

**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 FY12 expenditures and participant data**

Submitted by the Governor's Workforce Board

Pursuant to RIGL 42-102-9, as amended

November 15, 2013

UNIFIED WORKFORCE DEVELOPMENT EXPENDITURE & PROGRAM REPORT

TABLE OF CONTENTS

Executive Summary	3
Department of Corrections.....	6
Department of Education.....	8
Adult Education.....	8
Career and Technical Education	11
Department of Labor and Training.....	15
State Workforce Investment Office	15
Workforce Development Services.....	18
Governor’s Workforce Board	21
Executive Office of Health and Human Services.....	23
Behavioral Healthcare, Developmental Disabilities & Hospitals	23
Department of Child, Youth, and Families.....	28
Department of Human Services.....	30
Rhode Island Office of Higher Education.....	35
Community College of Rhode Island	35
Rhode Island College.....	39
University of Rhode Island.....	40
US Department of Labor – Exeter Jobs Corps Academy.....	43

EXECUTIVE SUMMARY

Background and Intent

First published 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 program included in the subdivisions 42-1-2-9(a) (1) (2) (3) (4), and shall show the number of individuals served by each program, including demographic information by gender, race, and ethnicity; outcome information and such other information as may be determined by the HRIC, including, but not limited to, attainment of credentials. (RIGL: 2010-s2836 as amended)

The UEP allows legislators, department heads, 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) 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 UEP authoring agency, the Governor’s Workforce Board RI (GWB), has been 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 departments:

- 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 Higher Education (RIOHE)

In addition, this year’s report includes information from the RI Exeter Job Corps program, directly funded by the US Department of Labor.

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.

2013 Report and Future

The UEP is a companion piece to the *Biennial Employment and Training Plan FY 2014 and 2015*. The UEP collects and reports the funds and federal and state mandated participant and performance requirements of the state agencies administering the program. The Biennial Plan analyzes that information and identifies gaps in the system. This year, legislation passed to change the UEP publication date from January to November and for the Biennial Plan to be published at the same time. Thus, every other year the UEP becomes part of the Biennial Plan rather than a separate document. The challenge this poses is that most agencies submit their federal reports in December for the prior fiscal year. Outcomes are not finalized for fiscal years in time for a November report date. Consequently, while some program descriptions in this year’s UEP include references to FY 13 activities, all tables and charts are based on FY 12 data. This year’s UEP provides greater detail on the workforce development activities and outcomes of each agency.

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. It is particularly difficult at present 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, RI 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 \$54 million in public funds was spent on workforce development in FY 12. Of these, 77 percent was from federal sources, 13 percent was from the RI Job Development Fund and 10 percent was from RI General Revenue. (Other public funding sources, such as the Department of Transportation and Community Development Block Grants, may also be allocated for workforce development activities, but are beyond the purview of this report.)

Of the \$54 million in public dollars that were spent on workforce development in FY 12, approximately \$12.8 million was spent on youth workforce development, \$10.5 million was spent on adult education and \$28.9 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)

With these funds, approximately nine percent received occupational skills training, 10 percent received adult education and 80 percent received general employment services, including job search assistance, job referrals, workshops (such as résumé writing and interview skills), career counseling and supportive services. It is important to note that agencies supplied 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 exceeded \$600 million in FY 12, of which \$157 million came from general state revenue and \$444 million came from tuition and fees. The total number of students

DEPARTMENT OF CORRECTIONS

The Department of Corrections Division of Rehabilitative Services provides a series of educational and training programs to inmates at the Adult Correctional Institution (ACI). Educational services include special education, adult education, GED, training and postsecondary classes offered through a partnership with the Community College of Rhode Island (CCRI). These classes are funded through state General Revenue, federal Perkins (funds which support career and technical education) and federal adult education funds.

The Barbering Program is a two-year preparatory program preparing individuals to take the state Barbering exam. In accordance with RI Department of Health standards, inmates attend 1,200 hours of classroom instruction and practicum. They also qualify for completion of the first year of apprenticeship. In FY 12, 23 inmates completed the program and passed the exam. Thirteen completed year one of the apprenticeship.

Department of Corrections					
PROGRAMS	Total Served	FUNDS		OUTCOMES	
		Federal	State	Educational Functioning Level Gain	*Credentials
Adult Basic Education - DOC	924	\$2,204,280	\$0		76
*Adult Basic Education - RIDE	258	\$90,963		118	17
Barbering Program	98	\$0	\$77,774		23
CCRI Credit Courses	530	\$62,423	\$94,949		0
CCRI Non-Credit Courses	572	\$85,794	\$112,467		33
	2,382		\$2,728,650		

Department of Corrections	
CCRI Non-Credit Detail	Certificates
Computers	168
Construction	47
Food Service/Culinary	30
Food Service/Serv Safe	104
Lead Abatement	33
Legal Research/Law Clerk	56
OSHA Workplace Safety	134
	572

**Note: Credentials are national, industry-recognized credentials, licenses, and GEDs. ABE -RIDE students also appear under RIDE Adult Education*

Department of Corrections									
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	91%	9%	3%	3%	27%	0%	30%	36%	5%
Barbering Certification & Apprenticeship	85%	15%	2%	3%	30%	0%	26%	38%	1%
CCRI Credit Courses	93%	7%	1%	1%	28%	0%	36%	33%	0%
CCRI Non-Credit Courses	89%	11%	1%	1%	28%	0%	36%	33%	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.

Ana T. was a student in an advanced ESL reading and writing evening class at the Pawtucket Public Library adult education program. She started the ESL class in September 2012 and proved to be a serious, responsible, hard-working student. She told the teacher during her first “goal conference” that she was ready and determined to get an education and find a job in the health care field.

