

**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 FY2013 expenditures and participant data
(July 1, 2012 – June 30, 2013)

Submitted by the Governor's Workforce Board

Pursuant to RIGL 42-102-9, as amended

November 15, 2014

UNIFIED WORKFORCE DEVELOPMENT EXPENDITURE & PROGRAM REPORT

TABLE OF CONTENTS

- Executive Summary3
- Department of Corrections.....7
- Department of Education.....8
 - Adult Education.....8
 - Career and Technical Education 12
- Department of Labor and Training.....18
 - State Workforce Investment Office 18
 - Workforce Development Services.....21
- Department of Transportation.....25
- Executive Office of Health and Human Services27
 - Behavioral Healthcare, Developmental Disabilities & Hospitals27
 - Department of Child, Youth, and Families.....32
 - Department of Human Services.....34
 - Office of Rehabilitation Services.....37
- Governor’s Workforce Board42
- Rhode Island Office of Higher Education.....46
 - Community College of Rhode Island46
 - Rhode Island College.....49
 - University of Rhode Island.....52
- US Department of Labor – Exeter Jobs Corps Academy.....55

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 programs included in § 42-102-6(b)(1), including information regarding the number of individuals served by each program, demographic information by gender, race and ethnicity; outcome and program-specific performance information as determined by the board, and such other information as may be determined by the board, including, but not limited to, the attainment of credentials. (RIGL: 2014-s2997A)

The UEP allows the Governor, department heads, legislators, 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 has encouraged the use of the UEP to make long-range planning decisions. Beginning in 2013 the UEP, combined with additional labor market information, has been used in the development of the statewide strategic Biennial Employment and Training Plan. These purposes will be advanced further in 2015 when the UEP is required to include a comprehensive system improvement plan with the goal of facilitating seamless and coordinated delivery of workforce services, consistent with the Biennial Plan priorities. It will include a review of the roles, responsibilities, and functions of all state employment and training programs, gaps analyses of the services provided by those programs and an assessment of the barriers to integration and cooperation of these programs.

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)
- Department of Transportation (DOT)
- Executive Office of Health and Human Services (EOHHS)
- Governor's Workforce Board (GWB)
- Office of Higher Education (RIOHE)
- USDOL - Exeter Job Corps Academy

Because different agencies' goals for participants vary widely, the report tries to describe the intent of each program, the outcomes specific to each program and a typical participant for each program. For example, The Department of Behavioral Health, Developmental Disabilities and Hospitals (BHDDH) supports programs which provide "supported employment," or employment for individuals with

developmental disabilities or severe mental health issues. While those individuals are employed, one cannot “count” their employment in the same manner as a Workforce Investment Act (WIA) “entered employment” definition. The report aims to give the detail that will assist legislators and other readers the background behind these different funding sources and departments.

New Reporting Outcomes

To further illustrate workforce development efforts across the state, this year’s UEP report includes three new reporting elements: Total Trained, Work Readiness Training, and Employer Partners. In anticipation of definitional challenges pertaining to the new reporting outcomes, definitions were developed to identify each of the new items in a manner that would be consistent across diverse program. It was decided that each agency would attempt to define the elements within the context and meaning of their own organization and to elaborate on this within their narrative portion of the UEP. In addition, to demonstrate the increased interagency workforce collaboration, some agencies have provided a description of key partnerships and collaborations within their narrative section of the report.

Total Trained: The total number of individuals who have received educational instruction, occupation skills training, work readiness training (excluding job search training) during the fiscal year ending June 30, 2013.

Work Readiness Training: The total number of individuals who received training during FY13 in essential skills needed for workplace success, such as work discipline (productivity/dependability), teamwork (tolerance, communication and attitude), customer service orientation (interpersonal skills) and managerial potential (persuasion, enthusiasm, problem-solving).

Employer Partners: The total number of distinct employers with which organizational programs are routinely engaged in providing workforce development activities including but not limited workplace learning (i.e. apprenticeship, internship, job shadowing, etc.), advising/consulting on policy/program development and hiring.

2014 Report and Future

The UEP is a companion piece to the Biennial Employment and Training Plan for FY2016 and FY2017. The UEP collects and reports 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. Last year, legislation was passed to change the UEP publication date from January to November to align and inform the Biennial Plan 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 14 activities, all tables and charts are based on FY 13 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. At present, it is particularly difficult to determine the long term outcomes of individuals across agencies. Federal dollars have been made available to improve data sharing across agencies as well as data definition. Several RI state agencies, including DLT, RIDE and the Office of Higher Education, are the recipients of these federal Longitudinal Data Systems grants. In ensuing years, Rhode Island will have

greater capacity to track participant trajectories through school, training and work. Future UEP publications will be able to show outcomes for groups of individuals across the state agencies that serve them.

Key Findings

The enclosed report indicates that just over \$62.5 million in public funds was spent on workforce development in FY 13. Of these, 70.4 percent was from federal sources, 14 percent was from the RI Job Development Fund and 15.7 percent was from RI General Revenue. (Other public funding sources, such as Community Development Block Grants, may also be allocated for workforce development activities, but are beyond the purview of this report.)

Of the \$62.5 million in public dollars that were spent of workforce development in FY 13, approximately \$19 million was spent on youth workforce development, \$9 million was spent on adult education and \$32.6 million was spent on general employment services such as job search assistance, job referrals, workshops, and career counseling for the “transitional” workforce (i.e., unemployed and underemployed individuals).

With these funds, approximately 21 percent received occupational skills training, 12 percent received adult education and 66 percent received general employment services, including job search assistance, job referrals, workshops (such as résumé writing and interview skills), career counseling and supportive services. Many of these programs have significant work-readiness elements and should be well-positioned as the state moves towards improving standards in this area. 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.

The public workforce system is engaged with a strong base of employer partners. The relationships range from employers serving on advisory boards such as the Governor’s Workforce Board, to reviewing and endorsing training program curricula, to the provision of various levels of work experiences such as internships to of course job development and hiring. These partnerships represent a solid platform from which the system can build upon as it develops improved strategies of engaging business and providing value to them.

Total public higher education expenditures exceeded \$580 million in FY 13, of which almost \$162 million came from general state revenue and over \$ 416 million came from tuition and fees. The total number of individuals served through RI public colleges in FY 13 was 47,000; however, only a small fraction of their information is incorporated in the workforce development activities and expenditures reported in this UEP.

UNIFIED WORKFORCE EXPENDITURE AND PROGRAM REPORT: STATEWIDE

AGENCIES	FUNDS				PARTICIPANTS	
	Federal	General Revenue	JDF	Total	Adult	Youth
Department of Corrections		\$2,025,344		\$2,025,344	908	
Department of Education						
Adult Education	\$3,198,827	\$1,990,792	\$3,497,805	\$8,687,424	5,273	2,356
Career and Technical Education	\$4,335,396	\$3,000,000		\$7,335,396	9,089	33,856
Department of Labor & Training						
State Workforce Investment Office	\$9,831,589			\$9,831,589	1,962	585
Workforce Development	\$8,961,090			\$8,961,090	40,598	
Governor's Workforce Board			\$5,245,115	\$5,245,115	8,200	3,402
Executive Office of Health and Human Services						
Behavioral Health, Developmental Disabilities and Hospitals	\$424,127	\$617,207		\$1,041,334	876	
Department of Children, Youth, and Families	\$72,244	\$445,000		\$517,244		172
Department of Human Services	\$4,553,874			\$4,553,874	11,087	1,484
DHS-Office of Rehabilitation Services	\$6,343,605	\$1,716,884		\$8,060,489	6,673	700
USDOL - Exeter Job Corps	\$6,300,000			\$6,300,000		356
Subtotals Workforce Funds:	\$44,020,752	\$9,795,227	\$8,742,920	\$62,558,899	82,816	42,911

% Funds Federal and State 70.4% 15.7% 14.0% 100%

Office of Higher Education	FUNDS				PARTICIPANTS	
	General Revenue	Tuition and Fees	Federal	Private or Self-Paid		Total
Community College of RI	\$44,169,980	\$54,433,485	\$956,220	\$641,171	\$100,200,856	19,747
Rhode Island College	\$39,060,771	\$72,857,280	\$387,000	\$50,000	\$112,355,051	10,585
University of Rhode Island	\$78,580,379	\$289,530,496			\$368,110,875	16,668
Subtotals - Postsecondary Funds:	\$161,811,130	\$416,821,261	\$1,343,220	\$691,171	\$580,666,782	47,000

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

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

DEPARTMENT OF CORRECTIONS

Background

Through the Office of Rehabilitative Services and Correctional Industries, the Department of Corrections provides a series of educational and training programs to inmates at the Adult Correctional Institution (ACI). Educational and training services include special education, adult education, GED, postsecondary classes and occupational skill development offered through a partnership with the Community College of Rhode Island (CCRI). These classes are funded primarily through state general revenue dollars.

