



## PrepareRI 2.0 Action Plan

*If you have the passion, we have a pathway*



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## PrepareRI Background

PrepareRI launched in January 2017 with a \$2,000,000 New Skills for Youth (NSFY) grant from JP Morgan Chase. Rhode Island was one of only ten states to win the competitive grant. The initiative is built on the belief that **all students** should be prepared for success in college and career. There is not an either/or choice; students **should be prepared for both**, so they can make an authentic, well-informed choice between entering the postsecondary pathway or career of their choice upon graduation from the K12 system.

### **PrepareRI is an initiative to prepare all Rhode Island youth with the skills they need for jobs that pay**

Prepare Rhode Island (PrepareRI) is one of the most ambitious plans in the nation to improve youth career readiness. It represents a strategic partnership between the Rhode Island government, private industry leaders, the public education system, universities, and non-profits across the state. PrepareRI is for all youth aged 11 – 24 years old.

### **PrepareRI benefits our students, businesses, and economy**

For students, PrepareRI aims to close the gap between what they learn in school and what they need for in-demand jobs. The initiative was built on the belief that all young people – regardless of their background or intended career – will need some form of postsecondary credential and work experience to be successful. For businesses, PrepareRI ensures that employers have the workforce they require to thrive in the economy of tomorrow.

### **PrepareRI unites many partners around a common plan**

Our goals cannot be accomplished by any single agency or organization. With that in mind, PrepareRI is run by an inter-agency task force (“PrepareRI Core Team”) that includes the Rhode Island Department of Education (RIDE), the Governor’s Workforce Board (GWB), and the Office of the Postsecondary Commissioner (OPC). These three agencies, each bring a unique frame of reference to the interagency collaboration of PrepareRI. Consistent governance, shared goals, and a collaborative mission have made this initiative successful.

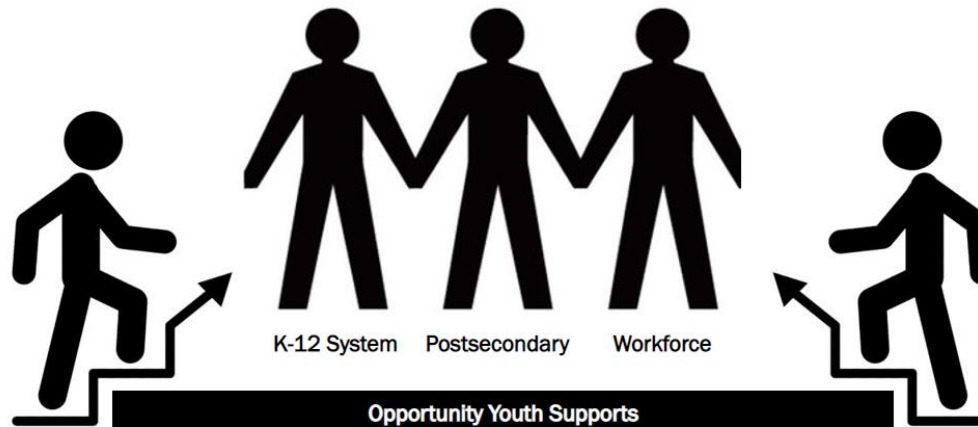
- The **Rhode Island Department of Education (RIDE)** is the state education agency of Rhode Island that serves over 145,000 public school students, and supports the statewide Board of Education.
- The **Office of the Postsecondary Commissioner (OPC)** supports the work of the Board of Education and the Council on Postsecondary Education in providing an excellent, accessible, and affordable system of higher education designed to improve the overall educational attainment of the citizens of Rhode Island, support their economic development, and enrich their civic, social, and cultural lives.
- The Rhode Island **Governor's Workforce Board (GWB)** is Rhode Island’s primary policy-making body on workforce development matters and sits within the Department of Labor (DLT). GWB helps Rhode Islanders find a job and build a career, while helping Rhode Island employers meet their demand for talent.

## The Need for PrepareRI

The path between the K-12 education system, the postsecondary education, and the workforce is like a relay race. It is frequently hard to hand off the baton between systems, leading to gaps, which is a major obstacle to students' success in college and career.



PrepareRI creates a connected and aligned system for college and career readiness, with supports to reengage opportunity youth that get disconnected from the system.



## PrepareRI 1.0 Action Plan

The original PrepareRI Action Plan was written in October 2016 as part of Rhode Island's application for a New Skills for Youth (NSFY) grant. After winning that grant in early 2017, the PrepareRI Core Team began implementing the 1.0 Action Plan. The original plan included eight priorities and goals for 2021<sup>1</sup>:

1. Employer Engagement: All career pathway programs will be aligned to Rhode Island's high-demand career fields;
2. Diploma Plus: All high schools will have access to opportunities to earn college credit or industry credentials;
3. Work-based Learning: All high schools will have access to work-based learning at their school;
4. Career and Technical Education (CTE): All students will participate in a CTE program;
5. Counseling and career exploration: All students in grades 6-12 will have Individual Learning Plans (ILPs);
6. Outcome-focused Accountability: Agencies will use data on students' college and career outcomes to evaluate schools and programs;
7. Aligned funding: Align funding streams around a common strategy for building career pathway programs for all students;
8. Outreach and professional learning: All schools in the state will participate in PrepareRI professional learning