In December 2012, the teacher referred Ana to a 12-week intensive Health Care Careers training class offered at the Genesis Center adult education program. Ana eagerly took advantage of this opportunity and completed the training, which included daily classes and an internship at a health care facility. During this time, she continued to attend the reading and writing class in the evenings in order to improve her skills.

In March 2013, Ana started a part-time job at the Charlesgate Nursing Center in Providence. In May 2013, she graduated from the ESL class. Ana gained important experience at the nursing center, and with that experience she has gone off on her own and is self-employed as a homemaker. Ana realizes she needs her high school diploma to move further ahead, so she is currently studying for her high school diploma in the National External Diploma Program at the East Providence Library adult education program.

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 I, with the addition of completion of an Educational Functioning Level (EFL). This measure shows the number of learners who have advanced from one category, such as Low Intermediate ABE, to another, such as High Intermediate ABE. Credentials in ABE are the number of GEDs or high school equivalents gained. Additional federal funds come from the DHS Project Opportunity Program, which funds adult education and job preparation services for some individuals on Temporary Assistance for Needy Families (TANF).

RIDE – Adult Education		
PROGRAMS	FUNDS	
	Federal	State
Federal - WIA and EI Civics	\$1,876,980	
*Federal - TANF Project Opportunity	\$973,796	
General Revenue		\$2,000,000
*JDF		\$3,500,000
		\$8,350,776

RIDE – Adult Education				
Total Served	Outcomes			
	Entered Employment	Retained Employment	Credentials-GED	Completed EFL
6345	218	247	599	2707

**Project Opportunity funds and outcomes also reported under DHS detail.*

**JDF funds and outcomes also reported under GWB detail.*

RIDE - ADULT EDUCATION									
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 Ed - WIA	37%	63%	0%	5%	10%	0%	17%	67%	0%
WIA EI Civics	35%	65%	1%	8%	9%	0%	31%	49%	0%
Adult Ed - General Revenue	32%	68%	1%	9%	20%	0%	9%	61%	0%

RIDE: Career and Technical Education (CTE)

Background

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 traditional classrooms, comprehensive high schools, work- and field-based settings, career and technical centers and, soon, virtual and electronic media. CTE is available as an educational choice for three groups of individuals who are preparing for postsecondary and/or work. High school students access CTE in comprehensive high schools and centers. Postsecondary students obtain CTE through public two-year institutions. And the incarcerated can prepare for reentry into society and work while in the institution. 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	
AVAILABLE PROGRAMS	
Agriculture, Food & Natural Resources	Hospitality & Tourism
Architecture & Construction	Human Services
Arts, A/V Technology & Communications	Information Technology
Business, Management & Administration	Law, Public Safety, Corrections & Security
Education & Training	Manufacturing
Finance	Marketing
Government & Public Administration	Science, Technology, Engineering & Mathematics
Health Science	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, cyber security, 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; 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 working toward the development of state program accountability indicators. These indicators refine the definitions of the federally mandated outcomes. Additional measures will include credential gain, 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.

Career and technical education in Rhode Island links to the Governor’s Workforce Board goals by helping our state address key challenges – from student achievement to workforce development and from economic vitality to global competitiveness. Funded in large part by the Carl D. Perkins Act, CTE programs in CTE centers, high schools, postsecondary institutions and adult skills training facilities are leading education change and by transforming expectations in the following ways:

- Improving the educational experience of learners by providing an engaging, relevant education that reduces dropout rates, and supports and improves student achievement.
- Contributing to the development of a skilled, sustainable workforce that is well prepared for the high-demand, high-skill and high-paying jobs of today and tomorrow.

- Helping learners discover the wide range of career options available to them—and chart the most effective and efficient educational pathways for optimum value and success.
- Working directly with business and industry in partnership to ensure that CTE programs are developing people with the skills, credentials and technical knowledge necessary to move Rhode Island toward the leading edge of innovation and competitiveness

Taking a nontraditional path helps a student stay grounded:

Nicole Horan is in perpetual motion. She’s also *into* perpetual motion, having been one of many who’ve tried (so far unsuccessfully) to create a machine that will run forever under its own power. The student chased that elusive goal for her senior project at Warwick (R.I.) Area Career and Technical Center, using a generator that runs with magnets. She “captivated the judges with her knowledge of the subject and presentation,” says electrical instructor Stephen Brady. Horan applied the same kind of drive to her SkillsUSA state competition in Industrial Motor Control. She won it for three consecutive years and went on to the nationals in Kansas City, Mo. “I’ve learned that the first year you go out there is definitely overwhelming,” she says. Horan advises competitors to “stay calm, try not to get anxious, and if you happen to make a mistake, stay relaxed. You can still fix it. Everybody loses points somewhere.” While the only female competing in her electrical class, Horan realized there are more women in the construction industry than she first thought. The experience also helped her focus on what she did best: troubleshooting circuits. Residential wiring “is more physical and muscle-bound,” Horan explains, but when working with motors and controls, your brain is your strongest muscle. It requires being creative, patient, and intelligent. Now at the New England Institute of Technology, Horan will pursue a degree in electrical technology, and later, electrical engineering. She wants to become a teacher after working in industry for a few years. “Lessons learned at the career center helped me become a better academic student,” she says. “The dynamics used in electricity transcended my academic subjects. Math and science had meaning and relation to the real world.” (-By E. Thomas Hall, reprinted from Skills, USA)

RIDE - CTE					
PROGRAMS	Total Served	FUNDS		OUTCOMES	
		Federal	State	Skills Credentials	Enrolled or retained in employment, military, or apprenticeship
Secondary Participants	16911	\$3,616,819	\$0	2429	
Secondary Concentrators	9045		\$0	2773	
*Adult Participants	2234	\$1,888,262	\$0	953	
*Adult Concentrators	9297			39%	79%
Adult Skills Training	890	\$450,000		724	
*Incarcerated Youth	107	\$62,618			
*Incarcerated Adults	48	\$62,618			
	38532	\$6,080,317			