Outcomes range from standard ESL and ABE measures such as gains in educational functional levels to credentials such as GED and occupational skill certifications. Many of these programs place an emphasis on work-readiness and soft-skill development in preparation for those transitioning out of prison and into the workforce. DOC and its community partners work hard at developing relationships with employers willing to hire ex-offenders.

DOC						
PROGRAMS	Total Served	FUNDS	OUTCOMES			
		General Revenue	Credentials/GED	Level 1 Completion	Gains in EFL	Entered Postsecondary
Adult Basic Education	502	\$895,162			104	
ESL	139	\$140,708			49	
GED	209	\$784,053	82		44	34
Carpentry/ Cabinet Making	25	\$123,320		25		
Barbering Program	33	\$82,101	2			
	908	\$2,025,344				

DOC									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Adult Basic Education	89%	11%	1%	2%	28%	0%	30%	38%	1%
ESL	100%	0%	0%	0%	0%	0%	0%	99%	1%
GED	91%	9%	2%	1%	27%	0%	42%	26%	2%
Carpentry/ Cabinet Making	100%	0%	0%	0%	52%	0%	28%	16%	4%
Barbering Program	97%	3%	0%	3%	36%	0%	33%	24%	4%

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.

HAGOP SAYEGH HEARS THE SOUNDS OF SUCCESS

Hollywood is a long way from Syria and the Middle East. Hagop Sayegh, 26, knows the route. And he is determined to find the bright lights. “Sound is my thing,” Hagop says proudly. “My goal is Hollywood.”

Dorcas International Institute of Rhode Island (DIIRI) has been an important milestone for Hagop, who earned his GED at DIIRI nearly three years ago and is now enrolled in the sound engineering program at Boston University.

Hagop moved to the United States from Syria nearly four years ago. An uncle had preceded him to the United States. A few visits were all it took to convince Hagop that his future was in this country. His first jobs in America were at gas stations, but in Syria, working as a DJ got him interested in sound engineering. Not having finished school in Syria, Hagop’s first step was to earn a GED. He found DIIRI with a Google search. “This place is awesome,” Hagop said of DIIRI. “I love this place. The teachers are good. This should be the first place people go when they come over here, starting from zero.” He said Janet Lopes, veteran GED teacher at DIIRI, made the program work for him. “She’s tough,” he said of Lopes. “You have to be tough. People who come here are not teenagers. They are adults. It’s a tough thing to teach adults. Many have kids and jobs. Her work is tough but she is good at it.”

Hagop’s GED led him to Boston and Boston University. There, he got involved with a company that makes short films. The company was shooting a movie at a local high school and needed an engineer to record and mix the sound. “It was a great experience and I decided it’s what I want to do in the future,” Hagop said. He got another vote of confidence this semester when a professor reviewed his sound work for a movie trailer assignment and told him, “You’re work is amazing. You’re ready for Hollywood.”

“My advice to people who come here is that if you want to have a good future you need education,” Hagop declared. “You have to go for your goal. It’s not going to come to you.”

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

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

The federal funds that support adult education are WIA-based and follow similar outcome measures as WIA Title I, with the addition of completion of an Educational Functioning Level (EFL). This measure shows the number of learners who have advanced from one 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
WIA/ABE	\$1,966,062	
WIA/English Literacy-Civics	\$243,104	
TANF/Project Opportunity	\$989,661	
General Revenue		\$1,990,792
Job Development Funds		\$3,497,805
	\$3,198,827	\$5,488,597

RIDE – ADULT EDUCATION							
PROGRAMS			OUTCOMES				
	Total Served	Total Trained	Entered Employment	Credentials: GED or NEDP	Retained Employment	Entered Post-secondary	Completed EFL Gain
WIA/ABE	1,870	1,735	102	178	55	54	53%
WIA/English Literacy-Civics	920	741	53	104	27	25	60%
TANF/Project Opportunity	821	751	126	88	41	32	51%
General Revenue	1,774	1,667	139	208	82	107	51%
Job Development Funds	2,244	2,153	273	407	91	219	54%
	7,629	7,047					

*Adult Education did not track Work Readiness Training and Employer Partners during 2012-2013.

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

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

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
WIA/Adult Basic Education	38%	62%	1%	6%	10%	0%	14%	67%	2%
WIA/English Literacy and Civics Education	32%	68%	1%	8%	10%	0%	23%	55%	3%
TANF/Project Opportunity	26%	74%	0%	13%	18%	0%	9%	58%	2%
General Revenue ABE	37%	63%	1%	8%	14%	0%	14%	60%	3%
Job Development Funds	36%	64%	1%	4%	19%	0%	25%	47%	4%

RIDE: Career and Technical Education (CTE)

Background – Federal Funds

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

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

Programs

In Rhode Island, career and technical education is delivered in a wide array of settings including but not limited to 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 four 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. Adults interested in skills training attend evening classes offered at career centers, high schools and the Community College of Rhode Island. And incarcerated youth and adults can prepare for reentry into society and work while incarcerated. Examples of eligible career preparation programs include but are not limited to those that fall into the career cluster areas listed in the chart below.

RIDE - CTE				
CAREER CLUSTERS	SECONDARY STUDENT PARTICIPATION BY SECTOR	POSTSECONDARY STUDENT PARTICIPATION BY SECTOR	ADULT SKILLS STUDENT PARTICIPATION BY SECTOR	INCARCERATED STUDENT PARTICIPATION BY SECTOR
Agriculture, Food & Natural Resources	1%			
Architecture & Construction	11%		11%	
Arts, A/V Technology & Communications	13%	5%		
Business, Management & Administration	7%	21%	2%	
Education & Training	9%	3%	6%	
Finance	3%	1%		
Government & Public Administration	5%			
Health Services	8%	25%	79%	
Hospitality & Tourism	11%	1%		67%
Human Services	3%	10%		33%
Information Technology	8%	9%		
Law, Public Safety, Corrections & Security	2%	16%		
Manufacturing	1%	2%		
Marketing	1%	2%	2%	
Science, Technology, Engineering & Mathematics	6%	5%		
Transportation, Distribution & Logistics	8%			

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

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

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

Background – State Funds

In FY13, the General Assembly approved a \$3M career and technical education categorical fund. In addition to the foundation education aid provided through §16-7.2-6 and pursuant to §16-7.2-3, a permanent foundation education aid program to provide to direct state funding for career and technical education costs was established. These funds are appropriated to help meet initial career and technical education investments to transform existing or create new comprehensive career and technical programs and pathways in critical and emerging industries; and to help offset the higher than average costs associated with facilities, equipment maintenance and repair, and supplies necessary for maintaining the quality of highly specialized programs that are a priority for the state.

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

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

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

- Formally designated as “provisionally approved” by RIDE; and
- Classified as a Tier 2 or Tier 3 based upon a FY12 cost-benchmarking analysis.

FY2013 Calculation Method: Calculating the Average Costs per Career Preparation Program: The FY13 calculation method was derived from FY12 UCOA expenses. All FY12 career and technical education expenditures were classified by career preparation program and analyzed, enabling RIDE to calculate average program costs. These expenditure averages were then compared with other CTE cost studies and against FY11 expenditures to verify their general reliability and accuracy.

