RAPID RESPONSE TRAINING GUIDE FOR RAPID RESPONSE COORDINATORS

USING DESIGN A CURRICULUM (DACUM)

RAPID RESPONSE TRAINING GUIDE TABLE OF CONTENTS

Acknowledgements

The Staff Development and Training Subgroup of the National Dislocated Worker Rapid Response Workgroup would like to thank its members as well as the entire workgroup for their contributions to the development and review of these materials.

The subgroup would also like to recognize Janice E. Siegerist, our DACUM facilitator, and the staff at Price Daniel Communications for handling the logistics and design of the final product.

INTRODUCTION

Rapid Response? What does a Rapid Response specialist or coordinator do? What tasks do Rapid Response coordinators perform in carrying out their job duties? What knowledge, skills and attributes are needed to successfully perform the duties required?

Nearly every State and local Workforce Investment Board WIB has one or more persons with a job title that involves coordinating Rapid Response activities for dislocated workers. While most workforce development professionals and agencies can generally tell you what a front tine Rapid Response worker does, there has never been a systematic approach to defining the job, until now.

The purpose of this guide is to assist in identifying the training needs for the front line Rapid Response staff person whether they are employed at the State or local WIB level.

A trainer of any level can use the guide to deliver training appropriate to the Rapid Response specialist or coordinator. It can also be used as a self-study guide when the student or agency does not have access to trainers to deliver instruction.

The guide is a product of the National Rapid Response Workgroup that has representatives from 26 States numerous local WIBs and service providers, organized labor and the U.S. Department of Labor, Employment and Training Administration. The collective experience of these experts was used to identify the tasks, skills, knowledge and attributes needed to conduct Rapid Response proficiently. A process called DACUM was used to systematically analyze the job of a Rapid Response specialist or coordinator.

The workgroup recognizes that the function of Rapid Response may vary widely between States and local areas. However, it is the consensus of the group that the information presented in the following materials accurately identifies a minimum set of skills and competencies needed to be proficient nearly anywhere in the country.

HOW WAS THIS GUIDE DEVELOPED?

The materials in this guide were developed using a process know as DACUM. DACUM stands for **D**evelop **A** **C**urricul**UM**. DACUM is a widely used method of job and/or occupational analysis. A trained DACUM facilitator and a committee of experts are used to conduct the analysis. The result is a detailed graphic display of the duties and tasks performed by the workers involved. In addition to precise duty and task statements, lists of general skills, knowledge and worker attributes can be identified.

The DACUM process is based on three principles:

- ✓ Expert workers can describe and define their job/occupation more accurately than anyone else.

- ✓ An effective way to define a job/occupation is to precisely describe the tasks that expert workers perform.
- ✓ All tasks, in order to be performed correctly demand the use of certain knowledge, skills and worker attributes.

The expert workers in developing the Rapid Response DACUM included members of the National Dislocated Worker Rapid Response Workgroup who provided their expertise from all over the country and at the federal, State and Local levels.

The DACUM process has it roots in the education community. Over the years that it has been in use, a number other applications have evolved in government, business and industry. Some common uses of the DACUM process include:

- ✓ Curriculum development, review and revision
- ✓ Training needs assessment
- ✓ Training program development
- ✓ Competency test development
- ✓ Worker performance evaluation
- ✓ Job Descriptions
- ✓ Job Modifications
- ✓ Process description ISO
- ✓ Tech prep program development

While this guide focuses on the training needs assessment and training program development aspect for front line Rapid Response coordinator or specialist, the DACUM task analysis is meant to be flexible and can be adapted for other uses.

THE DACUM TASK ANALYSIS AND CHART

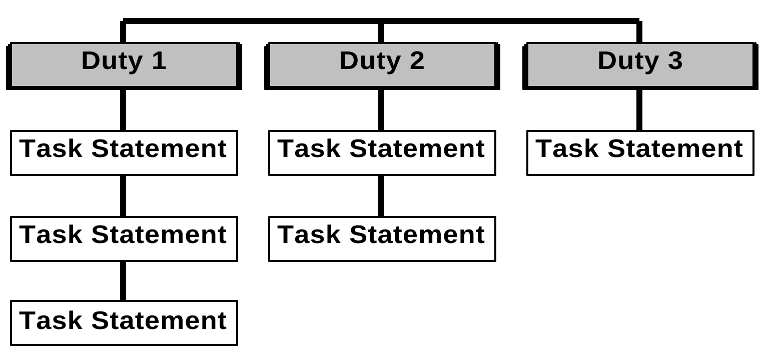
Before introducing you to the DACUM chart developed by the Workgroup, it is important to develop an understanding of the terms used and how to read the DACUM research chart. First, a basic understanding of the essential terms as used in the DACUM chart guide is essential. These terms are:

Duty: A grouping of workers activities into functional categories of related tasks.

Task: A work activity that has a definite beginning and ending, is observable, or measurable, consists of two or more definite steps and leads to a product, service or decision.

Task Statement: A description of a meaningful unit of work that contains an action verb and an object that receives the action, (it may also contain one or more qualifiers) and represents a typical job assignment that an employer or customer would expect.

An understanding of how the DACUM chart is laid out graphically is also helpful in understanding the content of the DACUM Chart. Task Statements are developed in the prescribed format. They are then grouped into related duties. The process results in a chart that looks like the one below:



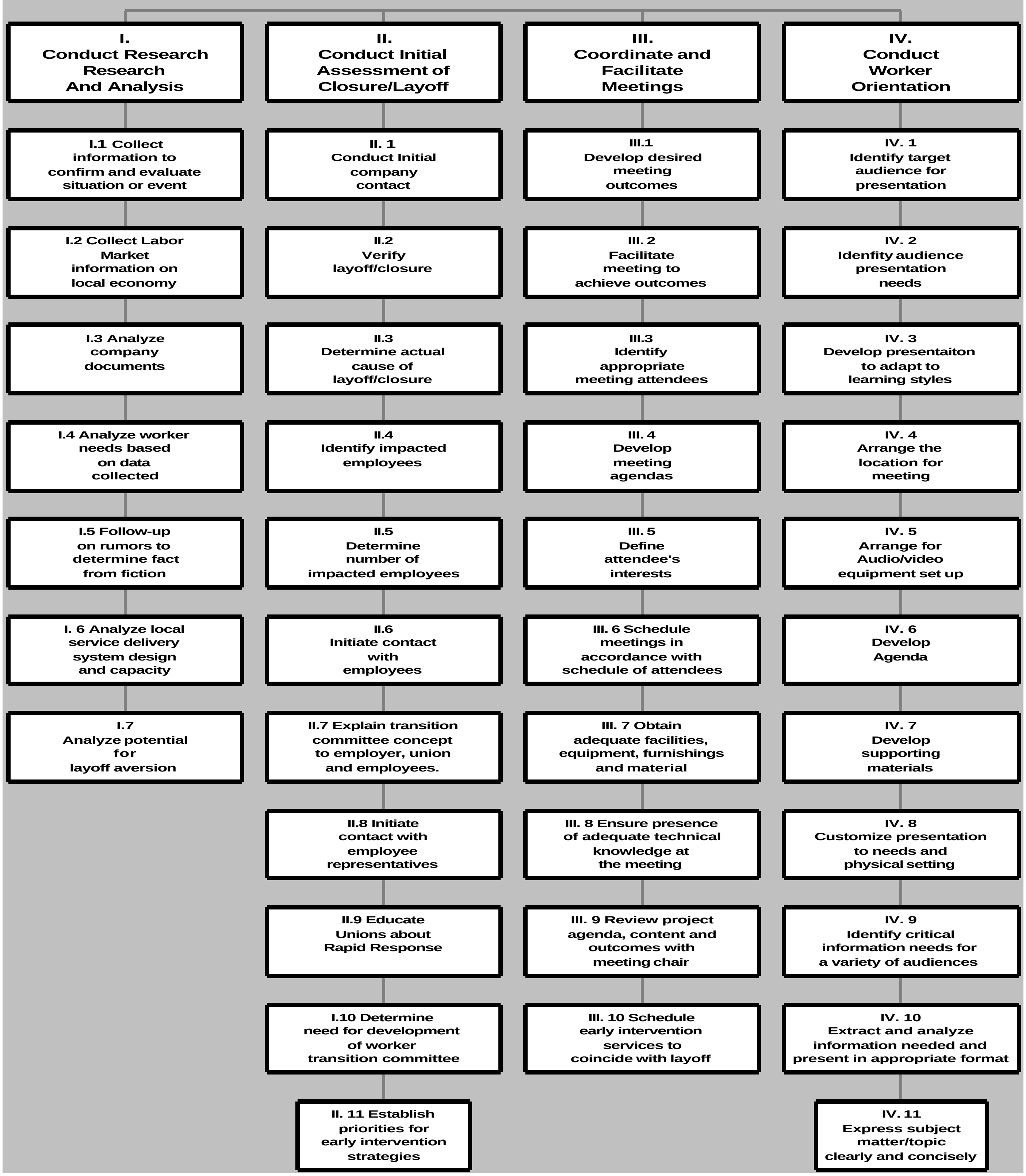
Tasks and duties in the DACUM chart are not presented in strict sequential fashion. While they generally follow a sequential order, not all tasks are dependent on another being completed before the next task can begin.

In addition to task and duties, the Workgroup also identified the necessary knowledge, skills and attributes that Rapid Response specialists must possess to successfully perform their job. In the context of this DACUM, they have the following meaning:

- ✓ Knowledge refers to the information or subject matter that is required for the Rapid Response staff member to perform Rapid Response activities.
- ✓ Skills refer to the application of knowledge of interrelated behaviors. Skills describe what Rapid Response staff is required to do well in order to perform their job proficiently.
- ✓ Attributes refer to the personal characteristics or values of the Rapid Response staff member that support the performance of their, job.

The following pages are the results of the Workgroups deliberations in chart form.

