

**Governor's
Workforce
Board**
Rhode Island



Today's Vision... Tomorrow's Opportunity.

UNIFIED WORKFORCE DEVELOPMENT EXPENDITURE AND PROGRAM REPORT

An overview of Rhode Island's workforce development system
including FY14 expenditures and participant data

Submitted by the Governor's Workforce Board

Pursuant to RIGL 42-102-9, as amended

November 15, 2015

Updated 12/18/15

UNIFIED WORKFORCE DEVELOPMENT EXPENDITURE & PROGRAM REPORT

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EXECUTIVE SUMMARY

Background and Intent

First published in 2010 at the request of the Rhode Island Legislature, the annual Unified Workforce Development Expenditure and Program Report (UEP) provides a compendium of all workforce development funding and activities in the state.

The report shall include, at a minimum, expenditures by agencies for programs included in § 42-102-6(b)(1), including information regarding the number of individuals served by each program, demographic information by gender, race and ethnicity; outcome and program-specific performance information as determined by the board, and such other information as may be determined by the board, including, but not limited to, the attainment of credentials. Program expenditures included in the unified workforce-development-system report shall be categorized as administrative, program delivery, or other costs; the report shall further include information on the cost-per-individual served within each program, through a manner determined by the board. *[RIGL § 42-102-6(f)]*

The UEP allows elected officials, policy-makers, and other stakeholders to gain a better understanding of the breadth and impact of workforce development funds in the state, so that policy and program decisions can be made based upon the results of those activities. Subsequent legislation encouraged the use of the UEP to make long-range planning decisions. In 2011, legislation was passed that instructed the Human Resource Investment Council (HRIC), now known as the Governor’s Workforce Board RI (GWB), to also publish a Biennial Employment and Training Plan that combined the information from the UEP with labor market information in order to assess the gaps between workforce development services and employer demand for workers and identify strategies to address those gaps.

The GWB is charged with policy development and coordination of workforce activities of state agencies. Each of the agencies has representation on the UEP planning committee and contributed its respective expenditure and program data to this report

Contents

The UEP contains all funding information, participant numbers and appropriate outcome information for the following RI state agencies:

- Department of Corrections (DOC)
- Department of Education (RIDE)
- Department of Labor and Training (DLT)
- Executive Office of Health and Human Services (EOHHS)
- Governor’s Workforce Board (GWB)
- Office of the Postsecondary Commissioner (OPC)

Because different agencies’ goals for participants vary widely, the report tries to describe the intent of each program, the outcomes specific to each program and a typical participant for each program. For example, The Department of Behavioral Health, Developmental Disabilities and Hospitals (BHDDH) supports programs which provide “supported employment,” or employment for individuals with developmental disabilities or severe mental health issues. While those individuals are employed, one cannot “count” their employment in the same manner as a Workforce Investment Act (WIA) “entered employment” definition. The report aims to give the detail that will assist legislators and other readers the background behind these different funding sources and departments.

New Reporting Outcomes

To further illustrate workforce development efforts across the state, this year’s UEP report includes three new reporting elements: Program Costs, Administrative Costs, and Cost per Participant. In anticipation of definitional challenges pertaining to the new reporting outcomes, definitions were developed to identify each of the new items in a manner that

would be consistent across diverse program. Note: Not all agencies were able to report the allocation of their Program and Administrative Costs.

Program Costs: The allocable portion of necessary and reasonable allowable costs which are related to the direct provision of workforce development activities, including services to participants and employers. Some examples would, intake and assessment, soft skills and occupational skills training, supportive services and case management, job placement, oversight or monitoring of program performance, etc.

Administrative Costs: The allocable portion of necessary and reasonable allowable costs which are not related to the direct provision of workforce development services, including services to participants and employers. Some examples would be accounting, procurement, personnel management, payroll, audit and audit resolution, legal services etc.

Cost per Participant: This amount is derived by dividing expenditures divided by total number of participants. Readers should exercise care in comparing the cost per participant for dissimilar programs, since cost per participant can vary greatly based on the nature, duration, and intensity of services provided, as well as the needs and barriers of the participants served. For example, occupational skills training in computer programming is likely to cost more than training for a Certified Nursing Assistant, while job search assistance for a recently-laid off job seeker is likely to cost significantly less than work readiness services for a TANF recipient.

2014 Report and Future

Last year, the FY13 UEP was published in conjunction with the FY15-16 Biennial Employment and Training Plan, which analyzed the UEP data to identify gaps in the workforce development system. This year, the Governor's Workforce Board has been charged with producing a Comprehensive System Improvement Plan.

Pursuant to § 42-102-6(c), the Comprehensive System Improvement Plan will facilitate the seamless and coordinated delivery of workforce services in this state, consistent with the goals and objectives of the board's statewide employment-and-training plan. In developing the comprehensive, system-improvement plan, the board shall review the roles, responsibilities, and functions of all state employment-and-training programs. The study shall identify any gaps in the services provided by those programs; any barriers to integration and cooperation of these programs; and any other matters that adversely affect the seamless delivery of workforce-development systems in the state.

As federal and state governments seek to better understand and track outcomes of grant programs to ensure that effective investments are made, they have recognized the limitations of data available. At present, it is particularly difficult to determine the long term outcomes of individuals across agencies. Federal dollars have been made available to improve data sharing across agencies as well as data definition. Several RI state agencies, including DLT, RIDE and DHS, are the recipients of these federal Longitudinal Data Systems grants. In ensuing years, Rhode Island will have greater capacity to track participant trajectories through school, training and work. Future UEP publications will be able to show outcomes for groups of individuals across the state agencies that serve them.

Key Findings

The enclosed report indicates that just over \$58 million in public funds was spent on workforce development in FY 14 (Figure 1). Of these, 66 percent was from federal sources, 17.6 percent was from the RI Job Development Fund and 16.4 percent was from RI General Revenue. (Other public funding sources, such as Community Development Block Grants, may also be allocated for workforce development activities, but are beyond the purview of this report.)

Of the \$58.1 million in public dollars that were spent on workforce development in FY 14, approximately \$15.5 million was spent on youth workforce development, \$8.6 million was spent on adult education, \$1.2 million was spent on incumbent worker training, \$1.2 million was spent on system development and \$31.6 million was spent on general employment services such as job search assistance, job referrals, workshops, and career counseling for the "transitional" workforce (i.e., unemployed and underemployed individuals).

Figure 3 illustrates that approximately 15 percent of the total participants served received occupational skills training, 8 percent received adult education and 53 percent received general employment services, including job search assistance, job referrals, workshops (such as résumé writing and interview skills), career counseling and supportive services. In addition, 24 percent of the total served were youth. It is important to note that agencies reported all funds considered within the realm of workforce development. These include funds which support individual’s capacity to access employment, such as supportive services for disabled individuals. Thus, costs vary widely across agencies.

Total public higher education expenditures (excluding RIC degree programs) exceeded \$473 million in FY 14, of which \$128.8 million came from general state revenue and over \$344 million came from tuition and fees. The total number of students who attended RI public colleges in FY 14 was 36,450 (excluding RIC degree programs); however, only a small fraction of their information is incorporated in the workforce development activities and expenditures reported in this UEP.

UNIFIED WORKFORCE EXPENDITURE AND PROGRAM REPORT STATEWIDE						
AGENCIES	FUNDS				PARTICIPANTS	
	Federal	General Revenue	JDF	Total	Adult	Youth
Department of Corrections		\$2,056,038		\$2,056,038	937	
<i>Department of Education</i>						
Adult Education	\$3,193,154	\$2,000,000	\$3,500,000	\$8,693,154	5,217	1,414
Career and Technical Education	\$4,392,573	\$3,572,363		\$7,964,936	2,459	20,062
<i>Department of Labor & Training</i>						
State Workforce Investment Office	\$9,279,335			\$9,279,335	1,723	677
Workforce Development	\$8,542,040			\$8,542,040	48,126	
<i>Executive Office of Health and Human Services</i>						
Behavioral Health, Developmental Disabilities and Hospitals	\$2,268,211	\$91,821		\$2,360,032	1,360	
Department of Children, Youth, and Families	\$72,244	\$445,000		\$517,244		194
Department of Human Services	\$7,005,800			\$7,005,800	10,452	425
DHS-Office of Rehabilitative Services	\$3,643,149	\$1,347,468		\$4,990,617	2,215	341
Governor’s Workforce Board			\$6,738,766	\$6,738,766	9,507	2,973
Subtotals Workforce Funds:	\$38,396,506	\$9,512,690	\$10,238,766	\$58,147,962	81,996	26,086

% Funds Federal and State	66.0%	16.4%	17.6%	100%	

	FUNDS					PARTICIPANTS
	General Revenue	Tuition and Fees	Federal	Private or Self-Paid	Total	
OFFICE OF THE POSTSECONDARY COMMISSIONER						
Community College of RI	\$44,433,286	\$53,031,476	\$42,350	\$611,584	\$98,118,696	19,655
Rhode Island College	\$5,000	\$0	\$23,333	\$800	\$29,133	
University of Rhode Island	\$84,362,580	\$291,254,047	\$0	\$0	\$375,616,627	16,795
Subtotals - Postsecondary Funds:	\$128,800,866	\$344,285,523	\$65,683	\$612,384	\$473,764,456	36,450

Figure 1

*Number of individuals served through the Adult Skills Training Grants and CCRI REACH are reported in CCRI, RIDE CTE, and DHS total participant data

Note: Additional state and federal funds are expended on Workforce Development in RI through other grants and private sources. Funds in this summary chart are non-duplicated. Funds in individual program charts, however, show both funds that are allocated and those which are expended. For example, the GWB allocates \$3.5M to Adult Education. This amount appears in both GWB and RIDE agency charts but is not duplicated here.

RI WORKFORCE FUNDS FY 14					
	AGENCY	STATE	FEDERAL	TOTAL	% TOTAL FUNDS
YOUTH					
CTE Secondary School Youth	RIDE	\$3,552,413	\$3,791,348	\$7,343,761	
On-Ramps	RIDE	\$19,950	\$11,750	\$31,700	
WIA Title I Youth	DLT		\$4,345,054	\$4,345,054	
DCYF Youth	DCYF	\$445,000	\$72,244	\$517,244	
CTE Incarcerated Youth	RIDE		\$84,226	\$84,226	
Youth Success	DHS		\$1,304,436	\$1,304,436	
Youth Strategies	GWB	\$1,917,068		\$1,917,068	
TOTAL		\$5,934,431	\$9,609,058	\$15,543,489	26.6%
EMPLOYMENT SERVICES					
Wagner Peysner	DLT		\$2,130,232	\$2,130,232	
Reemployment and Eligibility Assessment	DLT		\$1,183,687	\$1,183,687	
WIA Title I Dislocated Workers	DLT		\$1,859,856	\$1,859,856	
Trade	DLT		\$2,070,225	\$2,070,225	
WIA Title I Adults	DLT		\$3,097,125	\$3,097,125	
Jobs for Veterans Services	DLT		\$569,021	\$569,021	
Senior Community Service Employment Program	DLT		\$456,934	\$456,934	
Business Workforce Center Services	DLT		\$968,662	\$968,662	
Work Opportunity Tax Credit	DLT		\$121,044	\$121,044	
Foreign Labor	DLT		\$88,956	\$88,956	
CTE Adults	RIDE		\$571,023	\$571,023	
TANF Workforce	DHS		\$6,251,077	\$6,251,077	
SNAP Employment and Training	DHS		\$423,216	\$423,216	
Behavioral Health Care Programs	BHDDH	\$91,821	\$2,268,211	\$2,360,032	
Vocational Rehabilitation & Supported Employment	ORS	\$1,347,468	\$3,643,149	\$4,990,617	
Incarcerated Adults	DOC/RIDE	\$2,056,038	\$84,226	\$2,140,264	
Innovative Partnerships	GWB	\$1,177,330		\$1,177,330	
Jobs Initiatives	GWB	\$774,668		\$774,668	
Industry Partnership Pre-Employment Training	GWB	\$251,253		\$251,253	
Non-Trade Apprenticeships	GWB	\$67,841		\$67,841	
Work Immersion	GWB	\$79,815		\$79,815	
TOTAL		\$5,846,234	\$25,786,644	\$31,632,878	54.2%
INCUMBENT WORKERS					
JDF Incumbent Worker Training	GWB	\$1,168,525		\$1,168,525	
Export Training Grant	GWB	\$35,700		\$35,700	
TOTAL		\$1,204,225		\$1,204,225	2.06%
ADULT EDUCATION					
JDF Adult Education	GWB	\$3,500,000		\$3,500,000	
WIA Title II	RIDE ABE		\$2,193,154	\$2,193,154	
General Revenue Adult Education	RIDE ABE	\$2,000,000		\$2,000,000	
TANF Project Opportunity	RIDE ABE		\$1,000,000	\$1,000,000	
TOTAL		\$5,500,000	\$3,193,154	\$8,693,154	14.9%
SYSTEM DEVELOPMENT					
Industry Partnerships Core Activities	GWB	\$1,266,566		\$1,266,566	
TOTAL		\$1,266,566		\$1,266,566	2.2%
TOTAL - ALL FUNDS		\$19,751,456	\$38,588,856	\$58,340,312	100%

Figure 2

*Total funds includes CCRI overlapping funds: \$150,000 Adult Skills Training (CTE Adults), \$19,650 RI Works (TANF Workforce), and \$22,700 for WIA OJTs (WIA Title I)