Establishing Three Tiers of Program Cost: After calculating the average expenditures by program, the overall distribution of average program costs were divided into three tiers using quartiles. Tier 1 programs (for which the average cost is at or below the lowest quartile) are ineligible for categorical offset funding. Tier 2 programs (for which the average cost ranges from between 26% to 75% of all programs) and Tier 3 programs (for which average costs are in the highest quartile) are eligible for categorical offset funding.

Start-Up Funding for State Priority Sectors: The balance of the FY13 CTE Categorical Fund was competitively distributed to support high quality career and technical career preparation programs. The competitive start-up awards will support the career pathway and economic development efforts of the Rhode Island Governor’s Workforce Board focusing on the growth sectors and advanced CTE programming in Information Technology (IT), Medical/Healthcare (MH) and Pre-Engineering (PE). Criteria for the FY13 competitive process included:

- Evidence of a minimum of two (2) existing courses in a single priority sector;
- Demonstrated district commitment to invest through matching local funds; and

- Intent to qualify for RIDE-approved program status by 2015, as demonstrated by the LEA Superintendent of Schools

Employer Engagement: As promulgated by the Regulations of the Board of Regents Governing Career and Technical Education (CTE), Rhode Island’s CTE system endeavors to be responsive to state and regional workforce and economic trends as well as business and industry demand by ensuring that current labor market data is analyzed to inform the creation or expansion of career preparation programs in critical and emerging industries.

RIDE forges and maintains partnerships with workforce and economic development initiatives, and regional business and industry. Through these partnerships, RIDE promotes and systemically balances career pathways and provides education and training programs that are responsive to the needs of students, business, industry, and the regional economy. Statewide, CTE programs routinely engage local business and industry to:

- **Serve on local program advisory boards:** Local advisory boards guide the development of and ensure the sustainability of CTE programs by confirming that industry standards and practices are maintained and that programs have access to the supports necessary for student and program success.
- **Review, contribute to and affirm program curricula:** Through evaluation and validation, business and industry program partners ensure that program curricula designs, instruction and training are providing students with knowledge and skills essential to the industry.
- **Provide to internships, job-shadows and industry-related presentations for students:** Local business and industry provide students with opportunities for work-based learning and other industry-based hands-on experiences hosted by industry mentors and/or leading professionals. Participate in career fairs held for students. Industry professionals gather for awareness and informational expositions for large groups of students interested exploring state and regional career options.
- **Provide business-based educator externship opportunities for teachers:** Local businesses collaborate with teachers to connect teaching and learning with the world of work enabling teachers to bring their relevant, real-world work experiences back to the classroom. Sponsor student and program participation in state, regional and national activities. Local business and industry support CTE student activities and organization by judging skill competitions, providing scholarships, equipment, supplies and in-kind contributions, offsetting activity and program costs, etc.

RIDE - CTE		
PROGRAMS	FUNDS	
	Federal Perkins	State
Secondary Participants	\$3,359,131	
Secondary Concentrators		
Adult Participants Postsecondary	\$541,023	
Adult Concentrators Postsecondary		
Adult Skills Training	\$450,000	
Incarcerated Youth	\$67,621	
Incarcerated Adults	\$67,621	
Categorical Fund - Off-Set for High Cost Programs		\$2,696,303
Categorical Fund – Start-Up Programs		\$303,697
	\$4,485,396	\$3,000,000

RIDE - CTE						
PROGRAMS	Totals Served	OUTCOMES				
		Academic Attainment Math	Academic Attainment Reading	Technical Skill/Credential	Retention/Transfer	Graduation/Placement in Postsecondary, Work or Military
Secondary Participants	21,353					
Secondary Concentrators	12,503	1,960	4,152	4,310		3,053
Adult Participants Postsecondary	1,494					
Adult Concentrators Postsecondary	7,273			1,887	2,143	2,143
Adult Skills Training	322					256
	42,945					

*Outcomes not available for Incarcerated Youth and Incarcerated Adults

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

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	50%	50%	1%	3%	9%	0%	64%	21%	2%
Secondary Concentrators	51%	49%	0%	4%	7%	0%	74%	14%	2%
Adult Participants Postsecondary	56%	44%	1%	3%	12%	0%	53%	22%	9%
Adult Concentrators Postsecondary	44%	56%	1%	3%	7%	0%	68%	14%	7%
Adult Skills Training	20%	80%	1%	2%	8%	0%	66%	14%	10%

**Demographic Information for Incarcerated Youth and Adults not available*

DEPARTMENT OF LABOR AND TRAINING

DLT: State Workforce Investment Office (SWIO)

Background

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

Programs

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

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

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

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

Training services may be made available to those participants who, after receiving Core and Intensive services, are unable to secure employment. The participant must be determined to be in need of the training services and to have the skills and qualifications to successfully complete the training programs. Training Services include Individual Training Accounts (ITAs), on-the-job Training (OJT), and group customized training.

Adults who receive services must be 18 years of age or older, authorized to work in the United States and be registered with Selective Service (when applicable). Dislocated Workers must meet the same eligibility requirements as Adults and, generally speaking, have been laid off or received a notice of layoff.

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

- Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies;
- Alternative secondary school offerings;
- Summer employment opportunities directly linked to academic and occupational learning;
- Paid and unpaid work experiences, including internships and job shadowing;
- Occupational skills training;
- Leadership development opportunities;
- Supportive services;
- Adult mentoring for 12 months;
- Follow-up services; and
- Comprehensive guidance and counseling.

Youth must be between the ages of 14 and 21, authorized to work in the United States, be registered with Selective Service (when applicable), qualify as low-income and have one additional barrier to employment.

All programs must measure and meet specific performance outcomes, which are outlined below. Outcome definitions depend upon the population served.

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

DLT - SWIO	
PROGRAMS	FUNDS
	Federal
Adult	\$2,846,423
Dislocated Worker	\$4,727,067
Youth	\$3,342,147
	\$10,915,637

DLT - SWIO							
PROGRAMS			OUTCOMES				
	Total Served	Total Trained	Entered Employment	Credentials	Retained Employment	Work Readiness	Employer Partners
Adult	777	270	316	165	531		40
Dislocated Worker	1,193	511	704	311	903		38
Youth	585	30	78	100	84	464	50
	2,555	811					

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

DLT – SWIO									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
WIA Adult	43%	57%	1%	2%	14%	0%	57%	15%	5%
WIA Dislocated Worker	48%	52%	0%	5%	9%	0%	70%	77%	1%
WIA Youth	47%	53%	1%	2%	16%	1%	46%	35%	11%

**Demographic information is self reported resulting in some individuals identifying with multiple races and ethnicities*

DLT: Workforce Development (WDS)

Background

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

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

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

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

Programs

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

The Federal Trade Act: Provides special benefits under the Trade Adjustment Assistance (TAA) program to those who were laid off or had hours reduced because their employer was adversely affected by increased imports from other countries. These benefits include paid training for a new job, financial

help in making a job search in other areas, or relocation to an area where jobs are more plentiful. Those who qualify may be entitled to weekly TRA after their unemployment compensation is exhausted.