Rapid Response Process Chart



Rapid Response Process Chart

V. Manage Worker Transition Committees	VI. Identify Resources	VII. Coordinate Resources	IX. Evaluate Program Performance
V. 1 Identify Union Officials	VI. 1 Identify Federal Funding sources	VII.1 Construct and utilize a survey for workers to identify transferable skills	IX. 1 Develop programmatic standards
V. 2 Determine if Union is present. If yes, determine affiliation	VI.2 Identify traditional State funding sources	VII. 2 Identify local opportunities to transfer skills	IX. 2 Develop program evaluation models
V. 3 Identify Union Benefits	VI.3 Identify local funding resources	VII.3 Provide information about unemployment insurance	IX. 3 Develop and Deliver a customer satisfaction survey
V. 4 Identify benefits of worker transition committees to union and management	VI.4 Identify in-kind funding resources	VII. 4 Provide access to appropriate training for affected workers	IX. 4 Obtain Customer Feedback
V. 5 Identify staff and funding needs of committee	VI.5 Evaluate potential financial scope of project	VII. 5 Faciliate coordination between Trade Act staff, Economic Development & Rapid Response	IX. 5 Determine level of customer satisfaction with provided services
V. 6 Assist or facilitate selection of worker transition committees	VI.6 Develop project budget	VII. 6 Develop cooperative agreements with outplacement firms	IX. 6 Determine effectiveness of services provided to customers
V.7 Define, recruit and select a Chair	VI.7 Identify community resources available for a specific layoff	VII. 7 Identify ways to support and encourage employee involvement in transitionn process	IV. 7 Develop supporting materials
V. 8 Train Worker Transition committee in their roles and responsibilities.	VI.8 Identify additional sources of funding (TAA/NAFTA/NEG)	VII. 8 Facilitate flow of information between all involved parties	
V. 9 Distribute responsibilities of worker transition committee.	VI.9 Maintain contact with other local companies to determine additional job opportunities.		

KNOWLEDGE - Refers to the information or subject matte that is required for the Rapid Response staff member to perform Rapid Response services

- ✓ **Group Dynamics**: Includes knowledge of a wide range of processes such as knowledge of the stages and strategies of interpersonal communication

- ✓ **Available Resources:** Includes specific knowledge of resources required to provide Rapid Response services to dislocated workers. Examples of these resources include Unemployment Insurance benefits and compensation, general understanding of COBRA. ERISA. HIPAA and State temporary health insurance programs, other programs provided by outside agencies available services and capacity, community resources and training providers, and the location of potential and actual resources.

- ✓ **Federal Laws and Regulations:** Includes WIA (including NEG), TAA/NAFTATAA, WARN.

- ✓ **State Laws:** Includes knowledge of plant closing notification laws and other State enabling legislation.

- ✓ **Unemployment Insurance:** includes federal and state eligibility, benefits and UI profiling.

- ✓ **Economic Development Issues:** Includes aversion strategies and practices

- ✓ **Business and Industry Knowledge:** Includes knowledge of general business practices, industrial indicators, business trends, jobs and industry classifications SIC, OES, personnel policies/procedures and labor markets.

- ✓ **Labor Relations/Union Structure:** Includes knowledge of union structure, labor management relations, labor history and the negotiation process.

- ✓ **Application of Technology:** Includes such items as how to utilize word processing programs, communication by Email, use of Internet and Intranet platforms to increase effectiveness of group work. Additionally, some basic applications of technology to assist the Rapid Response staff in locating various companies that might include the ability to navigate or how to read a map.

- ✓ **Adjustment to Change:** Includes knowledge of the psychology of loss and adjustment to change.

SKILLS – Refers to the application of knowledge into interrelated behaviors. Skills describe what Rapid Response staff is required to do well in order to provide services to clients.

- **Coaching (Training-Internal):** Refers to a group of interrelated skills such as: motivation of self and others; identifying individual and team strengths and weaknesses; facilitating groups of people; managing stress as a Rapid Response staff member; and coaching for team member development.

- **Service Providing (Training-External):** Refers to the group of interrelated skills aimed at providing services for the dislocated worker. Examples include such early intervention strategies as stress management for affected workers counseling, survey and assessment, interviewing, and resume writing. Sometimes Rapid Response staff contracts for services rather than serve as a direct provider of services. In these cases the Rabid Response staff member oversees the development of contracts for services rather than serves as direct service provider.

- **Communicating:** Includes a wide range of interrelated skills including negotiating; communicating effectively with individuals at all levels from low skilled hourly workers, company officers, communicating vision, mission and core values to Rapid Response team members, other partner agencies and the community at large displaying tact and diplomacy exhibiting verbal, written, and computer skills such as composing an email, listening actively; and developing and making presentations.

- **Planning, Organizing and Evaluating:** Includes skills such organization and planning evaluating the effectiveness of service providers and own, performance; managing and understanding local State and federal policies and investigating and searching for data and facts.

Salesmanship

- **Relationship Building:** Refers to the process of developing relationships with industry executives associations and other business and community leaders.

- **Computer Ability:** Includes understanding of how to use the Internet to search for information and having the capabilities to create a database to store and retrieve data.

ATTRIBUTES: Refers to the personal characteristics or value of the Rapid Response staff member that support the effective delivery of services.

- **Customer Oriented**: Demonstrates respect for internal and external customers, serves as an effective advocate, and is sensitive to issues of cultural diversity, empathy. Responds to feedback in a timely fashion making adjustments as necessary

- **Maintain Credibility**: Maintains confidentiality, maintain ethical and principled demeanor

- **Flexibility:** Demonstrates resourcefulness and creativity in event management, maintains a flexible attitude, and maintains a flexible schedule.

- **Maintain Sense of Humor:** Able to identify and appreciate a broad range of human issues.

- **Practice Independent Judgment and Persistence:** Is thoughtful and purposeful in actions. Thinks well on their feet.

TRAINING NEEDS ASSESSMENT SURVEY

In order to be useful, training must develop the ability of the worker to conduct necessary tasks or to obtain the necessary knowledge and skills needed to do the job. Many Rapid Response staff may assess the ability to perform a substantial number of the tasks needed to successfully master their job. They may also have the knowledge, skills and attributes needed to be proficient. Knowing this, how can a supervisor or a staff person identify the areas in which to improve or become more proficient?

Based on the DACUM task analysis, an assessment tool was developed to measure a Rapid Response specialist's ability to conduct Rapid Response. The assessment is divided into 12 sections. The sections represent the duties, tasks, knowledge, skills and abilities required to provide Rapid Response services. Each section provides an opportunity to assess the ability to perform the required tasks or skills.

A scale of one 1 to four 4 is given to answer each question. The score of four 4 indicates that in your opinion, a high level of skill in the specific Statement has been achieved. A score of one 1 indicates that a low level of skill in the specified area.

Identifying possession of a low-level skill in a particular area indicates that this area may comprise an appropriate focus for training and developmental activities. Or, it may indicate that a State or local area does not utilize or emphasize that specific program area.

Individual results will be used to create a training or development plan to target to specific individual training needs. Scores may be tabulated individually or aggregated to identify potential training and developmental needs for a unit or group of staff being assessed.

Training Needs Assessment for Rapid Response Staff

Employee Name: ______________________ ____________________________________

Unit: ____ Date:_______________ _________

Instructions: The following assessment is divided into 12 sections. These sections represent the duties, tasks, knowledge skills and abilities required to provide Rapid Response services. Each section provides an opportunity to assess your ability to pelf m the required tasks or skills.

You will be given a scale of one 1 to four 4 to answer each question the score of four 4 indicates that in your opinion you have achieved a high level of skill in the specific Statement. A score of one 1 indicates that in your opinion you have a low level of skill in the specified area. Identifying yourself as possessing a low level of skill in a specific area only indicates that this area may comprise a focus for training and developmental activities Please be as honest as possible when completing this inventory.

The results will be used to training and developmental plan specific to your needs. Your scores may be tabulated individually or aggregated to identify potential training and development needs by unit. Please read all Statements carefully and consider your responses before indicating a score on the assessment.

I. Conduct Research and Analysis.

Instructions On a scale of one (1) to four (4) (4=high level, and 1= low level) characterize your ability to perform the identified tasks related to research and analysis in Rapid Response.

1.	Collect information to confirm or evaluate the situation or event.	1	2	3	4
2.	Collect labor market information on local economy.	1	2	3	4
3.	Analyze company documents.	1	2	3	4
4.	Analyze worker needs based on data collect .	1	2	3	4
5.	Follow up on rumors to determine fact from fiction.	1	2	3	4
6.	Analyze local service delivery system design and capacity.	1	2	3	4
7.	Analyze potential for layoff aversion.	1	2	3	4

II. Conduct Initial Assessment of Layoff or Closure Event

Instructions On a scale of one (1) to four (4) (4=high level and 1=low level) characterize your ability to coordinate the Rapid Response to layoffs.

1. Verify layoff closure.	1	2	3	4
8. Conduct initial company contact.	1	2	3	4
9. Determine actual cause of layoff/closure.	1	2	3	4
10. Identify impacted employees.	1	2	3	4
11. Determine number of impacted employees	1	2	3	4
12. Initiate contact with employees.	1	2	3	4
13. Educate contact with employee representatives.	1	2	3	4
14. Educate unions about Rapid Response	1	2	3	4
15. Determine need for development of worker transition committee.	1	2	3	4
16. Explain transition committee concept to employer, union and employees.	1	2	3	4
17. Establish priorities for early intervention strategies.	1	2	3	4

III. Coordinate and Facilitate Meetings

Instructions On a scale of one (1) to four (4) (4=high level and 1=low level) characterize your ability to coordinate and facilitate meetings.

