



**A Unified Action Plan for Career Readiness**

## Unified Three-Year Action Plan for Career Readiness

Prepare Rhode Island (PrepareRI) is a commitment by the State of Rhode Island to improve the [career readiness](#) and postsecondary attainment of all Rhode Island youth to prepare them with the skills they need for jobs that pay. At a time when our economy needs more highly-educated workers with a transferable set of skills, our schools are not doing enough to be responsive. As a result, too many students graduate high school unprepared and too many employers struggle to fill vacancies. Rhode Island faces a critical skills gap that, unless addressed, will leave [high-skill, high-demand](#) jobs unfilled. At present, less than 45% of Rhode Islanders' have a postsecondary degree or industry-recognized certificate, yet 70% of jobs in the coming years will require it. Moreover, employers have found that youth are missing the skills and experiences required by new economy jobs, and that existing K-12, higher education, and workforce development systems do not adequately meet their needs.

While the phrase “college and career readiness” appears frequently in the education discourse, “career readiness” is often an afterthought. This lack of attention to career preparation intensifies existing class divisions, leaving the most privileged students to anticipate and prepare for professional careers like those of their parents, while students from low-income families continue to think of work mainly as a way to survive. For too long, the work of preparing students for careers has been sidelined to vocational programs – implying that only some students need this type of preparation, and that it is distinct and separate from the academic track. And in many of our schools, these programs have historically been less academically challenging and targeted at students – often low-income and students of color – who were not deemed capable of pursuing postsecondary education. These programs too frequently prepare students for low-paying jobs with little opportunity for upward mobility. We can no longer tolerate an outdated model that sets low expectations and is often misaligned with the evolving needs of our State’s economy and labor market.

**The State of Rhode Island is committed to re-thinking all students’ educational experience and ensuring that it is the great equalizer it was meant to be.**

The state’s *theory of change* is that if we can:

- (1) Establish a clear and compelling opportunity for business involvement;
- (2) Provide career education opportunities for ALL youth;
- (3) Better align the career preparation system; and
- (4) Create a sustaining demand for career education among students, families, and educators

**Then all students in Rhode Island will be prepared for and succeed in college and career, and Rhode Island employers will have the workforce they need to succeed in the current and future economy.**

The following three year action plan details specific goals and strategies anchored on: (1) system alignment to knit together what have often been disparate and divided silos; (2) demand-driven programs and investments targeted towards Rhode Island’s growing industry clusters; (3) student-centered and personalized learning opportunities that help them develop their own interests and talents, consider their options for the future, and allow on and off-ramps that allow for paths to change over time; and (4) a commitment to performance management, accountability and continuous improvement to achieve these goals, because what gets measured gets done.

A hallmark of this plan is a commitment that every youth have a work-based learning opportunity before they graduate high school. A first job is a crucial rite of passage, and work provides powerful opportunities to learn. Work immerses and engages youth in developmentally appropriate, real-world tasks that challenge them to learn advanced subject matter; persist at and complete difficult assignments; work in teams; solve the kinds of expected and unexpected problems that occur in workplaces; and communicate effectively with colleagues. We believe ALL students would benefit from a much more systematic exposure to the world of careers, including those who know they are headed for a four-year university.

As a result, the State will partner with our employer community to establish authentic opportunities for ALL students to participate in real world work settings that are aligned with our high-skill, high-demand fields. These opportunities will

include job shadowing, internships, and apprenticeships, and will count for academic credit toward graduation. Each opportunity will be supported by mentoring and feedback to support students as they are exposed to the workplace and develop important employability skills. Each will allow students to explore various career options first-hand to determine their long-term interests. And each will have clear connections between what students are learning in classrooms and the skills needed to be successful in a work environment.