FY2014 RI SERVICES DELIVERED BY SERVICE TYPE		
Service Type	Number Served	Percentage of Total
Employment Services	56,843	53%
Adult Education	9,150	8%
Occupational Skills Training	16,003	15%
Youth Services	26,086	24%
TOTAL	108,082	100%

Figure 3

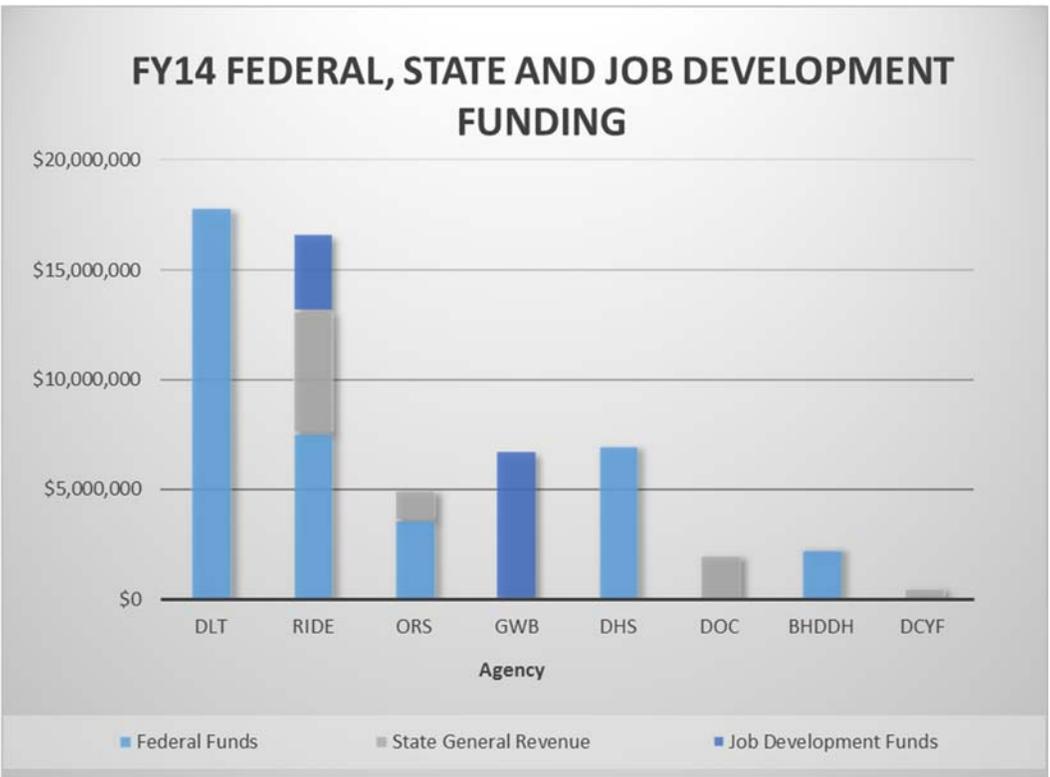


Figure 4

DEPARTMENT OF CORRECTIONS

Background

Through the Office of Rehabilitative Services and Correctional Industries, the Department of Corrections provides a series of educational and training programs to inmates at the Adult Correctional Institution (ACI). Educational and training services include special education, adult education, GED, postsecondary classes and occupational skill development offered through a partnership with the Community College of Rhode Island (CCRI). These classes are funded primarily through state general revenue dollars. Outcomes range from standard ESL and ABE measures such as gains in educational functional levels to credentials such as GED and occupational skill certifications. Many of these programs place an emphasis on work-readiness and soft-skill development in preparation for those transitioning out of prison and into the workforce. DOC and its community partners work hard at developing relationships with employers willing to hire ex-offenders.

DOC			
PROGRAMS	FUNDS		
	Cost Per Participant	STATE	
		Program Costs	Administrative Costs
Adult Basic Education	\$1,783	\$829,815	\$92,202
ESL	\$1,013	\$130,436	\$14,493
GED	\$3,647	\$705,648	\$78,405
Carpentry/ Cabinet Making	\$4,743	\$110,988	\$12,332
Barbering Program	\$2,404	\$81,719	
TOTAL		\$1,858,606	\$197,432

DOC							
PROGRAMS	PERFORMANCE MEASURE OUTCOMES						
	Total Served	Total Trained	Credential/GED	Work Readiness	Level 1 Completion	Gains in EFL	Entered Postsecondary
Adult Basic Education	517					107	
ESL	143					50	
GED	215		84			45	35
Carpentry/ Cabinet Making	26				26		
Barbering Program	36	15	15	15			
TOTAL	937	15	99	15	26	203	35

DOC									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Adult Basic Education	89%	11%	1%	2%	28%	0%	30%	38%	1%
ESL	100%	0%	0%	0%	0%	0%	0%	99%	1%
GED	91%	9%	2%	1%	27%	0%	42%	26%	2%
Carpentry/ Cabinet Making	100%	0%	0%	0%	52%	0%	28%	16%	4%
Barbering Program	78%	14%	0%	3%	33%	0%	36%	19%	0%

DEPARTMENT OF EDUCATION

The Rhode Island Department of Elementary and Secondary Education (RIDE) is responsible for all K-12 education in the state, as well as those programs that serve out of school youth and adults working to improve literacy, numeracy, English language and workforce basic skills or to acquire a GED. The funds presented under this category are those for which the GWB has policy oversight: Carl Perkins Career and Technical Education (CTE) funds and adult education funds under Title II of the Workforce Investment Act. Both of these programs are a part of the Office of Multiple Pathways at RIDE.

RIDE's Office of Multiple Pathways is developing a cohesive system of learning opportunities that integrate academic and 21st-century work and career-ready skills to ensure that all learners, grades K-adult, will have access to diverse program options that match their career interests and the ways they wish to pursue them. Within those programs, they will be provided with choices that allow them to create a challenging yet realistic learning plan that focuses on their individual interests.

RIDE: Adult Education

Background

The core mission of adult education is to provide adults with the basic academic knowledge and skills they need to participate in civic life and the workforce. Adult education programs serve students who have educational objectives such as learning to speak English; passing the oral and written exams for U.S. citizenship; earning a high school diploma; receiving job training; and obtaining proficiency in reading, writing, and mathematics to succeed in college, careers and community life.

Adult education programs in Rhode Island are located in community-based organizations, public school districts, college campuses, libraries, correctional facilities, volunteer literacy organizations and a housing authority. Each of these is uniquely designed to include various combinations of the following components: basic academic skills instruction, work readiness, occupational skills training, structured work exposure activities, work experiences (such as internships or community service assignments), case management, wrap-around support services, career coaching and job placement. These services may target welfare recipients; homeless adults; prisoners in reentry; unemployed or dislocated workers; incumbent workers in transition to new jobs and advancement in employment; and other eligible persons at all educational functioning levels including the lowest levels of literacy, numeracy, and English-language proficiency. Program offerings also include contextualized classes in specific industry sectors to prepare adults for employment and career pathways.

Programs

Programs in adult basic education, GED preparation, workforce training and English for Speakers of Other Languages are offered during the day and evening. Instruction is provided face to face and online.

Pursuant to Title II of the Workforce Investment Act, the Adult Education and Family Literacy Act, eligible students are those individuals who:

- Have attained 16 years of age;
- Are not enrolled or required to be enrolled in secondary school under state law; and
- Lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
- Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
- Are unable to speak, read or write the English language.

Adult education programs in Rhode Island currently design and implement programming to achieve the following outcomes for adult learners:

- Gain basic academic skills in reading, writing, math, and English language;
- Become ready for work, career and college;
- Find and retain employment;

- Progress along a career pathway in critical or emerging sectors and secure better employment;
- Attain high school credentials and industry certificates;
- Enroll in post-secondary education / training; and
- Engage in community / civic activities.

Ann-Marie

Ann-Marie came to the Westerly Youth Center in the summer of 2013. She was interested in doing the summer youth employment program and also the GED program. Due to a variety of issues, Ann-Marie was not able to finish her high school career at the local high school. While starting GED classes, she also participated in the Summer Employment program where she worked as an office assistant in the youth center. Ann-Marie was able to continue this internship throughout the remainder of that year.

Just before her 18th birthday, Ann-Marie passed her GED tests and was ready to start looking at colleges. With the assistance of the youth center, she was accepted at CCRI for the spring semester of 2014. She continued with the paid internship until the end of December 2013. With the skills learned in this internship, she has become an integral part of the South County Community Action (SCCA) office. Not only did she assist with youth center jobs, but she has also helped with the Youth Success and Youth Diversion programs. She assisted with the toy distribution at Christmas time and any other jobs that were needed to be done. Ann-Marie has assisted other GED students through individual tutoring and works well with everyone.

In January 2014, Ann-Marie began classes at CCRI. She took a class at the Westerly campus and took the remainder of her classes at the Warwick campus. She has learned to maneuver the public transportation system and takes a bus from the Westerly train station in the morning to go to CCRI.

On March 1, 2014, SCCA held its GED graduation in which Ann-Marie gave a speech as the Valedictorian of the winter 2013 class. Ann-Marie continued to attend classes at CCRI while deciding what career she wanted to focus on. During the spring of 2015 Ann-Marie participated in the On-Ramps to Career Pathways program at the Westerly Youth Center. It was during that program's career exploration that she decided that she would like to work in a pharmacy. Finding an internship in a pharmacy was impossible without a pharmacy tech certificate, so Ann-Marie fulfilled the On-Ramps internship requirement at a local senior center. In April 2015 Ann-Marie became eligible for WIOA and is now enrolled in a pharmacy tech/medical administrative assistant training program. She is scheduled to finish these trainings in January 2016 and is looking forward to being a pharmacy tech. During this time Ann-Marie has also been doing a paid internship at the youth center where she continues to be an integral part of the team, helping with the summer youth program as well as all the year round programs that are offered.

Collaboration among RIDE, the Governor's Office and the Governor's Workforce Board has led to the establishment of key investment priorities in the following outcome areas:

- Provision of comprehensive community-based classroom Adult Basic Education, Adult Secondary Education, and English as a Second Language (English for Speakers of Other Languages);
- Expansion of distance learning;
- Expansion of adult education that is contextualized and supports career pathways for youth and adults in Rhode Island's critical and emerging industries;
- Integration of adult education and hands-on technical training leading to academic and industry credentials for low-skilled current and former welfare recipients and other unemployed low-skilled adults;
- Integration of pre- and post-release adult education services for the incarcerated;
- Expansion of transition to postsecondary education and training/apprenticeship programs that use dual or concurrent enrollment including rigorous Adult Secondary Education for those preparing for postsecondary education based on internationally benchmarked college and career- readiness standards; and
- Support of the Department of Labor and Training Workforce On-Ramps pilot project at the state's two netWORKri One-Stop Career Centers.

The federal funds that support adult education are WIA-based and follow similar outcome measures as WIA Title I, with the addition of completion of an Educational Functioning Level (EFL). This measure shows the number of learners who have advanced from one EFL to the next highest EFL, which is two to three grade level equivalents in K-12 system terms. Credentials in adult education include the number of GED and high school equivalent diplomas earned. Additional federal funds come from the DHS Project Opportunity Program, which funds adult education and job preparation service for individuals on Temporary Assistance for Needy Families (TANF).

RIDE ABE					
PROGRAMS	FUNDS				
	Cost Per Participant	STATE		FEDERAL	
		Program Costs	Administrative Costs	Program Costs	Administrative Costs
WIA/Adult Basic Education	\$1,596			\$1,839,723	\$96,828
WIA/English Literacy and Civics Education	\$665			\$243,773	\$12,830
DHS TANF/Project Opportunity	\$2,342			\$950,000	\$50,000
General Revenue ABE	\$1,255	\$1,800,000	\$200,000		
GWB Job Development Funds	\$1,357	\$3,150,000	\$350,000		
TOTAL		\$4,950,000	\$550,000	\$3,033,496	\$159,658

RIDE ABE									
PROGRAMS	PERFORMANCE MEASURE OUTCOMES								
	Total Served	Total Trained	Employer Partners	Work Readiness	Entered Employment	Credentials	Retained Employment	Entered Postsecondary Ed. or Training	Completed Educational Gains
WIA/Adult Basic Education	1,273	1,213			110	93	93	30	54%
WIA/English Literacy and Civics Education	431	386			54	5	69	6	42%
DHS TANF/Project Opportunity	458	427			111	26	40	14	56%
General Revenue ABE	1,705	1,593			166	114	147	68	50%
GWB Job Development Funds	2,764	2,579	151	670	294	297	179	175	56%
TOTAL	6,631	6,198	151	670	735	535	528	293	

*New Employer Partners in 2013-2014.

*Only GWB funded programs collected data on Employer Partners and Work Readiness during 2013-2014.

*Under WIA, performance outcome goals are measured only if the student exits during the program year. Continuing students are not counted.

*Educational gains are two to three grade level equivalent increases on standardized assessments.

*Job Development Funds and outcomes also reported under GWB detail.

*TANF/Project Opportunity funding and outcomes also reported under DHS section.

