graduate high school with both academic and career readiness skills. But in 2022-23, only 44.3% of Connecticut students demonstrated postsecondary and career readiness.

Building these skills requires education both inside and outside the classroom, enabled through ongoing partnerships among schools, higher education and industry. In the early grades, students should have exposure to potential jobs to begin envisioning themselves in a future career. As they mature, students need grade-appropriate learning experiences that include opportunities for early college and career experiences, such as dual enrollment, mentorship, internships, and pre-apprenticeships.

**How Early College Programs Work**

**Two types of programs.** All early college programs are designed to combine high-quality education with work-related training that align with the needs of today’s industries while advancing students in their career of choice. The two types of early college courses differ by who is teaching the courses – and where that coursework is delivered.



**Dual Enrollment Courses**

Taught by college faculty either on-line or on the college campus.



**Concurrent Enrollment Courses**

Taught by college-approved high school teachers in a secondary environment.

**Twelve career clusters.** These early college programs are built around pathways that align with the workforce needs of our state. Connecticut has established 12 career clusters – as listed in the column on the right.

Each pathway empowers students to explore their interests and passions while choosing a direction that can lead them to success in high school, in college and in-demand careers.

**Connecticut’s Career Clusters**

- Agriculture, Food, Natural Resource
- Architecture and Construction
- Business Management and Administration
- Education and Training
- Finance
- Health Science
- Hospitality/Tourism
- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution and Logistics

## EDUCATION AND CAREER PATHWAYS

## KEY STRATEGY

**Provide all students with seamless pathways from K-12 to college and career through dual and concurrent enrollment opportunities.**

Dual and concurrent enrollment programs show a strong ROI and a positive long-term impact. Especially for students who are traditionally underrepresented in higher education, data\* shows these types of programs:

- increase participation by students at risk of disconnecting from school;
- increase high school graduation;
- encourage college enrollment and retention;
- reduce the cost of college; and;
- enhance the likelihood that students will earn a degree or credential.

In the 2022-23 school year, students across Connecticut completed 32,000 dual credit courses, primarily in Social Sciences and History, Life and Physical Sciences, and English Language and Literature. While all dual credit opportunities are valuable to students, the most effective are those that are taken as part of a program of study that leads to a college credential, whether a certificate, associates degree, or bachelor's degree.

### EXEMPLAR | Dual and Concurrent Enrollment Program Investments

Connecticut-based colleges and universities, in partnership with school districts across the state, have initiated a wide range of dual and concurrent enrollment programs in recent years.

- In 2023, the Connecticut State Department of Education (CSDE) issued \$3.8 million in grant funds to 89 districts to assist schools in expanding dual enrollment opportunities for students. In 2024, CSDE also launched a [new dashboard on dual credit courses](#) completed by Connecticut high school students at institutions of higher education (IHE). The dashboard allows for the data to be viewed by college/university, subject, district, school and course title.



- CSDE also granted over \$4 million to 15 Institutes of Higher Education (IHEs). These grants help:
  - strengthen their dual credit programs,
  - implement best practices;
  - increase partnership with high schools;
  - attain National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation;
  - provide no-cost enrollment to dual credit college courses for high school students from low-income families.

# \$7.8M

grant funding for  
dual enrollment  
programs in 2023

\*Based on peer-reviewed studies with randomized control and quasi-experimental research designs, as well as multi-institution and statewide regression correlation studies from 12 states.

## EDUCATION AND CAREER PATHWAYS

## KEY STRATEGY

**Expand career pathways programs leading to industry-recognized credentials to give all students early exposure to high-growth industries.**

Although equitable access to higher education continues to be a priority, not every student is interested in, needs, or is able to pursue, a traditional higher education pathway that leads to a degree. It's critical that all students have early exposure to careers and options to pursue the college and/or career pathway right for them.

### EXEMPLAR | Youth Manufacturing Pipeline Initiative (YMPI)

Manufacturing companies have a large and growing demand for jobs, especially with many workers in this field approaching retirement age. To meet the manufacturing industry's demand for talent, the Eastern Connecticut Workforce Investment Board (EWIB) created the [YMPI](#), which provides foundational manufacturing skills training for high school students interested in a career in the industry upon graduation.