This plan also:

- Better integrates rigorous academic and career and technical education programs
- Builds the capacity of all educators with professional development opportunities and reduced barriers to recruiting industry professionals into schools
- Supports the acceleration of learning through dual enrollment
- Acknowledges one-size does not fit all and maintains a mixed delivery system that builds on what is working
- Expands the mission and purview of our workforce development entities
- Establishes more robust career information and advising systems, and
- Develops policies that incentivize and make it easier for businesses to get connected to youth

Each strategy within this action plan contains an owner, and while it will take the collective efforts and support of our cross-sector team to implement, we have identified no more than one or two points of accountability for each action item to ensure this work gets done. As is laid out in more detail in the budget, the State is also aligning substantial resources to provide the capacity to do this work well, and to ensure that the work will be sustained over time.

We, the undersigned, commit to the objectives, goals, actions, theory of action, and the necessary staff and resources to execute this plan. Rhode Island youth deserve nothing less.



Gina M. Raimondo  
Governor  
State of Rhode Island



Scott Jensen  
Director  
Department of Labor and Training



Heather Hudson  
Executive Director  
Governor's Workforce Board



Al Lubrano  
Chair  
CTE Board



Commissioner  
Department of Education



Stefan Pryor  
Secretary  
Executive Office of Commerce



Barbara Cottam  
Chair  
Rhode Island Board of Education



Jim Purcell  
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Postsecondary Education