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

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

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

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

Disability Employment Initiative (DEI): This program provides an integrated service system that creates a "One-Stop" entry point for individuals with disabilities to gain entrance to competitive and/or self-employment. This is accomplished by improving coordination and collaboration among employment and training programs implemented at state and local levels, including the "Ticket to Work" program that enables disabled individuals to access employment services at an employment network site and other effective community partnerships that leverage public and private resources to better serve individuals with disabilities and improve employment outcomes. The DEI program was in the initial planning stages in FY13. Performance outcomes will be reported in the FY14 UEP report. The array of services provided to DEI participants include:

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

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

Self-Employment Assistance Program (SEA): SEA is designed as a fast track to entrepreneurship for Unemployment Insurance (UI) claimants interested in starting their own business. Participants receive entrepreneurial training and mentoring services, focusing on those individuals who are currently

collecting Emergency Unemployment Compensation (EUC). Regular UI claimants may also apply if they have been identified as most likely to benefit from specialized reemployment services. The SEA program was in the initial planning stages in FY13. Performance outcomes will be reported in the FY14 UEP report. Entrepreneurial training and mentoring services include:

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

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

DLT - WDS	
PROGRAMS	FUNDS
	Federal
RI Works	\$942,212
JVSG	\$586,815
SCSEP	\$466,903
Wagner-Peyser	\$2,593,693
Trade	\$2,589,622
REA	\$609,778
Foreign Labor	\$57,475
BWCS	\$1,073,668
WOTC	\$40,924
	\$8,961,090

DLT - WDS					
PROGRAMS			OUTCOMES		
	Total Served	Total Trained	Entered Employment	Credentials	Retained Employment
RI Works	790	N/A	33.7%	N/A	51.5%
JVSG	1,898	N/A	50.0%	N/A	80.0%
SCSEP	49	N/A	29.0%	N/A	33.0%
Wagner-Peyser	39,759	N/A	53.8%	N/A	82.9%
Trade	392	237	70.9%	192	88.4%
REA	5,568	N/A	N/A		
Foreign Labor	N/A	N/A	2 H2A JOB ORDERS; 17 H2B JOB ORDERS; 3 FARM INSPECTIONS		
BWCS	N/A	N/A	326 CUSTOMERS RECEIVED SERVICES AND 2,102 EMPLOYER PARTNERS		
WOTC	N/A	N/A	330 CERTIFICATIONS ISSUED		
	48,456	237			

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

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

*RI Works funding and participants also reported in DHS section

DLT - WDS

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
JVSG	89%	11%	2%	1%	11%	1%	79%	5%	0%
SCSEP	31%	67%	2%	2%	16%	0%	44%	36%	0%
Trade	51%	49%	0%	12%	6%	1%	65%	10%	7%
BWCS	33%	67%	0%	2%	2%	0%	52%	2%	42%

DEPARTMENT OF TRANSPORTATION

Programs

Building Futures provides a comprehensive and highly successful state-of-the-art pre-apprenticeship training, preparing low-income residents in urban communities for entry into transportation and construction apprenticeships. Awareness and educational programs such as American Association of State Highway and Transportation Officials (AASHTO) Transportation and Civil Engineering (TRAC) and Roadways into Developing Elementary Students (RIDES), Construction Career Day (CCD), Engineering Career Day (ECD) and the Summer Transportation Institutes (STI) are all components of RIDOT’s OJT Pre-Apprenticeship Program.

Prior to the development of the program, the Rhode Island Department of Transportation collected and analyzed over ten years of historical data on the utilization of trainees. The analysis showed that journey workers of African American, Asian American, Hispanic American, and Native American descent, including women, have been severely under-utilized. In response to the analysis, RIDOT developed a targeted OJT Supportive Services Program for pre-apprenticeship training for these underutilized groups.

RIDOT has partnered with the University of Rhode Island Transportation Center, Rhode Island Consulting Engineers (RICE), and Federal Highway Authority (FHWA) in the development and implementation of a number of educational outreach initiatives such as Construction Career Day, Engineering Career Day, National Summer Transportation Institute and Summer Academies in Construction, Engineering, Freight, National Resources, and Supply Chain. As part of these programs, RIDOT has assessed the work readiness of applicants, provided training and other forms of services and supports to help address barriers to employment and assist successful graduates in gaining a career through employment as registered apprentices in the transportation industries. Specifically, recruitment in the urban schools and exposure to the science, technical, engineering and math (STEM) subject areas, through the use of the TRAC Program, address barriers to minorities, women and disadvantaged individuals.

DOT						
PROGRAMS	Total Served	Total Trained	OUTCOMES			
			Employed	Credentials	Work Readiness	Employer Partners
Pre-Apprenticeship	143	61	58	89	100	17
	143	61				

**DOT workforce development expenditures not reported. Total participants trained is not included in the Executive Summary Statewide Chart*

DOT

PROGRAMS	DEMOGRAPHICS							
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino
Pre-Apprenticeship	99%	1%	0%	0%	49%	0%	2%	49%
Supportive Services	70%	30%	0%	0%	44%	0%	22%	34%

EXECUTIVE OFFICE OF HEALTH AND HUMAN SERVICES

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

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

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

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

Background

BHDDH is committed to assuring access to quality services and support for Rhode Islanders with developmental disabilities, mental health and substance 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.

Employment First is a model based on a system that supports family and self-advocacy, informed choice, community integration, customized employment for individuals with developmental disabilities and behavioral health challenges. To achieve the goals outlined in the Employment First Policy, employment opportunities in fully integrated work settings is the first option explored in the service planning for working-age adults with developmental disabilities. Future service planning, for those who successfully achieve the goal of employment in an integrated setting, focuses on maintaining employment and career advancement opportunities. BHDDH has been funding the Center for Excellence and Advocacy (CEA) since January 2013 as a part of BHDDH's Employment First Policy. The CEA focuses on training, job development, employer recruitment, advocacy, and education for adults with disabilities.

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

Direct Service Supports

Access to Recovery (ATR): 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 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 or who are at risk for involvement with DCYF, parents involved with DCYF's FCCP program, Iraq/Afghanistan National Guard veterans, and individuals completing residential treatment for substance abuse and women.

Employment and job training services are among those provided under ATR. Services 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. In 2013, 1,564 individuals were enrolled in ATR. Of these, 90 received vouchers for employment/training services. In addition to employment services, many other ATR clients receive case management and referral assistance, housing and medical care, which aim to remove barriers to obtaining and maintaining employment.

One of the ATR outcome measures for all participants is current employment or school enrollment. In FY 13, the percentage of all ATR participants who were employed or enrolled increased from 15.9% at intake to 34% at discharge, a positive change of 112%.

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 their illness. Services are delivered either by certified Supported Employment Specialists or by Certified Community Support (CSP) Case Managers.

Although specific outcomes are not required as a condition for funding, and access to Supported Employment Services is just one of the variables determining whether CSP clients get and keep employment, the goal of the service is to increase the number of clients in competitive, gainful employment. In FY 13, of 2,978 SPMI clients, 696 were 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 13, 21 of 53 individuals trained gained employment. A secondary outcome measured is the number of

individuals who received the ServSafe (food safety) or Food Handler's certifications. In FY 13, 30 trainees received the ServSafe certification and 10 received the Food Handler's certification.

In FY 13, Cookie Place began expanding its culinary training program and its food products lines. The culinary training program has recently been approved by the Massachusetts Rehabilitation Commission to become a RI DHS training provider, pending approval to provide training for the Veteran's Administration.

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

In FY 13, the grant partially covered expenses for two program managers, four disabled employees, and four non-disabled "model" employees. Of the four disabled workers, two are current New Leaf employees and one is employed at another retail store.

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, as well as 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. Thirty-six individuals received CSP certifications in FY 13
- **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. Federal funds for this training are provided through the RI Department of Health. Forty individuals received certifications.
- **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 and Persistently Mentally Ill clients. The SEPs provide individualized and flexible support services for 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. Nine individuals received certifications.

- **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. Eight individuals received certifications.

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 and Prevention Studies and the New England School of Best Practices in Addiction Treatment. Both institutes are held for individuals working in the addictions field in New England. 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, New Hampshire and is an advanced practice course for professionals who have been in the field for some time. Both institutes run for four days.

In FY 13, BHDDH used Substance Abuse and Mental Health Services Administration Block Grants to cover the costs of both the Addiction Studies and Prevention Studies for 19 individuals and the Best Practices in Addiction Treatment for six individuals. In past years, the selection of scholarship recipients has reflected BHDDH's focus to support workforce needs in areas that require additional resources, such as Probation and Parole or the veteran-serving providers.

The institutes are not certification programs. However, credits earned through the coursework are often used towards substance abuse treatment and prevention certifications and CEUs. The primary objective of the institutes, and of BHDDH's investment in them, is to develop the professionalism of the substance abuse prevention and treatment system. 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. The certification process and career ladder for this field is designed to enhance professional development in a way that is more flexible than formal degree-oriented educational structures common in other behavioral health fields. For many of the participants, especially of the School of Addiction Studies and Prevention Studies, the Institute is a major career pathway resource 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 FY 13, the New England School of Addiction and Prevention Studies was rated "Excellent" by 53% of its participants. 57% of the participants rated the New England School of Best Practices in Addiction Treatment courses as "Excellent."