RIDE ABE

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
WIA/Adult Basic Education	38%	62%	1%	6%	10%	0%	14%	67%	2%
WIA/English Literacy and Civics Education	29%	71%	0%	9%	8%	1%	7%	73%	2%
DHS TANF/Project Opportunity	21%	79%	0%	15%	18%	0%	7%	58%	2%
General Revenue ABE	39%	61%	1%	7%	12%	0%	15%	62%	3%
GWB Job Development Funds	36%	64%	1%	4%	18%	1%	21%	50%	5%

RIDE: Career and Technical Education (CTE)

Background – Federal Funds

Legislated by the U.S. Congress, the purpose of the Carl D. Perkins Career and Technical Education Act of 2006 is to develop more fully the academic, vocational and technical skills of secondary, postsecondary and adult students who elect to enroll in programs by:

- Building on the efforts of states and localities to develop challenging academic standards and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions.
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical academic vocational and technical instruction, and that link secondary and postsecondary education for participating CTE students.
- Increasing state and local flexibility in providing services and activities designed to develop, implement and improve vocational and technical education.
- Conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services and activities.
- Providing technical assistance that promotes leadership, initial preparation and professional development at the state and local levels and improves the quality of CTE teachers, faculty, administrators and counselors
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries.
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the U.S. competitive.

Programs

In Rhode Island, career and technical education is delivered in a wide array of settings including but not limited to career and technical centers, traditional classrooms, comprehensive high schools, work- and field-based settings, and soon, virtual and electronic media. CTE is available as an educational choice for four groups of individuals who are preparing for postsecondary education and/or work. High school students access CTE in comprehensive high schools and centers. Postsecondary students obtain CTE through public two-year institutions. Adults interested in skills training attend evening classes offered at career centers, high schools and the Community College of Rhode Island. And incarcerated youth and adults can prepare for reentry into society and work while incarcerated. Examples of eligible career preparation programs include but are not limited to those that fall into the career cluster areas listed in the chart below.

RIDE CTE	
CAREER CLUSTERS	
Agriculture, Food & Natural Resources	Hospitality & Tourism
Architecture and Construction	Human Services
Arts, AV Technology & Communications	Information Technology
Business Management & Administration	Law, Public Safety, Corrections & Security
Education & Training	Manufacturing
Finance	Marketing
Government & Public Administration	Science, Technology, Engineering and Mathematics
Health Careers	Transportation, Distribution & Logistics

As the eligible state agency and recipient of the Perkins funds, RIDE supports numerous career preparation programs across the state including aquaculture, cosmetology, pre-engineering/robotics, asbestos and lead paint removal, manufacturing, culinary arts, biotechnology, CAD, business/finance, automotive, construction and information technologies, the arts, health careers and more.

Federally-mandated secondary student program outcomes include math, reading/language arts and technical skill attainment, and program completion, graduation, and placement in postsecondary education/training, work and/or the military. Postsecondary and adult student program outcomes include technical skill attainment; program retention, industry recognized credential and degree earning (as appropriate); and placement in advanced education/training, work and/or the military. Program outcomes for incarcerated youth and adults are not tracked due to the transiency of the population.

Currently RIDE is piloting a state program accountability system. Measurement indicators associated with this new accountability system refines the definitions of the federally mandated outcomes. Additional measures will include credential earning, advanced placement in registered apprenticeship, postsecondary credit acquisition and cost-effectiveness. This CTE Program Accountability System will comprise the data-driven component of the CTE Program Approval Process that, in total, is intended to maximize opportunities for student success; provide guidance to LEAs and schools for program development and improvement; and ensure judicious investments of federal, state and local resources. The accountability component is a combination of quantitative measures (indicators) that are intended to assist in the assessment of program quality.

Background – State Funds

In FY14, the General Assembly approved a \$3.5 M career and technical education categorical fund. In addition to the foundation education aid provided through §16-7.2-6 and pursuant to §16-7.2-3, a permanent foundation education aid program to provide to direct state funding for career and technical education costs was established. These funds are appropriated to help meet initial career and technical education investments to transform existing or create new comprehensive career and technical programs and pathways in critical and emerging industries; and to help offset the higher than average costs associated with facilities, equipment maintenance and repair, and supplies necessary for maintaining the quality of highly specialized programs that are a priority for the state.

Accessing Categorical Funds - RIDE determined that all eligible LEAs that meet the criteria for offset and/or start-up funding must sign a Memorandum of Agreement (MoA) prior to fund disbursement. This MoA describes the conditions and limitation of the categorical funding and the term of fund availability. Key conditions and limitations include:

- Offset Funds may only be spent on provisionally approved career preparation programs.
- Start-Up Funds may only be spent for planning, developing, equipping and implementing identified high quality career preparation program in state priority sectors.
- Categorical Funds may not be used to pay for the salary or fringe of core instructional staff (core teachers and core technical aides).
- FY13 Categorical funds must be spent by June 30, 2015 and LEAs may not carryover more than 15% of funding from year to year.

Off-Set for High Cost Programs - A portion of this categorical fund is designated to provide financial relief for school districts administering high-cost career preparation programs. LEAs that receive offset funding currently operate a career preparation program that has been formally designated as “provisionally approved” by RIDE.

Calculating the Average Costs per Career Preparation Program - The FY14 calculation method was derived from FY13 UCOA expenses. All FY14 career and technical education expenditures were classified by career preparation program and analyzed, enabling RIDE to calculate average program costs. These expenditure averages were then compared with other CTE cost studies to verify their general reliability and accuracy.

Funding for Start-Up Funding for State Priority Sectors - The balance of the FY14 CTE Categorical fund was competitively distributed through the Rhode Island Department of Education Prepare *RI: Increasing Student Access to High-Growth High Wage Jobs for the Future* application to support high quality career and technical career preparation programs. The competitive start-up awards support the career pathway and economic development efforts of the newly established Rhode Island Board for Career and Technical Education focusing on the priority growth sectors determined by the Governor’s Workforce Board. Priority sector programs include: Bioscience, Construction Management, Defense/Pre-engineering/Robotics, Finance/Insurance, Healthcare/Medical, Hospitality and Tourism, Information Technology, Logistics, Manufacturing, and Marine Trades. The programs supported as part of the Prepare RI funds include: Chariho – Health Careers, Coventry – Welding and Manufacturing for Marine Trades, Davies – Manufacturing Technology, Ponaganset – Construction, Healthcare, and Manufacturing, North Kingstown – Finance and Business Administration, and Tiverton – Computer Integrated Manufacturing.

GOVERNOR’S WORKFORCE BOARD PRIORITY SECTORS
Bioscience
Construction Management
Defense/Pre-engineering/Robotics
Finance/Insurance
Healthcare/Medical
Hospitality and Tourism
Information Technology
Logistics
Manufacturing
Marine Trades

RIDE CTE					
PROGRAMS	Cost Per Participant	FUNDS			
		STATE		FEDERAL	
		Program Costs	Administrative Costs	Program Costs	Administrative Costs
On-Ramps	\$334	\$19,950		\$11,750	
CTE Categorical Part I	\$316	\$2,371,338			
CTE Categorical Part II		\$1,181,075			
Incarcerated Populations	\$1,221			\$168,452	
Adult Skills Training	\$475			\$300,000	
Postsecondary Programs	\$154			\$271,023	
Secondary School Concentrators	\$306			\$3,791,348	
TOTAL		\$3,572,363	\$0	\$4,542,573	\$0

*Adult Skills Training funding and participant data also reported in Community College of Rhode Island section

RIDE CTE						
PROGRAMS						
	Total Served	Total Trained	Work Readiness	Skills Training	Credentials	CTE Program Planning
On-Ramps	95	95	89		89	
CTE Categorical Part I	7509	7509				7509
CTE Categorical Part II						
Incarcerated Populations	69	69		69		
Adult Skills Training	631	631	631	631		
Postsecondary Programs	1759	1759	1759	1759		
Secondary School Concentrators	12389	10688	10688	10688		
TOTAL	22,452	20,751	13,167	13,147	89	7,509

*Outcome information was not available for Categorical Part II

RIDE CTE									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
On-Ramps									
Cranston Area C& TC	47%	53%	0%	6%	6%	0%	86%	0%	2%
Davies	65%	35%	0%	0%	23%	0%	35%	42%	0%
The Met	52%	48%	0%	0%	28%	0%	20%	52%	0%
Warwick Area C&TC	17%	83%	0%	4%	13%	0%	83%	0%	0%
Incarcerated Populations									
ACI	67%	36%	3%	0%	16%	0%	72%	9%	0%
Adult Skills Training									
Chariho	22%	78%	0%	2%	6%	2%	86%	3%	2%
Coventry	6%	94%							
Cranston	12%	88%	3%	2%	12%	1%	59%	23%	1%
East Providence	7%	93%	1%	2%	20%	0%	76%	0%	1%
Newport	15%	85%	1%	7%	20%	0%	63%	8%	2%
Providence	50%	50%	0%	1%	23%	0%	3%	72%	1%
Postsecondary Programs									
Community College of RI	58%	42%	1%	3%	11%	0%	53%	23%	9%
Secondary School Concentrators									
Chariho Region	53%	47%	1%	1%	1%	0%	91%	3%	3%
Coventry Region	52%	48%	0%	1%	1%	0%	94%	2%	2%
Cranston Region	48%	52%	1%	5%	4%	0%	75%	13%	2%
Davies Region	51%	49%	0%	1%	13%	2%	48%	28%	8%
East Providence Region	50%	50%	0%	3%	3%	0%	88%	2%	2%
Met Statewide Region	49%	51%	2%	1%	12%	0%	35%	44%	6%
Newport Region	50%	50%	0%	2%	5%	0%	82%	4%	7%
Providence Region	45%	55%	0%	7%	15%	0%	20%	52%	6%
Warwick Region	45%	55%	0%	4%	2%	1%	87%	4%	2%
Woonsocket Region	47%	53%	0%	4%	6%	1%	70%	14%	5%

*Demographic information was not available for Categorical Funds

DEPARTMENT OF LABOR AND TRAINING

DLT: State Workforce Investment Office (SWIO)

Background

The State Workforce Investment Office (SWIO) is responsible for the oversight, monitoring and policy of the federal Workforce Investment Act (WIA). The purpose of WIA Title I-B is “to provide workforce investment activities, through statewide and local workforce investment systems, that increase the employment, retention and earnings of the participants, and increase occupational skill attainment by participants, and, as a result, improve the quality of the workforce, reduce welfare dependency and enhance the productivity and competitiveness of the nation.”

Programs

Adult, Dislocated Worker, and Youth: WIA Title I-B is broken out into three funding streams: Adult, Dislocated Worker and Youth. Programs for the Adult and Dislocated Worker categories consist of three levels of services: Core, Intensive and Training. Core services consist of activities such as:

- Outreach, intake and orientation to the information and other services available through the One-Stop Career Center delivery system;
- Initial assessment of skill levels, aptitudes, abilities and supportive service needs (child care and transportation and referral to other services as appropriate);
- Job search and placement assistance and, where appropriate, career counseling; and
- Provision of employment statistical information relating to the local, regional and national labor market areas including job vacancy listings, information on job skills necessary to obtain the listed jobs and information relating to local occupations in demand and the earnings and skill requirements for such occupations.

Those participants who are unable to obtain employment through core services alone are eligible to receive Intensive Services, which include activities such as:

- Comprehensive assessments of skill levels and need;
- In-depth evaluation to identify employment barriers and appropriate employment goals;
- Group and individual counseling and career planning;
- Case management;
- Short-term prevocational services that could include development of learning and communication skills and professional conduct to prepare individuals for unsubsidized employment;
- Supportive services; and
- Development of an individual employment plan to identify employment goals, appropriate achievement objectives and services that will help the individual employment goals.

Training services may be made available to those participants who, after receiving Core and Intensive services, are unable to secure employment. The participant must be determined to be in need of the training services and to have the skills and qualifications to successfully complete the training programs. Training Services include Individual Training Accounts (ITAs), on-the-job Training (OJT), and group customized training. Adults who receive services must be 18 years of age or older, authorized to work in the United States and be registered with Selective Service (when applicable). Dislocated Workers must meet the same eligibility requirements as Adults and, generally speaking, have been laid off or received a notice of layoff.

Youth: The Youth Program provides the following 10 services, as required under WIA:

- Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies;
- Alternative secondary school offerings;
- Summer employment opportunities directly linked to academic and occupational learning;
- Paid and unpaid work experiences, including internships and job shadowing;

- Occupational skills training;
- Leadership development opportunities;
- Supportive services;
- Adult mentoring for 12 months;
- Follow-up services; and
- Comprehensive guidance and counseling.

Youth must be between the ages of 14 and 21, authorized to work in the United States, be registered with Selective Service (when applicable), qualify as low-income and have one additional barrier to employment. All programs must measure and meet specific performance outcomes, which are outlined below. Outcome definitions depend upon the population served.

DLT - SWIO	
POPULATION	REQUIRED PERFORMANCE MEASURES
Adult & Dislocated Worker	Entered employment rate, employment retention rate, average earnings rate and employment & credential rate.
Younger Youth (14 – 18)	Skill attainment rate, youth diploma or equivalent rate and retention rate.
Older Youth (19 - 21)	Entered employment rate, employment retention rate, average earnings rate and credential rate.