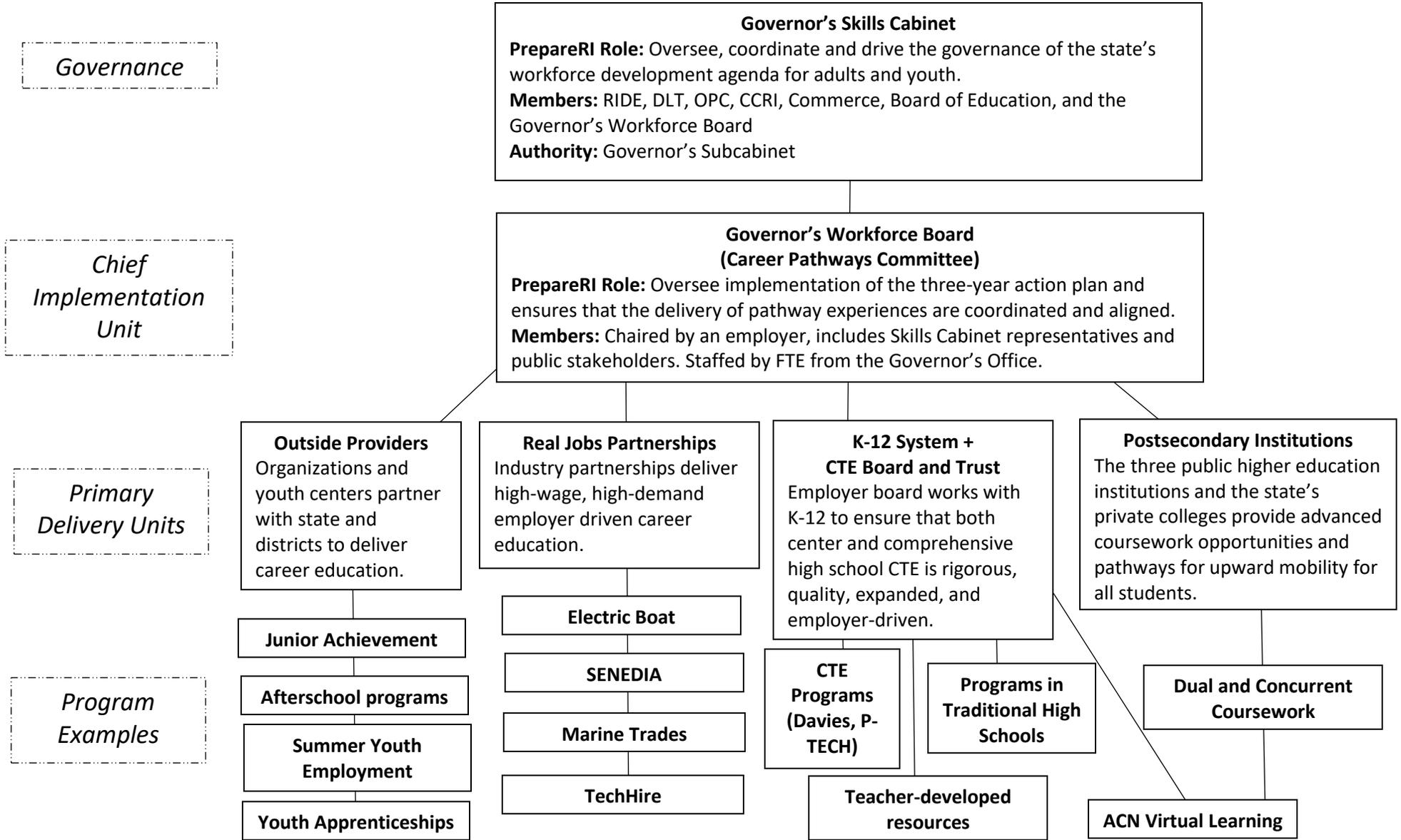


Meghan Hughes  
President  
Community College of Rhode Island



Michael Grey  
Chair  
Governor's Workforce Board

# Rhode Island Youth Career Preparation Delivery Map



*Governance*

*Chief Implementation Unit*

*Primary Delivery Units*

*Program Examples*

**Overarching Objective 1: Strengthen Employer Engagement**

*Establish employer-driven processes informed by real-time, projected, and other labor market information (LMI) to determine [high-skill, high-demand](#) industry sectors with which career pathways and their associated credentials must be aligned.*

**Goal 1:** Employer led structures are aligned to identify, prioritize and regularly review career pathways to ensure they are targeted toward high-skill, high-demand sectors and aligned to industry needs.

Action Steps (NSFY Criteria)	Owner (s)	Timeline
<p><b>1.</b> Reconvene the Career Pathways Advisory Committee (CPAC) of the Governor’s Workforce Board (GWB) created by <a href="#">RIGL 42-102-10</a> with a reconstituted cross-sector membership and mission focused on overseeing the implementation of the mixed delivery career preparation system. The committee will meet monthly to advise the GWB’s program approval, funding, and oversight of a mixed-delivery youth career pathways system by ensuring all students have equitable access to flexible and career pathways that provide youth with skills and competencies aligned with the labor market and in-demand postsecondary credits and certificates. See Appendix A CPAC Announcement.</p>	Heather Hudson, GWB Executive Director (ED)	Accomplished Oct. 4, 2016  Monthly meetings
<p><b>2.</b> Intentionally align the Career and Technical Education Board and Trust (CTEBOT) created by <a href="#">RIGL 16-53-8</a> with the GWB’s CPAC, including cross-representation on both boards and joint meetings and projects. Specific mission statements will be adopted that define the role of GWB’s CPAC as overseeing all career pathways, with the CTEBOT focusing on overseeing the portion of this work specifically related to the implementation of CTE programming.</p>	Heather Hudson, GWB ED Ken Wagner, RIDE	November 2016 -March 2017
<p><b>3.</b> Establish a biannual process for reviewing labor market information to inform the classification of industries that are high-skill, high-demand modeled after the process utilized by the Brookings Institution’s <a href="#">“Rhode Island Innovates”</a> study. CPAC will utilize the Brookings study to inform career pathways prioritization until March of 2018 when the classifications will be updated.</p>	Heather Hudson, GWB ED	March 2018- every two years following

**Goal 2:** The employer-led, demand-driven Real Jobs Rhode Island ([RJRI](#)) workforce development initiative is expanded to include K-12 in all partnerships.