Based on the nationally recognized Manufacturing Pipeline Initiative (MPI) curriculum, the YMPI is a collaboration between EWIB, the Eastern Advanced Manufacturing Alliance Regional Sector Partnership (EAMA RSP), CT State Community College (Three Rivers and Quinebaug Valley campuses), and 12 participating high schools. This program:

- provides an on ramp to manufacturing careers – by accelerating manufacturing training, education, and employment;
- offers an array of benefits to students – including a YMPI certificate, college credits, pre-apprenticeship hours, OSHA 10 certification, and job development and employment services.



### EXEMPLAR | Youth Healthcare Pipeline Initiative (YHPI)

Healthcare is consistently the most in-demand industry in every region of the state.

Building off the success of YMPI, EWIB has expanded its [Youth Healthcare Pipeline Initiative \(YHPI\)](#) and has partnered with regional high schools to offer healthcare training to students, allowing them to earn recognized credentials required for entry-level healthcare careers, such as CNA and EMT.

YHPI training, which is currently operational in six Eastern Connecticut comprehensive high schools:

- responds to industry workforce demands;
- provides high school graduates immediate employment in an in-demand healthcare career.

**100+**

YMPI students placed in manufacturing jobs immediately after graduation since 2018

EDUCATION AND CAREER PATHWAYS

**KEY STRATEGY** Build higher education and industry partnerships that are aligned to industry needs.

Over 70% of jobs require some postsecondary certification, industry-recognized credential, or associate degree. But while robust partnerships exist, there remains a significant gap between college and career experiences. For example, according to a 2023 Gallup poll, only 41% of students nationwide have had an internship while pursuing their bachelor’s degree, while only 27% of first-generation college students whose parents have not completed a degree and 36% of students at public colleges and universities have benefited from internships while earning their four-year degree.

**EXEMPLAR | CT Health Horizons**

In September 2023, the state launched [CT Health Horizons](#) to fill the nursing and social work workforce pipeline, with a focus on diversity. Connecticut State Colleges & Universities (CSCU), UConn and The Connecticut Conference of Independent Colleges (CCIC) have awarded \$35 million in grants to public and private institutions throughout the state for:

- **tuition support** to incentivize low-income and minority student enrollment in accelerated, affordable programs;
- **faculty support** to expand seat capacity and training opportunities;
- **innovative programs** to promote employer-driven efforts to support entry into relevant careers.

In less than a year the program awarded 591 scholarships, with 34% of scholarships issued to Pell eligible students; expanded nursing and social work faculty to 38 positions; and funded eight innovative programs partnering higher education with business and industry.

**EXEMPLAR | Tech Talent Accelerator**

The \$2 million [Tech Talent Accelerator](#) initiative aligns community college, public, and private university coursework in emerging, in-demand fields like cybersecurity, virtual modeling, software development, and digital analytics with industry needs. Co-managed by the Business Higher Education Forum (BHEF) and the New England Board of Higher Education (NEBHE), the effort includes:

- developing/implementing short-term (6-12 week) postsecondary credential and certificate programs that satisfy critical skills requirements for entry-level, technology-enabled jobs;
- embedding sought-after credentials developed by global technology leaders (e.g., Google, Amazon) and industry-validated skills into post-secondary credential or degree programs.

ROUND 1 GRANTS	RESULTS: FALL '22
CT State Colleges and Universities (CSCU)	• 22 industry partners
Mitchell College	• 8 credential pathways
Quinnipiac University	• 38 learners
University of Bridgeport	• 22 industry-recognized credentials
University of Hartford	• 5 internships/offers/promotion
University of New Haven	
University of St. Joseph	
ROUND 2 GRANTS	RESULTS: FALL '23
Booster Grants to All Round 1 Recipients*	• 26 industry partners
Albertus Magnus	• 15 credential pathways under development
Charter Oak State College	• 79 learners
Connecticut College	• 16 industry-recognized credentials
Fairfield University	• 8 internships/offers/promotion
Southern CT State	
UConn-Stamford	

\*except CCSU



## STRATEGIC PILLAR

# SECTOR TRAINING

### FUTURE STATE

All individuals have access to, and the supports necessary to participate in, high-quality, short-term training with stackable industry-recognized credentials that lead to in-demand jobs and provide a bridge to postsecondary attainment.

### KEY STRATEGIES

- Expand short-term training programs that provide supportive services that lead to industry-recognized credentials
- Expand Registered Apprenticeships in key industry areas
- Partner with employers to upskill their current workforce to respond to evolving needs and enhance retention and promotion strategies

## THE CONTEXT

## Ready to Work, Prepared to Advance

Industry training, professional skills development, work-based learning, and support services are all key components of sector-based training programs.