Unified Workforce Development Expenditure & Program Report

*Note: Some duplication of both CCRI and DOC enrollees

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	
Secondary Participants	51%	49%	1%	3%	7%	0%	71%	13%	5%	
Secondary Concentrators	51%	49%	1%	3%	7%	0%	75%	12%	3%	
Adult Participants- Postsecondary	36%	64%	1%	0%	13%	4%	54%	21%	8%	
Adult Concentrators- Postsecondary	33%	67%	1%	0%	8%	3%	69%	13%	7%	
Adults- Skills Training	71%	22%	1%	2%	7%	0%	10%	10%	70%	
Incarcerated Youth	96%	4%	6%	3%	47%	0%	19%	26%	0%	
Incarcerated Adults	79%	21%	2%	0%	27%	0%	56%	13%	2%	

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	Total Served	FUNDS		OUTCOMES		
		Federal - WIA	State	Entered Employment	Credentials	Retained Employment
*Adult	1,037	\$4,272,229	\$0	567	339	672
*Displaced Worker	1,817	\$7,254,810	\$0	1151	624	1060
Youth	810	\$5,025,756	\$0	117	246	117
Total	3,664	\$16,552,795	\$0	1,835	1,209	1,516

* Note: some duplication of participants under CCRI and RIC Outreach

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	43%	57%	1%	3%	12%	0%	40%	17%	26%
Displaced Worker	47%	53%	0%	0%	8%	0%	66%	12%	14%
Youth	48%	52%	1%	2%	12%	0%	22%	28%	36%

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 Trade and Globalization Adjustment (TRADE): The TRADE Assistance program provides benefits and educational/training assistance to workers who lose their jobs, or whose hours of work and wages have been reduced due to increased foreign imports.

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. Non-custodial parents are required to participate as well.

Veterans Service Program (VSP): 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.

Rapid Response: Rapid Response 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 Rapid Response 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 – Workforce Development						
PROGRAMS	Total Served	FUNDS	PERFORMANCE MEASURE OUTCOMES			
		Federal	Entered Employment	Credentials	Retained Employment	Community Service
*Trade - Adults	583	\$3,080,747	70%	285	92%	
SCSEP	65	\$480,500	71.4%	n/a	0%	105%
*VSP	2,222	\$507,247	49%	n/a	78%	
Wagner Peyser	41,774	\$3,213,823	53%	n/a	81%	
*REA	4,500	\$476,213	N/A			
Foreign Labor		\$99,920	6 Job Orders Placed, 3 Housing Inspections, 12 H2B Orders			
Rapid Response	423	\$1,475,665	52 employers and 2,080 workers received RR services			
		* \$9,334,115				

**Note: Performance measures are based on, e.g.: number of individuals exiting the program (i.e., not total served). Wagner Peyser encompasses Trade, VSP, REA, and WIA participants.*

DLT – Workforce Development									
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
Trade	46%	54%	0%	12%	6%	<1%	63%	18%	<1%
SCSEP	32%	68%	2%	2%	15%	0%	45%	38%	0%
Rapid Response	48%	52%	2%	13%	2%	1%	66%	13%	2%
JVSG	89%	11%	2%	1%	10%	0%	80%	5%	0%
REA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

GOVERNOR'S WORKFORCE BOARD

Background

The Governor's Workforce Board (GWB), established by Executive Order on September 22, 2005, integrates the functions of the State Workforce Investment Board (SWIB) and Human Resource Investment Council (HRIC). The GWB is the primary policy-making body on workforce development matters for the State of Rhode Island, and has statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities in the state. The GWB consists of 18 members representing business, labor, education, community, and government – all of whom serve as members of the SWIB to oversee federal Workforce Investment Act Title I-B funds, and 13 of whom also serve as members of the HRIC to oversee state Job Development Funds (JDF).

In its role as the HRIC, the board determines funding priorities for the JDF and allocates annual funds accordingly. The GWB has a history of funding three broad categories: funds for employers through incumbent worker training grants and industry partnership support, youth centers and youth summer employment, and system integration/alignment including support for career pathways and other statewide initiatives. Since 2009, the legislature has appropriated at least \$3.5 million JDF funds annually to go directly to RIDE to support adult education services through that office. In FY 13, the GWB also supported Jobs Initiatives and Innovative Partnerships to prepare and/or place unemployed Rhode Islanders into jobs.

Programs

Youth: Youth funding supports both year round programs at the YouthWorks 411 system. Youth can access comprehensive counseling, workforce, and education services at the 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 Worker: Incumbent Worker training grants are made available to employers annually. Through a competitive RFP process, individual businesses may be awarded between \$5,000 and \$40,000 in matching funds to increase the skills of current employees and increase the competitiveness and productivity of RI businesses and workers. Bonus funds are available to further reduce employer 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. In FY 12, funding to the GWB was reduced so that only \$237,417 in carryover was available for incumbent worker training. However, in FY13, those funds were restored, and the GWB invested \$1.4 million in incumbent worker training (annual grants and express grants).

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. The GWB currently supports the industry partners in the following sectors: Health Care, Construction, Hospitality, Marine Trades, Defense, Information Technology, Bioscience, and Manufacturing.

Jobs Initiatives: In FY 12, the GWB piloted a Jobs Initiatives program to provide short-term training and/or hiring incentives that result in employment for unemployed Rhode Islanders. This program was continued in FY 13.