Action Steps (NSFY Criteria)	Owner (s)	Timeline
<p><b>1.</b> Release an RFP for Planning Grant proposals to all existing <a href="#">RJRI</a> partnerships (funded with existing GWB state funds) to allow each partnership to apply for a grant to develop a plan that would connect their existing partnership to K-12 schools and create academically aligned, career-relevant curriculum. Real Jobs Rhode Island (RJRI) is a demand-driven model of workforce development currently deployed by the Department of Labor &amp; Training (DLT) and the GWB targeted at unemployed and underemployed Rhode Islanders, as well as those adults looking to increase their skills or knowledge in high-demand, high-wage fields. See Appendix B Draft Real Jobs Grant Framework</p>	Scott Jensen, DLT Director	November - December 2016
<p><b>2.</b> The GWB’s CPAC will review RJRI proposals in collaboration with the Director of Labor and Training and the Commissioner of Education. GWB staff and CPAC will provide technical assistance to existing RJRI partnerships that intend to use the grant to identify (a) the academic knowledge, technical skills, and employability skills needed for youth to secure entry level positions within in each sector; (b) training plans, <a href="#">modeled after the successful Electric Boat plan</a>, in which skills and competencies validated by the employer partners can be embedded in pathways that begin in secondary school and continue into postsecondary, including ways to increase career awareness and exploration and work-based learning experiences for youth in their fields; and (c) K-12 partners and additional postsecondary partners who will join the partnership to assist with implementing the plan. Partnerships will be supported in finding ways to partner with K-12 schools with underserved populations.</p>	Scott Jensen, DLT Director Ken Wagner, RIDE Commissioner	December 2016 – March 2017
<p><b>3.</b> The CPAC will review and evaluate plans developed by the RJRI industry partnerships and will make recommendations to the GWB to award Implementation Grants to execute the plans beginning in the 2017/2018</p>	Scott Jensen, DLT Director	March – June 2017

school year. These plans will be incorporated into the existing performance management of RJRI partnerships to monitor agreed-upon outcomes, which will qualify partnerships for additional funding in the future.	Heather Hudson, GWB ED	
<b>Goal 3:</b> Reduce existing barriers to employer engagement and make it easier for employers to more proactively engage with schools to create high quality career pathways for all students.		
<b>Action Steps (NSFY Criteria)</b>	<b>Owner (s)</b>	<b>Timeline</b>
<b>1.</b> Reform existing RI Employers' Apprenticeship <a href="#">Tax Credit</a> to create a focused, youth-oriented, accessible tax credit program to encourage employers to offer work-based learning experiences.	Dan Sutton, Commerce	Nov. 2016 – June 2017
<b>2.</b> In consultation with employers and industry representatives, review and revise workplace regulations, including workers' compensation liability regulations, age limitations and requirements, and other obstacles that currently present barriers to work-based learning opportunities for youth.	Scott Jensen, DLT Director	November 2016 – January 2017
<b>3.</b> Create a newly designed comprehensive career education web portal (See Objective 6 Goal 2), as a system for employer engagement that offers employers avenues for engagement and feedback with the K-12 and postsecondary systems, including contact information for the RJRI partnerships, an online Work-Based Learning Manual (modeled after <a href="#">Kentucky's</a> ) which provides employers with information and tools on how to provide work-based learning opportunities, and the ability for employers to upload/provide opportunities and information to students and schools. Specific aspects will be targeted to assisting small businesses, including multilingual small business owners. Action Step 3 was developed by Rhode Island's Career Readiness Fellow Elizabeth Kelly. See Appendix C Elizabeth Kelly Dwyer Capstone.	PrepareRI Project Director	January 2017 – September 2017
<b>4.</b> The GWB will host an annual Employer Recognition event that celebrates employers who have been directly involved in youth career pathways. Leading employers will be given a Governor's Youth Partner Award and prominently featured on the PrepareRI website.	Heather Hudson, GWB ED	August 2017 – annually thereafter
<b>Goal 4:</b> Employers partner with Rhode Island's three public postsecondary institutions, with a particular focus on the Community College of Rhode Island (CCRI), to transform workforce programs into career pathways.		
<b>Action Steps (NSFY Criteria)</b>	<b>Owner (s)</b>	<b>Timeline</b>
<b>1.</b> Pilot a competency-based learning initiative at CCRI that will be developed jointly by faculty and industry experts to facilitate opportunities for students to work on projects solving real-world problems and issues requiring the input, skills and knowledge of multiple disciplines.	Tom Sabbagh, CCRI Jim Purcell, Postsecondary Commissioner	January – May 2017
<b>2.</b> Offer multiple faculty and industry-developed credit-based competency courses at CCRI and expand those courses to secondary schools, Rhode Island College and the University of Rhode Island, based on the lessons learned from the pilot initiative.	Tom Sabbagh, CCRI Jim Purcell, Postsecondary Commissioner	June - September 2017
<b>3.</b> A state-supported academic team will manage an inter-institutional online academic learning management system (i.e., Desire2Learning, Brightspace, Learning House) that provides 24/7 instructional opportunities for employer-relevant training. These courses/programs, developed by faculty and employer partners, will be designed with appropriate rigor and academic content so that credit will be accepted at each of the three public colleges and applied towards a degree/certificate programming beginning in Fall of 2017.	Jim Purcell, Postsecondary Commissioner	January – September 2017