From 2017 until 2021, the lead agencies of PrepareRI were able to meet many of the ambitious goals and priorities of the original plan:

- In partnership with Skills for Rhode Island's Future, the PrepareRI Internship Program launched, providing high quality, paid internships for **more than 1,282 students** across the state.
- Through the PrepareRI Dual Enrollment fund, dual and concurrent course-taking has increased by **more than 131%** across public high schools in Rhode Island.
- Through the CS4RI initiative (Computer Science for Rhode Island) CS course-taking increased statewide by **more than 470%**.
- Leveraged education and community experts through the PrepareRI Ambassador program, with **over 50 Ambassadors** participating and creating statewide resources since inception.
- Launched Rhode Island's first ever summer learning initiative – SAIL (Summer Academy for Interactive Learning), serving over **14,000 students** statewide to respond to the Covid-19 pandemic.

Every year during the original grant, the core team published an Annual Report to both celebrate the many accomplishments of PrepareRI and to promote key initiatives to the broader community for awareness:

- [2018](#)
- [2019](#)
- [2020](#)
- [2021](#)

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<sup>1</sup> The original PrepareRI plan's end date was 2020, but this was extended to 2021 due to the COVID-19 pandemic.

## PrepareRI 1.0 Outcomes

The following table shows the original plan’s top priorities, baselines, goals for 2021<sup>2</sup>, and the most recent data available for each (from school year 2020-2021).

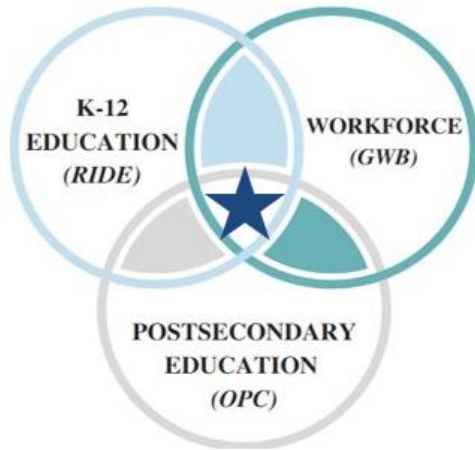
Priority	Baseline (2014-2015)	Goals for 2020	Accomplishments (2020-2021)
<b>Employer engagement</b>	74% of CTE programs were in Priority Sectors.	100%	77%
<b>Diploma Plus</b>	15% of students earned college credit and/or an industry credential.	50%	48% Overall (7% CTE Credentials, 23% Advanced Placement (AP), 37% Dual or Concurrent credit)
<b>Work-based learning</b>	549 students participated in summer youth employment programs.	All high school students will have access to work-based learning at their school.	Developed a statewide work-based learning system, including guidance, data collection processes, and an LEA-facing toolkit.
<b>Career &amp; Technical Education (CTE)</b>	10% of all high school students participated in a CTE program.	50%	40%
<b>Counseling and career exploration</b>	Less than 1% of high schools have an ILP provider.	100%	100%
<b>Outcome-focused accountability</b>	System only had Math and Reading proficiency scores.	Agencies will use data on students’ college and career outcomes to evaluate schools and programs.	ReportCard.ride.ri.gov launched, including a “Diploma Plus” measure of percent of students earning college credits or industry-recognized credentials.
<b>Aligned funding</b>	Each agency set their own priorities and aligned funding to them.	Align funding streams around a common strategy for building career pathway programs for all students.	GWB, RIDE, and OPC braided funding. Revised federal Perkins V funding in alignment with PrepareRI goals.
<b>Outreach and PD</b>	Professional learning and outreach was not occurring at an inter-agency level.	100% of schools participate in PrepareRI PD.	98%

<sup>2</sup> The original PrepareRI plan’s end date was 2020, but this was extended to 2021 due to the COVID-19 pandemic.

To better facilitate streamlined communication to new leadership and more broadly about PrepareRI, RIDE (with the support of partners) created a new public-facing dashboard at <https://datacenter.ride.ri.gov/Data/PrepareRI>.

### Transition from PrepareRI 1.0 to PrepareRI 2.0

The original PrepareRI plan was extended for one year to 2021 due to the Covid-19 pandemic. As the state agencies began to consider the next phase of the work, there was an opportunity to refine the scope of PrepareRI. PrepareRI shifted to exclusively focus on (1) overlap, work at the intersection of at least two of the three participating agencies, and (2) hand-offs, work supporting student transitions between systems.