This program relates to two of the Biennial Plan's goals. It is a primary career pathway resource for RI'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 whom send staff to the Institutes. 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.

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

BHDDH has led the State Employment First Task Force for the past two years. The Task Force is comprised of state agency representatives who review policies, procedures, and practices that may act as barriers to employment for individuals with disabilities. BHDDH is continuously looking at ways to leverage and braid funding to increase efficacy in providing the appropriate services and incentives to individuals as they begin working. BHDDH is also taking part in Vision Quest, which is a 9-month Technical Assistance (TA) project sponsored by the U.S. Department of Labor office of Disability Employment Program. The project aims to provide additional guidance on funding and policies that promote employment.

EOHHS - BHDDH		
PROGRAMS	FUNDS	
	Federal	State
ATR	\$25,303	\$25,303
Cookie Place		\$44,606
Access Point RI		\$125,599
CMHO SE	\$159,824	\$159,824
RICCMHO Training	\$239,000	\$200,000
NEIAS		\$10,075
New Leaf		\$51,800
	\$424,127	\$617,207

EOHHS - BHDDH						
PROGRAMS	Total Served	Total Trained	OUTCOMES			
			Entered Employment	Certificate	Retained Employment	Work Readiness
ATR	90	90	283		532	
Cookie Place	70	40	18	40		22
Access Point RI	25	25				25
CMHO SE	558	N/A			696	558
RICCMHO Training	93	93		93		
NEIAS	36	36				
New Leaf	4	4			3	4
	876	228				

EOHHS - BHDDH								
PROGRAMS	DEMOGRAPHICS							
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino
Access to Recovery	76%	24%	3%	1%	12%	0%	75%	9%
CMHO SE	53%	47%	2%	1%	10%	0%	84%	13%
New Leaf	50%	50%	0%	0%	0%	0%	100%	0%
NEIAS	34%	66%	3%	0%	8%	0%	79%	10%
Cookie Place	51%	49%	0%	0%	60%	0%	20%	20%
Access Point RI	44%	56%	N/A	N/A	N/A	N/A	N/A	N/A

EOHHS: Department of Children, Youth, and Families

Background

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

Programs

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

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

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

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

them for the application and interview, as well as the training and internship opportunities the Harvest Kitchen has to offer in the community.

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

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

Products made in the Harvest Kitchen are sold at local stores, farmers markets and to wholesale customers via Farm Fresh RI's Market Mobile, and we hope to soon offer bulk quantities to area schools, hospitals and cafeterias. In the long-term, proceeds from sales will sustain the Harvest Kitchen program. We envision forging strong partnerships in the community that benefit farmers and provide healthy options for consumers, restaurants and institutional food service buyers.

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

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

EOHHS - DCYF		
PROGRAMS	FUNDS	
	Federal	State
ABE – Training School		\$280,000
Barbering/ Cosmetology	\$43,000	
CCRI Credit Courses	\$8,000	
Harvest Kitchen	\$21,244	\$15,000
RITS Culinary Class		\$150,000
	\$72,244	\$445,000

EOHHS - DCYF				
PROGRAMS			OUTCOMES	
	Total Served	Total Trained	Credentials	College Credit
ABE – Training School	57	52	52	N/A
Barbering/ Cosmetology	22		N/A	N/A
CCRI Credit Courses	36	36		36
Harvest Kitchen	38	38	38	N/A
RITS Culinary Class	41	41	22	N/A
	172	167		

* Total Served and Total Trained includes duplications

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

*Demographic Information for RITS Culinary Class and Barbering/Cosmetology not available

EOHHS: Department of Human Services

Background

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

Programs

The REACH program at the Community College of Rhode Island: Customers attend programs at CCRI, 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 programs for job search and job readiness support, including work experience, subsidized employment and on-the-job training opportunities. The desired outcomes for participants in these programs are employment and job retention.

South Shore/Workforce Solutions of Providence-Cranston/Family Resources On-The-Job Training (OJT): DHS sponsors three OJT programs for TANF recipients, during which participants engage in work readiness and training activities with employers who receive a 50% subsidy of the participants' wages. At the end of the training period, many participants are retained by the employers as unsubsidized employees. The desired outcome of OJT is full-time unsubsidized employment.

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

Pre-Certified Vendor Training: Rhode Island 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 Services 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, improving social skills/character development, and reducing repeat pregnancy. Also, Youth Success assists customers with establishing paternity, child support, finding adult-supervised living arrangements, and opportunities for career exploration, work experience and community service.

Supportive Services

New Opportunity Homes (NOH): This program works in conjunction with Youth Success to ensure adult supervised living arrangements for pregnant and parenting teens that are supported by RI Works and are unable to remain at home with their own parents or guardians. Goals are to develop pregnancy prevention, social, and life skills necessary to become good parents and self-sufficient productive adults. 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 individuals who are completing job training and education programs and are seeking employment. To utilize the clothing collaborative, participants must meet low-income requirements, including anyone who is eligible for cash assistance.

SStarbirth: This program assists pregnant, postpartum and parenting women with histories of substance abuse and parenting issues 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 obtain housing.

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

Supplemental Nutrition Assistance Program Employment and Training: SNAP E & T has five locations which provide services to participants, including adult education, vocational or skills training, and job readiness activities. Trainings include, but are not limited to, construction, carpentry, healthcare, office skills, culinary, and janitorial. To receive assistance, participants must be an active SNAP recipient who does not also receive cash assistance. The desired outcome of these programs is employment.

EOHHS - DHS	
PROGRAMS	FUNDS
	Federal
CCRI REACH	\$261,695
SER Jobs/South Shore/DLT	\$1,654,107
OJT: South Shore, WSPC, Family Resources	\$288,090
Project Opportunity	\$989,661
Pre-certified vendor training	\$914,468
Youth Success	\$1,037,215
Supportive Services	\$1,180,513
SNAP E & T	\$208,837
	\$6,534,587

EOHHS - DHS						
PROGRAMS			OUTCOMES			
	Total Served	Total Trained	TABE Assessments	Entered Employment	Certificates	Work Readiness
CCRI REACH	3,460		3,460			
SER Jobs/South Shore/DLT	5,079			616		743
OJT: South Shore, WSPC, Family Resources	274	35		18		10
Project Opportunity	821	751		126		751
Pre-certified vendor training	414	274		143		
Youth Success	1,484					1,484
Supportive Services	2,392					
SNAP E & T	258			60	105	
	14,182	1,060				

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

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

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

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

EOHHS - DHS									
PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
All Program Recipients	8%	92%	<1%	2%	15%	<1%	34%	24%	25%

**Demographics exclude SNAP E&T*

EOHHS: DHS Office of Rehabilitation Services

Background

The Rehabilitation Act of 1973 (as amended) authorizes the Title I federal-state program for individuals with disabilities to prepare for and engage in gainful employment. The act requires states to match federal funds at a ratio of 78.7 percent federal to 21.3 percent state dollars. 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 and the Statewide Independent Living Council (SILC) and other community partners to assist Rhode Islanders with disabilities to achieve high quality employment outcomes, increase self-sufficiency, and live independently in their homes and in their community.

ORS administers several federal/state funded programs 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 are: Supported Employment, Business Enterprises Program, Personal Care Assistant, Adaptive Telephone Equipment Loan (ATEL), Independent Living, Home and Vehicle Modification, Social Services Program, Early Intervention (EI), Newline, Benefits Planning and Counseling, Assistive Technology Access Partnership (ATAP), statewide Transition Services program for youth with disabilities, and several collaborative interagency partnerships with other state and private agencies.

Programs

The Vocational Rehabilitation Program continues to serve Rhode Islanders with disabilities in increasing numbers. In FFY 2013, the VR program provided a variety of services to over 6,489 individuals with disabilities. Additionally, 2,826 individuals applied for services and 1,939 developed Individualized Employment Plans with their counselors. Over 603 entered, maintained, advanced or returned to the workforce and were successful in becoming competitively employed in community businesses. Additionally, 3,299 received counseling and guidance services from Vocational Rehabilitation Counselors and 3,986 received services purchased from ORS approved vendors.