1. Develop desired meeting outcomes.	1	2	3	4
18. Facilitate meetings to achieve outcomes.	1	2	3	4
19. Identify appropriate meeting attendees.	1	2	3	4
20. Develop meeting agendas.	1	2	3	4
21. Define attendees' interests.	1	2	3	4
22. Schedule meeting in accordance with schedules of attendees.	1	2	3	4
23. Obtain adequate facilities, equipment, furnishings and material.	1	2	3	4
24. Ensure presence of adequate technical knowledge at meeting.	1	2	3	4
25. Review projected agendas content & outcomes with meeting chair.	1	2	3	4
26. Schedule early intervention services to coincide with layoff.	1	2	3	4

IV. Conduct Worker Orientation Meeting(s)

Instructions On a scale of one (1) to four (4) (4=high level and 1=low level) characterize your ability to develop and make presentations in order to conduct worker orientation.

1. Identify the audience(s) and determine their needs for the presentation.	1	2	3	4
27. Identify audience presentation needs.	1	2	3	4
28. Develop presentation to adapt to learning styles.	1	2	3	4
29. Arrange the location for the session.	1	2	3	4

30.	Arrange for audiovisual equipment and set-u3.	1	2	3	4
31.	Develop agenda.	1	2	3	4
32.	Develop supporting materials.	1	2	3	4
33.	Customize presentation to needs and physical set-u3.	1	2	3	4
34.	Identify critical needs for a variety of audiences.	1	2	3	4
35.	Extract & analyze information needed & present in an appropriate format.	1	2	3	4
36.	Express subject matter/topic clearly and concisely.	1	2	3	4

V. Manage Worker Transition Committees

(The purpose of a worker transition committee is to develop a comprehensive plan for individuals faced with layoffs using resources available from Federal State and local resources as well as contributions from employers, unions and the community.)

Instructions: On a scale of one (1) to four (4) (4=high level and 1=low level) characterize your ability to develop worker transition committees.

1.	Identify union officials.	1	2	3	4
2.	Determine unions' affiliation.	1	2	3	4
3.	Identify union benefits.	1	2	3	4
4. 5.	Explain benefits of worker transition committees to labor union and management.	1	2	3	4
6.	Identify staffing and funding needs for a committee.	1	2	3	4
7. 8.	Assist or facilitate selection of worker transition committee members.	1	2	3	4
9.	Define recruit and select a committee chair.	1	2	3	4
10. 11.	Train worker transition committee members on their roles and responsibilities.	1	2	3	4
12.	Allot responsibilities of worker transition committee.	1	2	3	4

VI. Identify Resources

Instructions On a scale of one (1) to four (4) (4=high level and 1=low level) characterize your ability to perform the tasks identified as "Resource Identification" as they pertain to Rapid Response.

1.	Identify federal funding sources.	1	2	3	4
2.	Identify traditional State funding sources.	1	2	3	4
3.	Identify local funding sources.	1	2	3	4
4.	Encourage employers to provide contribution.	1	2	3	4
5.	Identify in-kind funding resources.	1	2	3	4
6.	Evaluate potential financial scope or project.	1	2	3	4
7.	Develop project budget.	1	2	3	4
8.	Identify community resources available for a specific layoff event.	1	2	3	4
9.	Identify additional sources of funding. (i.e. TAA, NAFT-TAA, NEG).	1	2	3	4
10.	Maintain contact with other local companies to determine potential employment opportunities.	1	2	3	4

VII. Coordinate Resources

Instructions On a scale of one (1) to four (4) (4=high level, and 1=low level) characterize your ability to coordinate resources.

1.	Construct and utilize a survey for workers				
2.	to identify transferable skills.	1	2	3	4
3.	Identify local opportunities to transfer skills.	1	2	3	4
4.	Provide information about unemployment insurance.	1	2	3	4
5.	Provide access to appropriate training for affected workers'				
	successful transition.	1	2	3	4
6.	Facilitate coordination between TAA/NAFTA- TAA coordinator				
7.	economic development agency staff, and Rapid Response staff.	1	2	3	4
8.	Develop cooperative agreements with outplacement firms.	1	2	3	4
9.	Identify ways to support and encourage employee				
	involvement in the transition process.	1	2	3	4
10.	Facilitate flow of information between all involved parties.	1	2	3	4

IX. Evaluate Program Performance

Instructions On a scale of one (1) to four (4) (4=high level. and 1=low level) characterize your ability to evaluate the performance of your Rapid Response program.

1.	Develop programmatic standards.		1	2	3	4
2.	Develop program evaluation models.	1	2	3	4	
3.	Develop and deliver a customer satisfaction survey.		1	2	3	4
4.	Obtain customer feedback.		1	2	3	4
5.	Determine level of customer satisfaction with provided services.		1	2	3	4
6.	Determine effectiveness of services provided to customers.		1	2	3	4

X. Knowledge Required of Rapid Response

Instructions On a scale of one (1) to four (4) (4=high level. and 1=low level) characterize your ability to evaluate level of knowledge in the specific areas identified.

1.	Group dynamics.	1	2	3	4
2.	Available resources (i. e . State federal, local, community).	1	2	3	4
3.	Federal laws and regulations.	1	2	3	4
4.	Unemployment insurance.	1	2	3	4
5.	Economic development issues.	1	2	3	4
6.	Key business and industry knowledge (local or state).	1	2	3	4

7.	Union structure/labor relations.		1	2	3	4
8.	Applications of technology.	1	2	3	4	

XI. Skills Required to Provide Rapid Response Services

Instructions On a scale of one (1) to four (4) (4=high Level and 1=low level) characterize your current level of skill in the following identified areas.

1.	Coaching for team member development.		1	2	3	4
2.	Motivation of sell.		1	2	3	4
3.	Motivation of others	1	2	3	4	
4.	Identifying individual strengths and weaknesses.		1	2	3	4
5.	Identifying group strengths and weaknesses.		1	2	3	4
6.	Facilitating groups.		1	2	3	4
7.	Managing personal stress.		1	2	3	4
8.	Managing stress of affected workers.		1	2	3	4
9.	Counseling workers.		1	2	3	4
10.	Administering surveys and assessments to workers.		1	2	3	4
11.	Providing intensive services/workshops to workers.		1	2	3	4
12.	Supervising outsourced training providers.		1	2	3	4
13.	Negotiating.		1	2	3	4
14.	Communicating effectively with people at al levels.		1	2	3	4
15.	Communicating vision, mission and core values.		1	2	3	4
16.	Demonstrating tact and diplomacy.		1	2	3	4
17.	Communicating verbally.		1	2	3	4
18.	Communication in writing.		1	2	3	4
19.	Listening actively.		1	2	3	4
20.	Communicating through e-mail.		1	2	3	4
21.	Researching data through Internet.		1	2	3	4
22.	Developing presentations		1	2	3	4
23.	Making presentations.		1	2	3	4
24.	Planning and organizing.		1	2	3	4
25.	Evaluating the effectiveness of service providers.		1	2	3	4
26.	Understanding local state and federal policies.		1	2	3	4
27.	Investigating and searching for data and facts .		1	2	3	4
28.	Salesmanship		1	2	3	4

29.	Developing relationships with industry representatives and others.	1	2	3	4

XII. Attributes Required to Provide Rapid Response Services

Instructions On a scale of one {1) to four (4). (4=high level and 1=low level) characterize your current level of performance at the abilities specified.

1.	Demonstrating respect for internal and external customers.	1	2	3	4
2.	Serving as an effective advocate.	1	2	3	4
3.	Sensitive to issues of cultural diversity.	1	2	3	4
4.	Demonstrate empathy	1	2	3	4
5.	Maintain confidentiality.	1	2	3	4
6.	Maintaining ethical and principled demeanor.	1	2	3	4
7.	Displaying resourcefulness and creativity in event.	1	2	3	4
8.	Maintaining a flexible attitude.	1	2	3	4
9.	Maintaining a flexible schedule.	1	2	3	4
10.	Maintaining a sense of humor.	1	2	3	4
11.	Practicing independent judgment.	1	2	3	4

TABULATION SHEET

RAPID RESPONSE TRAINING NEEDS ASSESSMENT

Section I Conduct Research and Analysis (7 items)

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

Total Section I. ______

Section II. Conduct Initial Assessment of Layoff/Closure Event (11 items)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Total Section II. ______

Section III Coordinate and Facilitate Meetings (10 items)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Total Section III. ______

Section IV Conduct Worker Orientations (11 items)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Total Section IV. ______

Section V Manage Worker Transition Committees (9 items)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Section V. ______

Section VI Identify Resources (9 items)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Section VI. ______

Section VII: Coordinate Resource (8 items)

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______

Total Section VIII. ______

Section IX: Evaluate Program Performance (6 Items)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Total Section IX. ______

Section X. Knowledge (8 items)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Total Section X. ______

Section XI. Skills (29 items)

1. _____
2. _____
3. _____
4. _____
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22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____

Total Section XI. ______

Section XII Attributes (11 items)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. ______
10. _____
11. _____

Section XII. ______

Learning Guides

The DACUM chart and the Training Needs Assessment Survey help answer the question what needs to be taught The next question to be answered is how to teach what needs to be learned.

A wide spectrum of options is available to be used for training the adult learner. They range from informal on-the-job training to development of a detailed and formal curriculum. Training can be done on an individual basis or provided through groups in seminars, conferences, or workshops.

In the current workforce development system Rapid Response specialists are trained primarily on-the-job. On occasion training specific to Rapid Response is provided through attendance at workshops conducted at conferences. In summary training for front line Rapid Response staff is generally informal and occurs on an intermittent basis.

In deciding what training approach should be used, a number of factors were considered:

The wide variety of approaches in use at the State and local levels for conducting Rapid Response activities.
The wide variety of personnel and subject material resources available to conduct training.
The wide variance in skills and knowledge of existing Rapid Response Staff.
The cost.

In order to address the wide variety of situations that exist in the workforce development community and to provide a degree of consistency among practitioners a flexible approach was needed. A wide variety of quality trainers and materials already exist in the workforce development system and can be found in references such as the Rapid Response Peer Expert Directory. (See Resources for more information)

The cost and relative inflexibility of a formal curriculum were considered and deemed a barrier to its use. At the same time informal on-the-job training did not provide sufficiently for the level of consistency in competency development needed to ensure efficient and effective Rapid Response services. In order to take advantage f the variety of existing expertise and to utilize the wealth of training resources available the learning guide approach was chosen.