DLT SWIO			
PROGRAMS	FUNDS		
	Cost Per Participant	FEDERAL	
		Program Costs	Administrative Costs
Adult	\$3,871	\$2,782,962	\$314,163
Dislocated Worker	\$2,962	\$2,521,444	\$307,074
Youth	\$6,418	\$3,866,461	\$478,593
TOTAL		\$9,170,867	\$1,099,830

DLT SWIO						
PROGRAMS			Work Readiness	Entered Employment	Credentials	Retained Employment
	Total Served	Total Trained				
Adult	800	395		258	117	345
Dislocated Worker	955	561		539	263	539
Youth	677	62	362	62	138	151
TOTAL	2,432	1,018	362	859	518	1,035

*Funding and Outcomes also reported under Workforce Development (BWCS) and Community College of Rhode Island (WIA) sections

DLT SWIO

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Adult	34%	66%	0%	3%	17%	0%	54%	18%	8%
Dislocated Worker	46%	54%	2%	2%	14%	0%	66%	8%	8%
Youth	46%	54%	4%	5%	24%	1%	44%	35%	0%

DLT: Workforce Development (WDS)

Background

The Workforce Development Services Division dedicates itself to the advancement of all who comprise the workforce: those who perform the work and those who hire them. The division oversees activities that guide job seekers to suitable employment and introduce employers to qualified workers. These activities take place in the Business Workforce Center (BWC) and netWORKri One-Stop Career Centers and are funded by the following federal programs:

- Wagner Peyser Act
- Trade Adjustment Assistance Act
- RI Works
- Veterans Service
- Senior Community Service Employment Program
- Foreign Labor Certification & Migrant Seasonal Farm Workers Program
- Federal Work Opportunity Tax Credit (WOTC) Program
- Self Employment Assistance Program (SEA)
- Disability Employment Initiative (DEI)
- Reemployment Eligibility Assistance Program (REA)

The One-Stop delivery system provides universal access to an integrated array of labor exchange services so that workers, job seekers and businesses can find the services they need in one stop and frequently under one roof in easy-to-find locations. The netWORKri One-Stop Career Centers are located through the state in Providence, Woonsocket, West Warwick and Wakefield.

The BWC provides job screening, matching and referrals in conjunction with the One-Stop Center staff to assist job seekers, workers and businesses. Representatives from the BWC are the department's liaisons to the business community. They also provide the Rapid Response Program, which proactively responds to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and their affected workers. BWC provides direction and oversight of the federal tax credits, which are designed to engage the private sector, complement welfare reform efforts and encourage hiring from disadvantaged and unemployed groups.

Programs

Wagner Peyser Act (WP): Wagner Peyser is the major funding source for the one-stop system. The WP act of 1933 established a nation wide system of employment offices known as Employment Service. The Employment Service provides employment-related labor exchange services including but not limited to job search assistance, job referral and placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff-assisted service delivery approaches. Veterans receive priority referral to jobs and training as well as special employment services and assistance. The system provides specialized attention and service to individuals with disabilities, migrant and seasonal farm-workers, ex-offenders, youth, minorities and older workers.

The Federal Trade Act: Provides special benefits under the Trade Adjustment Assistance (TAA) program to those who were laid off or had hours reduced because their employer was adversely affected by increased imports from other countries. These benefits include paid training for a new job, financial help in making a job search in other areas, or relocation to an area where jobs are more plentiful. Those who qualify may be entitled to weekly TRA after their unemployment compensation is exhausted.

RI Works: This partnership between the RI Department of Labor and Training and the RI Department of Human Services provides intensive employment services to cash assistance beneficiaries under the TANF program. Under RI Works, participants engage in job search as a first and primary activity in their plan. Cash benefit and SNAP recipients must participate in approved job search activities.

Jobs for Veterans Services Grant (JVSG): The Veterans Service program consists of local veterans' service representatives and disabled veterans outreach program specialists who assist veterans and eligible spouses in finding new careers and resources. The representatives and specialists are located at the local netWORKri centers.

Senior Community Services Employment Program (SCSEP): SCSEP is a service- and work-based program for low-income persons aged 55 and older funded through the U.S. Department of Labor. RI SCSEP serves Rhode Island seniors in their efforts to return or remain in the workforce. Seniors participate in community service and work-based training programs. Companies provide sites for these experiences and ideally employ seniors after their community service or training.

Foreign Labor Exchange and Migrant Workers: The foreign labor certification process allows employers to bring foreign worker, who are temporarily authorized by the U.S. Citizenship and Immigration Service to live and work in the United States on a temporary basis. A qualifying business must demonstrate its inability to fill the position with a qualified citizen at prevailing wages.

Disability Employment Initiative (DEI): This program provides an integrated service system that creates a "One-Stop" entry point for individuals with disabilities to gain entrance to competitive and/or self-employment. This is accomplished by improving coordination and collaboration among employment and training programs implemented at state and local levels, including the "Ticket to Work" program that enables disabled individuals to access employment services at an employment network site and other effective community partnerships that leverage public and private resources to better serve individuals with disabilities and improve employment outcomes. The array of services provided to DEI participants include:

- Placement in suitable jobs,
- Job search workshops,
- Counseling,
- Core, intensive, and training services,
- Referral to supportive services,
- Outreach to employers, and
- Outreach to individuals with disabilities by providing services at various locations around the state.

Business Workforce Center Services (BWCS): BWCS is a pro-active, business-focused and integrated strategy to assist the business community through all phases of the business cycle to achieve hiring needs or a smooth transition through a reduction in workforce. Any employer is eligible for services. Individuals noticed for layoff or laid off are eligible to receive BWCS informational sessions.

Self-Employment Assistance Program (SEA): SEA is designed as a fast track to entrepreneurship for Unemployment Insurance (UI) claimants interested in starting their own business. Participants receive entrepreneurial training and mentoring services, focusing on those individuals who are currently collecting Emergency Unemployment Compensation (EUC). Regular UI claimants may also apply if they have been identified as most likely to benefit from specialized reemployment services. Entrepreneurial training and mentoring services include:

- Personal qualities and finances required for business;
- Long- and short-term goal setting;
- Various forms of business organization, business plan development;
- Marketing;
- Financing, cash flow projections and financial statements, record keeping; and
- Taxes, legal and insurance information.

Reemployment and Eligibility Assessment Program (REA): REA Initiative services include in-person interviews (at One-Stops), review of UI eligibility, provision of labor market information, development of a work-search plan and referral to reemployment services and/or training when needed.

DLT WDS			
PROGRAMS	FUNDS		
	Cost Per Participant	FEDERAL	
		Program Costs	Administrative Costs
SCSEP	\$7,491	\$456,934	
JVSG	\$351	\$569,021	
Wagner-Peyser	\$67	\$2,130,232	
REA	\$167	\$1,183,687	
RIWorks	\$1,204	\$953,279	
TAA	\$7,624	\$1,730,695	\$339,530
Rapid Response		\$968,662	
Foreign Labor Certification		\$88,956	
WOTC		\$72,953	
WOTC Automation		\$48,091	
TOTAL		\$8,202,510	\$339,530

DLT WDS							
PROGRAMS			PERFORMANCE MEASURE OUTCOMES				
	Total Served	Total Trained	Employer Partners	Entered Employment	Credentials	Retained Employment	Other
SCSEP	61			31		12	
JVSG	1621			940		1,378	
Wagner-Peyser	31888			17,220		26,467	
REA	7081						
RIWorks	792			341		685	
TAA	227	132		166	33	204	31
Employer Services	1855		1855				
WOTC	4543						
Foreign Labor Certification							
H2A Job Orders	4		3				
H2B Job Orders	17		17				
Permanent Job Orders	37		37				
TOTAL	48,126	132	1,912	18,698	33	28,746	31

* Wagner Peyser encompasses Trade, JVSG, REA, and WIA participants

*BWCS data and outcomes also reported in State Workforce Investment Office (SWIO) section

*RI Works funding and participants also reported in DHS section

DLT WDS

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
SCSEP	41%	59%	2%	2%	15%	0%	52%	31%	2%
JVSG	89%	11%	2%	1%	11%	1%	80%	5%	2%
Wagner-Peyser	48%	52%	2%	2%	13%	1%	68%	10%	2%
TAA	53%	47%	0%	8%	7%	1%	72%	5%	8%
Rapid Response	48%	52%	1%	3%	7%	1%	73%	15%	0%

EXECUTIVE OFFICE OF HEALTH AND HUMAN SERVICES

The Executive Office of Health & Human Services (EOHHS) fulfills the crucial function of serving as the Medicaid state agency in Rhode Island. It is also responsible for overseeing and managing publicly-funded health and human services in our state. In this capacity, the EOHHS coordinates the organization, finance and delivery of services and supports provided by the following agencies:

- Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).
- Department of Children, Youth & Families (DCYF);
- Department of Health (HEALTH);
- Department of Human Services (DHS), including its divisions of Elderly Affairs and Veterans Affairs; and Office of Rehabilitative Services (ORS).

For the UEP, data are presented for BHDDH, DCYF, and DHS as those agencies provide a variety of workforce development services for their clients.

EOHHS: Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH)

Background

BHDDH is committed to assuring access to quality services and support for Rhode Islanders with developmental disabilities, mental health and substance use disorders, and chronic long –term medical and psychiatric conditions. Its mission includes addressing the stigma attached to these disabilities as well as planning for the development of new services and prevention activities. BHDDH oversees the supported employment activities provided by community based organizations including job readiness, placement and training services to these populations as well as funding workforce development for those who work with individuals with developmental, mental health and substance use disorders.

BHDDH officially adopted the Employment First model in FY2014. Employment First is a model based on a system that supports informed choice and community integration, customized employment for individuals with developmental disabilities and behavioral health challenges. The Employment First Policy prioritizes employment opportunities in fully integrated work settings and is the first option explored in the service planning for working-age adults with developmental disabilities and behavioral health disorders. Future service planning, for those who successfully achieve the goal of employment in an integrated setting, focuses on maintaining employment and career advancement opportunities.

BHDDH's employment and training programs fall into two categories: "direct client services," which support employment for individuals with developmental or behavioral disabilities, and "provider workforce development," which enhances the professional skills needed to support clients who are employed.

Direct Service Supports

These services relate to the work-readiness goal of the Biennial Plan and are funded by federal Medicaid dollars that are matched by general revenue dollars.

BHDDH partners with licensed Behavioral Health Organizations (BHO), which focus on mental health and/or substance abuse disorders, and Developmental Disabilities Organizations to provide supportive employment services to clients. Community based organizations (CBO) network with local businesses to develop relationships and build a referral/job pool. Depending on the needs of the individual, CBOs often provide on-site coaching and job retention services. BHDDH and its partner agencies work closely with the Business Leadership Network to help link individuals with disabilities to employers.

Developmental Disability Organizations (DDO): Individuals eligible for services through the Division of Developmental Disabilities are assessed and authorized a level of services and are able to choose from 34 licensed developmental disability organizations to provide these services or individuals may choose to "Self-Direct" services and hire employees to work directly for them to provide services. Supported Employment Services are included in an array of

services, specifically the services include job development, job coaching and job retention, as well as vocational assessments and training.

Community Mental Health Center (CMHO) Employment Supports: Activities to support employment for Severely Mentally Ill (SMI) clients of the Community Mental Health Organizations include a variety of client-specific supports to prepare them for work, including coaching their job-search efforts and supporting job retention by helping individuals to overcome the barriers presented by the their illness. Services are delivered either by certified Supported Employment Specialists or by Certified Community Support (CSP) Case Managers.

Although specific outcomes are not required as a condition for funding, and access to Supported Employment Services is just one of the variables determining whether CSP clients get and keep employment, the goal of the service is to increase the number of clients in competitive, gainful employment. In FY 14, of 7,024 CSP clients, 633 were gainfully employed.

Cookie Place: The Cookie Place training program is supported by a legislative grant to offer job training in the food service industry for individuals with severe mental illness. Because of their handicaps, many of these individuals have limited ability to find employment, and the program's goal is to increase the number SMI individuals who are competitively employed. In addition to its job training program, Cookie Place also runs a wholesale bakery, a retail shop and a catering business, but only the training program is supported by this grant.

The grant-funded program provides 10 weeks of hands-on training in Cookie Place's commercial bakery. Kitchen skills, food handling safety, food preparation and menu planning are part of the curriculum, and coaching in job readiness and job application skills and assistance with job placement are also provided.

New Leaf: New Leaf is a full-service, non-profit florist shop affiliated with the Providence Center that trains and employs individuals with severe mental illnesses in an integrated commercial business. The program aims to operate a business that trains and employs disabled workers alongside non-disabled workers who help to model acceptable workplace behavior. This kind of work setting is considered highly effective in helping psychiatrically disabled individuals prepare for competitive employment because it provides them with normative social interactions and realistic performance expectations. Disabled workers who have received on-the-job training may seek other competitive employment or remain as longer term employees of New Leaf.

Arina Kalinin



"I love my job. I work hard and I like having my own money. The people I work with are my friends."- Arina
 "Arina motivates my other employees." – CVS Store Manager

Business Name: CVS
Job Title: Customer Associate
Job Responsibilities: Shelving, Checking for out of date stock, inventory control, assisting customers
Agency: AccessPoint RI

Arina is an extremely personable and friendly young woman. She wanted to work in a retail setting but had some concerns about her ability to learn the job, be away from familiar peers and support staff and 'fitting in". Her family wanted to make sure that she would be safe and in a setting that supported and respected her.

BHDDH had been reaching out to potential employers to develop a partnership for job exploration, internship and employment. CVS proved to be a most willing and accommodating partner.

The opportunity at CVS was chosen for Arina because it met all the criteria important to her and her family. Similarly, Arina was the perfect candidate for CVS. Arina started out in an internship with support of our job coaches. Eventually Arina became more comfortable with CVS staff and shadowed their activities. This opportunity allowed Arina to make an informed decision about employment at CVS.