4. Restructure CCRI's Center for Workforce and Community Education (CWCE) with work defined by a new strategic plan with the objective of establishing partnerships with at least one employer from each of the seven high-wage, high-demand industry sectors.				Meghan Hughes, CCRI President	January - September 2017
Implementation Planning					
Legislative Action	Regulatory Changes	Federal Programs	State Funding	Potential Barriers and Unintended Consequences	
<u>Yes/ No</u>	<u>Yes/No</u>	<u>Yes/No</u>	<u>Yes/ No</u>		
<ul style="list-style-type: none"> <li>Reforming the tax credit will be proposed in the FY18 Budget.</li> </ul>	<ul style="list-style-type: none"> <li>Revising workplace regulations will require DLT regulation changes.</li> </ul>	<ul style="list-style-type: none"> <li>CCRI will utilize TACCCT grant funding for Goal 4, Steps 1-3.</li> <li>Federal workforce dollars (WIOA) will be directed to supplement state funding for implementation grants for RJRI partners.</li> </ul>	<ul style="list-style-type: none"> <li>GWB funding will be used to provide grants to support RJRI partners work with K-12.</li> <li>CCRI will repurpose the budget currently used to support programs for the CWCE.</li> </ul>	<ul style="list-style-type: none"> <li>New structures will need to be carefully rolled out as CTEBOT was only recently established and has not formally partnered with GWB in the past.</li> <li>Will be asking a lot of RJRI partners to come back to the table for K-12, need to provide incentives and resources for buy-in, and ensure the process remains demand-driven.</li> <li>Legislative and regulatory reforms are not guaranteed, need to make sure other avenues can be used.</li> <li>Aligning CCRI with industry will face some institutional backlash, the institution needs to be supported through this by the Governor.</li> </ul>	

**Overarching Objective 2: Promote Quality and Rigor in Career Pathways for All Students**

*Use policy and funding levers to improve the quality and rigor of career pathways – including scaling down or phasing out those that don't lead to credentials with labor market value – and make those pathways widely available to and accessed by all students in all secondary settings, especially in underserved populations.*

**Goal 1:** By 2020, all students have access to [flexible career pathways](#) through a high-quality mixed delivery model that includes but is not limited to traditional CTE programming.

Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. RJRI partnerships will establish new flexible career pathways in high-demand, high-wage fields that begin broadly focusing on career awareness and exposure, progress to more occupationally-specific courses that include the academic knowledge, technical skills, and employability skills identified by the employer partners, link directly to postsecondary opportunities, include work-based learning experiences, and offer multiple entry and exit points to enable students to change paths as their interests and goals evolve (see Objective 1, Goal 2). State GWB funding will support the expansion of this programming and will use the standards outlined in Objective 2, Goal 2 to ensure quality and equitable access to all communities.	Scott Jensen, DLT Director Heather Hudson, GWB ED	January – June 2017
2. All public schools will have career awareness and exploration programming available to every student that is responsive to the needs of high-skill, high-demand sector employers. Beginning in the 2017/2018 school year, there will be a menu of opportunities available for every school to provide high quality career exploration and awareness	PrepareRI Project Director	September 2017 – December 2020