The learning guide approach developed for this training uses a set of modules to assist the trainer and/or trainee in carrying out learning activities. A module is included for each duty area identified in the DACUM. Each module includes the following components

<u>Purpose</u> Statement for development of he training module. This will generally describe the reason why performing the duty is essential to a Rapid Response worker.

<u>Learning Objectives</u> are provided. The objectives relate to the tasks necessary to perform the job. When each objective can be achieved the trainee has demonstrated their competency in conducting the duty.

Sample processes that direct a trainer or trainee on possible activities that could assist in developing the learner's proficiency of mastery of a task. It should be noted that the suggested methods or exercises are not viewed as an exhaustive or singular approach. Creativity and direct subject knowledge an lead to a wide variety of approaches to learning.

To the maximum extent possible it is recommended that the training include interactive exercises and case studies that are drawn from actual cases in the trainers background and experience. If possible, local events should be used.

Evaluation methods to determine the degree of success of the training provided are recommended. The needs assessment tool included in this guide is designed to test the trainees ability to demonstrate the competencies identified in the DACUM.

The assessment tool can be self administered by the trainee or can be used by a supervisor to assess the competency specialist or group of specialists for whom training may by needed.

Learning resources include the materials separate from the procedural directions of the Learning Guide. These may include but not limited to the Rapid Response Technical Assistance Resource Guide (TARG), print materials, audiovisual materials, and peers and subject matter experts in the Rapid Response Peer Expert Directory. See the Resources section of this guide for more information.

MODULE 1. CONDUCTING RESEARCH AND ANALYSIS

Purpose

Research an: Analysis is an ongoing process with the main purpose being to identify and verify facts surrounding a dislocation event. Rapid Response staff collects information relative to the needs, goals and motivations of employers, employees, and interested parties. Effective Rapid Response staff members must possess the ability to research and analyze information proactively in order to provide services in a timely manner.

Learning Objectives

Upon completion of this module, the Rapid Response Specialist will be able to:

Determine sources of information to confirm a layoff situation.
Develop methods of following up on rumors to determine fact from fiction in a layoff situation.
Obtain Local labor market information. ?
Utilize company documents as a source of information to confirm a situation or layoff.
Develop an initial assessment of worker needs based on data collected.
Describe the elements and flow of the local one-stop service delivery system and determine the maximum capacity it can serve.
Analyze and determine the potential for averting a layoff or recommend possible aversion strategy

Sample Process (Training Method/Format)

Lecturette

Discuss the steps for conducting research and analysis include:

Collect information to confirm and evaluate situation/event.
[Facilitator should discuss various sources of information to use in this initial assessment.]

Collect labor market information on local economy.
[Facilitator should utilize local labor market information sources to show trainees how to interpret this type of data.]

Analyze company documents
[Facilitator should provide copies of company documents to assist trainees in gathering pertinent data.]

Analyze worker needs based on data collected
What does this information mean?
What needs can you identify based on e information provided?

Follow-up on rumors to determine fact from fiction.

Small Group Exercises

The facilitator should take time to determine whether or not the trainees are achieving the stated learning objectives. How well did the group exercises provide appropriate examples of the needed skills? Provide constructive feedback and support to the group members to assist them in improving their performance in these exercises.

Divide the group into small groups. Provide each group with a compilation of documents typical of those available to Rapid Response to staff. Ask them to identify the facts surrounding a rumored layoff. Have each group develop a presentation on flipcharts to feedback their findings to the rest of the grou3.

Debriefing: Ask the group to identify what challenges they found as they worked to identify information from the documents provided. Where else could they go to find information? What other avenues could be explored?

Pair up with an experienced Rapid Response staff person. Brainstorm ideas on how to confirm a rumored layoff. Have the trainee interview the experienced staff person for examples of their experiences in confirming a layoff rumor. Where did the experienced staff person go to gather information to confirm the rumors? Who did they talk to? Brainstorm as complete a list of possible of avenues and resources to gather information.

Debriefing: Present the list to the large grou3. Discuss the findings as well as challenges expected and strategies developed to meet the challenges.

With the experienced staff person, discuss ways to maintain information on the local labor market. Where do you go to gather routine information about employment prospects and opportunities? What types of worker skills are needed in the local labor market? Who are the local employers? What are the chances of generating like skill job opportunities for local displaced workers? Brainstorm and record your ideas on flipchart paper.

Debriefing: Report your ideas back to the large grou3. Gather the reports from the other individuals or small groups to create a profile c your local community labor market. Discuss the anticipated challenges in developing and maintaining current la bor market information on your local community

Based on data collected in previous exercises. Develop an assessment of worker needs. What information is the assessment attempting to gather? How should the assessment be constructed to best achieve data gathering goals? Who might you consult with to gather input on the design of the assessment? Are there examples of previous assessments (exemplars) that might guide your efforts? Develop the assessment, present to the large group and provide copies for the other trainees.

Debriefing: Have small groups review the assessments to provide constructive feedback regarding instrument design, format, and methodologies. Does the instrument gather the necessary information in an effective and efficient manner? Are the questions dear, concise, and understandable?

Individually or in a small group, develop a brief report and chart that details the elements and flow of your local One-Stop service delivery system. With whom might you speak to begin gathering information for this report? Where do you g, to gather this information? How do you determine the services available? What is the maximum capacity of your service delivery system? Where can you go to develop additional resources, when needed?

Debriefing: Discuss your chart/report with other trainees. Share copies of your report with other trainees. Are any crucial steps or services missing? What difficulties did you experience as you worked to develop your report? Did you notice any gaps in service/programmatic offerings? What strategies could you develop to fill in the gap s?

You have heard rumors that a local company is considering extensive layoffs. These layoffs will create severe problems for the local economy, which depends on the jobs generated by the local company. What steps could you take to aver the layoff? Brainstorm a list of strategies and actions to divert the layoff. Who would you include in your efforts? What steps would you take to initiate your ideas? How would you market your ideas? What resources would you need to possess in order to pursue a layoff aversion? Record and report your ideas to the large grou3.

Debriefing: Report your ideas for layoff aversion strategies to the large grou3. Ask the group and the facilitator for constructive feedback. Examine and evaluated the variety of ideas promoted in the various trainee reports. Were some of the ideas workable? Were some of the ideas unworkable? Which ideas seemed to be the most likely to succeed.

Evaluation

The facilitator listens to the group presentations or makes an assessment of the individuals level of understanding of the content. The facilitator should determine whether or not the small group or the individual has met the objectives by utilizing the following guide:

Can the individual or group determine sources of information to confirm a layoff situation?

Yes No

Can the individual or group develop methods of following up on rumors to determine fact from fiction in a layoff situation?

Yes No

Can the individual or group utilize local labor market information?

Yes No

Can the individual or group demonstrate the utilization of company documents as a source of information to confirm a situation or layoff?

Yes No

Can the individual or group develop an initial assessment of worker needs based on data collected?

Yes No

Can the individual or group describe the elements and flow of the local one-stop service delivery system and determine the maximum capacity it can serve?

Yes No

Can the individual or group analyze and determine the potential for averting layoff and recommend possible aversion strategies?

Yes No

The facilitator should provide feedback to the groups helping them identify additional sources of information or strategies until all learning objectives are met. The facilitator may provide additional exercises as recommended in the Sample Process (Training Method/Format section until satisfactory levels of performance are obtained on all learning objectives.

Resources

TARG Chapters 5 and 6

MODULE 2. CONDUCT INITIAL ASSESSMENT OF LAYOFF/CLOSURE EVENT

Purpose

To provide the Rapid Response Specialist with four National tools that can be used to conduct the initial assessment of a layoff or closure, obtain agreement to an onsite meeting, and to assess the needs of employers, employees and employee representatives in preparation for the delivery of early intervention services.

Learning Objectives

Upon completion of this module, the Rapid Response specialist will be able to:

- Determine appropriate employer and employee representatives' contacts.
- Utilize at least one technique that can be used to reach employers and employee representatives by phone to discuss the layoff/closure.
- Use key questions to ask about a layoff or closure.
- Interpret information that the employer and/or employee representatives state about the layoff/closure event.
- Effectively introduce the concept and describe the benefits of a worker transition committee.
- Assess what early intervention strategies are appropriate for the affected workers representatives by about the layoff/closure

Sample Process (Training Method/Format)

Lecturette

Utilizing the Rapid Response Technical Assistance and Resource Guide, review the chapter on making the initial contact with employers.

Small Group Exercises

The facilitator should take time to determine whether r not the trainees are achieving the stated learning objectives. How well did the group exercises provide appropriate examples of the needed skills? Provide constructive feedback and support to the group members to assist them in improving their performance in these exercises.

Have trainees break out into small groups. Within each group have trainees identify an employer, a worker representative, a worker and a Rapid Response specialist. Provide trainees with two different scenarios. In one situation a WARN notice was filed, which includes all information about the layoff. The second should be a situation in which only a public announcement was provided and no specific contacts were identified. Have trainees make the initial contact, assess the situation, and develop a plan for service delivery.

Debriefing: What issues and discussion up? What was difficult? What unique methods were used? What lessons were learned?

Individually or as a small group, discuss the following scenario. You have received notice of a layoff or closure event in your local community. What do you do? Develop a series of your initial action steps. Include the following: Where might you seek guidance as you develop your strategies to make this initial contact? What resources are available to you to help ensure your success? Who might you consult prior to making any contact?

Debriefing: What issues came up in the discussion? Did the trainees take the appropriate action in the scenario? Did they seek out information and resources in the appropriate manner? What difficulties did they discover as they initiated action and contact? What could they do to improve the performance, comfort in the process knowledge of resources?