#### Overlap: work at the intersection of at least two agencies

- All three: Diploma Plus, CTE, data systems
- RIDE-GWB: Work-based learning
- RIDE-OPC: dual enrollment, FAFSA
- GWB-OPC: postsecondary credentials

#### Hand-offs: student transitions between systems

- Transition to high school
- Transition to college or postsecondary
- Transition to workforce (from K-12 or college)
- Transitions back into one of the three systems

Given the shift in scope of PrepareRI, the following table shows the goals from the original 1.0 plan (lefthand column) and the updated goals for 2.0 (righthand column). The 1.0 goals in this chart are the same goals as listed in the outcomes chart above..follows:

PrepareRI 1.0 Goals	PrepareRI 2.0 Goals
<b>Diploma Plus:</b> Over half of all high school students will graduate with college credit or an industry credential	<b>Diploma Plus:</b> 75% of high school graduates have earned a diploma plus college credit or an industry credential.
<b>Counseling and Career Exploration:</b> All students in grades 6-12 will have individual learning plans (ILPs), informed by students' experiences in career exploration programming	<b>College &amp; Career Exploration:</b> 80% of students have: created goals for high school through the Individual Learning Plan (ILP), explored a college in Rhode Island, and demonstrated growth in career knowledge.
<b>Work-based Learning:</b> All high school students will have access to work-based learning at their school.	<b>Work-Based Learning:</b> 75% of high school graduates have completed a high-quality work-based learning opportunity, and 75% of all postsecondary students are earning credit for WBL/Experiential learning experiences.
<b>Employer Engagement:</b> All career pathway programs will be aligned to Rhode Island's high-demand career fields	<b>Employment:</b> 70% of Youth WIOA participants are in unsubsidized employment two quarters after exit.
<b>CTE:</b> Half of high school students will participate in a CTE program	<b>Academic Readiness:</b> 75% of youth considering entering the postsecondary system are prepared to take credit-bearing courses at colleges in Rhode Island.
<b>Outcomes-focused Accountability:</b> Agencies will use data on students' college and career readiness for planning purposes.	<b>Reengagement:</b> 50% of opportunity youth are reengaged into one of three systems: K-12, Postsecondary, or workforce.
<b>Aligned funding:</b> Align funding streams around a common strategy for building career pathway programs for all students.	<b>Degrees:</b> 70% of Rhode Islanders have obtained a postsecondary degree or credential.
<b>Outreach and PD:</b> All schools in the state will participate in some form of PrepareRI professional learning.	



## How PrepareRI Connects

As part of a broader movement towards alignment across participating agencies, care was taken to ensure that the PrepareRI 2.0 Action Plan aligned to each agency's existing workstreams and strategic plans. Specifically, the PrepareRI 2.0 plan serves as the joint strategic plan between RIDE and OPC, and was approved by the Board of Education in February, 2022 as [Rhode Island's Strategic Plan for Public Education](#). PreK-20 Strategic plan. Additional information about each agency's connection to PrepareRI follows:

### **RIDE**

Rhode Island's Strategic Plan for PK-12 Education for 2021 – 2025 was approved by the Council on December 8, 2020 and sets measurable goals for 2025. However, RIDE updated the strategic plan's timeframe to 2027 in February 2022, extending the goals from 2025 to 2027, due to the impact of the COVID-19 pandemic. The PrepareRI 2.0 action plan is the connection between RIDE's Strategic plan and the Office of the Postsecondary Commissioner's Strategic plan.

### **OPC**

The PrepareRI 2.0 plan serves as an extension of the OPC's strategic plan, specifically outlining the joint agenda owned by both RIDE and OPC in the transition space between K-12 and postsecondary. This plan outlines in greater detail initiatives and programs, such as supporting FAFSA completion, college readiness, and dual and concurrent coursework, that are needed to achieve the broader goals outlined on the agency's specific plan. In addition, there is a clear alignment to the states' 70% postsecondary attainment goal as seen in its inclusion as one of the PrepareRI 2.0 Goals as well.

### **GWB**

The Prepare RI 2.0 plan connects to a variety of workstreams lead by the Governor's Workforce Board, including but not limited to initiatives that focus on Work-Based Learning for youth in RI, both in-school youth and out-of-school youth, career exploration for youth serving as on-ramp experiences for career pathways, and service strategies that will strengthen these pathways and work experiences. Please see Employment Prep section of the Prepare RI 2.0 Plan for additional details.

## PrepareRI 2.0 Goals (2022-2027)

The goals outlined in the PrepareRI 2.0 Action plan are built around three key competencies that all Rhode Island youth should have: Academic Readiness, Career and College Knowledge, and Employability Prep. The columns show the progression of these competencies across grade spans or systems. Underpinning this (and omitted from the table below) is an agency-facing section: Aligned and Supportive Systems. By the end of the 2026-2027 school year, the PrepareRI initiative will meet the ambitious goals outlined in the following matrix:

	Middle School	High School	Postsecondary	Opportunity Youth
<b>Academic Readiness</b>	<b>Academic Readiness:</b> 75% of youth considering entering the postsecondary system are prepared to take credit-bearing courses at colleges in Rhode Island			
<b>Career and College Knowledge</b>	<b>College &amp; Career Exploration:</b> 80% of students have created goals for high school through the Individual Learning Plan (ILP), explored a college in Rhode Island, and demonstrated growth in career knowledge	<b>College &amp; Career Plan:</b> 80% of students have created a plan for college or career through the Individual Learning Plan (ILP)	<i>The postsecondary focus should be on ensuring students participate in experiential learning (see box below) that is aligned to employment opportunities in their selected field of study and can count toward their graduation credits</i>	<b>Reengagement:</b> 50% of opportunity youth are reengaged into one of three systems: K-12, postsecondary, or workforce
<b>Employment Prep</b>	<i>The middle school focus should be on exploration (see box above) and the employment prep goals are focused on high school and postsecondary</i>	<b>Diploma Plus:</b> 75% of high school graduates have earned a diploma plus college credit or an industry credential  <b>Work-based Learning:</b> 75% of high school graduates have completed a high-quality work-based learning opportunity	<b>Degrees:</b> 70% of Rhode Islanders have obtained a postsecondary degree or credential  <b>Work-based Learning:</b> 75% of all postsecondary students are earning credit for WBL/Experiential Learning	<b>Employment:</b> 70% of Youth WIOA participants are in unsubsidized employment two quarters after exit

These goals, and particularly the inclusion of Academic Readiness, were developed based on existing data and progress from the original initiative. The goals matrix intentionally increases the reach of PrepareRI – spanning from middle school all the way through the postsecondary system, specifically calling out the state’s opportunity youth (youth between the ages of 16-24 who are disengaged from the traditional education system), a rapidly growing population given the challenges of the ongoing COVID-19 pandemic.

Current Baseline Data (School year 2020-2021)

	Middle School	High School	Postsecondary	Opportunity Youth
<b>Academic Readiness</b>	<p><b>Academic Readiness:</b> 75% of youth considering entering the postsecondary system are prepared to take credit-bearing courses at colleges in Rhode Island</p> <p><b>Baseline: 54.5%</b></p>			
<b>Career and College Knowledge</b>	<p><b>College &amp; Career Exploration:</b> 80% of students have created goals for high school through the Individual Learning Plan (ILP), explored a college in Rhode Island, and demonstrated growth in career knowledge</p> <p><b>Baseline: 41%</b></p>	<p><b>College &amp; Career Plan:</b> 80% of students have created a plan for college or career through the Individual Learning Plan (ILP)</p> <p><b>Baseline: 41%</b></p>	<p><i>The postsecondary focus should be on ensuring students participate in experiential learning (see box below) that is aligned to employment opportunities in their selected field of study and can count toward their graduation credits</i></p>	<p><b>Reengagement:</b> 50% of opportunity youth are reengaged into one of three systems: K-12, postsecondary, or workforce</p> <p><b>Baseline: N/A (new initiative)</b></p>
<b>Employment Prep</b>	<p><i>The middle school focus should be on exploration (see box above) and the employment prep goals are focused on high school and postsecondary</i></p>	<p><b>Diploma Plus:</b> 75% of high school graduates have earned a diploma plus college credit or an industry credential</p> <p><b>Baseline: 48%</b></p> <p><b>Work-based Learning:</b> 75% of high school graduates have completed a high-quality work-based learning opportunity</p> <p><b>Baseline: N/A (new initiative)</b></p>	<p><b>Degrees:</b> 70% of Rhode Islanders have obtained a postsecondary degree or credential</p> <p><b>Baseline: 53%</b></p> <p><b>Work-based Learning:</b> 75% of all postsecondary students are earning credit for WBL/Experiential Learning</p> <p><b>Baseline: N/A (new initiative)</b></p>	<p><b>Employment:</b> 70% of Youth WIOA participants are in unsubsidized employment two quarters after exit</p> <p><b>Baseline: 69%</b></p>

This baseline data will help the core team establish which initiatives in the 2.0 Action plan need to be prioritized to drive progress towards these high-level goals (and lagging indicators). All topline PrepareRI goals represented in the matrix will be disaggregated by student demographic data to ensure an emphasis on equity. Goals data will be captured on an updated PrepareRI 2.0 dashboard annually.

## Structure of the 2.0 Action Plan

The following pages outline the PrepareRI 2.0 Action Plan in additional detail. The plan is organized around three competencies for students: Academic Readiness, Career and College Knowledge, Employability Prep, and a section for government: Aligned and Supportive Systems. Each competency includes at least one topline, ambitious goal for students in Rhode Island that builds on the progress and momentum of the original action plan. Each goal then has corresponding strategies, tactics, and indicators that the core team checks against every six months. To track effectiveness, the PrepareRI Core Team collects data on several additional key indicators annually.

## Competency One: Academic Readiness

Academic readiness is an important addition to the PrepareRI 2.0 Action plan. Students who leave the K-12 system academically prepared to make an authentic choice about their next steps, college and/or career, are more effectively able to navigate postsecondary life, and participate in a fulfilling career. The academic readiness data in Rhode Island presents a troubling picture, and the Rhode Island Department of Education (RIDE) has established ambitious goals to improve student proficiency through the agency’s new strategic plan. This action plan however is not meant to include all the proficiency-based work that RIDE is currently implementing. The following Strategies, Tactics, and Indicators under the Academic Readiness competency represent the initiatives that are shared amongst two of the three participating agencies: RIDE, OPC, and GWB. The inclusion of academic readiness in this inter-agency plan is a promising step in the right direction to ensure that key statewide stakeholders share a goal of helping prepare Rhode Island students for their next step, college and/or career.