GWB				
PROGRAMS	Total Served	FUNDS	OUTCOMES	
		JDF	Entered Employment	Certificates/Credentials/GED
*Adult Education	2,475	\$3,500,000	34%	67%
Youth Programs				
Summer Employment	774	\$940,224	83	280
Year Round Services	2,094	\$572,028	JDF funds support intake and placement for youth in the year round centers.	
Incumbent Worker Training	671	\$237,417		
Career Pathways		\$117,585		
Industry Partnerships		\$1,263,397		
Systems Integration		\$184,977		
	6,014	\$6,815,628		

*Note: JDF Adult Education participants also reported under RIDE Adult Education

GWB									
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	40%	60%	1%	6%	17%	0%	20%	54%	0%
Youth Strategies-GRI	53%	47%	0%	1%	20%	0%	56%	23%	0%
Welcome Back Center	25%	74%	0%	5%	11%	1%	14%	69%	1%
Betaspring - LLC	90%	10%	0%	10%	0%	0%	90%	0%	0%

*Demographic Information for Incumbent Worker Training, Workforce Expansion, Youth - PC, Industry Skills Development Initiative, New Roots, Industry Partner Grants, and CCRI Career Pathways programs not available

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.

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 supports for Rhode Islanders with developmental disabilities, mental health and substance abuse issues, 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 provides 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 abuse issues.

Direct service supports consist of prevocational services such as teaching individuals how to use work-related equipment, developing work-related skills, and participating in specialized work-related training and education. Participants may be paid by the provider of center-based employment for work performed according to the standards established by the state Department of Labor and Training. Prevocational training is intended to be a service that participants receive on a time-limited basis in preparation for securing paid employment by an employer other than the provider. Funds may also go towards supported employment - the provision of supports to a person with mental, intellectual or developmental disabilities by a personal care attendant at a work site and job development.

Direct Service Supports

Access PointRI: This program, supported by BHDDH's general revenue funds, provides job training and on-the-job placements for people with developmental disabilities and severe mental health problems. The intent is to prepare them for competitive employment.

The program is administered by AccessPointRI, formerly known as the Cranston ARC. Job training and placements prepare individuals for work in health care, children's day care, food service and clerical/customer relations. The services include classroom instruction, periodic skills assessments, supervised placement in job training work sites and support to help individuals identify and obtain permanent employment after completing the program, as well as marketing and public education to encourage employers to hire people with these handicaps.

To be eligible, individuals must have disabling developmental disabilities or mental illnesses. The contract requires the provider to serve a minimum of 25-35 people, 15-20 with developmental disabilities and 10-15 with mental health issues. During FY 12, a total of 29 individuals were served. Of that total, all but one was active with BHDDH's Division of Developmental Disabilities. The program tracks its clients by gender, but not by race/ethnicity.

Access to Recovery: Operating in a number of states, ATR is a federal grant-funded service program for individuals with substance-use disorders that helps them develop personal recovery plans and connects them with treatment and recovery support services fitting their needs and goals. The participants choose the providers and services from a list of providers that meet participation criteria. Payment for individual services is made by a voucher system managed by BHDDH. Each participant is served by a care coordinator who creates the vouchers, monitors voucher use, coordinates services and administers the outcomes surveys.

To be eligible for ATR, clients must be U.S. citizens or lawful residents, be age 18 or older, be residents of Rhode Island for at least six months, have with an income lower than 200 percent of FPL and have an immediate need for substance abuse treatment or recovery support services. Priority is given to those involved with the criminal justice system, parents involved with/at risk for involvement with DCYF, parents involved with DCYF's FCCP program, Iraq/Afghanistan National Guard veterans, individuals completing residential treatment for substance abuse and women.

Employment and job training services are among those by provided under ATR. These consist of pre-employment training; employment/vocational/situational assessments; short-term job training; job placement and retention; and education regarding community resources such as ORS/VR, netWORKri, adult education, college financial aid, and DD services. The choice of which, if any, employment/job training services a client will utilize is made by the client. In FY 12, 1,563 individuals enrolled in ATR. Of these, 131 received vouchers for employment/training services. Others received less intensive employment-related services (for example, referrals to ORS) from their care coordinators.

One of the ATR outcome measures for all participants is current employment or school attendance. In FY 12, the percentage of all ATR participants who were employed/enrolled rose from 16.5 percent at intake to 35 percent at discharge, a positive change of 112 percent. It appears that the combination of self-directed recovery services, care coordination and specialized employment/training services has been highly successful in increasingly employment/education with this population.

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 services to prepare them for work, coach their job-search efforts and support job retention by helping 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. Approximately 700 CSP clients are gainfully employed.

These services relate to the work-readiness goal of the Biennial Plan and are funded by a combination of BHDDH's general revenue and federal Medicaid dollars.

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.

Its primary outcome measure is the number of graduates who become competitively employed. In FY 12, 21 of 53 individuals trained gained employment. A secondary outcome measured is the number of individuals who received the ServSafe (food safety) certification. Twenty-seven individuals attained certification in FY 13.

Workforce Development for Providers

Rhode Island Council of Community Mental Health Organizations Training Contract: RICCHMO is the primary training provider to BHDDH for the professional development of the behavioral health workforce. It is funded using federal and state general revenue money. With the exception of the RI Disaster Behavioral Health Responder training, which uses federal funds administered by the Department of Health, the contract uses state and federal funds provided through BHDDH. The goal of the program is to enhance both basic and advanced level skills of behavioral health practitioners. The RICCHMO contract provides comprehensive, integrated (mental health and substance abuse-related) training for individuals seeking to acquire/renew certifications or licenses in the behavioral health field. The highest-priority population is individuals working in behavioral health programs that are licensed by BHDDH, although practitioners from outside that system may enroll in most of the courses. Since enhancing the practice skills of those working within the BHDDH-licensed system is the primary goal, BHDDH works closely with RICCHMO to identify and prioritize training needs.