Individually or in a small group, utilize the previous layoff scenario. Develop a document to guide you in your initial discussions with parties concerned in the layoff. The guide should identify the key people to contact, objectives or outcomes of that contact as well as key questions to ask and key issues to address. Who do you contact? What are your goals for the initial contact? What do you expect the representatives you contact to contribute to the Rapid Response effort? How should this contact be made? What challenges might you expect from each different representative group you as you make contact? What strategies can you develop to overcome those expected challenges?

Develop an action plan, which includes as much specific information as possible for each action ste3. Report your plan back to the large group and ask pr constructive feedback. What resources did you utilize to develop your guide? Who did you consul with to develop the guide? What specific questions did you address in the guide?

Debriefing: Have trainees present their guides to he large grou3. Review and analyze the guides developed by the trainees. Assess the potential effectiveness of the guide. Did the trainees identify the key people to involve in the initial discussions Did they identify the key questions to ask and issues to address? What unanticipated problems should they expect? What routine challenges should they expect as they work on making this initial contact with employee, *employer and union* representatives.

Your facilitator will provide you with sample documents from a previous layoff/closure event. Utilizing information provided by your facilitator, work individually or in small groups to examine the materials and make observations. What information are you able to gather from the documents? What additional information do you need? Where might you locate additional information? Identify individuals who might provide additional information. What can you state about the layoff/closure event you are examining? What initial observations can you make about needed representatives, aversion strategies, impact on local workforce, potential resources needed and potential resources available? Develop a presentation of your findings. Report back to the large grou3. Ask for constructive feedback to improve your observation and planning skills.

Debriefing: Review and analyze the reports from the individuals or small groups. Did the trainees gather the information expected from the documents provided? Did they correctly identify additional sources of information and additional resources develop the information further? Provide feedback and support to help the individuals or groups develop a complete understanding of the information to be gathered from the documents, the gaps to be filled and the challenges to expect.

As a large group, count off from one to three. Divide into your like numbered groups (all one's together, all two's together, and so on). Each group will address the following scenario. You are to make a presentation a presentation regarding the benefits of Worker Transition Committees. Group one will address Management Employers. Group two will address Labor Representatives. Group three will address employees. Develop the initial presentation group will develop an deliver their presentation to the large group

Debriefing: As the presentations are being delivered, the facilitator should ask each group how the presentations would differ for each audience. What differences, if any, did you note in the presentations? What specific benefits of Worker Transition Committees were highlighted for each group? Review each group's presentation for the benefit of all other groups. Discuss how to maximize the effectiveness of the presentation by constructive feedback to improve the presentations.

Individually, or as a small group, utilize information from a past Rapid Response event to assess and develop early intervention strategies. Resources should include results of initial contact with the employer, union representatives and affected employees; results of assessments; review of company documents, and review of available resources federal, State, local, inkind, etc. Prepare a report for the large grou3.

Debriefing: Review the presentations. What were the early intervention strategies developed by the groups? Assess the effectiveness of the identified strategies. What initial actions did the groups recommend? What outcomes should the group expect from the completion of these proposed initial action steps? Provide constructive feedback to improve trainee skill in developing early intervention strategies.

Evaluation

The facilitator should determine at what level the trainees are able to perform the objectives as listed in the beginning of this section. This can be done either by gauging the responses to questions, or evaluating the results of group or individual exercise The facilitator should determine whether or not the small group or the individual has met the objectives by utilizing the following guide:

Can the individual or group determine the appropriate employer and employee representative contacts?

Yes No

Can the individual or group utilize at least on technique that can be used to reach employers and employee representatives by phone to discuss the layoff / closure?

Yes No

Can the individual or group utilize key questions to ask about a layoff / closure?

Yes No

Can the individual or group interpret information that the employer and/or employed representatives state about the layoff/closure event?

Yes No

Can the individual or group effectively introduce and describe the benefits of a Worker Transition Committee

Yes No

Can the individual or group assess which ear intervention strategies are appropriate for the affected worker?

Yes No

The facilitator should provide feedback to the groups helping them identify additional sources of information or strategies until all learning objectives are met. The facilitator may provide additional exercises as recommended in the Sample Process (Training Method/Format) section until satisfactory levels of performance are obtained on all learning objectives.

Resources

TARG Chapters 5, 6, and 9

MODULE 3. COORDINATE AND FACILITATE MEETINGS

Purpose

Coordinating and facilitating meetings is a critical element in the provision of Rapid Response services. Whether meeting with key partners i.e., employers. , union representatives, employees, or One-Stop service delivery providers or conducting employee orientation or convening a group of individuals, imparting information is a central theme in Rapid Re2onse. The ability of Rapid Response staff to coordinate and facilitate meetings effectively impacts the delivery of services and the success of the program.

Learning Objectives

Upon completion of this module, the Rapid Response Specialist will be able to:

Design meeting formats to achieve predetermined meeting outcomes.
Create meeting agendas that meet the identified needs and interests of meeting attendees.
Plan a meeting to include scheduling, reservation of a location, required equipment and materials.

Sample Process (Training Method Format)

Lecturette

Rapid Response services frequently involve convening a group of people and providing information, developing collaborative plans, explaining services or programs, and providing instruction. These functions all involve meeting oriented planning processes. Some specific types of meetings provided in Rapid Response services include:

Pre-On-Site Meetings - may be held upon initial notice that a dislocation event is going to occur. They involve the need to communicate both writing and by the telephone to initiate the meeting planning process.

On-Site Employer Meetings - are initiated to provide the employer with an opportunity to meet face-to-face to review the layoff or closure. Preparation includes identification of data required to proceed including the number of affected employees, occupations, salaries and employee characteristics.

Small Group Exercises

The facilitator should take time to determine whether or not the trainees are achieving the stated learning objectives. How well did the group exercises provide appropriate examples of the needed skills? Provide constructive feedback and support to the group members to assist them in improving their performance in these exercises.

Provide small groups with a scenario regarding the potential dislocation event. Ask the group to identify who should be invited to the meeting, what each will contribute to the meeting, who should help develop the agenda, and how will appropriate putcomes for the meeting be developed. Identify a location for the meeting, the information to be cowed and any audiovisual or handout materials needed.

Debriefing: What challenges did you find as you tried to set up this meeting? What information was missing that would have helped you more adequately prepare for this meeting? Who would you have included in the planning process and why? What process would you utilize to plan a meeting if you could prepare the way you choose?

Divide the large group into three small discussion groups. Each group is to be given the assignment of setting up a meeting to discuss Rapid Response Services. Group one is to prepare a meeting for the employer. Group two is to prepare a meeting for union representatives. Group three is to prepare a meeting for affected employees. Each group should discuss their target audience. What are their expectations? What are their needs? What challenges can you anticipate as you prepare the meeting format and outcomes? What strategies can you develop to meet the anticipated challenges?

Discuss meeting formats (information gathering, information giving, question and answer, expert panel, etc.). Which meeting format works best to meet your stated outcomes?

Discuss in your group what you are trying to achieve by convening this meeting. Develop and document concrete meeting outcome statements. How would your preparation and planning change if the meeting was a: 1). Pre-On-Site Meeting; 2). an On- Site Meeting; or 3). an On-Site Employer meeting. Be specific. Include results of these discussions in your report to the large grou3.

Report the results of your planning and preparation t the large grou3. Ask for constructive feedback to improve your plan.

Debriefing: Review the small group reports to determine if appropriate meeting outcomes, formats and composition were created. Provide feedback on the groups plans to assist them in improving their meeting planning skills.

Review sample meeting agendas from past Rapid Response meetings. Determine if the meeting outcomes were appropriate for the type of meeting held. Could you determine the target audience based on your review of the sample meeting agendas? Were the agendas developed to meet the needs of the audience? Was the meeting format appropriate? Develop a brief evaluation of the agendas and be prepared to report findings to the large grou3.

Debriefing: Review the reports from the individual or small grou3. Determine whether or not the trainee conducted an effective review of the sample agendas. Were the trainees or groups able to determine the effectiveness of the agenda, design, format, and target audience needs? Provide feedback to assist the trainees to develop critical evaluation skills when developing meeting agendas.

Develop a meeting agenda for a meeting with a community group or organization for the purpose of securing ancillary services for local displaced workers. Determine the appropriate time, location, format, outcomes, setting and audiovisual needs for the meeting. Present your plans to the large grou3. Ask for constructive criticism to improve meeting planning skills.

Debriefing: Review the plans for the community resource meeting. Did the trainees adequately assess the audience needs? Did they develop meeting outcomes appropriate for the setting? Did they select an appropriate environment and format for the meeting? Were audio / visual plans appropriate to the situation? Provide feedback to improve the meeting planning skill level of trainees.

Evaluation

The facilitator should determine at what level the trainees are able to perform the objectives as listed in the beginning of this section. This can be done either be gauging the responses to questions or evaluating the results of group or individual exercises. The facilitator should be prepared to provide additional support and information to enhance the abilities of the trainees.

1.Did the :individual or group design meeting formats to achieve predetermined meeting outcomes?

Yes No

2. Did the individual or group create meeting agendas that met the identified needs and interests of meeting attendees?

Yes No

3. Did the individual or group plan a meeting to include scheduling, reservation of a location, required equipment and materials?

Yes No

The facilitator should provide feedback to the groups helping them identify additional sources of information or strategies until all learning objectives se met. The facilitator may provide additional exercises as recommended in the Sample Process (Training Method/Format) section until satisfactory levels of performance are obtained on all learning objectives.

Resources

TARG Chapter 6

MODULE 4. CONDUCT WORKER ORIENTATION

Purpose

In a dislocation event, workers are not likely to be aware of the nature and scope of services available in a community. In addition, communities may have a varying capacity to provide services. It is essential that a Rapid Response specialist be able to identify tie services and providers who can be of assistance to the workers and to establish a way of communicating the availability and points of access for the workers. This is generally done at a worker orientation

Learning Objectives

Upon completion of this module, the Rapid Response Specialist will be able to:

- Identify the audience and their needs
- Identify audience presentation needs.
- Develop presentation that can be adapted to learning styles.
- Arrange the location for the session.
- Arrange for audiovisual equipment and,
- Develop agenda.
- Develop supporting materials.
- Customize presentation to needs and
- Identify critical needs for a variety
- Extract and analyze information needed and present in an appropriate format.
- Express subject matter/topic clearly and concisely.