### Academic Readiness Goals

Goals are the high-level results driving the action of this plan over the next five years. They are also lagging performance indicators.

	Middle School	High School	Postsecondary	Opportunity Youth
<b>Academic Readiness (1)</b>	75% of youth considering entering the postsecondary system are prepared to take credit-bearing courses at colleges in Rhode Island.			

### Strategies, Tactics, and Indicators

- Strategies are the major initiatives that the core team will use to drive progress towards topline goals.
- Tactics are the specific projects that operationalize each broader strategy.
- Indicators are the specific benchmarks the core team will use to measure results from outlined tactics in three categories: support, access, and participation. Please note the core team’s topline goals are also lagging performance indicators.

Strategy	Tactics	Indicators	Agency
<b>a. Early College Opportunities</b>	<ol style="list-style-type: none"> <li><b>Expanded Dual Enrollment:</b> Expand high-priority concurrent options in urban core LEAs and increase dual enrollment uptake in suburban LEAs.</li> <li><b>Measurement:</b> Set up systems for measuring and improving concurrent</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of LEAs receive Technical Assistance and resources from RIDE and OPC to support their early college programs (Support)</li> <li>• 100% of LEAs must offer concurrent courses and/or AP classes and be members of the All Course Network (Access)</li> </ul>	OPC, RIDE

	<p>courses: rigor, quality, and equity on an annual basis.</p> <ol style="list-style-type: none"> <li><b>AP Access:</b> Expand AP course access and performance in schools in the urban core.</li> <li><b>Expand Early College:</b> Expand Running Start and other full-time postsecondary enrollment opportunities for high school students.</li> <li><b>Solidify P-Tech model:</b> Examine the Pathways in Technology Early College High School (P-TECH) program and determine a statewide policy.</li> </ol>	<ul style="list-style-type: none"> <li>80% of students enroll in dual/ concurrent, or AP credit (Participation)</li> <li>100% of students who complete dual/concurrent or AP courses will fulfill all requirements to obtain college credits (Participation)</li> </ul>	
<p><b>b. Increased access to student opportunities (EnrollRI)</b></p>	<ol style="list-style-type: none"> <li><b>CTE Enrollment:</b> Add inter-district CTE program enrollment to EnrollRI.</li> <li><b>Dual Enrollment:</b> Add highlighted public dual enrollment courses to EnrollRI.</li> <li><b>Adult Ed:</b> Add adult education program enrollment to EnrollRI.</li> <li><b>Awareness:</b> Run an annual EnrollRI Awareness campaign.</li> </ol>	<ul style="list-style-type: none"> <li>100% of all LEAs with CTE programs are using EnrollRI for program enrollment (Access)</li> <li>100% of all public colleges in RI have courses available to high school students on EnrollRI for all three semesters: Summer, Fall, Spring (Access)</li> <li>100% of RIDE-funded AE (Adult Education) programs run recruitment through EnrollRI (Access)</li> <li>50% of all public-school students have a profile on EnrollRI (Participation)</li> </ul>	<p>RIDE, OPC</p>
<p><b>c. PrepareRI Readiness Project</b></p>	<ol style="list-style-type: none"> <li>Expand high school Math/Reading Readiness courses in schools.</li> <li>Pilot college Math/ELA Readiness courses at public colleges.</li> <li>Develop research partnerships to evaluate and publicize the impact of Readiness courses on student outcomes.</li> <li>Offer AE learners opportunities to participate in college Math/Reading Readiness courses.</li> </ol>	<ul style="list-style-type: none"> <li>50% of LEAs offer a High School Readiness Transition Course (Support)</li> <li>100% of public colleges offer a Math or Reading Readiness course (Support)</li> <li>75% of LEAs offer a College Readiness Transition Course (Support)</li> <li>100% of students have access to a College Readiness Transition Course (Access)</li> <li>70% of graduating high school seniors will complete the FAFSA (Participation)</li> </ul>	<p>RIDE, OPC</p>

	<ol style="list-style-type: none"> <li>5. Offer year-round Readiness courses on the All Course Network through a community-based organization.</li> <li>6. Update and maintain clear data and communication about FAFSA completion (FAFSA Portal and dashboard).</li> <li>7. Add information on the graduating students' college eligibility to RIDE's School Report Card site.</li> </ol>	<ul style="list-style-type: none"> <li>• 95% of all HS students graduate meeting the entrance requirements of all our public postsecondary institutions (Access)</li> </ul>	
<p><b>d. Professional learning: Early College</b></p>	<ol style="list-style-type: none"> <li>1. Offer professional learning and revise policies to increase the number of high school teachers teaching concurrent enrollment.</li> <li>2. Offer professional learning and revise policies to increase the number of college professors teaching high school students.</li> </ol>	<ul style="list-style-type: none"> <li>• Increase the percentage of teachers who are certified to teach concurrent enrollment in Rhode Island by 10% (Participation)</li> <li>• Offer one dual enrollment specific training for college professors annually (Support)</li> <li>• Offer a minimum of one joint professional development session between public colleges and K12 educators and/or Counselors (Support)</li> </ul>	<p>RIDE, OPC</p>

## Competency Two: Career and College Knowledge

All students need to gain knowledge about careers, different postsecondary options, and be supported while in the PreK-12 system to ensure they are prepared to make an authentic choice about entering college or starting their career.