EOHHS BHDDH						
PROGRAMS	FUNDS					
	Cost Per Participant	Total Served	STATE		FEDERAL	
			Program Costs	Administrative Costs	Program Costs	Administrative Costs
Community Mental Health Org	\$1,381	213			\$294,125	
Behavioral Health Treatment Org	\$987	93	\$91,821			
Developmental Disabilities Org	\$1,873	1054			\$1,974,086	
TOTAL		1360	\$91,821	\$0	\$2,268,211	\$0

EOHHS BHDDH									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Community Mental Health Org	66%	34%	2%	0%	0%	0%	13%	74%	7%
Behavioral Health Treatment Org	72%	28%	1%	0%	0%	0%	4%	87%	6%
Developmental Disabilities Org	59%	41%	0%	0%	0%	0%	0%	0%	0%

EOHHS: Department of Children, Youth, and Families

Background

The Department of Children, Youth and Families (DCYF) was established by the RI Legislature in 1980 by margining children's programs previously administered by four different state agencies. The director of DCYF is also a member of the RI Children's Cabinet, which addresses cross-departmental issues relating to children's needs and services. Rhode Island is one of a small group of states that integrates the three major public responsibilities for troubled children, youth and families in one agency: Child Welfare, Children's Behavioral Health and Juvenile Corrections. The funds and activities presented in this report are those dedicated to workforce development for older youth.

Programs

The Department of Children, Youth and Families provides a series of educational and training programs to adjudicated youth at the Thomas C. Slater Training School. Educational services include special education, regular education, Adult Basic Education, training and post-secondary classes.

Harvest Kitchen Project: The Harvest Kitchen Project is a culinary and job-readiness training program for youth within the Division of Juvenile Corrections both for youth on Probation and for youth at the Thomas C. Slater Training School. The youth will create a line of high-quality preserved foods using ingredients sourced from local farmers at a certified kitchen in Providence.

For youth on Probation: The Harvest Kitchen Project is a 15-week culinary and job-readiness training program followed by the opportunity for a 6 week paid internship in a professional kitchen with one of our partners. Classes for youth on Probation take place in the community at the Harvest Kitchen Training Kitchen located at 542 Pawtucket Ave Pawtucket, RI 02860.

For Youth at the Thomas C. Slater Training School: The Harvest Kitchen Project takes place on Monday evenings, Saturday mornings, and is one of the food stations inside of the facilities weekly Culinary Arts Program. The Harvest Kitchen Project inside of the Thomas C. Slater Training School utilizes the same recipes and procedures used in the community. The program is intended to introduce to youth detained at the Thomas C. Slater Training School to the Harvest Kitchen Project to better prepare them for the application and interview, as well as the training and internship opportunities the Harvest Kitchen has to offer in the community.

The Harvest Kitchen Project's culinary training and education consists of:

- Orientation to food service industry
- Basic methods of cooking and food preservation techniques
- Weights & measurements
- Herbs & spices
- Kitchen brigade and its philosophy
- Food ordering and kitchen preparation
- Sales and Marketing of the food products
- Nutrition fundamentals
- Knife skills & identification
- Safety & first aid
- Field education at RI farms
- Understanding & participation in local farm sourcing
- Food systems literacy
- Serv-Safe Food Managers Certification, Serv-Safe Food Handlers Certification, and Serv-Safe Alcohol Certification

Products made in the Harvest Kitchen are sold at local stores, farmers markets and to wholesale customers via Farm Fresh RI's Market Mobile, and we hope to soon offer bulk quantities to area schools, hospitals and cafeterias. In the long-term,

proceeds from sales will sustain the Harvest Kitchen program. We envision forging strong partnerships in the community that benefit farmers and provide healthy options for consumers, restaurants and institutional food service buyers.

The Harvest Kitchen staff also aims to foster good relationships with employers who provide employment/internship opportunities to our graduates to further their job readiness and employable job skills.

Barbering/Cosmetology Program: The RITS contracts with licensed personnel to provide classroom instruction and practicum sessions for residents. Residents begin the 1200 hours of classroom instruction and practicum required by the RI Department of Health while residing at the RITS but also have the opportunity to complete these hours in the community through our contracted instructors.

EOHHS DCYF					
PROGRAMS	FUNDS				
	Cost Per Participant	STATE		FEDERAL	
		Program Costs	Administrative Costs	Program Costs	Administrative Costs
Adult Basic Education	\$4,912	\$280,000			
Barbering/Cosmetology	\$1,955			\$43,000	
CCRI Credit Courses	\$222			\$8,000	
Harvest Kitchen	\$395	\$15,000		\$21,244	
RITS Culinary Class	\$3,659	\$150,000			
TOTAL		\$445,000	\$0	\$72,244	\$0

EOHHS DCYF				
PROGRAMS			Credentials	College Credits
	Total Served	Total Trained		
Adult Basic Education	57	52	52	
Barbering/Cosmetology	22			
CCRI Credit Courses	36	36		36
Harvest Kitchen	38	38	38	
RITS Culinary Class	41	41	22	
TOTAL	194	167	112	36

EOHHS DCYF									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Adult Basic Education	88%	12%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
CCRI Credit Courses	100%	0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Harvest Kitchen	70%	30%	n/a	n/a	n/a	n/a	n/a	n/a	n/a

EOHHS: Department of Human Services

Background

The Department of Human Services sponsors a variety of programs and activities with the goal of workforce development. For many DHS customers, the initial goal is to increase education or skills and employability, and then pursue the ultimate goal of gainful employment and financial independence. DHS considers “entered employment” at the time a participant begins work at any job. The following workforce development programs are available to DHS clients.

Programs

The REACH program at the Community College of Rhode Island – Customers attend CCRI programs, and are assigned to a coordinator to provide case management and support in order to successfully attain their educational goals. Participants must have a High School Diploma, or a GED and a minimum of 10th grade TABE scores. Outcomes vary based on the educational goals of each individual. At the end of the program, the participants are one step closer to employability than beforehand.

SER/South Shore Center/DLT/OnRamps – Customers who receive cash assistance and are ready to look for work are referred to these four programs for assistance with job search and job readiness activities, including work experience, subsidized employment, and on-the-job training opportunities. Through OnRamps, in addition to the services listed, customers receive career coaching and can earn a National Career Readiness Certificate (NCRC+). The desired outcomes for participants in these programs are employment and job retention.

South Shore/Workforce Solutions of Providence-Cranston/Family Resources On-The-Job Training (OJT) - DHS sponsors three OJT programs for TANF recipients, during which they participate in work readiness activities and are then placed as employees into training with employers who are reimbursed for 50% of the participants’ wages. At the end of the training period, most participants are retained by the employers as unsubsidized employees. The desired outcome of OJT is full-time unsubsidized employment.

Project Opportunity - this program provides intensive adult education for customers at or below a fourth grade reading level. The program provides: English as a second language and/or literacy instruction; life skills, cultural adjustment, confidence building, leadership development; work readiness and work exposure activities; computer skills and financial literacy; job skills training modules; and life skills related case management. Participants receive certificates of progress for increased educational levels, computer skills, and financial literacy. The desired outcome of this program is to bring customers up to a level at which they are ready to look for work.

Pre-Certified Vendor Training – Rhode Island Works recipients are able to attend one appropriate training, from the list of pre-certified vendors, paid for by DHS. The types of training programs include CNA, Office Assistant, Auto Services, Bookkeeping and accounting, Building, Custodial, CDL, Computer Skills, Customer Service, Homemaker, Insurance Tech, Medical Billing and Coding, Recycling/Green services, Security, and Teachers’ Assistant training. Desired outcomes are completion or graduation, and ultimately employment and retention.

Youth Success – provides case management services to all pregnant and parenting teens requiring or requesting them. The objectives are to improve academic and other life skills including parenting skills, improve social skills/character development, and reduce repeat pregnancy. Also, Youth Success assists customers with establishing paternity, child support, finding adult-supervised living arrangements if necessary, and opportunities for career exploration, work experience and community service.

Supportive Services

New Opportunity Homes (NOH) – Works in conjunction with Youth Success to ensure adult supervised living arrangements for pregnant and parenting minor RI Works recipients who are unable to remain at home with their own parents or guardians. Goals are to develop pregnancy prevention skills, social and life skills, including parenting skills, necessary to become good parents and self-sufficient productive adults. Participants are pregnant and parenting minor

teens in need of an adult supervised living arrangement. The desired outcome of the program is to provide a positive environment that is safe and nurturing.

Clothing Collaborative - provides work-appropriate clothing at no cost to low-income men and women who are completing job training and education programs, and seeking employment. To utilize the clothing collaborative, one must meet low-income requirements (includes anyone who is eligible for cash assistance).

SStarbirth - assists pregnant, postpartum, and parenting women with histories of substance abuse and parenting issues to develop life skills that will allow them to live and work while maintaining sobriety and custody of their children. After daily skills mastered, residents move toward obtaining a GED and/or pre-employment skills, and obtain housing.

Coalition Against Domestic Violence – assists DHS clients who are victims/survivors of domestic violence. Services include help with safety planning and provision of referrals to various programs and services throughout the state.

SNAP E&T - SNAP has 5 locations which provide services to participants, including Adult Education, Vocational or skills training, and job search and job readiness activities. Trainings include but are not limited to: construction, carpentry, healthcare, office skills, culinary, and janitorial. To participate in the programs, one must be an active SNAP recipient who does not also receive cash assistance. The desired outcome of these programs is employment.

Tammy

Tammy is a mother of 4 who had to leave her job as a CNA after her doctor recommended a new line of work for medical reasons. She tried waitressing only to find she could not make ends meet. “It was a rough business and I was discouraged,” she says. With no job, no car, and the new threat of quickly becoming homeless and hungry, Tammy knew she needed to find work. Having remembered some typing and computer skills from school, she thought it might be a good avenue to try. DHS referred Tammy to SER-Jobs for Progress and she was soon selected to participate in the OnRamps program, a two-week intensive classroom component followed with National Career Readiness Certification testing. Reflecting on that time, she smiles, “My case manager, Rosemary, was wonderful. She kept encouraging me and telling me that I would go far. And the instructor Lori wanted to see everyone succeed. Everyone made me feel important. They were very persistent and never gave up on me.”

After completing OnRamps, Tammy was assigned to SER’s OJT Coordinator Dot McDonough as a good candidate for On-the-job training, a program that incents employers by reimbursing 50% of wages for time in training if the employer hires the individual. “There were many times I cried on Dotty’s shoulders, but she was there for me. She boosted my self-confidence. She helped me fix up my resume and tweeted it out a million times,” she laughed. “I was on hardship with DHS, but I still had goals and was setting up appointments to get a job. I was determined to get off the system,” she said with conviction. Soon, her positive attitude and determination paid off as she landed an office position at a busy automobile dealership. “I work 40 hours a week. Now I type and print letters, do titles, bills and checks. I call vendors, do billing, handle phones, banking and work with the customers.” And of her family she says, “I have an income now. We got a car. The kids love that we can go places. They tell me they are proud of me. I feel that I’m a better mom, a better person, and a better example to my kids.”

When asked what could be changed, Tammy thought for a moment. “We need more connections to match people to jobs, like networking with employers. This is a positive program for those who work hard and are driven, and are not just showing up. It’s not fair when some people abuse it and just slumber through.” Even so, she remarked, “Not having SER’s program would be handicapping those who just need a break. They have something special to offer. Without it, more people would be staying on the system.”

“Personally, it has changed my life. It has boosted my self-confidence. I learned a lot about myself and to persevere. It showed me you can really try, and get there. I got a lot of tools in my toolbox from this program. I’m grateful. This program kept me and my family from being homeless and hungry.” So how are things for Tammy now? Her face beams with excitement. “I love, love, love, love my job! I am very blessed!”

EOHHS DHS			
PROGRAMS	FUNDS		
	Cost Per Participant	FEDERAL	
		Program Costs	Administrative Costs
CCRI REACH	\$160	\$302,634	\$130,900
Job Search: SER Jobs/South Shore/DLT/OnRamps	\$599	\$2,695,444	\$320,274
OJT: South Shore, Workforce Solutions of Providence/Cranston, Community Care Alliance	\$2,229	\$515,829	\$59,311
Project Opportunity	\$2,695	\$1,000,000	\$0
Pre-Certified Vendor Training	\$2,737	\$1,004,352	\$0
Youth Success	\$3,069	\$1,216,096	\$88,340
Supportive Services	\$454	\$1,098,010	\$124,323
SNAP E&T	\$1,425	\$153,479	\$269,737
TOTAL		\$7,985,844	\$992,885

EOHHS DHS							
PROGRAMS			Work Readiness	Entered Employment	Credentials	Retained Employment	Other
	Total Served	Total Trained					
CCRI REACH	2708						2708*
Job Search: SER Jobs/South Shore/DLT/OnRamps	5037	381	381	674	5	252	
OJT: South Shore, WSPC, Community Care Alliance	258	71	71	75			
Project Opportunity	371			79	26	35	
Pre-Certified Vendor Training	367	343				96	
Youth Success	425		425				
Supportive Services	2694						
SNAP E&T	297	297	108	30	39		38**
TOTAL	12,157	1,092	985	858	70	383	3,056

*TABE assessments

**Increased EFL

*Project Opportunity participants also reported under RIDE - Project Opportunity TANF

*CCRI REACH funding and outcomes also reported under CCRI detail section

*SER DLT participants also reported under WDS (RI Works) section

*DHS considers "entered employment" at the time a participant begins work at any job

EOHHS DHS								
PROGRAMS	DEMOGRAPHICS							
	Male	Female	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	White	Hispanic or Latino	Other
TANF	8%	92%	1%	1%	16%	33%	26%	23%

EOHHS: DHS Office of Rehabilitative Services

Background

The Office of Rehabilitation Services (ORS) consists of three distinct programs: Vocational Rehabilitation (VR) Program, Services for the Blind and Visually Impaired (SBVI), and Disability Determination Services (DDS). ORS has partnerships with the Governor's Appointed State Rehabilitation Council (SRC), Governor's Advisory Council for the Blind and Visually Impaired, the Statewide Independent Living Council (SILC) and the RI Council on Assistive Technology (RICAT).