Sample Process (Training Methods/Format)

Lecturette

A brief lecture pointing out the importance of worker orientations and the primary reasons for conducting them should include:

Orientations inform workers of the array of services available to assist in making an informed choice about their future.
Orientations inform workers how to access services.
Orientations inform workers where they can access services.

Small Group Exercises

The facilitator should take time to determine whether r not the trainees are achieving the stated learning objectives. How well did the group exercises provide appropriate examples of the needed skills? The facilitator should provide constructive feedback and support to the group members to assist them in improving their performance in these exercises.

Divide the group into smaller groups. Provide three different cases and have each group identify a target audience, prepare an agenda that includes ides topics, presenters and equipment needed to conduct a worker orientation.

Debriefing: Have each group do a presentation of their plan to the full grou3. Have the large group critique each group’s agenda and plan for the orientation by identifying its strengths and weaknesses.

Attend a Worker Orientation Session. Observe the process. Analyze the session to determine whether or not the following objectives were net:

Did the session presenter(s) identify the audience and their presentation needs. If yes, what specific actions or behaviors did you observe that support your conclusion?

Did the presentation provide information in a manner that touched on different audience member learning styles?

Was the session location appropriate?

Were the arrangements for audio/visual equipment made? Appropriate for the meeting format and location? Set up and working?

Did the Worker Orientation Session have a set agenda? Was if followed? Was the agenda flexible enough to meet attendees needs?

Did the session provide supporting materials? Were the materials appropriate to the audience needs and physical setting?

Prepare a report for review by the large group and facilitator. Be prepared to make recommendations for improvement as supported by observations.

Debriefing: The facilitator should attend the s me Worker Orientation Session and make notes on the objectives 16 listed above. Utilize the facilitator notes to guide the Debriefing of the session observation. Did the trainees notice and capture pertinent information provided in the session? Did the trainees come up with specific observations, conclusions and recommendations for remediating observed problems?

As an individual or small group and utilizing the scenario and materials provided, prepare a mock Worker Orientation Session. Identify the audience needs, extract and analyze pertinent information, and develop a session, which provides the material in a logical and concise manner

Scenario # 1: Develop an orientation session to inform workers of *the array of services* available to assist in making an informed choice about their future.

Scenario # 2 Develop an orientation session that informs workers *how to access* federal, State, local and in-kind services

Scenario # 3 Develop an orientation session that informs workers.

Debriefing: The facilitator should review the npck session and determine whether or not the information provided met the objectives. Did the individual or small group provide the necessary information in a concise and appropriate form? Did the information meet the needs of the audience? Was the information presented understandable? Provide guidance until the trainees are capable of providing Worker Orientation Sessions at a satisfactory level.

Evaluation

The facilitator should determine at what level the trainees are able to perform the objectives as listed in the beginning of this section. This can be done either be gauging the responses to questions, or evaluating the results of group or individual exercises. The facilitator should be prepared to provide additional support and information to enhance the abilities of the trainees.

Can the individual or group identify the audience and their needs for the presentation?

Yes No

Can the individual or group identify audience presentation needs?

Yes No

Can the individual or group develop presentations that can be adapted to learning styles?

Yes No

Can the individual or group arrange the location for the session?

Yes No

Can the individual or group arrange for the audio/visual equipment and set up?

Yes No

Can the individual or group develop an agenda?

Yes No

Can the individual or group develop supporting materials?

Yes No

Can the individual or group customize the presentation to the audience needs and physical setting?

Yes No

Can the individual or group identify critical nee s for a variety of audiences?

Yes No

Can the individual or group extract and analyze information needed and present in an appropriate format?

Yes No

Can the individual or group express the subject matter/topic clearly and concisely?

Yes No

The facilitator should provide feedback to the groups helping them identify additional sources of information or strategies until all learning objectives are met. The facilitator may provide additional exercises as recommended in the Sample Process (Training Method/Format) section until satisfactory levels of performance are obtained on all learning objectives

Resources

TARG Chapter 7 and Appendices

MODULE 5. WORKER TRANSITION COMMITTEES

Purpose

Worker transition committees can be a valuable tool in planning and implementing a service strategy for a dislocation event. The purpose of a worker transition committee is to develop a comprehensive plan for individuals faced with layoffs using resources available from federal, State and local resources as well as contributions from employers, unions and the community. Rapid Response staff need to be aware of the benefits of using them, the types of committees that can be used and how to set up and operate a committee.

Learning Objectives

Upon completion of this module, the Rapid Response specialist will be able to:

Identify three types of adjustment committees.
Identify the benefits of having a committee to the union and management.
Identify the appropriate union officials and their role in establishing a committee
Determine the number of unions and their affiliation ion a company.
Assist the appropriate representatives in the selection of committee members.
Understand the role of the neutral chair.
Know the process for selection and recruitment for a neutral chair.
Train the committee on their roles and responsibilities.

Sample Process (Training Methods/Format)

Lecturette

The trainer should cover the learning objectives as cite above. Briefly describe three approaches to worker transition committees.

Small Group Exercise

The facilitator should take time to determine whether o not the trainees are achieving the stated learning objectives. How well did the group exercises provide appropriate examples of the needed skills? Provide constructive feedback and support to the group members to assist them in improving their performance in these exercises.

Divide the large group into three subgroups. Ask each group to brainstorm a list of the benefits of using a given approach to worker transition committees. Small groups should develop a presentation of their lists. Present small group work to the large grou3.

Debriefing: The facilitator should be prepared :o ensure the small groups present pertinent information. The facilitator should encourage constructive feedback. Ensure that participants demonstrate an understanding of the subject ratter.

Given a case study, groups will identify the labor unions at a subject company. Each group should be given a biography of several candidates who have been nominated to be neutral chair. Each group should report out on the candidate they recommend including an analysis and discussion of the strengths and weaknesses of the candidates. The large group should listen to the recommendations and provide constructive feedback to the small grou3.

Debriefing: The facilitator should monitor the recommendation process to determine whether or not the small groups are gathering the required information for formulation of recommendations. Facilitate a give-and-take discussion between the small groups regarding the recommended candidates. Can they negotiate/facilitate this process?

Individually, or in small groups, develop a presentation. You have been asked to develop a presentation to identify the benefits of having an adjustment committee. If the small group approach is selected, divide the large group into four equal groups. Have group one prepare a presentation to Union representatives regarding the benefits of adjustment committees. Have group two play the role of the Union representatives. Group two is to develop a series of questions they would have as Union representatives about transition committees. Group three is to prepare a presentation to Management regarding the benefits of adjustment committees. Group four is to play the role of the management representatives. Group four is to develop a series of questions they would have as Management representatives about transition committees.

Debriefing: The facilitator should listen to the presentations and the exchange of questions and answers throughout the role play to determine whether groups one and three accurately assessed the issues and information which was relevant to the representative groups. Groups two and four should demonstrate a clear understanding of the issues the groups they are representing would find pertinent. Encourage analysis across small groups at the completion of the role-playing. Ensure that participants display knowledge of the subject matter and demonstrate skill in planning, development and delivery of required processes.

Individually, or in small groups, prepare a profile of the union structure of three local businesses. Identify the number of unions in the business and the names of union representatives. Provide other trainees with copies of the profiles developed as an outcome of this exercise.

Debriefing: The facilitator should be prepared to review the union profiles to ensure accuracy prior to distribution to the large group. Guide the group in a discussion of the role of individual union representatives in the task of establishing transition committees.

You have been asked to develop a presentation to explain the concept of the neutral chair to a group of stakeholders. Include in your presentation the role of the neutral chair, the process for selection and recruitment of the neutral chair and the roles and responsibilities of a transition committee.

Debriefing: The facilitator should be prepared to review the presentations to determine that the information presented is accurate, concise, ad timely. Did the presentation reach the intended audience? Were the presentations motivational in nature? Provide constructive feedback to encourage the enhancement of presentation kills.

Evaluation

The facilitator should determine at what level the trainees are able to perform the objectives as listed in the beginning of this section. This can be done either by gauging the responses to questions, or evaluating the results of group or individual exercises. The facilitator should be prepared to provide additional support and information to enhance the abilities of the trainees.

Can the individual or group identify three types of adjustment committees?

Yes No

Can the individual or group identify the benefits of having a committee to the union and management?

Yes No

Can the individual or group identify the appropriate union officials and their role in establishing committees?

Yes No

Can the individual or group determine the number of unions and their affiliation in a company?

Yes No

Can the individual or group assist the appropriate representatives in the selection of committee members?

Yes No

Does the individual or group understand the role of the neutral chair?

Yes No

Does the individual or group know the process for selection and recruitment of a neutral chair?

Yes No

Can the individual or group train the committee on their roles and responsibilities?

Yes No

The facilitator should provide feedback to the groups helping them identify additional sources of information or strategies until all learning objectives are met. The facilitator may provide additional exercises as recommended in the Sample Process t raining Method/Format section until satisfactory levels of performance are obtained on all learning objectives.

Resources

TARG Chapters 8 and 9
USDOL Dislocated Worker Web Site
BLMRCP Papers on the Canadian Adjustment Model

MODULE 6: RESOURCE IDENTIFICATION

Purpose

Resource Identification is an operational component of Rapid Response, which occurs at the point that a dislocation event has been identified and appropriate services have been identified to meet the needs of affected workers. There are a variety of financial and in-kind resources at the federal, State and local revels that can be used to provide services to the dislocated worker population.

This phase seeks to identify and target appropriate sources of funding and services, which can assist in meeting the identified needs of the affected workforce

Learning Objectives

Upon completion of this module, the Rapid Re

Identify possible federal, State and local funding
Identify services available through federal, State or local programs.
Encourage resource contributions by employer.
Identify in-kind funding sources.
Evaluate the financial scope of a project
Develop a project budget.
Initiate and facilitate contact with local employers to identify employment opportunities.