### Career and College Knowledge Goals

Goals are the high-level results driving the action of this plan over the next five years. They are also lagging performance indicators.

	Middle School	High School	Postsecondary	Opportunity Youth
<b>Career and College Knowledge (2)</b>	80% of students have created goals for high school through the Individual Learning Plan (ILP), explored a college in Rhode Island, and demonstrated growth in career knowledge	80% of students have created a plan for college and career through the Individual Learning Plan (ILP)	<i>The focus for postsecondary should be on ensuring students participate in experiential learning (see box below) that is aligned to employment opportunities in their selected field of study and can count toward their graduation credits</i>	Re-engage 50% of opportunity youth into one of three systems: K-12, postsecondary, or workforce

### Strategies, Tactics, and Indicators

- Strategies are the major initiatives that the core team will use to drive progress towards goals.
- Indicators are the specific benchmarks the core team will use to measure results from outlined tactics in three categories: support, access, and participation. Please note the core team's topline goals are also lagging performance indicators.
- Tactics are the specific projects that operationalize each broader strategy.

Strategy	Tactics	Indicators	Agency
<b>a. Adult Education</b>	<ol style="list-style-type: none"> <li>1. Provide high-quality professional development and training opportunities to Adult Education providers.</li> <li>2. Consider and draft policies that align workforce training and a GED certificate.</li> <li>3. Develop explicit Opportunity Youth strategy, aligned to the State's WIOA Youth plan, that</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of LEAs and Adult Ed Providers participate in professional development opportunities provided by the state (Support)</li> <li>• 100% of students have access to pursue their GED (Access)</li> <li>• 35% of youth under 24 years old without a high school diploma or GED will enroll in a GED program (Participation)</li> </ul>	RIDE, GWB, CCRI



	<p>addresses students ages 16-24 who have left, or are at risk of leaving school.</p> <ol style="list-style-type: none"> <li>4. Develop a statewide plan to close the digital literacy divide for adult learners.</li> </ol>		
<b>b. Advising Supports</b>	<ol style="list-style-type: none"> <li>1. Launch a statewide college and GED access texting chatbot.</li> <li>2. Develop a comprehensive transitions support policy and playbook between middle and high school, high school and postsecondary.</li> <li>3. Create a shared Counseling initiative across K12 and Postsecondary to expand supports for incoming college freshmen.</li> <li>4. Explore pre-admissions project with colleges.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of rising 9<sup>th</sup> grade students and rising college freshmen have access to transition academy supports through the All Course Network (Access)</li> </ul>	CCRI, OPC
<b>c. Credentials of Value</b>	<ol style="list-style-type: none"> <li>1. Create clear definition and policy around “industry credentials of value” that is based on industry demand and labor market data that aligns across K-12 (Diploma Plus), postsecondary (attainment goal), and adult education (outcomes).</li> <li>2. Create a single, user-friendly platform for that all three agencies use that lists RI’s credentials of value and affiliated employment information.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of credentials of value are easily searchable on a shared database (Support)</li> <li>• 100% of credentials of value are counted towards RI’s postsecondary attainment goal (Support)</li> </ul> <p>All three PrepareRI agencies are using a single Credentials of Value (COV) list (Participation)</p>	OPC, GWB, RIDE

<p><b>d. CTE Program Quality</b></p>	<ol style="list-style-type: none"> <li>1. Increase quality of CTE program options by expanding or withdrawing RIDE-approved designation via a regular CTE Audit.</li> <li>2. Ensure RI's priority sectors are in alignment with current workforce data.</li> <li>3. Create a professional learning and feedback survey for CTE programs.</li> <li>4. Expand high-quality computer science course opportunities at all grade levels through CS4RI.</li> <li>5. Review postsecondary articulation and transfer policies related to secondary CTE courses and develop improved articulation agreements.</li> </ol>	<ul style="list-style-type: none"> <li>• 80% of CTE programs are in priority sectors (Support)</li> <li>• 100% of high schools have computer science courses available (Access)</li> </ul> <p>All three public postsecondary colleges have active transcripted credit and/or current articulation agreements with at least one CTE program in a priority sector (Participation)</p>	<p>RIDE, OPC</p>
<p><b>e. Guided Pathways</b></p>	<ol style="list-style-type: none"> <li>1. Align Pathway Endorsements for high school students with Guided Pathways at postsecondary institutions.</li> <li>2. Create clear standards and processes to evaluate and incentivize Pathway Endorsements.</li> <li>3. Pilot Co-requisite programming at public colleges.</li> <li>4. Ensure most majors at public RI postsecondary institutions align to Guided Pathways.</li> <li>5. Develop a data collection policy and system for academic hand-off between K12 the public postsecondary institutions.</li> </ol>	<ul style="list-style-type: none"> <li>• 50% of full-time students will obtain 15 credits/semester (Support)</li> <li>• 50% of Postsecondary Students will be in a guided pathway or working off an academic map for Certification (Participation)</li> <li>• 80% of public postsecondary majors align to Guided Pathways (Support)</li> <li>• 30% of graduating high school students receive a guided pathway endorsement encouraging persistence in postsecondary (Performance)</li> </ul>	<p>RIDE, OPC</p>
<p><b>f. Individual Learning Plans (ILPs)</b></p>	<ol style="list-style-type: none"> <li>1. Expand professional learning groups (PLGs) for K-12 school counselors.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of LEAs participate in a RIDE provided ILP Professional Learning Group (Support)</li> </ul>	<p>RIDE, OPC, GWB</p>