The Vocational Rehabilitation Program of ORS assists Rhode Islanders with disabilities to achieve quality employment outcomes and to increase self-sufficiency. ORS has several specialized programs that serve Rhode Islanders with disabilities: Supported Employment, Business Enterprises Program, Adaptive Telephone Equipment Loan (ATEL), Home and Vehicle Modification, Assistive Technology Access Partnership (ATAP) and Transition Services program for youth with disabilities.

The Office of Rehabilitation Services (ORS) administers the Title I Federal/State funded Vocational Rehabilitation Program (VR), the Title VI Supported Employment Program, and the statewide Transition program for youth with disabilities. The Rehabilitation Act of 1973, as amended via WIOA in 2014, authorizes a federal-state vocational rehabilitation program to provide services to eligible individuals with disabilities in order to prepare for and engage in employment. The "Act" requires states to match federal funds at a ratio of 78.7 percent federal to 21.3 percent state dollars. The Vocational Rehabilitation Program (VR) is the federal government's largest and most successful employment program for individuals with disabilities. The agency assists Rhode Islanders with disabilities to select, prepare for, obtain and maintain competitive employment.

Programs

The VR program consists of a team of professionally trained and qualified Masters Level Vocational Rehabilitation Counselors who tailor services to the individualized needs of the individual with a disability. Services may include: evaluation and assessment, vocational counseling and guidance, skill specific training, assistive technology, job preparation/work readiness, job development and placement, including services that support individuals with disabilities to obtain and maintain employment in integrated competitive employment settings at or above the prevailing minimum wage.

The Vocational Rehabilitation Program continues to serve Rhode Islanders with disabilities in increasing numbers. In State Fiscal Year (SFY) 2014, ORS provided services to 7,160 individuals with disabilities. Of that number, 2,176 were individuals with significant functional limitations that were classified as eligible for Supported Employment. Of that number, over 5,759 individuals with disabilities received services purchased by ORS from approved fee for service providers, 2,960 individuals with disabilities applied for services and 2,051 individuals found eligible for services developed Individualized Plans for Employment (IPE). Over 608 entered, maintained, advanced or returned to the workforce and were successful in becoming competitively employed. Of the total number of active clients, 2,713 were youth with disabilities.

The VR Program is serving increasing numbers of individuals with significant developmental disabilities, individuals from linguistically and culturally diverse backgrounds; veterans; youth with disabilities, and Rhode Island Works Program participants with disabilities. The VR Program is strongly focused on outreach and services for youth in transition from school to adult life. VR has a network of community based providers/vendors to offer comprehensive services on a fee for service basis to adults and transition aged youth between 16 and 24. Some of these services include: vocational evaluation, situation assessments in the community, summer work, job preparation training, job development and job placement for in-school and out of school transition age youth. During the summer of 2014, 335 transition-aged youth participated in paid work experience.

Eligible Population - To be eligible for VR services, an individual must meet four criteria:

- (1) Have a medical disability - defined as a physical, emotional, intellectual or psychological diagnosed condition
- (2) Have functional limitations imposed by that medical condition that present a barrier to employment.
- (3) Have a desire to work
- (4) Be able to benefit from VR services with an integrated competitive employment outcome.

The VR Program has continued on an order of selection, which is a mandated system of prioritization that limits service provision to only individuals with the most significant disabilities. Few other programs offer a holistic approach that advances empowerment, informed choice as well as a full range of services and supports that individuals with disabilities need to fully participate in education, training and employment.

The Department of Justice Interim Settlement and Consent Decree, initiated in 2013-2014, has increased the number of individuals with significant intellectual disabilities being referred, found eligible for ORS services and in need of supported employment services in order to obtain and maintain a job in an integrated work setting at the prevailing wage.

Services/Outcomes - The VR program helps individuals with disabilities to obtain an integrated competitive employment outcome at or above minimum wage. Masters level Vocational Rehabilitation Counselors tailor services to the individualized needs of the person with a disability. Services may include: evaluation and assessment, vocational counseling and guidance, training, assistive technology, job development and placement, including services that support individuals with disabilities to obtain and keep jobs. The objective of the program is to assist individuals with disabilities to become successfully employed in a job that matches the individual's skills, abilities and interests.

Work Readiness/Job Preparation - VR provides several options for Work Readiness/Job Preparation. Through the general and supported employment components of VR, a 4 week job preparation program is tailored for customers to learn about the demands of employment, interviewing and job retention. In addition, the VR Work Force Development Supervisor conducts interviewing workshops for clients. In FY 2014, 37 participants attended of which 8 or 22% obtained employment. VR funds clients to attend training programs and educational institutions based on the employment goal of the client's Individualized Plan for Employment (IPE). ORS has been funding and coordinating summer work program for in-school and out of school youth in the community since 2010. Last year ORS funded summer work experiences to 335 students with a range of disabilities. Eleven ORS approved agencies assisted in developing independent community employment sites where participants received stipends for their work. ORS is currently administering and funding pilot Job Preparation projects with 6 school districts. In addition, a VR & DLT Southern RI Youth Center that provided Work Readiness to 6 youth is being replicated in Northern RI.

Employer Development/Partnerships

Project Search - VR has sought for many years to bring the national Project Search model to Rhode Island. The state emphasis and commitment to Employment First principles for individuals with significant intellectual disabilities has helped to facilitate RI Project Search becoming a reality. A multi-disciplinary - state/private steering committee has been able to engage Miriam Hospital as the employer site for the project. This program targeted youth with intellectual disabilities with a start date of 2014. ORS, Providence School System, Behavioral Health Developmental Disabilities & Hospitals, Perspectives, Sherlock Center and Miriam Hospital collaborated as the Steering Committee for the Miriam Hospital: Project Search. Eight youth participated and two were hired by Miriam Hospital. It was so successful that VR is replicating the model in two other communities in partnership with Blue Cross and Memorial Hospital.

Employer Based skill Assessments (EBSA) - The VR Program partnered with 2 employers to conduct EBSA. These assessments are a unique opportunity for VR to assess an individual's work skills and behaviors within a business environment. The employer provides feedback to VR and the client about their skills and potential. Some of these assessments have resulted in a job match while others have provided information to justify on-going education/training in the field or in some cases exploration of alternate careers. In addition, the VR Program partnered with 23 employers to provide on-the-job (OJT) training opportunities.

Training Participation - The VR program has a wide array of fee for service training options for clients that include but are not limited to: culinary arts, pet grooming, tractor trailer driver, green recycling, auto repair, pharmacy technician, etc. Client participation in these programs is based on an assessment of the client's skills, interests and labor market need. As a component of career and employment plan development, clients are encouraged and supported to explore an array of job settings and career options. Such tools as informational interviewing, job shadowing and situational assessments are utilized to provide hands on experiences in different career areas to ensure informed client choice in selecting an occupation.

Interagency Collaboration - VR, Goodwill Industries of Rhode Island and the Department of Human Services (DHS) agreed to provide intensive support services with an expected employment outcome to RIWork's clients who are also eligible for ORS services. This collaboration provided an array of intensive, coordinated services to assist RIWork clients with disabilities to achieve employment success and self-sufficiency. The Journey to Success Program began in 2013 and in FY 2014 had 17 participants of which 14 became employed.

The Rhode Island Department of Education in collaboration with ORS and the Regional Transition Centers hosted the first and second Statewide Transition Capacity Building Institute. In 2012, Rhode Island was among five states to be a recipient of the intensive technical assistance award provided by the National Secondary Transition Technical Assistance Center (NSTTAC). This award brings national experts to our state to assist districts in improving secondary education and transition services. ORS Vocational Rehabilitation Counselors attended this event and were active member of each school district transition teams. Each district teams consisted of an LEA Special Education Administrator, a Special Education Teacher, a District Parent representative, and an ORS Vocational Rehabilitation Counselor. Another institute is planned for this year to solidify district plans and measure progress towards transition goals.

Jim

Jim received services from ORS, which assisted him in securing full-time employment with benefits for himself and his children. He is diagnosed with learning disabilities and interpersonal issues. He was convicted of a non-violent crime that resulted in an 11-year stay in Federal prison. He was paroled last year.

Upon discharge, he worked diligently to change his life and never looked back. He got a part-time job at Stop & Shop in Massachusetts and applied for ORS services, referred by his parole officer. Through pay stubs, Jim was able to demonstrate that he was steadily working at his part-time job. His parole officer and ORS counselor were also in communication with each other in regards to his successful drug screens, no parole violations and consistent follow-through with his job.

Jim demonstrated a great deal of interest in improving his life and building a career. With ORS support, Jim enrolled for tractor trailer training and focused on the training. He passed all his written/driving tests, maintained his part-time job, remained active & involved with ORS, and finished the program with perfect attendance. The lead instructor of the training program wrote a letter to ORS stating that he had become an inspiration to the other participants in the program, helping them stay focused and live a clean life. Jim hopes that his success story will become an inspiration to his family, as well as for individuals who are leaving incarceration.

Within three months of graduating, he had multiple job offers. Perhaps one day he may even become a driving instructor. Jim loves his job and is quite happy with his success and financial independence. His life at home with his fiancé and son is going well, and he always seems to be in a great mood no matter what day it is.

He states to those coming out of incarceration who are in critical need of turning their life around, "If you can stay focused while you're driving in life, then you can be successful without ever looking over your shoulder." His positive attitude, motivation and success are an empowering testament to what an individual can achieve in life.

EOHHS ORS					
PROGRAMS	FUNDS				
	Cost Per Participant	STATE		FEDERAL	
		Program Costs	Administrative Costs	Program Costs	Administrative Costs
On The Job Training	\$2,578	\$13,848	\$2,161	\$37,440	\$5,843
College:					
Associate: Fees, Tuition, Books	\$1,233	\$9,792	\$1,528	\$26,475	\$4,132
B/BS: Fees, Tuition, Books	\$3,784	\$161,716	\$25,239	\$437,231	\$68,238
Graduate: Fees, Tuition, Books					
Short Term/Skill Training	\$3,519	\$411,726	\$64,258	\$1,113,185	\$173,734
Vocational Evaluation	\$1,236	\$291,259	\$45,457	\$787,478	\$122,901
Work Readiness:					
Job Preparation	\$938	\$10,072	\$1,572	\$27,231	\$4,250
Situational Assessments	\$1,373	\$110,960	\$17,317	\$300,002	\$46,821
Summer Work	\$1,669	\$94,717	\$14,782	\$256,086	\$39,967
LEAP	\$1,172	\$38,582	\$6,022	\$104,315	\$16,280
Journey to Success	\$3,500	\$22,888	\$3,572	\$61,882	\$9,658
TOTAL		\$1,165,560	\$181,908	\$3,151,325	\$491,824

* Funding not available for Employer Based Assessments and Employer Development

EOHHS ORS						
PROGRAMS	PERFORMANCE MEASURE OUTCOMES					
	Total Served	Total Trained	Employer Partners	Work Readiness	Entered Employment	Education at Closure/Credentials
On The Job Training	23	23	14		8	GED - 4 HS No Diploma - 2 Special Education - 1 College, No Degree - 1
Employer Based Assessments	2		1			
Employer Development			42			
College:						
Associate: Fees, Tuition, Books	34				1	
B/BS: Fees, Tuition, Books	183				1	1
Short Term/Skill Training	501	501			30	Soecial Ed Certificate - 8 HS Graduate - 12 College, No Degree - 6 Tech Certificate - 2 AA Degree - 1
Vocational Evaluation	1009				16	
Work Readiness:						
Job Preparation	46			46		
Situational Assessments	346			346		
Summer Work	243			243		
LEAP	141			141		
Journey to Success	28				14	
TOTAL	2556	524	57	776	70	38

EOHHS ORS

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
General, Non-SE, Non Transition	50%	50%	4%	2%	18%	1%	81%	16%	22%
Supported Employment	55%	45%	1%	1%	17%	0%	87%	16%	23%
Transition	59%	41%	3%	2%	16%	1%	87%	21%	29%

GOVERNOR'S WORKFORCE BOARD

Background

The Governor's Workforce Board (GWB) was established by Executive Order on September 22, 2005 to integrate the functions of the State Workforce Investment Board (SWIB) and Human Resource Investment Council (HRIC). The GWB was formally established under RI General Law, Title 42-102, in June 2014, as the primary policy-making body on workforce development matters for the State of Rhode Island, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities in the state. The GWB consists of 21 members representing business, labor, education, community, and government who allocate state Job Development Funds (JDF).

The GWB determines funding priorities for the JDF and allocates annual funds accordingly. The GWB currently allocates funding into several broad categories: funds for employers through incumbent worker training grants and industry partnership support; funds for youth centers and summer youth employment; funds for work readiness, work experience, occupational skills training, and hiring incentives for unemployed and under-employed workers; and funds to increase workforce system capacity and integration. Since 2009, the legislature has also appropriated at least \$3.5 million JDF funds annually to go directly to RIDE to support adult education services through that office.

Programs

Youth: JDF funds allocated to Rhode Island's two local Workforce Investment Boards support both summer youth employment programs and year-round youth services through the YouthWorks 411 system. Youth can access comprehensive counseling, workforce, and education services at the youth centers. Through the unique alignment of JDF and WIA funding, youth can be served regardless of status. All youth receive intake, work readiness, and case management services. Youth in need of the intensive array of WIA services can go on to access those.