Sample Process: (Training Methods/Format)

Lecturette

Stress importance of broad-based response to layoff event. It may be helpful to build on the information identified in Module 2 Assessment of the Event relative to priorities identified for early intervention strategies and services. Based on these identified needs an environmental scan of various programs may assist the Rapid Response specialist in identifying additional sources of funding or sources of services not provided through Rapid Response.

Small Group Exercise

The facilitator should take time to determine whether pr not the trainees are achieving the stated learning objectives. How well did the group exercises provide pppropriate examples of the needed skills? Provide constructive feedback and support to the group members to assist them in improving their performance in these exercises.

Break the group into smaller groups and haw the each brainstorm on the following topics:

- Identify of available funding sources
- Federal
- State
- Local
- Inkind

- Identify programs to assist in providing services to affected workforce.
- Federal
- State
- Local

Debriefing: Groups should report out discussion to ensure that each list is c reports, or materials to complete list o
d encourage a full group vide supporting documents,

Provide small groups with case studies of a closure/layoff event . Have the group identify the State, local, (i.e., One-Stops, business, public agencies, community based organizations) and federal funding and services available in each case.

Debriefing: Have each group report its findings and have other groups critique their findings.The facilitator should be prepared to supplement the case study with a complete list of resources.

Individually or as a small group, review a service plan for a number of participants eligible for multiple programs (i.e., TAA, WIA, PELL grants). Have participants determine the sources of funding that will pay for the services and an approximate amount of funding needed to provide the services.

Debriefing: The facilitator should be prepared to provide meaningful feedback on realistic budget preparation and constraints. Supporting mater p1s regarding specific funding sources and limitations should be provided to participants a part of the Debriefing process. Discussion should include what aspects of the developed budget were accurate, and areas where the budget plans would require adjustment. Additional discussions should include alternative funding sources/resources as well as strategies to obtain said resources.

Individually with a facilitator or as a small group, discuss strategies for contacting local employers to identify employment opportunities Utilizing a role play scenario, assume you have been asked to make contact with local employers for the purpose of identifying employment opportunities. With a role-playing partner, spend some time discussing employment opportunities. What would you say? What strategies would you employ? What benefits do you have to offer the local employer? What might you expect as impediments to your goal?

Debriefing: The facilitator should be prepared 3 provide meaningful feedback to the participants. The facilitator should utilize past experience to recommend strategies, help participants anticipate roadblocks, and develop successful strategies Provide constructive feedback and support to assist the participants in developing skills in this area.

Evaluation

The facilitator should determine at what level the trainees are able to perform the objectives as listed in the beginning of this section. This can be done either be gauging the responses to questions, or evaluating the results of group or individual exercise;. The facilitator should be prepared to provide additional support and information to enhance the abilities of the trainees.

1. Can the individual or group identify possible federal. state and local funding?

Yes No

2. Can the individual or group identify services available through federal, state or local programs?

Yes No

3. Can the individual or group encourage resource contributions by employers?

Yes No

4. Can the individual or group identify in-kind funding sources?

Yes No

5. Can the individual or group evaluate the financial scope of a project?

Yes No

6. Can the individual or group develop a project budget?

Yes No

7. Can the individual or group initiate/facilitate contact with local employers to identify employment opportunities?

Yes No

The facilitator should provide feedback to the groups helping them identify additional sources of information or strategies until all learning objectives are met. The facilitator may provide additional exercises as recommended in the Sample Process raining Method/Format section until satisfactory levels of performance are obtained on all learning objectives.

Resources

TARG Chapters 4,6, and 9
Federal Agencies
State Agencies
City/County Government
Local Human Service Agencies/Public and Non-Profit Organizations
Local Chambers of Commerce
Local Economic Development Agencies
Local ASTD Chapters

Local Human Resource Professional Associations
Industry Associations

MODULE 7. COORDINATE RESOURCES

Purpose

Rapid Response/Early Intervention services provide an opportunity to assess needs of affected workers and provide them with information and resources to help meet their personal and professional re-employment needs and goals. Resources will be identified and the worker provided with the information necessary to access all available appropriate resources to help ensure support and assistance for re-employment.

Dislocated workers may be eligible for a number of programs and benefits. These programs may be operated by a number of public and private agencies, Rapid Response staff member needs to be aware of the various programs and have a basic understanding of each program and the agencies that administer them so that a coordinated approach to service delivery can be developed.

Learning Objectives

Upon completion of this module, the Rapid Response Specialist will be able to:

- Construct a worker needs and skills survey and demonstrate how to implement the survey and begin to analyze the results.
- Present workers with information about their transferable skills and methods to assist identifying those skills including discussion regarding prospective opportunities to utilize and/or enhance their skills for reemployment.
- Provide resource information about Unemployment Insurance including how, when and where to file for and understand their responsibilities to aim benefits.
- Provide resource information to worker regard g reemployment and/or training opportunities including post layoff services/providers.
- Facilitate coordination between TAA/NAFTAT.,A coordinators, economic development agency staff, One-Stop operators, and the Rapid Response unit.
- Develop cooperative agreements between private outplacement firms and other providers.
- Identify ways to support and encourage employee involvement in the transition process.
- Facilitate the flow of information between all providers.

Sample Process (Training Method/Format)

Lecturette

Review available resources including what, *when, where, why and how* of accessing and utilizing them. Rapid Response services involves the effective collaboration of a great number of partners. The Rapid Response staff person must be skilled at facilitating coordination of services and programs. This facilitation includes fostering collaboration between TAA/NAFTATAA coordinators, economic development agency staff, One-Stop operators and Rapid Response staff.

Developing cooperative agreements is another important element of coordinating the transition process. Examples of these agreements might include issues round funding, services, feedback and communication. Cooperation between organized labor, management and employees will have to be cultivated. The specific challenge in fostering such cooperation is achieved by encouraging all parties to become involved and maintain their commitment throughout the transition process.

Exercises

Create a needs assessment survey.
Handouts and discussion about Unemployment Insurance.
Provide trainees with a sample case study depicting transferable skills identification and utilizing a dislocated worker profile that indicates need or retraining due to lack of marketable skills and no local labor market demand.

*Note: Exercises could be conducted in small gr ups or as individual assignments.

Small Group Exercises

The facilitator should take time to determine whether or not the trainees are achieving the stated learning objectives. How well did the group exercises provide appropriate examples of the needed skills? Provide constructive feedback and support to the group members to assist them in improving their performance in the exercises.

Divide the trainees into small groups. Ask them to develop a list of strategies to develop and maintain commitment to cooperation through the transition process. This list should include: who should be involved, how would you motivate them to become and stay involved, how will you coordinate the flow of information, brought to bear on the situation?

Debriefing: Ask the trainees what they fount challenging about the exercise. What information or resources would have helped them complete the assignment? How would they change the process they used to ensure that it was more effective?

Individually or in a small group, develop a Worker Skills Survey. Review examples of previous surveys. Analyze the survey design and assess its potential effectiveness. Develop a model survey based on your analysis and discussions.

Debriefing: The facilitator should be prepare to provide meaningful feedback on the effectiveness of the Skill Survey design and potential effectiveness. Provide exemples of effective Worker Skills Surveys for review by he individual or small grou3.

Conduct a mock feedback presentation to a worker on the subject of transferable skills. Analyze the opportunities for transition, the skills required for that transition and the assessment of the current skill level. If transition to similar skillet occupations does not exist, discuss skills for re-employment. How would the feedback session differ if the worker possessed a dislocated worker profile that indicated need for retraining due to lack of marketable skills? How would the feedback session differ if the worker needed retraining due to lack of local labor market demand for current skills?

Debriefing: The facilitator should review the presentation to determine whether the individual or group met the above requirements. Did the small group convey the pertinent issues regarding skill transfer? Did the group present the information in a format that was sensitive to the emotional needs of displaced workers? Was he information accurate and current? Was the information presented in a concise understandable format? Ask the large group to provide constructive feedback regarding the presentations.

Develop a presentation to affected workers marketing reemployment training opportunities and services. Discuss available resources, cost, location and timeframe of resources. Discuss Post layoff services and providers. Provide the large group with your presentation. Ask for constructive feedback to improve presentation and content.

Debriefing: The facilitator should review the presentation to determine whether the information required was provided. Was the information accurate and current? Was the information presented in a concise understandable format? Ask the large group to provide constructive feedback regarding the presentations.

You have been asked to give a presentation regarding unemployment benefits. Develop and present this information to the large group

What specific information do they need?
What are specific responsibilities and time frames?
Would the presentation change based on the audience composition? If so, how?
What audio / video, visual aids, or supplemental materials would assist you?
What meeting format would work best for the presentation?
Does the size of the group receiving the presentation impact the method of delivery?

Debriefing: The facilitator should review the presentation to determine whether the information required in numbers 1-6 above. Was the information accurate and current? Was the information presented in a concise understandable format? Ask the large group to provide constructive feedback regarding the presentations.

Develop a diagram or a schema that depicts the ideal flow of communication and information in Rapid Response program delivery. Include all partners (i.e. TAA/NAFTA-TAA coordinators, Economic Development Agency staff, One-Stop operators, Rapid Response staff, affected workers, employer, union, outplacement firms and outside service providers).

- Discuss the elements of a successful (exemplar) communication system.
- Discuss the current communication system.
- Identify gaps between current and desired state.
- Generate strategies to close gaps.
- Analyze proposed strategies
- Select most promising strategies.
- Develop specific communication improvement goals and objectives.
- Reassess diagram or schemata periodically to evaluate progress and document successful changes in communication processes.

Debriefing: Utilize the input from the large group as the small groups present their diagrams. Support positive comments. Address feedback in a constructive manner. Help focus participant attention on gap analysis and active strategic planning elements of this exercise. The facilitator should be prepared to provide any meaningful examples of communication systems that have proven successful in past efforts.