	<ol style="list-style-type: none"><li>2. Refine ILP data collection from LEAs.</li><li>3. Refine career exploration modules and provide technical assistance to LEAs.</li><li>4. Explore a unified ILP system and/or policy that bridges the K-12 system and postsecondary system (grades 6-20).</li></ol>	<ul style="list-style-type: none"><li>• 100% of LEAs have a RIDE approved ILP platform that all students can access (Access) 100% of students are meeting with a trusted-adult to review their ILP two times per year starting in 6th grade (Participation)</li></ul>	
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## Competency Three: Employment Prep

Students need the skills and real-world experience required by the workforce in priority sectors, aligned to their passions.

### Employment Prep Goals

Goals are the high-level results driving the action of this plan over the next five years. They are also lagging performance indicators.

	Middle School	High School	Postsecondary	Opportunity Youth
<b>Employability Prep (3)</b>	<i>The focus during middle school should be on exploration (see box above) and the employment prep goals are focused on high school and postsecondary</i>	<p>75% of high school graduates earned a diploma plus college credit or an industry credential</p> <p>75% of high school graduates complete a high-quality work-based learning opportunity</p>	<p>70% of Rhode Islanders will have obtained a postsecondary degree or credential</p> <p>75% of all postsecondary students are earning credit for WBL/Experiential Learning</p>	70% of Youth WIOA participants are in unsubsidized employment 2 quarters after exit.

### Strategies, Tactics, and Indicators

- Strategies are the major initiatives that the core team will use to drive progress towards goals.
- Indicators are the specific benchmarks the core team will use to measure results from outlined tactics in three categories: support, access, and participation. Please note the core team’s topline goals are also lagging performance indicators.
- Tactics are the specific projects that operationalize each broader strategy.

Strategy	Tactics	Indicators	Agency
<b>a. Career exploration in Middle School</b>	<ol style="list-style-type: none"> <li>1. Launch career exploration grants to middle schools, funded by Perkins V.</li> <li>2. Create career exploration modules for middle schools.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of LEAs and GWB grantees have technical assistance on implementing Career Exploration programming (Support)</li> <li>• 100% of LEAs have Career Exploration programming available to students and all 5</li> </ul>	RIDE, GWB

	<ol style="list-style-type: none"> <li>3. Develop a detailed strategy for expanding PrepareRI opportunities into middle schools.</li> <li>4. Host an annual Middle School career fair (targeting 8<sup>th</sup> graders) to highlight CTE and other career pathway opportunities.</li> <li>5. Ensure that GWB investments fund at least one Career Exploration program per county.</li> </ol>	<p>RI counties have at least one out-of-school time Career Exploration program (Access)</p> <ul style="list-style-type: none"> <li>• 100% of students participate in Career Exploration programming (Participation)</li> <li>• 50% of all 8<sup>th</sup> graders are participating in an annual Middle School career fair.</li> </ul>	
<b>b. Individualized Service Strategy (ISS) Plans</b>	<ol style="list-style-type: none"> <li>1. Support WIOA youth service providers to ensure ISS plans are updated monthly.</li> <li>2. The state develops a system to ensure that students receive career coaching and that WIOA, ABE/GED, and GWB/DLT program providers have resources and share best practices once per year.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of Opportunity Youth meet with a trained career coach at minimum, once a month to review Individual Service Strategies (ISS) (Support)</li> <li>• 100% of Opportunity Youth have access to a trained career coach (Access)</li> <li>• 100% of Opportunity Youth receive comprehensive career coaching (Participation)</li> </ul>	GWB, RIDE
<b>c. Teacher Cultivation and Retention</b>	<ol style="list-style-type: none"> <li>1. Develop a strategy for ongoing OPC/RIDE collaboration around teacher cultivation and retention strategies.</li> <li>2. Conduct a needs and landscape analysis for teacher cultivation and retention.</li> <li>3. Consider additional delivery models for RI-specific teacher preparation programs, prioritizing underserved populations.</li> </ol>	<ul style="list-style-type: none"> <li>• Meet quarterly to discuss teacher cultivation and retention strategies (Support)</li> <li>• Increase the number of diverse teachers in Rhode Island (Participation)</li> </ul>	RIDE, OPC
<b>d. Work-Based Learning (WBL) Guidance and Measurement</b>	<ol style="list-style-type: none"> <li>1. Revise the GWB Work-Based Learning Guidance based on industry and school feedback.</li> <li>2. Develop a system to measure student access, participation, and performance in high-quality work-based learning from grade 6 through postsecondary.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% GWB grantees administering WBL programs adhere to the WBL guidance document and rubric (Support)</li> <li>• 80% of WBL summer programs are identified as effective or exemplary according to the WBL rubric (Performance)</li> </ul>	GWB, RIDE, OPC