Incumbent Workers: Incumbent Worker training grants are made available to employers through an annual competitive RFP process, as well as through rolling Express grants, to increase the skills of current employees and increase the competitiveness and productivity of RI businesses and workers. Through the competitive RFP, individual businesses may be awarded between \$5,000 and \$40,000 in matching funds. In addition, businesses may be awarded up to \$5,000/year in matching Express Grants, which must be used within 90 days of approval. Bonus funds are available to further reduce employers' training costs for companies that provide a youth with a subsidized summer job or school-year internship. Businesses must pay into the JDF to be eligible. Contracts run from July 1 to June 30. The GWB also supports export assistance training for incumbent workers through a grant to CommerceRI (formerly Economic Development Corporation).

Industry Partnerships: GWB Industry Partnerships are a group of trade and non-profit organizations that work to align the state's training and education resources with the workforce needs of vital sectors of the Rhode Island economy. Industry partners actively engage employers and labor organizations to identify skills gaps, provide labor market projections, identify training and education resources, promote career opportunities and train current and future workers. In FY14, the GWB supported industry partners in the following sectors: Health Care, Construction, Hospitality, Marine Trades, Defense, Information Technology, Bioscience, and Manufacturing.

Jobs Initiatives: The Governor's Workforce Board Jobs Initiatives provides funding to support short-term training and/or hiring incentives that result in employment for unemployed Rhode Islanders. Funds may be provided to an employer and/or a pre-employment training provider. In FY14, GWB Jobs Initiatives funds were used to provide pre-employment training to 148 individuals. In addition, Jobs Initiatives hiring incentives led to employment for 289 workers. A total of 19 employer partners were involved in Jobs Initiatives-supported activities.

Innovative Partnerships: Innovative Partnership grants bring employers and educational providers together to provide work-readiness, experiential learning, and career opportunities for students, out-of-school youth and unemployed or underemployed adults. Innovative Partnership grants are awarded based on a competitive Request for Proposals. In FY14, the GWB provided funds to ten Innovative Partnerships that began in April, 2013 and continued through June 30, 2014.

Over the course of the 15-month contract period, Innovative Partnerships collectively served 459 unemployed adults, of which 366 participants graduated from their respective programs and 283 secured employment.

Work Immersion: In FY14, the GWB launched the Work Immersion program, which was enacted into law by the RI General Assembly in FY13. The Work Immersion Program offers 50% wage reimbursement to any RI business that provides a temporary paid work experience (a.k.a., internship) of up to 200 hours to a RI college student or unemployed adult. An additional 25% reimbursement is paid to the employer if the participant is permanently hired upon completion of the program. The GWB developed user-friendly guidelines and online application forms for the program, and conducted extensive outreach and promotion to businesses, colleges and universities, and pre-employment and training service providers. Work Immersion for college students began in the first half of FY14, while Work Immersion for unemployed adults began in the second half of the fiscal year.

Non-Trade Apprenticeships: In FY13, the GWB was allocated RI General Revenue funds to support the development of apprenticeship programs in non-traditional occupations and industries. In accordance with statutory requirements, the GWB solicited proposals from GWB Industry Partnerships in FY14, and awarded a total of \$136,798 to Polaris MEP and Building Futures to enlist employer sponsors and training partners, develop curriculum, and seek approval from the State Apprenticeship Council for new, non-trade apprenticeship programs. Polaris MEP (in partnership with the RI Manufacturers Association and CCRI) was successful in obtaining state approval of a new apprenticeship program for CNC Machinists. Building Futures (in partnership with Gilbane) was successful in obtaining approval of new apprenticeship programs for cost estimators and project managers.

Governor's Workforce Board			
PROGRAMS	FUNDS		
	Cost Per Participant	STATE	
		Program Costs	Administrative Costs
Adult Education	\$1,318	\$3,500,000	
Youth Programs	\$645	\$1,917,068	
Incumbent Worker Training			
<i>Annual</i>	\$124	\$929,658	
<i>Express</i>	\$336	\$238,867	
<i>Export Assistance</i>	\$760	\$35,700	
Innovative Partnerships	\$2,565	\$1,177,330	
Industry Partnerships			
<i>Core Activities</i>		\$1,266,566	
<i>Pre-Employment Training</i>	\$2,416	\$251,253	
Jobs Initiative	\$2,028	\$774,668	
Non-Trade Apprenticeships		\$67,841	
Work Immersion	\$271	\$79,815	
TOTAL		\$10,238,766	\$0

Governor's Workforce Board							
PROGRAMS	PERFORMANCE MEASURE OUTCOMES						
	Total Served	Total Trained	Employer Partners	Work Readiness	Entered Employment	HS Diploma/GED	Other Credential Obtained
Adult Education	2655	2655	151	670	548	255	
Youth Programs	2973	2973	410	2572	590	551	617
Incumbent Worker Training							
Annual	7509	7509	82				48
Express	711	711	75				
Export Assistance	47	47	13				
Innovative Partnerships	459	366	228	341	283		712
Industry Partnerships							
Core Activities	n/a	n/a	313	n/a	n/a	n/a	n/a
Pre-Employment Training	104	104					
Jobs Initiatives	382	148	23		289		
Non-Trade Apprenticeships	n/a	n/a	5	n/a	n/a	n/a	n/a
Work Immersion	295		114		65		
TOTAL	15,135	14,513	1,414	3,583	1,775	806	1,377

*Industry Partnership core activities include employer engagement, identifying skills gaps, providing labor market projections, identifying training and education resources, and promoting career opportunities but do not include direct training activities

*JDF Adult Education participants also reported under RIDE Adult Education

*Non-Trade Apprenticeship funds were spent on the development of apprenticeship programs, not on direct training activities

*Youth Outcomes include both Summer and Year-Round program data

Governor's Workforce Board									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Adult Education	37%	63%	<1%	4%	18%	0%	22%	50%	5%
Youth Programs	44%	56%	1%	3%	26%	<1%	41%	34%	0%
Innovative Partnerships	43%	57%	3%	2%	30%	0%	43%	23%	3%

*Demographics for Work Immersion, Export Assistance, Incumbent Worker Training, Jobs Initiatives, Industry Partnerships not available

OFFICE OF THE POSTSECONDARY COMMISSIONER

The mission of the Office of the Postsecondary Commissioner (OPC) is to provide an excellent, efficient, accessible and affordable system of higher education designed to improve the overall educational attainment of Rhode Islanders and thereby enrich the intellectual, economic, social and cultural life of the state, its residents and its communities. The OPC provides oversight for the following state institutions: the Community College of Rhode Island (CCRI), Rhode Island College (RIC) and the University of Rhode Island (URI).

As state institutions preparing youth and adults for careers, all of the funds that support both workforce development and degree attainment are presented. Participants in some of CCRI's workforce development programs may represent both fee-paying and state-supported slots.

OPC: Community College of Rhode Island

Background

CCRI, New England's largest community college and the state's only public comprehensive associate degree-granting institution, offers a diverse selection of almost 90 associate degree and certificate programs. Community College of Rhode Island grants the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), the Associate in Applied Science in Technical Studies (A.A.S.-T.S.) and the Associate in Fine Arts (A.F.A.) degrees.

Programs

Programs of study include Administrative Office Technology, Biotechnology, Business Administration, Chemistry, Communication, Computer Studies and Information Processing, Engineering and Technology, Fine Arts, General Studies, Health Sciences, Human Services, Legal Studies, Liberal Arts, Science and Technical Studies.

CCRI's Center for Workforce and Community Education (CWCE) assists workforce development efforts through collaborative planning, workforce development programs, career noncredit education and training and technical assistance to business and governmental agencies. Many of the programs are developed in response to the needs of the Rhode Island community and educate, train and certify individuals for successful careers in an increasingly complex economy. Providing high-quality customized training programs to organizations, CWCE is a comprehensive resource addressing the workforce development needs of businesses in Rhode Island. Training programs can be offered at any college campus or facility or on site. CWCE also offers several grant-funded programs that enable qualified participants to receive skill training, remedial education and job search skills.

Work readiness components are included in the curriculum of many CWCE career training programs in a variety of ways. For example, our Teacher Assistant Training program's curriculum is linked to RIDE's four standards for teacher assistants, which is essential to student work readiness. We also provide one-to-one work readiness services for all students participating in programs through DHS's RI Works program. The college also offers work readiness services through its Career Services department to those enrolled in associate degree and certificate programs.

CCRI provides affordable open access to higher education at locations throughout the state. The college enrolls more than 16,000 students, approximately 63 percent of whom are younger than 25. Seventy percent of CCRI's students attend classes part time. Approximately 59 percent are women and 96 percent of all students live in Rhode Island. CCRI's minority enrollment is 36.9 percent, the largest of any institution of higher education in the state.

Oscar Pacheco

As a tour operator running his own business in his native Dominican Republic, Oscar Pacheco, 32, had to be able to communicate with a variety of people. In addition to fluent English, Spanish and French, he speaks a little Italian and German.

Pacheco graduated from CCRI in May with his Health Care Interpreter Certificate to help a new demographic of people who need it most – those who need a translator in a medical setting. Pacheco first learned about this line of work when he took his mother to visit Rhode Island Hospital. He said it is important for him to have a career that gives back to the community.

“This is my first certified career, so to me, it’s an amazing feeling. It puts you on another level in society – everyone looks at you differently when you have a career,” he said.

When Pacheco came to the country in 2009, he made ends meet by working as an independent contractor, doing landscaping, cargo moving and junk removal. He knew that he wanted more and that starting classes at CCRI could put that within his reach, but he was scared to enroll.

He overcame the fear with the help of CCRI’s Connect 2 College program, which helps first-generation college students navigate the college experience.

“It’s very easy to find help everywhere you go at CCRI,” said Pacheco. “You just need to ask for it. There’s always a mentor to help you, and this school really helped me to relax and get things done. Having cultural barriers could have made it very difficult to cope with classes, but I found professors who were patient and helpful.”

Programs Included in this Report: Funds for credit degree programs consist of state general revenue and student paid tuition and fees. Federal programs such as Pell grants are represented within tuition and fees.

Non-credit programs are listed as well. Those programs offer individuals the opportunity to gain work skills. Some are licensed and credentialed; some offer a certificate of completion. They are paid through a combination of participant program fees and funds from other state agencies such as DLT or DHS. A local Workforce Investment Board may provide an Individual Training Account (ITA) to an individual to access a training program at CCRI. Attending a training session may be part of the employment plan for an individual enrolled in a DHS program. Thus participant dollars and numbers may duplicate those in reported by other agencies.

OPC CCRI			
PROGRAMS	Cost Per Participant	FUNDS	
		STATE	
		Tuition & Fees	General Revenue
Credit Degree	\$5,553	\$53,031,476	\$44,433,286
	TOTAL	\$53,031,476	\$44,433,286

OPC CCRI				
PROGRAMS	PERFORMANCE MEASURE OUTCOMES			
	Total Served	Associates Degrees	Certificates	Diplomas
Credit Degree	17,553	1,708	260	43
TOTAL	17,553	1,708	260	43

OPC CCRI									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Credit Degree	41%	59%	1%	3%	10%	<1%	59%	19%	8%

OPC CCRI: NON-CREDIT TRAINING					
PROGRAMS	FUNDS				
	Cost Per Participant	Self-Paid		WIA	RI Works
		Program Costs	Administrative Costs		
Autism Spectrum Disorders	\$142	\$4,862	\$112		
Certified Nursing Assistant	\$475	\$138,004	\$31,731	\$1,400	\$4,200
Customized Training	\$332	\$69,398	\$30,571		
Dental Radiography	\$172	\$4,862	\$112		
Distance Learning	\$168	\$35,661	\$6,530	\$3,580	
Electrical Apprenticeship	\$534	\$73,631	\$9,685		
Environmental Safety Training	\$33	\$4,438			
Food Safety Manager	\$127	\$14,320			
Leadership Development Training	\$38	\$16,460			
Massage Therapy	\$332	\$4,862	\$112		
Office Skills Training	\$1,333	\$10,000		\$2,500	\$7,500
Pharmacy Technician	\$1,882	\$41,639	\$18,343	\$14,975	\$5,990
Plumbing Apprenticeship	\$2,105	\$27,759	\$12,228		
SHRM Learning System	\$1,266	\$16,460			
Teacher Assistant	\$266	\$38,784	\$1,020	\$245	\$1,960
TOTAL		\$501,140	\$110,444	\$22,700	\$19,650

* Non-credit programs are funded through program fees and some grant funds from DLT and DHS. Some duplication with those agency outcomes.