To fill thousands of open jobs, our high-growth industries need applicants who can hit the ground running. This underscores the critical need for accelerated sector-based training — where individuals earn industry-recognized credentials that lead directly to quality jobs. While this type of training makes individuals immediately employable, it also enables them to earn “stackable” credentials that can build upon one another and ultimately lead to an associate or bachelor’s degree or beyond, which, in turns, enables them to advance their careers.

To truly serve as an entree into a family-sustaining career path, the state is focused on expanding programs that provide the most up-to-date technical skills training, combined with a holistic set of components that include:

- **Professional skills training for evergreen success.** To retain a permanent foothold in the economy, participants must learn professional skills — like workplace etiquette, communication, teamwork, and adaptability.
- **Hands-on Work Experience.** Participants best learn the technical and professional skills needed for specific jobs through work experiences — such as internships and pre-apprenticeships.
- **Support services for trainees.** Providing support services, including child care, transportation, or housing assistance, can help many individuals overcome barriers to participation in training.



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## SECTOR TRAINING

**KEY STRATEGY** Expand short-term training programs that provide supportive services that lead to industry-recognized credentials.

High-quality, short-term training programs are in high demand in Connecticut. But for many individuals, they also are inaccessible. Some individuals face barriers to participation in training that include lack of transportation or child care. Others are unable to find programs that are available at a time and place that works for their busy schedules, which could include holding a job that pays the bills. Many low-income residents who would like to participate in high-quality training programs can't afford to do so. As pandemic era funding that supports free training dries up, this need will become greater.


**Exemplar: Career ConneCT**

Individuals who are unemployed or underemployed can earn short-term, industry-recognized credentials through [Career ConneCT](#) — a \$70M grant program funded through state ARPA dollars. Launched in late 2021, this program has already helped to train 6,000 individuals for quality jobs in growing industries— including healthcare, IT and advanced manufacturing.

Nineteen grants have been made to Workforce Development Boards and community-based organizations across the state. These grants provide free training and supports, including transportation, housing, and childcare.

The [Career ConneCT portal](#) serves as a single entry point for broad recruitment, data collection, and reporting. The portal includes a “skills inventory” (assessment), a connection to a career coach, training opportunities, and jobs.

To ensure Career ConneCT reaches individuals with the greatest need, the initiative features a comprehensive media campaign in English and Spanish targeted to underserved, high poverty communities.


**Exemplar: Career Accelerator**

Through a project with [Social Finance](#), Connecticut is designing a zero-interest, state-sponsored “Pay-it-Forward” or “Career Accelerator” program. This program would provide financial assistance for jobseekers who do not qualify for free training through Title IV instruments, such as *Workforce Pell grants*, or through federal funding covered through the Workforce Innovation and Opportunity Act (WIOA), but also do not have the financial means to participate in training that would enable them to attain better jobs.


The program design, which is focused on Commercial Driver's License (CDL), advanced manufacturing and healthcare, would enable participants to receive no-interest loans for training and no-cost supports, like childcare and transportation. Upon earning a job, participants would pay back the cost of the training at zero interest only, with pay-back terms contingent upon their salary.





**KEY STRATEGY** Expand Registered Apprenticeships in key industry areas.

In Connecticut alone, more than 3,400 employers and labor/management committees employ over 4,500 apprentices in registered apprenticeship programs administered by the Department of Labor. These training programs serve a diverse population, including minorities, women, youths and dislocated workers in quality jobs with family sustaining wages. Currently, approximately 80% of all apprenticeship training positions are in the construction and manufacturing industries. Experts agree, however, that apprenticeship has the potential to benefit numerous other high-growth industries.



### Exemplar: Registered Apprenticeship Training Program

Registered apprentices earn while they learn: they master a trade through a combination of on-the-job training and classroom instruction. These programs increase workforce recruitment and proficiency, help employers transfer occupational skills to a new generation of workers, and ensure succession planning.

Thousands of companies across Connecticut have benefited from a customized [Registered Apprenticeship training program](#) across many occupations.

Just a few of the occupations with Registered Apprenticeships include:

- Skilled trades
- Manufacturing technicians
- Certified nurses and nurse assistants
- Teachers and childcare providers

When participants complete their program, the Connecticut Department of Labor's Office of Apprenticeship Training provides an industry recognized, portable credential that certifies completion of the program; distinguishes the apprentice as a master of their craft; and makes the apprentice eligible to take any occupational licensing exams.