	<ol style="list-style-type: none"> <li>3. Ensure that students receive academic credit in both the secondary and postsecondary system for WBL experience and experiential learning.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of LEAs have WBL opportunities available to students. All five RI counties have at least one out-of-school time WBL program (Access)</li> </ul>	
<b>e. Work-Based Learning System Support</b>	<ol style="list-style-type: none"> <li>1. Work with an intermediary to pilot and scale WBL programming across the five WBL categories.</li> <li>2. Launch and staff the statewide WBL Navigator.</li> <li>3. Expand All Course Network work-based learning course offerings.</li> <li>4. Run an annual PrepareRI internship program.</li> <li>5. Use current WBL Outcomes Survey to support and embed high-quality work readiness training in all WBL programs.</li> <li>6. Provide technical assistance, including adding relevant resources to the existing toolkit to assist LEAs and GWB grantees in effectively implementing WBL opportunities.</li> <li>7. Reduce the transportation-related barriers that inhibit students' participation in off-campus WBL.</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of all WBL programs and opportunities receive technical assistance on embedding work readiness training (Support)</li> <li>• 100% of WBL programs include embedded work readiness training and reflection on employability skills (Access)</li> </ul> <p>75% of WBL students respond to WBL Outcomes Survey (Participation)</p>	GWB, RIDE, OPC
<b>f. Youth Apprenticeship Strategies</b>	<ol style="list-style-type: none"> <li>1. Expand Youth Apprenticeship programming statewide.</li> <li>2. Finalize a Statewide youth apprenticeship strategy in conjunction with the Statewide Apprenticeship Council.</li> <li>3. Host an informational webpage about youth apprenticeship strategies on Prepare-RI.org.</li> </ol>	<ul style="list-style-type: none"> <li>• Double the number of students participating in youth apprenticeship programming (Participation)</li> </ul>	RIDE, GWB, OPC

## Aligned and Supportive Systems

Agency-facing initiatives that create aligned and supportive systems were successful as part of the original PrepareRI action plan and propelled the interagency work forward. These will be continued and expanded further in PrepareRI 2.0.

### Strategies and Tactics

- Strategies are the major initiatives that the core team will use to drive progress towards goals.
- Tactics are the specific projects that operationalize each broader strategy.

Strategy	Tactics
<b>a. Community Engagement and Field support</b>	<ol style="list-style-type: none"> <li>1. Expand the PrepareRI Ambassador program, identify a recurring revenue source, and include student ambassadors.</li> <li>2. Develop a centralized calendar of external key stakeholder presentations for PrepareRI bodies of work.</li> <li>3. Align and support industry engagement across all PrepareRI agencies.</li> <li>4. Hold at least one annual PrepareRI Summit to train and support educators, industry representatives, and students.</li> <li>5. Create statewide awareness of PrepareRI work as an inter-agency initiative.</li> <li>6. Develop an inter-agency social media policy and run an annual campaign highlighting key initiatives.</li> </ol>
<b>b. Research</b>	<ol style="list-style-type: none"> <li>1. Recruit at least two research partnerships to evaluate the effectiveness of PrepareRI's work, and adjust strategies in response to data.</li> </ol>
<b>c. Sustainability</b>	<ol style="list-style-type: none"> <li>1. Identify and transition all recurring PrepareRI expenses to recurring revenue sources by 2027.</li> <li>2. Codification of PrepareRI by all three participating agencies by 2027.</li> </ol>
<b>d. Transparency and Accountability</b>	<ol style="list-style-type: none"> <li>1. Update a public-facing PrepareRI dashboard and the RI Talent Dashboard to share key K-12, postsecondary, and workforce data with the public annually. Include disaggregated student sub-population data for every strategy (when available).</li> <li>2. Institutionalize and sustainably fund Rhode Island's statewide longitudinal data system (SLDS).</li> </ol>

## Glossary

Acronyms used frequently in this plan:

- CCRI: Community College of Rhode Island
- CTE: Career and Technical Education
- GWB: Governor’s Workforce Board
- ILP: Individual Learning Plan
- ISS: Individual Service Strategies
- LEA(s): Local Education Agency/Agencies
- OPC: Office of the Postsecondary Commissioner
- RIDE: Rhode Island Department of Education
- SY: School year. School years are named for the end of the year; for example, the 2020-2021 school year is “SY21.”
- WBL: Work-based learning
- WIOA: Workforce Innovation and Opportunity Act

For more information about this plan, please visit [www.prepare-ri.org](http://www.prepare-ri.org)