The VR Program is serving increased numbers of individuals with significant developmental disabilities, individuals from linguistically and culturally diverse backgrounds; returning veterans, youth with disabilities, and Rhode Island Works Program participants with disabilities. The VR Program is focused on outreach and services for youth that are in transition from school to adult life. VR has arrangements with community based providers to offer comprehensive services on a fee for service basis to transition aged youth between 16 and 24. Some of these services include: vocational evaluation, situation assessments in the community, job preparation training, job development and job placement for in-school and out of school transition age youth. VR approved vendors provided approximately 450 vocational evaluations for in-school youth. During the summer of 2013, 290 transition-aged youth participated in paid work experiences with 55 of these participants being youth with significant intellectual disabilities.

Eligible Populations: To be eligible for VR services, an individual must have a medical 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 he/she can travel independently to a work location.

The Department of Justice Interim Settlement and Consent Decree is anticipated to increase the number of individuals with significant intellectual disabilities referred to VR who are eligible for services and in need of intensive supported employment. Through these services, participants will be able to obtain and maintain a job in an integrated work setting at the prevailing wage. The objective of all VR services is a competitive Integrated Employment Outcomes. Services may include: evaluation and assessment, vocational counseling and guidance, training, assistive technology, job development and placement, including services that support individuals with disabilities to obtain and retain 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 by entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market. VR also has a Supported Employment Program that is tailored to the individualized support needs of youth and adults with disabilities who have significant functional limitations and need ongoing and intermittent services in order to sustain employment.

Work Readiness/Job Preparation: Through the general and supported employment components of VR, a 4 week job preparation program is tailored for customers to learn about the demands of employment, interviewing and job retention. In addition, the VR Work Force Development Supervisor conducts interviewing workshops for clients. In FFY13, 19 participants attended 3 workshops. Clients attend training and educational programs based on the employment goal of the client’s Individualized Plan for Employment (IPE).

ORS has been funding and coordinating a summer work program for in-school and out-of-school youth in the community since 2010. Last year, ORS funded 250 summer work experiences for students with a range of disabilities. Last year ORS funded summer work experiences to 250 students with a range of disabilities. Approximately 55 of these students had intellectual disabilities and 15 ORS approved agencies assisted in developing independent community employment sites where participants received stipends for their work. ORS is currently administering and funding pilot Job Preparation projects with three school districts.

Employer Partnerships: VR has sought for many years to bring the national Project Search model to Rhode Island. The state emphasis and commitment to Employment First principles for individuals with significant intellectual disabilities has helped RI Project Search become a reality. The steering committee comprised of state and private partners, includes representatives from ORS, Providence School System, Behavioral Health Developmental Disabilities & Hospitals, Perspectives, Sherlock Center and Miriam Hospital.

In FY13, The VR Program partnered with 7 employers to conduct 9 Employer Based Skills Assessments. These assessments are a unique opportunity for VR to assess an individual's work skills and behaviors within a business environment and often result in a job match and provide information to support on-going education, training, and exploration of alternate careers. In addition, the VR Program partnered with 20 employers to provide on-the-job training opportunities.

Training Participation: The VR program has a wide array of fee-for-service training options that include: culinary arts, pet grooming, green recycling, auto repair, pharmacy technician, tractor trailer training, etc. Client participation in these programs is based on an assessment of the client's skills, interests and labor market need.

As a component of career and employment plan development, clients are encouraged and supported to explore an array of job settings and career options. Informational interviewing, job shadowing and situational assessment tools are utilized to provide hands on experience in different career areas to ensure informed client choice in selecting an occupation.

Interagency Collaborations: In 2013, VR, Goodwill Industries of Rhode Island, and the Department of Human Services (DHS) partnered in the Journey to Success Program to provide an array of intensive, coordinated services to RI Work clients with disabilities. Over the past year, the program has served 36 participants, of which 14 have gained employment.

The Rhode Island Department of Education in collaboration with ORS and the Regional Transition Centers hosted the Statewide Transition Capacity Building Institute. In 2012, Rhode Island was among five states to receive the intensive technical assistance award provided by the National Secondary Transition Technical Assistance Center (NSTTAC). This award brought national experts to Rhode Island to assist districts in improving secondary education and transition services. ORS Vocational Rehabilitation Counselors attended and were active members of each school district's transition team. Each district team consisted of an LEA special education administrator, a special education teacher, a parent representative, and an ORS Vocational Rehabilitation Counselor. Another institute is planned for this year to solidify district plans and measure progress towards transition goals.

TRANSITIONING INTO SUCCESS

Jane was referred to the Office of Rehabilitation Services during her senior year of high school. She had challenges with concentrating, and sometimes struggled to communicate with those around her. To ensure a successful transition out of high school and into the workforce, her ORS Rehabilitation Counselor referred her to a Transition Academy. At the Transition Academy, she quickly gained confidence in her abilities and had the opportunity to explore several career possibilities. Through additional career training, she discovered her passion for teaching at a child care center, where she enjoyed working with the children. Even while recovering from surgery, she remained committed to securing a career and speaking to others about preparing for a job after high school. While completing her internship, she received guidance and counseling at ORS, along with vocational evaluation services and a bus pass while she studied for her driver's permit. Her hard work and dedication resulted in an immediate job offer. While transitioning to a thirty-hour-per-week position as a Teacher's Assistant, she participated in an On-the-Job-Training program with the support of the child care center and ORS. She will be pursuing a college degree to become a classroom teacher.

EOHHS - ORS		
PROGRAMS	FUNDS	
	Federal	State
Vocational Rehabilitation	\$6,343,605	\$1,716,884
	\$6,343,605	\$1,716,884

EOHHS - ORS							
PROGRAMS			OUTCOMES				
	Total Served	Total Trained	Employed	Credentials	AA/BA	Work Readiness	Employer Partners
Vocational Rehabilitation	7,373	1,811	621	22	115	745	27
	7,373	1,811					

**The VR Program funding and data collection is based on a federal fiscal calendar (10/1/12-9/30/13). Figures were derived by extracting percentages from the web-based RSA site and the MIS system to develop a guesstimate from the last quarter of FFY 2012 and three quarters of FFY 2013.*

EOHHS - ORS

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Vocational Rehabilitation	53%	47%	3%	2%	16%	<1%	79%	9%	0%

**Demographic data include duplications when individuals received more than one isolated service, and; or the manner in which individuals self-identify ethnicity and race*

GOVERNOR'S WORKFORCE BOARD

Background

The Governor's Workforce Board (GWB) was established by Executive Order on September 22, 2005 to integrate the functions of the State Workforce Investment Board (SWIB) and Human Resource Investment Council (HRIC). The GWB was formally established under RI General Law, Title 42-102, in June, 2014 as the primary policy-making body on workforce development matters for the State of Rhode Island, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities in the state. The GWB consists of 19 members representing business, labor, education, community, and government who allocate state Job Development Funds (JDF). GWB members also serve as the SWIB to oversee federal Workforce Investment Act Title I-B funds.

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

Programs

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

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

Industry Partnerships: GWB Industry Partnerships are a group of trade and non-profit organizations that work to align the state's training and education resources with the workforce needs of vital sectors of the Rhode Island economy. Industry partners actively engage employers and labor organizations to identify skills gaps, provide labor market projections, identify training and education resources, promote career opportunities and train current and future workers. In FY13, the GWB supported industry partners in the following sectors: Health Care, Construction, Hospitality, Marine Trades, Defense, Information Technology, Bioscience, and Manufacturing.

Jobs Initiatives: The Governor's Workforce Board Jobs Initiatives provides funding to support short-term training and/or hiring incentives that result in employment for unemployed Rhode Islanders. Funds may be provided to an employer and/or a pre-employment training provider.

Innovative Partnerships: Innovative Partnership grants bring employers and educational providers together to provide work-readiness, experiential learning, and career opportunities for students, out-of-school youth and unemployed or underemployed adults. Innovative Partnership grants are awarded based on a competitive Request for Proposals.

EXPORT ASSISTANCE TRAINING

Chris Hobson, CEO, Iontera, Inc.