Four of the training series funded by the contract lead to certification:

- **Community Support Professional Training.** This certification is required by BHDDH regulations of all CSP Case Managers working in the Community Mental Organizations with Severely and Persistently Mentally Ill clients. In addition to passing the training course, trainees must be approved for certification by their supervisors. Participants must be referred by their CMHO supervisor and have had at least six months work experience.
- **Rhode Island Disaster Behavioral Health Responder Training.** This training certifies practitioners to be members of the CMHO Disaster Response Teams, which provide behavioral health services as part of the state's Disaster Response system. Participants may be behavioral health staff from public or private agencies, members of faith-based communities or other community volunteers. Note: Federal funds for this training are provided through the RI Department of Health
- **Supported Employment Professional Training.** The certification resulting from successful completion of this training allows mental health professionals to practice as SEPs. CMHOs are required to have SEPs on staff to work with Seriously Mentally Ill clients. The SEPs provide individualized and flexible support services for SMI clients with the goal of increasing the number of clients in the competitive workforce. SEP trainees must be employees of a CMHO for at least six months and referred to the training by their supervisor.
- **Crisis Responder Training.** This training provides law enforcement officials with the skills and knowledge to respond safely and effectively to behavioral health crises and it certifies them as

Crisis Responder Trainers to their individual departments. Trainees must be police officers from local departments or the State Police or the Department of Corrections, with at least three years experience.

New England Institute of Addiction Studies: The NEIAS provides two training institutes each summer for individuals working in the addictions field: the New England School of Addiction Studies and Prevention Studies and the New England School of Best Practices in Addiction Treatment. The former is open to anyone working in the addictions field and is given in a different New England location each year. The latter is held in Waterville, Maine, and is an advanced practice course for professionals who have been in the field for some time. Both institutes run for four days.

The institutes are not certification programs. However, credits earned through the coursework are often used towards substance abuse treatment and prevention certifications, and CEUs for social work as well. The primary objective of the institutes, and of BHDDH's investment in them, is to develop and enhance the professionalism of the substance abuse prevention and treatment system, and helps with efforts to recruit and maintain a qualified workforce. It should be noted that Rhode Island's system considers a personal history of recovery from addictions to be an important advantage in doing addictions-related work. A correlate of this is that the International Certification and Reciprocity Consortium Certification process and career ladder for this field is designed to enhance professional development in a way that is more flexible than the more formal, degree-oriented educational structures of many other behavioral health fields. For many of the participants, especially of the School of Addiction Studies and Prevention Studies, the institute is a primary career pathway for individuals moving from recovery to entry-level practice to supervision/administration.

BHDDH relies on consumer satisfaction ratings as its outcome measure for this program. In FY12, Average Rating of Satisfaction was 4.3 out of 5.

This program relates to two of the Biennial Plan's goals. It is a primary career pathway resource for the state's substance abuse treatment system, particularly for individuals in recovery from addictions. It is also a key resource for public workforce development in the addictions field, because all BHDDH-funded addictions-related work is done by contract with a network of agencies, most of which send staff to the institutes and supplement the initial scholarship money. In addition, BHDDH has used scholarships to the institutes as a way of enhancing skills for other entities such as those working in the fields of criminal justice, developmental disabilities and elderly services.

EOHHS - BHDDH

PROGRAMS	FUNDS				OUTCOMES			
	Total Served	Federal	State	Legislative	Training	Work Experience	Employed	Certificate
AccessPoint	47		\$29,200		6	23		
Access to Recovery	111	\$35,066			111			
CMHO Supported	658	\$210,209	\$201,966				658	
Cookie Place	14			\$39,606			21	27
NEIAS	26	\$10,075			26			
New Leaf	2			\$51,800			2	
RI CMHO Training	149	\$239,000	\$200,000					56
	1,007			\$577,922				

EOEOHHS - 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
New England Institute of Addiction Studies	36%	64%	3%	0%	9%	0%	78%	10%	0%
CMHO - Supported Employment	53%	47%	2%	1%	10%	0%	86%	13%	0%
Transitional Employment	50%	50%	0%	0%	0%	0%	100%	0%	0%
Access to Recovery	78%	22%	3%	0%	14%	0%	79%	9%	4%
AccessPointRI	31%	69%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cookie Place	53%	47%	0%	0%	12%	0%	64%	24%	0%

**Demographic Information for RI Council of CMHO Training Contract, Developmental Disabilities Supported Employment, Reaching Homes RI Conference, and New Leaf programs not available*

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 merging 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

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 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 six-week paid internship in a professional kitchen with one of its partners. Classes for youth on probation take place in the community at the Harvest Kitchen Training Kitchen located at 542 Pawtucket Ave., Pawtucket.
- **For Youth at the Thomas C. Slater Training School:** The Harvest Kitchen Project takes place on Monday evenings and Saturday mornings, and is one of the food stations inside of the facility's 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 in order 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 the following:

- Orientation to food service industry,
- Basic methods of cooking and food preservation techniques,
- Weights and measurements,
- Herbs and spices,
- Kitchen brigade and its philosophy,
- Food ordering and kitchen preparation,
- Sales and marketing of the food products,
- Nutrition fundamentals,
- Knife skills and identification,
- Safety and first aid,
- Field education at RI farms,
- Understanding and participation in local farm sourcing,
- Food systems literacy, and
- 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, at farmers markets and to wholesale customers via Farm Fresh RI's Market Mobile, and may soon be offered in bulk quantities to area schools,

hospitals and cafeterias. In the long-term, proceeds from sales will sustain the Harvest Kitchen program. The division envisions 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 its graduates to further their job readiness and employable job skills.

GED Services: Adult Basic Education services are provided to youth in the RI Training School.

EOHHS - DCYF				
PROGRAMS	Total Served	FUNDS		OUTCOMES
		Federal	State	Certificates
*Harvest Kitchen Training School	38	\$21,244	\$15,000	23
ABE	57		\$280,000	52
	95		\$316,244	

**Note: Harvest Kitchen Participant numbers duplicated under CTE.*

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
Harvest Kitchen	70%	30%	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Demographic Information for RI Training School - ABE not available*

EOHHS: Department of Human Services

Background

The Department of Human Services sponsors a variety of programs and activities in support of workforce development. For many DHS customers, the initial goal is to increase education or skills and employability, with the ultimate goal of gainful employment and financial independence.