You have been asked to develop a plan to encourage employer involvement in the transition process. Brainstorm a list of strategies to encourage involvement. Be creative. The idea of this specific step of this exercise is to generate a long list of ideas without judging their potential effectiveness. Think about motivation, incentive, marketing, audience and communication strategy. Review the generated list. Briefly discuss possible merit/challenges of each option. Reduce the list to the top 5 ideas. Polish the ideas into working concepts and present them back to the large grou3. When presenting your ideas back to the large group, market your ideas as if the audience was actual affected employees.

Debriefing: Evaluate the presentations to determine whether or not the information and strategies provided would support the development of employee commitment. Provide anecdotal information regarding success motivational efforts in past rapid response events.

You are a Rapid Response staff member participating in an anticipated dislocation event. With whom will you work to provide services? Be specific in describing the extent to which you work with other team members (i.e., Economic Development Agency staff, One-Stop operators, fellow Rapid Response staff, service providers, employers, affected workers, unions and community representatives). What lines of communication should you establish with each team member? Where might you anticipate challenges as you provide services? What strategies can you develop to assist you in overcoming these challenges?

Debriefing: The facilitator should review the work to ensure that the individual or group has anticipated the appropriate collaborative partners and developed realistic expectations of that work together. Provide experiential support to help participants develop a realistic picture of the challenges to developing collaborative venture s.

Develop a notebook of successful examples (exemplars) of the following documents:

- Skill assessment surveys.
- Federal, State, local, and in-kind resources.
- Program availability, capacity.
- Agreements between Rapid Response staff and a variety of other stakeholders on subjects such as funding, services,
- program
- Unemployment information.
- Training opportunities.

As a small group, discuss the development of criteria to determine that an example is an exemplar, Evaluate potential additions to the n textbook based on established criteria. Categorize exemplars and organize them in a manner that is clear and easily referenced. Share your notebook with the large grou3.

Debriefing: The group facilitator should be prepared to offer some initial exemplars in the above referenced categories. The facilitator should review the notebook to ensure that appropriate examples exist for needed and routine documents. If possible, place the exemplars in a three ring binder to facilitate additions and deletions to the notebook over-time. Provide opportunities for trainees to share exemplars to make individual notebooks more thorough.

Evaluation

The facilitator should determine at what level the trainees are able to perform the objectives as listed in the beginning of this section. This can be done either be gauging the responses to questions, or evaluating the results of group or individual exercise: The facilitator should be prepared to provide additional support and information to enhance the abilities of the trainees.

Can the individual or group construct a worker needs and skills survey, demonstrate how to implement the survey and begin to analyze the results?

Yes No

Can the individual or group present workers with information about their transferable skills and methods to assist identifying those skills including discussion regarding prospective opportunities to utilize and/or enhance their skills for reemployment?

Yes No

Can the individual or group provide resource information about unemployment insurance including how, when and where to file for and understand their responsibilities to claim benefits?

Yes No

Can the individual or group provide resource information to workers regarding re-employment and/or training opportunities including post layoff services/providers?

Yes No

Can the individual or group facilitate coordinate between TAA/NAFTA-TAA coordinators, economic development agency staff, one-stop operators and the rapid response unit?

Yes No

Can the individual or group develop cooperative agreements between private Outplacement firms and other providers?

Yes No

Can the individual or group identify ways to support and encourage employee involvement in the transition process?

Yes No

Can the individual or group facilitate the flow of information between all providers?

Yes No

The facilitator should provide feedback to the groups he plng them identify additional sources of information or strategies until all learning objectives are net. The facilitator may provide additional exercises as recommended in the Sample Process (Training Method/Format) section until satisfactory levels of performance are obtained on all learning objectives.

Resources

TARG Chapters 6, 7, and 8
Local UI Office Address/Phone Lists
Skills Assessment Handouts
Rapid Response Peer Expert Directory

MODULE 8. EVALUATING PROGRAM PERFORMANCE

Purpose

The evaluation of program performance is a fundamental element of effective Rapid Response services. Evaluation is an ongoing process designed to both provide instantaneous feedback regarding the success of each strategy and contact as well as meaningful information regarding the effectiveness of the sum of efforts directed at a particular dislocation eve t.

Learning Objectives

Upon completion of this module, the Rapid Response Specialist will be able to:

Understand the importance of customer feedback to the improvement of Rapid Response services.
Understand and utilize various program evaluation models.
Develop and deliver a customer satisfaction survey.
Utilize information obtained regarding customer satisfaction to determine changes necessary in program delivery.

Sample Process (Training Method/Format)

Lecturette

Obtaining feedback can be done informally, by checking with customers (employers and workers) to determine the effectiveness of contact and practices. pr it can be done more formally through the administration of a questionnaire. Formal evaluation includes the construction on an evaluation instrument as well as its delivery and the analysis of the results. Ascertaining the various customers' responses to services and programs is the essential element to the improvement of operations.

Small Group Exercises

The facilitator should take time to determine whether or not the trainees are achieving the stated learning objectives. How well did the group exercises provide appropriate examples of the needed skills? Provide constructive feedback and support to the group members to assist them in improving their performance these exercises.

Individually or as a small group, develop a strategy for obtaining informal feedback from a group of customers. How would you find out how your customers assessed your services? What format would you utilize to generate some data regarding your programmatic performance? What issues might you expect to face as you work to determine the level of customer satisfaction with your service delivery? How might you address those anticipated issues in the design and delivery of your feedback system? Prepare a report to the large group to discuss your design and delivery strategies for the development of informal feed back systems.

Debriefing: As a facilitator, listen to the report of the individual or small grou3. Did the trainees develop an informal system for obtaining customer feedback? Are the ideas presented viable? Will the system developed obtain feedback that is clear, concise and accurate? What could the individual or group do to improve the design f their informal feedback system?

Individually, or as a small group, develop a questionnaire to assess the effectiveness of program delivery. What specific items would you include in the questionnaire? How would you design the questionnaire to obtain the most meaningful information about program delivery? Are there areas where the respondents to the questionnaire right feel uncomfortable responding? If so, what specific actions can you take in the design of the questionnaire to address these anticipated concerns?

Debriefing: As facilitator, review, and analyze the questionnaire developed by the trainee (s). Is the instrument designed in such a fashion as to provide the best indicators of programmatic performance? Are the questions clear, concise and meaningful? Did the design of the questionnaire take the respondent's point of .view into consideration? Would the information obtained in the questionnaire provide meaningful insight into the performance of the program? What additional information, if any, should be included in the questionnaire to ensure a design that accurately reflects the customers' opinion of service.

As trainees, pair up and conduct a mock interview with a customer (role-play) to ascertain how well services are meeting the needs identified. Spend some preparation time developing a script to guide the questions to be asked. What are you trying to determine? What format or question structure (open-ended or closed-ended) will best help you obtain the information you require? Is the physical environment (room setting, comfort, privacy, etc.) amenable to the facilitation of a one-on-one interview? How do you provide for the physical and emotional comfort of the respondent throughout the interview? How effective is this strategy for developing feedback on customer satisfaction? What, if any, challenges might you expect from utilization of this format for customer satisfaction information?

Debriefing: As facilitator, review the mock customer interview. How comfortable was the trainee with the format? Was the trainee clear, concise and effective in the administration of the interviewing strategy? Did the trainee prepare adequately to obtain the needed information? Did the trainee make the respondent feel at ease as the information obtained accurate?

Evaluation

The facilitator should determine at what level the trainees are able to perform the objectives as listed in the beginning of this section. This can be done either se gauging the responses to questions, or evaluating the results of group or individual exercises The facilitator should be prepared to provide additional support and information to enhance the abilities of the trainees.

Does the individual or group understand the importance of customer feedback to the improvement of Rapid Response services?

Yes No

Does the individual or group understand and utilize various program evaluation models?

Yes No

Did the individual or group develop and deliver a customer satisfaction survey ?

Yes No

Did the individual or group utilize information obtained regarding customer satisfaction to determine changes necessary in program delivery?

Yes No

The facilitator should provide feedback to the groups helping them identify additional sources of information or strategies until all learning objectives are met. The facilitator may provide additional exercises as recommended in the Sample Process (Training Method/Format) section until satisfactory levels of performance are obtained on all learning objectives.

Resources

TARG Chapter 3 and 1p

RESOURCES

Survey of State Rapid Response Practices

The survey of 52 States was conducted in the winter of 1998 to gather information on Rapid Response service provisions and identify further training and technical assistance needs. The Workgroup has used this data to guide the development of the products featured below.

These products are to be used as tools for workforce development professionals in developing and enhancing their Rapid Response services

Rapid Response Peer Expert Directory

The Peer Expert Directory will serve as a resource for workforce development professionals who are seeking Rapid Response expertise. The directory will contain information about each experts Rapid Response strengths, experiences, training capabilities and contact information. The user will be able to contact experts who can provide one-on-one assistance in the area of expertise needed.

Rapid Response Technical Assistance and Resource Guide

This guide will provide State and local Rapid Response practitioners with information that includes: 1) the policy context for Rapid Response 2) basic operation strategies for delivery of Rapid Response; and 3) approaches to public outreach activities at the State and local level. Appendices to the guide will contain various resources (sample news releases, advertisements, etc.) and case studies to enhance the user's ability to move theories about Rapid Response into practice.

Worker, Employer, and Community Brochures

These brochures will describe the benefits of the Rapid Response program for three specific audiences: workers, employers, and communities. The brochures are being designed to provide States the ability to customize their local information and print their own brochures. USDOL will also print a national version of these brochures or general distribution.

Dislocated Web Site www. doleta.gov

The Dislocated Worker Web Site at www.doleta gov is an information resource for dislocated workers, employers and workforce development professionals to find out about programs and services such as Rapid Response and Trade. All workgroup products will be available on the Web site for workforce development professionals to use. Federal, as well as State, local and private sector resources will be linked throughout the site.