Iontera, Inc. (formerly Isis Biopolymer, Inc.), has been in business since 2007, pioneering the design and development of intelligent transdermal drug delivery (TDD). Iontera has successfully commercialized the IonIQ platform with the launch of the revolutionary BIOBLISS line of anti-wrinkle products.

With the addition of two international distributors (e.g. Eastern Europe, South America), we needed to get much smarter about international distribution in larger markets such as those in Europe. We expected sales volume in Asia to exceed our US sales volume very quickly, as there was a widespread adoption and acceptance of products that are similar to BIOBLISS in those markets. The training helped to educate us on the market entry requirements for our product in countries such as Italy, France, Germany, UK and Russia. We realized in order to successfully penetrate many of these countries; we needed additional resources both for up-front registrations, negotiations, packaging challenges, and for ongoing brand support.

We learned about the different requirements of the various markets, which has helped to hone our strategy to determine which markets to enter first, second, third, etc. Overall, it seemed that we needed to register with the EU authorities prior to aggressive sales traction, and this training was helpful in introducing us to several registration consultants and selecting one. With each of the various markets, we learned about the magnitude and requirement of different distribution channels such as retail, professional, and TV.

Additionally, this learning has helped us gain introductions to various distributors in the countries. In fact, we met over 20 distributors in various channels from almost 10 different countries. These contacts, combined with the learning from the training above, had an immediate effect on our 2013 revenue.

Overall, this training has led to an increase in export volume and profitability and is already contributing to a dramatic increase in our productivity. Over time, as our exports increase and we enter geographies that require greater resources, we will almost certainly hire additional employees in sales and customer service.

**Export Assistance Training is funded through the GWB Incumbent Worker Training Program in partnership with Commerce RI to provide customized international business training to improve global competitiveness.*

GWB	
PROGRAMS	FUNDS
	JDF
Adult Education	\$3,497,805
Youth Programs	
<i>Summer Employment</i>	\$1,000,800
<i>Year-Round Services</i>	\$449,571
Incumbent Worker Training	
<i>Annual</i>	\$636,184
<i>Express</i>	\$90,576
<i>Export Assistance</i>	\$28,579
Innovative Partnerships	\$152,690
Jobs Initiatives	\$320,837
Industry Partnerships	\$1,585,721
Leveraged Grants	\$81,435
Skills Tutor	\$4,374
Indirect/Admin	\$894,348
	\$8,742,920

GWB							
PROGRAMS			OUTCOMES				
	Total Served	Total Trained	Entered Employment	Credentials	Retained Employment	Work Readiness	Employer Partners
Adult Education	2,244	2,244	281	428	189		
Youth Programs							
<i>Summer Employment</i>	769		65	220		769	272
<i>Year-Round Services</i>	2,633		478	729		2290	32
Incumbent Worker Training							
<i>Annual</i>	3,818	3,818					83
<i>Express</i>	1,036	1,036					72
<i>Export Assistance</i>	54	54					19
Innovative Partnerships	101	42	4	25		43	69
Industry Partnerships	1,116	962	135	231	634	24	60
Jobs Initiatives	225	225	214		83		8
	11,996	8,381					

*Outcomes for Leveraged Grants and Skills Tutors not available

*JDF Adult Education participants also reported under RIDE Adult Education

*Youth Summer Employment data included in Year-Round Services data (excluding "Employer Partners")

**"Credentials" include GED and other work related Credentials

*Innovative Partnerships began on April 1, 2013. Outcomes reflect activity that occurred in the last quarter of FY2013

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	36%	64%	1%	4%	19%	<1%	25%	47%	4%
Youth Programs	53%	47%	1%	2%	22%	<1%	46%	31%	0%
Innovative Partnerships	43%	57%	3%	2%	30%	0%	43%	23%	3%
Industry Partnerships	17%	83%	0%	2%	10%	0%	66%	15%	7%

**Demographic Information for Incumbent Worker Training Program, Leveraged Grants, Skills Tutors, and Jobs Initiatives 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. Community College of Rhode Island grants the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), the Associate in Applied Science in Technical Studies (A.A.S.-T.S.) and the Associate in Fine Arts (A.F.A.) degrees.

Programs

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

CCRI's Center for Workforce and Community Education (CWCE) assists workforce development efforts through collaborative planning, workforce development programs, career non-credit 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 to 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 are offered at any college campus facility. CWCE also offers several grant-funded programs that enable qualified participants to receive skill training, remedial education and job search skills.

As a result of the programs CCRI and CWCE offer, numerous employer partnerships have been established. One such example is the college's recent partnership with the J. Arthur Trudeau Memorial Center. This partnership developed a 10-week training program for direct support professionals who are unemployed. This program features a work readiness training component and is funded by the Governor's Workforce Board Rhode Island.

Work readiness training is included in the curriculum of many CWCE career training programs. One-to-one work readiness services are provided for all students participating in programs through the DHS RI Works program. The college also offers work readiness services to students enrolled in associate degree and certificate programs through the Career Services Department. CCRI leveraged the resources of the

TAACCCT1 PACE grant to assist work readiness initiatives such as the Workforce Innovation Fund On-Ramps grant. CCRI provides affordable open access to higher education at locations throughout the state. The college enrolls nearly 18,000 students, approximately 62 percent of whom are younger than 25. Sixty-nine percent of CCRI's students attend classes part-time and approximately 59 percent are women. CCRI's minority enrollment was 35 percent, the largest of any institution of higher education in the state.

SUCCESS THROUGH ADVERSITY

Carriann Best, 37, of Cranston turned a family tragedy into an opportunity to help others. She was employed as an electrician in the Boston area but everything changed when her mother was admitted to the intensive care unit at Beth Israel Hospital due to an aneurysm. Best learned firsthand how important nurses are to helping patients and their families cope with tragedy.

“It was amazing how they could identify her pain without her communicating,” she said. “It just opened up my eyes. ... That’s when I had a life-changing moment.” Her mother had always wanted to be a nurse but was unable to finish her studies because of family commitments. Following her mother’s death, Best decided to live her mother’s dream.

She had been out of school for 13 years and first enrolled at CCRI as a part-time student, taking prerequisite courses for the Nursing program while working as a home caregiver. She entered the Nursing program in Fall 2011 and transitioned to being a full-time student. Best graduated in May 2013 with a 3.5 GPA.

Although the Nursing program is demanding, Best said it prepared her well. “The program has been good to me,” she said. “You learn a lot and you see a lot of great things. I saw a baby born recently. ... Nursing is a great career.”

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
		Self-paid	Federal	RI Works	Training Completed
Certified Nursing Assistant	329	\$160,786	\$1,400	\$11,200	252
Customized Training	67	\$120,052			
Dental Radiography	6	\$9,700			5
Distance Learning	338	\$74,753			
Electrical Apprenticeship	130	\$75,534			
Environmental Safety Training	152	\$17,891			
Food Safety Manager	72	\$7,661			64
Leadership Development	121	\$21,409			
Massage Therapy	22	\$9,700			22
Office Skills Training	13	\$13,200	\$2,500	\$7,500	
Pharmacy Technician	47	\$39,086	\$5,990	\$26,955	43
Plumbing Apprenticeship	13	\$48,021			6
Teacher Assistant	142	\$43,378	\$490	\$3,185	129
PACE Program	596		\$897,000		198
	2,048	\$641,171	\$907,380	\$48,840	

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

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

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

*RI Works funding and participants also reported under DHS section

RIOHE - CCRI						
PROGRAMS	Total Served	FUNDS		OUTCOMES		
		Tuition & Fees	General Revenue	Associates Degrees	Certificates	Diplomas
Credit Degree	17,699	\$54,433,485	\$44,169,980	1832	240	29
	17,699	\$54,433,485	\$44,169,980			

RIOHE - CCRI NON-CREDIT TRAINING

PROGRAMS	DEMOGRAPHICS								
	Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino	Other
Certified Nursing Assistant	17%	83%	0%	2%	9%	0%	57%	14%	17%
Customized Training	12%	70%	0%	4%	4%	0%	73%	18%	0%
Dental Radiography	0%	100%	0%	0%	0%	0%	50%	0%	50%
Distance Learning	35%	57%	<1%	<1%	<1%	0%	36%	3%	60%
Electrical Apprenticeship	99%	<1%	0%	0%	2%	0%	80%	8%	9%
Environmental Safety Training	88%	9%	<1%	0%	5%	0%	42%	13%	39%
Food Safety Manager	56%	40%	0%	8%	4%	0%	58%	11%	28%
Massage Therapy	5%	95%	0%	5%	0%	0%	82%	5%	9%
Office Skills Training	0%	100%	0%	0%	8%	0%	62%	23%	8%
Pharmacy Technician	19%	81%	2%	3%	6%	0%	70%	2%	13%
Plumbing Apprenticeship	100%	0%	0%	8%	0%	0%	46%	23%	23%
Teacher Assistant	13%	84%	<1%	0%	<1%	0%	61%	<1%	23%

**Demographic Information not available for Leadership Development and PACE Program*

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
Credit degree	41%	59%	<1%	3%	10%	<1%	61%	18%	8%

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.