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.

SER/South Shore Center/DLT: Customers who receive cash assistance and are ready to look for work are referred to these three programs for assistance with job search and job readiness activities, including work experience, subsidized employment and on-the-job training opportunities. The desired outcomes for participants in these programs are employment and job retention.

Project Opportunity: This program provides intensive adult education for customers at or below a fourth-grade reading level. The program provides ESL and/or literacy instruction; life skills, cultural adjustment, confidence building and 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 raise customers to a level at which they are ready to look for work.

Pre-Certified Vendor Training: RI Works recipients may 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: 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, to improve social skills/character development and to reduce repeat pregnancy. Also, Youth Success assists customers with establishing paternity and securing child support; finding adult-supervised living arrangements if necessary; and connecting customers to opportunities for career exploration, work experience and community service.

Supportive Services

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

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

Coalition against Domestic Violence: The 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.

Supplemental Nutrition Assistance Program Employment and Training: SNAP has five 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.

EOHHS - DHS					
PROGRAMS	Total Served	FUNDS	OUTCOMES		
		Federal	TABE assessments	Entered Employment	Certificates
CCRI - REACH	3509	\$396,794	3509		
Ser Jobs/South Shore Ctr/DLT	4610	\$2,781,190		554	
*Project Opportunity	327	\$973,796		21	
Pre-Certified Vendor Training	320	\$600,495		76	
Youth Success	2000	\$1,574,847			
Supportive Services	2124	\$586,976			
SNAP & ET	245	\$217,923		56	50
	13,135	\$7,132,021			

*Note: Project Opportunity participants also reported under RIDE – Project Opportunity TANF

EOHHS - DHS									
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
CCRI Reach	8%	92%	1%	2%	13%	0%	31%	23%	32%
Youth Success & New Opportunity Homes	8%	92%	1%	2%	13%	0%	31%	23%	32%

**Demographic information for SER Jobs/South Shore Center/DLT, Project Opportunity, Pre-Certified Vendor Training, Supportive Services, and SNAP & ET not available*

EOHHS: DHS Office of Rehabilitative Services

Background

The Rehabilitation Act of 1973 authorizes the Title I federal-state program for people with disabilities 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. Funding for services includes U.S. Department of Education (USDOE) Vocational Rehabilitation Grants; USDOE Supported Employment Services for Individuals with Severe Disabilities; USDOE Vocational Rehabilitation Grants to States, Recovery Act; and State of RI General Revenue.

The Office of Rehabilitation Services (ORS) administers the Title I federal/state-funded Vocational Rehabilitation program (VR), including Supported Employment, and the statewide Transition Services program for youth with disabilities. The VR program is the nation’s largest and most successful program which assists individuals with disabilities to obtain employment.

ORS works in partnership with the Governor’s Appointed State Rehabilitation Council (SRC), Governor’s Advisory Council for the Blind and Visually Impaired, Statewide Independent Living Council (SILC) and other community partners in order to assist Rhode Islanders with disabilities to achieve high quality employment outcomes, to increase self-sufficiency and to live independently in their homes and in their community.

ORS administers several federal/state funded programs to achieve its mission through three program entities: Vocational Rehabilitation (VR) program, Services for the Blind and Visually Impaired (SBVI), and Disability Determination Services (DDS). ORS specialized programs that serve Rhode Islanders with disabilities include: Supported Employment, Business Enterprises Program, Personal Care Assistant, Adaptive Telephone Equipment Loan (ATEL), Independent Living, Home and Vehicle Modification, Social Services Program, Benefits Planning and Counseling, Assistive Technology Access Partnership (ATAP), statewide Transition Services program for youth with disabilities, and several collaborative interagency partnerships.

Programs

The Vocational Rehabilitation program continues to serve Rhode Islanders with disabilities in increasing numbers. In FFY 12, the VR program once again provided a variety of services to over 7,500 individuals with disabilities. Additionally, 2,251 individuals completed applications for employment services; 1,365 individuals developed an Individualized Employment Plan with their counselors; and 602 individuals successfully obtained and maintained employment consistent with their abilities, interests and informed choice. In addition to serving increased numbers of individuals with significant disabilities, the VR program continues to outreach to un-served and underserved populations. In particular, this includes individuals from linguistically and culturally diverse backgrounds; veterans returning from war; and individuals with learning disabilities served through the federal Temporary Aid to Needy Families (TANF) program (in Rhode Island, the Rhode Island Works program).

The VR program is focused on outreach and services for youth that are in transition from school to self-sufficiency in adult life through employment. Youth who make successful transition to the adult world are less dependent on public programs in their adult life. ORS has actively supported the statewide Transition Council, regional Transition Advisory Councils and Dare to Dream.

Eligible Populations: To be eligible for VR services, an individual must have a disability and must require VR services to prepare for, secure, retain or regain employment. Within this context, the Rehabilitation Act has a definitive meaning for the term “an individual with a disability.” The law defines an “individual with a disability” as an individual with a physical, emotional, psychological or intellectual medical condition that results in a substantial barrier to employment due to the functional limitations imposed by that medical condition. For example, an individual who has recently become blind will most likely need instruction in mobility so that he/she can travel independently to a work location.

ORS supports an array of services for an individual who is competitively employed in an integrated setting but requires ongoing support services in order to maintain employment, due to the significance of their disability. The VR program has continued with an order of selection, which is a mandated system of prioritization whereby individuals with the most significant disabilities receive priority for services. As a result of limited funds and personnel, the VR program has had to restrict its services to individuals who have the highest level of needs. Few other programs offer the holistic approach to customers that the eligible individual to access a full range of services and supports that meet the individualized needs to fully participate in education, training and employment.