“Absent an employer, there is no apprenticeship. Employers look at everything as a cost, but I see apprenticeship as an investment in employees. Some employers ask me, ‘What if they leave? I ask them, ‘What if they stay? My people value the fact that I’ve invested in them. If you provide career opportunities and growth, employees stay and become better. The ROI has been substantiated — a \$1.47 in return for every \$1 invested.”

– **Melissa Sheffy**,  
President at Network Interiors, Inc.,  
NDC Commercial Construction and  
Network Framing Solutions, LLC

~93% of workers who complete Registered Apprenticeships gain employment earning an average annual starting wage of \$77,000.

**KEY STRATEGY**

**Partner with employers to upskill their current workforce to respond to evolving needs and enhance retention and promotion strategies.**

To remain competitive, Connecticut’s employers must continually embrace transformative innovations, which in turn requires upskilling and reskilling their existing employees, in addition to bringing on new hires. For the state’s thousands of small- to mid-size businesses, this can be particularly overwhelming and costly.

**Exemplar: Manufacturing Innovation Fund (MIF)**

In 2015, Connecticut’s legislature established a Manufacturing Innovation Fund (MIF) designed to strengthen effective, existing initiatives and create new programs responsive to employer needs. The MIF has provided a range of support, including matching grants for equipment and funding for effective workforce development initiatives.

Incumbent worker training, which enables companies to upskill their employees as skill

needs change and to promote from within, has always been a focus. As of the end of fiscal year 2023, the MIF had committed over \$17.7 million to provide the support necessary to help defray the costs of training employees on new advanced skills technologies and integrate them into lean manufacturing processes.

This program helps Connecticut manufacturers continue to be, or to become, highly competitive and productive in today’s rapidly changing market.

**MIF FUNDING | FY23: \$305,615 | Cumulative Funding: \$17,755,045**



**INDIVIDUALS TRAINED**

FY23: 645  
Total: 28,770



**COMPANIES ASSISTED**

FY23: 34  
Total: 588



## Career ConneCT SUCCESS STORY



“ Training helps prepare you for what it’s actually like in the trades and what it could be like out in the field. I also believe it gives an extra boost for your interview and resume because they can see that you are committed to becoming a good tradesman. I love what I’m doing and look forward to a future as a licensed electrician. ”

– *Jordan*, Career ConneCT



Jordan got an early start in the trades, helping his grandfather who owned a construction business build porches and sheds and other projects. So, when he went to a career fair and learned about a unionized registered apprenticeship training program, he—and his brother—signed up immediately.

The program is helping Jordan and his brother build on what they learned from their grandfather by adding time management, teamwork, problem solving and other skills to their toolbox. Today, Jordan is starting his second year of the Electrician’s apprenticeship program. He looks forward to continuing the program and earning his electrician license.

*The CT State Building Trades Training Institute (CTSBTTI)*, a Career ConneCT grantee, prepares interested Connecticut residents with the proper skills and credentials needed to succeed in the construction industry. Outreach and recruitment efforts target underserved populations such as young adults between the ages of 18 and 24, females, returning citizens, veterans, and communities of color.

## STUDENT 5.0 SUCCESS STORY



“ Student 5.0 changed my life. Now I want to help other kids get into this program, change their life, and be where I am. I finally know what I want to do in life. And without Student 5.0 pushing me, I don’t think I would have made it this far. ”

– **Moise**, Career ConneCT

Growing up, Moise didn’t see much of a future for himself. But Student 5.0, a career launch program for high school seniors and recent graduates, gave him a whole new perspective.

Moise is now part of the Carpenters Union in their Registered Apprenticeship Training Program, where he is earning wages and benefits while learning from the most experienced professionals in the field.

This program awakened Moise’s passion for working with his hands. He earned certificates in carpentry, iron working, and plumbing.



**Student 5.0 is an initiative of ReadyCT**, a Career ConneCT grantee and nonprofit committed to academic excellence and career-connected learning for all public school students in Connecticut through collaboration with business, civic and education leaders.



For more information on the  
Governor's Workforce Council  
Strategic Plan, contact  
[Firstname Lastname] , [titlehere] at  
[email address] or [phone number].



THE GOVERNOR'S  
WORKFORCE  
COUNCIL