*CCRI was awarded a \$150,000 Adult Skills Training grant from RIDE (Perkins) to fund Office Skills and CNA Training. Data and outcomes also reported in RIDE CTE section

*WIA funding and participants also reported in State Workforce Investment Office (SWIO) section

*RI Works funding and participants also reported under DHS section

OPC CCRI: NON-CREDIT TRAINING		
PROGRAMS	Total	
	Trained	Credentials
Autism Spectrum Disorders	35	
Certified Nursing Assistant	369	301
Customized Training	301	
Dental Radiography**	29	20
Distance Learning	272	
Electrical Apprenticeship	156	
Environmental Safety Training**	133	66
Food Safety Manager**	113	47
Leadership Development Training	431	
Massage Therapy	15	15
Office Skills Training	15	
Pharmacy Technician	43	39
Plumbing Apprenticeship	19	
SHRM Learning System	13	
Teacher Assistant	158	133
TOTAL	2,102	621

** not all courses within the program offer credentials

OPC CCRI: NON-CREDIT TRAINING										
PROGRAMS	DEMOGRAPHICS									
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other	Not reported
Autism Spectrum Disorders	6%	94%	<1%	<1%	<1%	0%	74%	0%	0%	1%
Certified Nursing Assistant	16%	84%	<1%	5%	10%	1%	60%	24%	4%	19%
Customized Training	44%	56%	1%	<1%	14%	0%	48%	9%	3%	33%
Dental Radiography	0%	100%	0%	4%	4%	0%	75%	14%	0%	18%
Distance Learning	29%	57%	2%	0%	9%	0%	36%	3%	1%	57%
Electrical Apprenticeship	99%	1%	1%	1%	6%	0%	75%	5%	3%	13%
Environmental Safety Training	78%	8%	0%	0%	3%	0%	38%	26%	3%	56%
Food Safety Manager	55%	45%	0%	5%	5%	0%	65%	6%	2%	23%
Massage Therapy	7%	83%	0%	0%	0%	0%	80%	13%	0%	20%
Office Skills Training	0%	100%	0%	0%	7%	0%	73%	7%	0%	20%
Pharmacy Technician	23%	77%	2%	2%	7%	0%	77%	9%	2%	9%
Plumbing Apprenticeship	100%	0%	0%	0%	11%	0%	79%	11%	0%	11%
SHRM Learning System	15%	85%	0%	0%	0%	0%	85%	0%	0%	15%
Teacher Assistant	14%	86%	<1%	1%	9%	0%	65%	15%	5%	18%

*Demographic Information not available for Leadership Development

OPC: Rhode Island College

Background

The mission of Rhode Island College Outreach Programs is to educate and train a specific population: often overlooked individuals facing language, socioeconomic, and legal challenges, and/or those who lack strong educational foundations. Rhode Island College Outreach Programs has been providing vocational training and English as a Second Language

instruction for the past twenty-five years. We have developed effective ESOL, contextualized and comprehensive vocational training programs that enable our graduates to acquire essential employment skills, improve their English language competency, and obtain gainful employment within a six-month period. We have long-established solid relationships with local employers in the fields we provide training. A twelve-week internship is part of the vocational training our students receive. All graduates have the job experience employers seek, which leads to successful job placement and retention (retained employment for at least 90 days) outcomes for over 79% of our students. The Outreach Programs employ Job Skills Specialists who assist with job placement and monitor retention.

Programs

RIC Outreach ESOL Program educates adult learners who face challenges due to a lack of proficiency in English language skills. Outreach ESOL training integrates speaking, reading, writing, and English language comprehension with individualized learning plans that are designed to strengthen language competencies, and provide remediation and skill enhancement. This foundation serves as a platform to foster the self-confidence our students need in order to transition into vocational training programs with the goal of gainful employment. All ESOL students have access to soft skills workshops designed to aid job readiness, and individual counseling is available as needed. Upon completion, students are better equipped for success in vocational training and subsequently the workforce, which leads to increased financial stability.

RIC Outreach Medical Assisting Program is a comprehensive 24-week certificate program designed to teach students to become medical assistants. We offer classroom instruction for medical assisting, job skills training, resume writing, computer skills, we also offer individual tutoring and case worker assistance. The program includes a twelve week internship designed to meet industry expectations with experienced and qualified Medical Assistants. Our graduate success rates of job retention are consistently above 70%. Topics covered include: CPR, first aid, HIPPA, electronic health records, Alzheimer's, gerontology and dementia training, a basic overview of medical billing and insurance practices. The medical terminology and Pharmacology training covers routine language and symbols used for testing and diagnoses, anatomical parts and disease processes. Practical clinical instruction is conducted in a simulated medical office using hands-on training which includes blood pressure testing, vital signs, EKGs, injections, urinalysis, blood sugar, CBC and HGB. We teach administrative skills and introduce students to commonly used computer programs in use in most medical facilities.

RIC Outreach Bookkeeping and Accounting Program is a comprehensive 24-week certificate program that prepares students for entry-level careers in the accounting and bookkeeping field. The course is designed to train students in Accounting & Bookkeeping principles and procedures used to record, classify, and summarize financial data. Students will become familiar with accounting terminology, financial records, forms, and statements used in business. We offer classroom instruction, job skills training, resume writing, computer skills, individual tutoring, and case-worker assistance. The program includes a twelve-week internship designed to meet industry expectations with experienced and qualified Bookkeeping & Accounting paraprofessionals. Topics covered include: Accounting/Bookkeeping cycles, Excel spreadsheets, summarizing and reporting financial information, accounts receivable and payable, banking and payroll procedures, QuickBooks, revenues, expenses, double-entry systems, debits and credits, journal accounting, financial statements, income statements, sales, purchases, property, plant and equipment and depreciation methods, inventory valuation methods.

RIC Outreach programs are open to all in need. We have a high proportion of young Hispanic females, ranging from 18-65. Many students have ESOL needs. We require that all students be 18 years of age, are able to pass a BCI criminal background check, and have a high school diploma or equivalent (we allow applicants who will be 18 by the start of their internship, we offer access to expungement of records, if the student is near completion of an accredited GED program, and they will be considered).

RIDE, DLT, DHS ORS, GRAPHIC, NEG require the students to graduate from their attended program and either be working or actively looking for a job. In addition, the student must also complete a program and either transition to college, work or actively search for a job.

Sara

Medical Assisting 2015 Graduate

Sara applied to the program in December of 2014. She graduated from a Rhode Island high school but had never worked in the U.S. and had no previous experience in the medical field. Her stated goal was to follow the rules, learn everything she could, work hard, and become a Medical Assistant. Sara was extremely focused on her goal of graduating throughout her tenure here. She was always punctual and prepared for class, and her grades were outstanding.

She watched out for her classmates while at the same time serving as the primary caretaker for her disabled sibling. Sara was also our very first student to intern at Rhode Island Hospital. Her supervisor and coworkers were so impressed with Sara's abilities, work ethic, and compassionate personality, that she was hired there at the end of her internship. Sara graduated as class valedictorian of Outreach Programs this past semester. Sara's is a true success story, and we couldn't be happier for her.

OPC RIC OUTREACH PROGRAMS

PROGRAMS	STATE		FEDERAL		PRIVATE	
	Program Costs	Administrative Costs	Program Costs	Administrative Costs	Program Costs	Administrative Costs
	Rhode Island Dept of Education	\$4,500	\$500			
EH: Private Funds					\$270	\$30
National Emergency Grant			\$3,000	\$333		
DLT- WIA			\$4,500	\$500		
Dept of Human Services			\$4,050	\$450		
Office Of Rehabilitative Services			\$4,500	\$500		
Other					\$450	\$50
Tuition			\$4,950	\$550		
TOTAL	\$4,500	\$500	\$21,000	\$2,333	\$720	\$80

OPC RIC OUTREACH PROGRAMS

PROGRAMS	PERFORMANCE MEASURE OUTCOMES					
	Total Served	Total Trained	Employer Partners	Work Readiness	Entered Employment	Retained Employment
Medical Assistant	43	41	75	41	31	30
Bookkeeping	31	30	28	30	23	21
ESOL: English Courses	120	102				
Social Human Service Asst	13	12	8	12	12	10
TOTAL	207	185	111	83	66	61

* ESOL/remediation are preparation classes to enter training and work readiness classes- these students are not included in Entered Employment column

OPC RIC OUTREACH PROGRAMS

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
RI Dept of Education	0%	10%	0%	0%	11%	0%	0%	89%	0%
Dept of Labor & Training	0%	4%	0%	15%	0%	0%	70%	15%	0%
Dept of Human Services	0%	11%	0%	5%	5%	0%	35%	25%	30%
Office of Rehabilitative Services	0%	4%	0%	25%	0%	0%	75%	0%	0%
Refugees	1%	1%	0%	0%	0%	0%	0%	50%	50%
National Emergency Grant DLT	0%	10%	0%	0%	0%	0%	78%	0%	22%
Tuition	0%	7%	0%	8%	23%	0%	38%	31%	0%
Other/ Emma Harris	11%	43%	1%	1%	1%	3%	0%	90%	4%

OPC: University of Rhode Island

Background

The University of Rhode Island is the principal public research and graduate institution in the State of Rhode Island with responsibilities for expanding knowledge, for transmitting it, and for fostering its application. The University receives a portion of its funding from the Rhode Island Board of Education.

To fulfill its special obligations to the state of Rhode Island, the University cooperates in offering programs with other Rhode Island institutions of higher education, public and private. It is committed, through cooperative governance, to an on-going evaluation of programs, priorities, and processes in order to improve existing programs and to anticipate changing needs and new challenges. Aspiring to have a quality and extent of influence beyond the state, with breadth of vision and boldness of approach, the University of Rhode Island strives for excellence for Rhode Island and for the country.

The University is the only public institution of higher education in Rhode Island to offer undergraduate, graduate, and professional degree-seeking students the distinctive educational opportunities of a major research university. URI's teaching, research and outreach serves the entire State of Rhode Island and beyond. URI students in more than 80 programs graduate with the hands-on research, creative, outreach and academic experiences to provide businesses in Rhode Island and around the world with a highly qualified, talented workforce. URI graduates are now, and will continue to become the owners, leaders and innovators of businesses and organizations throughout the state helping to expand the economic activity, health and well-being of all Rhode Islanders. URI is the sixth largest employer within the state.

In addition to full-time undergraduate and graduate education, at its Providence Campus the University provides continuing education and professional certification in numerous high-demand areas including homeland security, cyber security, digital forensics, human resources and labor relations. These programs directly support workforce needs in occupations that play a central role in Rhode Island's economy.

The University works with talented undergraduate and graduate students, faculty, and staff from a wide array of cultural, economic, and ethnic backgrounds who collaborate in an intellectual and social community of mutual respect to learn, to be enriched, and to produce significant research and scholarly and creative works. URI students in all their diversity -- from Westerly to Woonsocket -- are expected to be active participants both in and beyond the classroom. Their performance, potential and commitment mark them as capable of advanced study and as future leaders.

Business Engagement: Consistent with measures called for in the 2014 Biennial Employment and Workforce Training Plan and the University's Transformational Goals, in 2013 the University launched a new Business Engagement Center. This center was established to help businesses, non-profit organizations, and communities statewide access resources across the University -- everything from workforce training and development to internships to company research and new product development.

Career Pathways: URI's role in the development of Rhode Island's human capital is not limited to providing opportunities for traditional students to earn four-year, graduate and professional degrees. The University is also a leading provider of continuing education for Rhode Island residents at its Alan S. Feinstein College of Continuing Education in Providence. The College offers several flexible pathways to earning an undergraduate degree, including a program called Finish What You Started, designed for students who had previously started working on but had never completed a degree. The College also offers several career-oriented master's degree programs.

Workforce Development: In addition to its degree programs, the College of Continuing Education offers undergraduate certificates in homeland security and multimedia; graduate-level certificates in cybersecurity and digital forensics; and contract training programs for Rhode Island companies, public agencies and institutions. These courses and programs are designed to provide essential skills and knowledge needed for participants to increase their career opportunities and to provide Rhode Island companies with a highly skilled workforce.

Outcomes

In 2014, the University enrolled 16,795 undergraduate and graduate students. Fifty-six percent of these students are from Rhode Island. URI students take classes at the Kingston, Providence and Narragansett Bay Campuses and also online. During the 2014 year, the University awarded bachelor's degrees to 2,959 individuals and graduate and professional degrees to 774. More than half of these degrees were awarded to Rhode Islanders.

Of the University's 114,436 alumni, more than 49,000 live in Rhode Island. In addition, about 1,500 URI alumni own RI businesses and hundreds are CEOs, CFOs or presidents of companies located in state as well. However, in addition to teaching the undergraduate and graduate students at the University, URI's renowned Guiding Education in Math and Science Network (GEMS-NET) program is working with partners to get Rhode Island public school teachers excited about science and to inspire the next generation of scientists. The partnership supports STEM teaching and learning for Kindergarten through grade 8.

OPC URI			
PROGRAMS	FUNDS		
	Cost Per Participant	STATE	
		Tuition & Other Unrestricted Revenue	General Revenue
Baccalaureate	\$22,365	\$291,254,047	\$84,362,580
Master's			
Doctoral - PhD			
Professional (PharmD)			
Certificate			
TOTAL		\$291,254,047	\$84,362,580

OPC URI					
PROGRAMS			PERFORMANCE MEASURE OUTCOMES		
	Total Served	Total Trained	Degrees Awarded	Work Readiness	Employer Partners
Baccalaureate	16,795	16,795	2,925	2,925	375
Master's			514	514	
Doctoral - PhD			132	132	
Professional (PharmD)			114	114	
Certificate			36	36	
TOTAL	16,795	16,795	3,721	3,721	375

OPC URI									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Bachelor's Degree	46%	54%	0%	3%	5%	0%	70%	9%	12%
Bachelor's Non-Degree Program	55%	45%	1%	1%	5%	0%	28%	6%	59%
Master's Degree	41%	59%	1%	4%	5%	0%	71%	3%	17%
Doctor's Degree	44%	56%	0%	2%	3%	0%	55%	2%	38%
Professional Practice Degree	35%	65%	0%	9%	2%	0%	71%	5%	13%
Graduate - Continuous Registration	67%	33%	0%	0%	0%	0%	60%	7%	33%
Graduate - Non-Degree Credit	44%	56%	1%	4%	4%	0%	63%	5%	23%
Certificate	37%	63%	2%	3%	6%	0%	74%	2%	13%
Other Students	36%	64%	0%	2%	4%	0%	56%	12%	25%