Outcomes: The VR program is the federal government’s largest and most successful employment program for individuals with disabilities. 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, training, assistive technology, job development and placement. These include 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 person’s skills, abilities and interests; to enter or retain full-time or, if appropriate, part-time competitive employment in the integrated labor market; and to be competitively employed in an integrated setting while needing ongoing support due to the nature and significance of their disability.

The Vocational Rehabilitation program supports individuals with disabilities to obtain the necessary skills training, internships, pre- and post-secondary education, diplomas and on-the-job training experiences necessary to enter their chosen occupation. Skill credentials are vast and are available through more than

220 state and private colleges, Community Rehabilitation Providers and training programs which are utilized by the agency.

Martin became involved with VR after being diagnosed with an eye problem of unknown origin that caused him to become legally blind. Prior to this vision loss, he was self-employed as a restaurant owner but was forced to close his business. After closing the business, he felt lost with no purpose or will to do anything. He finally agreed to meet with VR and explore his ability to return to work and learn about the impact of employment income on his SSDI benefits.

A vocational evaluation afforded him the opportunity to try-out a work program that dismantled computers and other electronic devices to reclaim valuable components and recycle semi-precious metals and plastics. His success in this program helped to regain his confidence so that he was able to participate in a two-year training program and then obtain a full-time job.

In addition, he was provided with a computer that was equipped with magnification software and a large screen video magnifier which allowed him to read almost anything from mail, books and newspapers. He was also prescribed other assistive technology tools such as a hand held optical magnifier and TV glasses.

EOHHS - DHS - ORS					
CLIENT SERVICES	Total Served	FUNDS		OUTCOMES	
		Federal	State	Employment Plans	Entered Employment
Adult	1475	\$2,648,414	\$716,788	1365	602
	1,475	\$3,365,202			

Demographic data not available

RHODE ISLAND OFFICE OF HIGHER EDUCATION

The mission of the Rhode Island Office of Higher Education (RIOHE) 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 RIOHE 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.

RIOHE: 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. CCRI 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.

CCRI provides affordable open access to higher education at locations throughout the state. The college enrolls nearly 18,000 students, approximately 60 percent of whom are younger than 25. Seventy-one percent of CCRI's students attend classes part time. Approximately 60 percent are female, and more than 96 percent of all students live in Rhode Island. This spring, CCRI's minority enrollment was 33.4 percent, the largest of any institution of higher education in the state.

Recent CCRI graduate Julie C., 23, of Johnston barely finished high school but now is performing well in the difficult and male-dominated fields of chemistry, mathematics and engineering, speaks three languages and is planning to study and work in Europe as an engineer. She graduated with a 3.8 GPA and transferred to the University of Rhode Island to study chemical engineering.

Julie didn't like high school much, so sometimes she just didn't go. After she graduated, she went to work in a restaurant, where she realized she was not living up to her potential. "I only had a high school diploma. I knew I needed something more." Julie enrolled at CCRI in 2010 and committed herself to being a better student. "It totally changed my life," she said. "I am an honors student now and I'm doing a very difficult career track that comes naturally to me." Julie was a math tutor in the Success Center, president of the Math Club and an executive team member of the German Club. She plans to take part in URI's International Engineering Program and spend a year in Germany as part of her studies.

Julie urges people who think college is not a good fit for them to give it a try. A small portion of the world's population gets to go to college, she said, and if you have the opportunity, you should take it.

"I used to feel like going to school was such a chore, but it's not. It's truly empowering to make every day a learning experience. My experiences here have made me appreciate the effort that I put into my studies and into the community."

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.

RIOHE - CCRI NON-CREDIT TRAINING			
PROGRAMS	Total Served	FUNDS	OUTCOMES
		Federal	Credentials
Building Analyst	29	\$24,735	
Certified Nursing Assistant	398	\$162,326	318
Commercial Driver	1,040	\$101,999	
Customized Business	209	\$123,676	
Distance Learning	441	\$101,035	
Electrical Apprenticeship	140	\$69,840	
Environmental Safety	384	\$37,833	
Facilities Management	14	\$24,735	13
Food Safety Manager	129	\$17,054	
Leadership	425	\$14,076	
Pharmacy Technician	47	\$98,941	44
Plumbing Apprenticeship	36	\$98,941	
Teacher Assistant	235	\$39,518	118
	3,527	\$914,709	

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

RIOHE - CCRI				
PROGRAMS	Total Served	FUNDS		OUTCOMES
		General Revenue	Tuition & Fees	Associate Degrees
Credit Degree	17,884	\$44,482,657	\$103,212,393	1,545
	17,884		\$147,695,050	

Unified Workforce Development Expenditure & Program Report

RIOHE - 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
Building Analyst	93%	0%	0%	0%	28%	0%	28%	21%	23%
Certified Nursing Assistant	16%	82%	2%	1%	4%	9%	53%	15%	18%
Commercial Driver	85%	12%	1%	1%	7%	0%	64%	1%	14%
Customized Business	72%	18%	1%	6%	20%	0%	24%	21%	28%
Distance Learning	27%	67%	0%	4%	2%	0%	41%	3%	53%
Electrical Apprenticeship	98%	1%	0%	1%	3%	0%	69%	7%	20%
Environmental Safety Training	84%	9%	2%	0%	20%	0%	36%	13%	29%
Facilities Management	85%	15%	0%	0%	0%	0%	71%	0%	29%
Food Safety Manager	46%	50%	5%	5%	5%	0%	52%	8%	25%
Pharmacy Technician	23%	74%	4%	4%	0%	0%	66%	9%	17%
Plumbing Apprenticeship	89%	11%	0%	3%	3%	0%	56%	22%	16%
Teacher Assistant	11%	88%	0%	0%	5%	0%	72%	11%	12%

*Demographic Information for Leadership Training not available

RIOHE: Rhode Island College

Background

Rhode Island College (RIC) is Rhode Island’s only public comprehensive master’s institution of higher education, as well as the oldest public college/university in the state. RIC contributes to workforce development in Rhode Island through its general role in enhancing educational attainment of the state’s residents at the undergraduate and graduate levels and through outreach programs designed to meet specific workforce needs. Degree programs are offered in a variety of fields related to the helping professions and occupational areas in which labor market demand is greatest in Rhode Island, including nursing, social work, education, management, and the arts and sciences.