programming to all students, including RJRI employer-led opportunities, scalable elements of the state’s P-TECH programs, and programs offered by community-based organizations partnered with employers, such as Junior Achievement and YearUp. State GWB funding will support the expansion of this programming and will use the standards outlined in Objective 2, Goal 2 to ensure quality and equitable access to all communities.	Ken Wagner, RIDE Commissioner	
<b>3.</b> Every Rhode Island high school will offer work-based learning experiences and opportunities to earn postsecondary credits and certificates to every student before they graduate. Beginning in the 2017/2018 school year, there will be a clear menu of work-based learning options available for schools to choose from, including Summer Youth Employment, Youth Apprenticeships, RJRI employer-led opportunities, scalable elements of the state’s P-TECH programs, and programs offered by community-based organizations partnered with employers, such as Junior Achievement and YearUp. State GWB funding will support the expansion of this programming and will use the standards outlined in Objective 2, Goal 2 to ensure quality and equitable access to all communities.	PrepareRI Project Director  Ken Wagner, RIDE Commissioner	September 2017 – December 2020
<b>4.</b> Publish a guide for families and students that provides information about available postsecondary credits and certificates and opportunities for funding support before the 2017/2018 school year. Ensure that this guide includes information on the virtual coursework opportunities available in each high-wage, high-demand field to every student in the state for credit via the Advanced Coursework Network (ACN) See Appendix D Existing High-Wage, High-Demand ACN Offerings. These postsecondary credits and certificates will be reviewed regularly by the CPAC to ensure alignment with the labor market as outlined in Objective 1, Goal 1.	Steve Osborn, Chief of Innovation, RIDE	November 2016 – September 2017
<b>Goal 2:</b> All career pathways opportunities will be held to the same standards that will ensure connection to industry, rigor, and quality.		
<b>Action Steps (NSFY Criteria)</b>	<b>Owner (s)</b>	<b>Timeline</b>
<b>1.</b> The employer-led CTEBOT will complete the process of recommending standards for each of the 16 industry sectors covering all CTE programs. The standards are being developed by industry-specific working groups that partner industry leaders with educators to ensure that each include the academic knowledge, technical skills, and employability skills identified by employers as necessary for entry-level success. During a three meeting sequence, these leaders review labor market information, discuss the successes and shortcoming of current CTE program preparation standards, and agree upon the appropriate standard for a high school graduate to be able to secure employment after graduation. See Appendix E CTE Industry Credentialing Process.	Al Lubrano, CTEBOT	Ongoing - July 2017
<b>2.</b> The GWB’s CPAC will adopt employer-developed flexible career pathway standards to inform GWB program approval criteria to establish and maintain career pathway quality, instructional rigor, and connection with priority industry needs. The standards will align to the standards set for CTE programs by the CTEBOT and will detail specific program outcomes desired for career awareness and exploration, postsecondary coursework, and work-based learning experiences.	Heather Hudson, GWB ED	July 2017 – July 2018
<b>3.</b> Career Pathway standards will inform Rhode Island graduation diploma endorsements in every high-skill, high-demand sector. See Objective 3, Goal 3 for more details.	Barbara Cottam, BOE Chair	July 2017 – July 2018
<b>4.</b> The CPAC and CTEBOT will jointly annually review the outcomes of all career pathways programming in the state, using the updated employer-based standards, to ensure each program meets these standards and will recommend programs for intervention or closure based on their ability to meet standards and priority industry needs. Once the CTE standards are fully phased in (July 2017) all CTE programs will be required to meet the industry developed standards pursuant to Board of Education policy. Once the flexible career pathway standards are fully phased in (July 2018) flexible career pathways programs will be required to meet the standards as well. Programs that fail to	Al Lubrano, CTEBOT  Heather Hudson, GWB ED	Beginning in July 2017 and annually thereafter