The Outreach Programs at RIC have included in the number of total served all individuals who enrolled in a training program and participated in a minimum of 12 hours of activities related to the Outreach Programs (assessment, orientation, interview, meetings with case manager, etc.).

All students enrolled and participating in these training programs are assessed using CASAS (Comprehensive Adult Student Assessment Systems). The Students Educational Functioning Levels are monitored closely to track progress and also to identify trends and inform curriculum and support services. Students enrolled in the GRAPHIC program are not participating in a skills training program and instead they receive ESOL and computer instruction.

All students participating in job skills training receive Work Readiness preparation. Work Readiness is a synthesis of career-specific abilities, as well as the less tangible skills often referred to as “soft skills.” RIC Outreach partners content curriculum with equally essential instruction in communication and collaboration, interpersonal interactions, phone and e-mail correspondence, conflict resolution, independent thinking, stress relief, time management skills, attitudinal skills, and proper dress and conduct to prepare program participants for the demands of the workplace.

The employer partners play a vital role in the success of our programs and our students. Employers provide paid and non-paid internships, mentoring opportunities, guest speaking, participation in mock job interviews and most importantly full-time employment opportunities. Employers also assist with curriculum development and oversight to ensure that our students are acquiring the skills and knowledge to successfully obtain gainful employment.

Rhode Island College serves roughly 8,700 students, the majority of whom (86%) come from Rhode Island and increasingly reflect the diversity of the state’s population. Of the college’s 55,000+ alumni, 70% 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 - RIC				
PROGRAMS	Total Served	FUNDS		OUTCOMES
		General Revenue	Tuition & Fees	Credentials
Undergraduate	8,618	\$35,545,302	\$66,507,469	1,200
Graduate	1,832	\$3,515,469	\$6,349,811	290
	10,450	\$39,060,771	\$72,857,280	1,490

RIOHE - RIC - OUTREACH PROGRAMS			
PROGRAMS	FUNDS		
	Federal	State	Private
RIDE Contextualized Training		\$99,429	
GRAPHIC-Office of Refugee Resettlement	\$25,000		
United Way			\$45,000
Emma Harris Medical Assistant			\$5,000
Medical Assisting, Bookkeeping & Accounting	\$362,000		
	\$387,000	\$99,429	\$50,000

*RIDE Contextualized Training funded by Job Development Funds for FY13

RIOHE – RIC – OUTREACH PROGRAMS								
PROGRAMS			OUTCOMES					
	Total Served	Total Trained	Credentials	Work Readiness	Work Experience	Entered Employment	Retained Employment	Employer Partners
RIDE Contextualized Training	18	15	7	18	15	9	9	15
GRAPHIC-Office of Refugee Resettlement	39	N/A	0	39	3	N/A	N/A	3
United Way	7	7	4	7	6	5	4	6
Emma Harris Medical Assistant	1	1	1	1	1	1	1	1
Medical Assisting, Bookkeeping & Accounting	70	67	52	70	64	57	54	64
	135	90						

**Total Served" represents an unduplicated count of students enrolled at RIC at any point between July 1, 2012 and June 30, 2013 at the undergraduate or graduate level.

**Outcomes" represents the number of degrees or certificates awarded at the undergraduate or graduate level at RIC between July 1, 2012 and June 30, 2013.

RIOHE - RIC									
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
Undergraduate	34%	66%	<1%	2%	7%	<1%	65%	11%	14%
Graduate	20%	80%	<1%	1%	4%	<1%	77%	4%	12%

RIOHE: University of Rhode Island

Background

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

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

The University is the only public institution of higher education in Rhode Island to offer undergraduate, graduate, and professional degree-seeking students the distinctive educational opportunities of a major research university. URI's teaching, research and outreach 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 and talented workforce.

URI graduates will continue to become the owners, leaders and innovators of businesses and organizations that help 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 University provides continuing education and professional certification in numerous high-demand areas including homeland security, cyber security, digital forensics, human resources and labor relations. These programs directly support workforce needs in occupations that play a central role in Rhode Island's economy.

Population: The University works with talented undergraduate and graduate students, faculty, and staff from a wide array of cultural, economic, and ethnic backgrounds. Students collaborate in an intellectual and social community of mutual respect to learn, to be enriched, and to produce significant research 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 2013, the University enrolled 16,668 undergraduate and graduate students. Sixty percent of these students are from Rhode Island. URI students take classes at the Kingston, Providence and Narragansett Bay Campuses and also online. In the spring of 2013, the University awarded bachelor's degrees to 3,155 individuals and graduate degrees to 878. 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 8.

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 cyber security 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.

RIOHE - URI							
PROGRAMS			FUNDS		OUTCOMES		
	Total Served	Total Trained	State	Tuition & Other Unrestricted Revenue	Degrees Awarded	Work Readiness	Internship/Experiential Learning Partners
Baccalaureate	16,668	16,668	\$78,580,379	\$289,530,496	2,873	2,873	375
Master's					589	589	
Doctoral - PhD					123	123	
Professional (PharmD)					97	97	
	16,668	16,668	\$78,580,379	\$289,530,496			

**The number of Internship/Experiential Learning Partners is a representative sample of employers who actively participate in workforce development with URI*

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
Bachelor's Degree	45%	55%	0%	3%	5%	0%	70%	8%	14%
Bachelor's Non-Degree Program	51%	49%	0%	3%	7%	0%	44%	3%	43%
Master's Degree	44%	56%	1%	4%	3%	0%	69%	4%	20%
Doctor's Degree	44%	56%	0%	4%	3%	0%	51%	2%	39%
Professional Practice Degree	40%	60%	0%	8%	3%	0%	71%	3%	15%
Graduate - Continuous Registration	38%	63%	0%	0%	0%	0%	69%	6%	25%
Graduate - Non-Degree Credit	47%	53%	0%	4%	9%	0%	58%	4%	24%
Certificate	27%	73%	1%	5%	1%	0%	76%	2%	14%
Other Students	30%	70%	0%	3%	10%	0%	49%	8%	30%

US Department of Labor – Exeter Job Corps Academy

Background

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 for admission consideration.

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 partners’ level of participation varies based on individual program and student outcome needs. EJCA has developed matriculating credit agreements with CCRI, JWU and NEIT for graduating students in all areas of Career Technical training. Large and small size RI employers partner with our placement staff to provide apprenticeship opportunities, pair work-based learning sites, supportive employment and specified placement designs. EJCA placement staff work with RI Industry Clusters to develop state wide understanding of the student training, curriculum standards and industry certification attainment.

EJCA continues to be a top performing training and education center among all Job Corps centers in the nation. Currently performing within the top 5% of the Job Corps centers nationwide, Exeter Job Corps Academy continues to be an asset for young adults in the RI Workforce development landscape.

US DOL – JOB CORPS								
		FUNDS	OUTCOMES					
Total Served	Total Trained	Federal	Entered Employment	Credentials	Retained Employment	High School Credential	Job Training Match	Employer Partners
356	300	\$6,300,000	85%	336	116%	67%	70%	45

DEMOGRAPHICS							
Male	Female	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic or Latino
47%	53%	1%	2%	21%	1%	49%	26%