RIC’s Office of Professional Studies and Continuing Education (including the Outreach Program) offers programs for working professionals, for non-traditional students, and for unemployed and under-employed members of the workforce. Programs serve leaders of the state’s business and nonprofit sectors; school teachers, counselors and administrators; social work professional seeking re-licensing; state, municipal, and nonprofit employees seeking skills development; and non-traditional adult students seeking entry into the workforce.

Rhode Island College serves roughly 9,000 students, the majority of whom (87%) come from Rhode Island and increasingly reflect the diversity of the state’s population. Of the college’s 55,962 alumni, 68% live in Rhode Island, and many are leaders in the arts, education, business, and government. Many of the individuals enrolled in RIC’s workforce development programs are supported by DHS, DLT, or ORS funds, and their expenditures and outcomes are reported under those agencies as well.

RIOHE – Rhode Island College				
	Population Served*	FUNDS		OUTCOMES**
		General Revenue	Tuition & Fees	Degrees
Undergraduate	8,795	\$35,367,353	\$63,950,328	1,381
Graduate	1,836	\$3,566,325	\$6,328,622	239
Total	10,631	\$38,933,678	\$70,278,950	1,620

RIOHE – Rhode Island College									
	DEMOGRAPHICS OF POPULATION SERVED*								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Undergraduate	35%	65%	0%	3%	7%	0%	66%	9%	14%
Graduate	21%	79%	0%	1%	5%	0%	77%	4%	13%

*"Population Served" represents an unduplicated count of students enrolled at RIC at any point between July 1, 2011 and June 30, 2012 at the undergraduate or graduate level.

**"Outcomes" represents students completing a degree at the undergraduate (bachelor’s) or graduate (master’s or doctorate) level at RIC between July 1, 2011 and June 30, 2012.

RIOHE – Rhode Island College – OUTREACH PROGRAM					
PROGRAMS	Total Served	FUNDS		OUTCOMES	
		Federal	Private	Employment	Certificates
Emma Harris – Medical Assistant	5		\$16,000	14	5
Graphics – Office of Refugee Resettlement	21	\$30,000			
Medical Assistant, Bookkeeping, Accounting	81	\$419,000		47	74
RIDE – Contextualized Training	16	\$98,373		14	32
	124		\$563,373		

RIOHE: University of Rhode Island

Overview

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 that knowledge 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, both public and private. It is committed, through cooperative governance, to an ongoing 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 serve 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 Rhode Island businesses and organizations, 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, the URI Providence Campus 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.

Population: 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.

Outcomes: In 2012, the university enrolled 16,317 undergraduate and graduate students. Sixty percent of these students were from Rhode Island. URI students take classes at the Kingston, Providence and Narragansett Bay Campuses and also online. In the spring of 2012, the university awarded bachelor's degrees to 2,614 individuals and graduate degrees to 577. More than half of these degrees were awarded to Rhode Islanders.

Of the university's 114,436 alumni, more than 48,000 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.

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 eight.

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.

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.

Unified Workforce Development Expenditure & Program Report

PROGRAMS	Total Served	FUNDS		OUTCOMES
		General Revenue	Tuition & Fees	Degrees
Baccalaureate	16,317	\$73,734,179	\$270,686,848	2,614
Master's				577
Doctoral - PhD				129
Professional (PharmD)				100
	16,317		\$344,421,027	

RIOHE - 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
All Degree Programs	45%	55%	0%	3%	5%	0%	70%	7%	15%

US DEPARTMENT OF LABOR – EXETER JOB CORPS ACADEMY

Overview

Job Corps is the US Department of Labor’s (DOL) oldest comprehensive youth development, job training program. Job Corps provides the following services as required under WIA guidelines. GED/High School Diploma obtainment; Career Technical Skills Training; Industry Certifications; Driver's Licenses; Paid and Unpaid Work Based Learning; CTT Internships; Community Service; Independent Living, Employment, Leadership and Social Skill development; Mentoring; Tutoring; Transitional Services and Support, Placement and Follow up services; College enrollment services; Military enlistment support; Linkages to Advanced Technical Training programs; Comprehensive Career Counseling; Wellness and Mental Health support and community linkages. Eligible youth must be 16 – 24 years old, authorized to work in the United States and registered with selective service, if applicable. Further, they must be a high school dropout lacking in employment skills, technical skills training and certification. Finally, they must meet specific income eligibility requirements fro admission.

Exeter Job Corps Academy (EJCA) provides opportunity to Rhode Island Youth to develop long range career goals while obtaining a High School Diploma or GED. The Exeter Job Corps Academy is operated by Adams & Associates, Inc., under a contract with the U.S. Department of Labor. All Students complete Career and Technical training with an opportunity to obtain capstone Industry Credentials while mastering their technical skills. EJCA partners with many Industry, Education, community and service organization leaders to provide a network of placement and transitional services upon graduation. EJCA continues to be a top performing training and education center among all Job Corps centers in the nation.

US DOL - JOB CORPS				
Total Served	FUNDS		OUTCOMES	
	WIA	High School Credential	Entered Employment	Credentials
392	\$6,300,000	68%	89%	100%

US DOL - JOB CORPS							
DEMOGRAPHICS							
		American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino
Male	Female						
46%	54%	1.74%	2.18%	19.65%	1.31%	46.72%	28.40%