meet the standard will no longer receive funding or approval and will be closed. There are 3 CTE programs that have already been closed for not meeting the updated employer standards. See Appendix F Recently Closed CTE Programs.		
<b>Goal 3:</b> All students are able to act on their right to enroll in high quality and equitable career and technical education anywhere in the state.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<b>1.</b> Help parents and students learn how to enroll in CTE preparation programs by creating a centralized enrollment platform, similar to the <a href="#">OneApp Enrollment Platform</a> for charter schools in Louisiana. The platform will serve as a one-stop shop to learn about and to enroll in RIDE-approved career education programs, and will be linked to other school choice options. Once created, this enrollment platform will be connected to the PrepareRI portal, detailed in Objective 6, Goal 2, and will be part of the broader communications plan outlined in Objective 6, Goal 2.	Steve Osborn, Chief of Innovation, RIDE	November 2016 - July 2017
<b>2.</b> Execute a communications, marketing and ad campaign geared to students and families to (a) increase awareness of the high-quality career pathways opportunities available, (b) provide targeted information on how these pathways align to high-wage, high-demand careers, and (c) reduce the present stigma and negative attitudes associated with CTE and career pathways programming. This campaign will be part of a broader communications campaign around career education detailed in Objective 6, Goal 2.	PrepareRI Project Director	July 2017 - thereafter
<b>3.</b> Establish a “Transport to Career Fund” to provide targeted state and federal funds to be used to provide students transportation to high-value, high-demand programs identified during the annual review process by the CTEBOT. Funding may be allocated directly to students, districts or employer partners. See Objective 5, Goal 2 for details.	Cynthia Brown, Statewide Efficiencies, RIDE	November, 2016 – September 2018
<b>Goal 4:</b> Provide all educators (traditional and CTE) with supports, professional development and leadership opportunities that enable them to gain expertise in high-wage, high-demand fields and strengthen their instructional practices in career pathways.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<b>1.</b> Hold quarterly PrepareRI Summits to develop communities of practice that will be focused on building capacity to support a high-quality system of career education. The summits will provide information, resources, tools and targeted professional development in high value areas. The sessions will be designed to support core subject area teachers, CTE teachers, school counselors and school and district leaders. RIDE will work with employers, educators, non-profit and civic organizations and other partners to lead these sessions.	PrepareRI Project Director	April 2017 – December, 2019
<b>2.</b> Establish an educator fellowship program – PrepareRI Ambassadors – who will be teacher-leaders passionate about expanding career education in their schools and districts who will lead professional development, as a part of the PrepareRI Summits, and will develop and inform policy recommendations to support the expansion of career education efforts. PrepareRI Ambassadors will be chosen through a rigorous application process and receive a stipend for part-time work. The program will be modeled after the Career Readiness Fellows Program funded by Phase One of the grant, see Appendix G Career Readiness Fellows Profiles.	Steve Osborn, Chief of Innovation, RIDE	June 2017 – September 2017
<b>3.</b> By the 2019/2020 school year every school will have at least one educator who engages in PrepareRI professional development. These opportunities will be evaluated for relevancy and program strength by employers and PrepareRI Ambassadors, and will blend core academic and CTE. There will be a menu of opportunities available for educators including teacher externships, NMSI’s Laying the Foundation Program, Project Lead the Way, and the US Department of Education’s CTE Leadership Academy, among others. See Appendix H Proposed PrepareRI Educator Learning Menu of Options	PrepareRI Project Director	December 2016 – September 2019

4. Revise and update CTE Teacher Certification requirements to support the recruitment of mid-career professionals, including professionals without a bachelor’s degree. See Appendix I Proposed Certification Revisions.	Barbara Cottam, BOE Chair	November 2016 - March 2017		
5. Establish an alternative teacher education program, modeled after the <a href="#">SREB “Preparing CTE Teachers for Today’s Students Program”</a> , that will provide industry professionals with sought-after technical knowledge and experience high quality professional development and in-school support. This will begin by releasing an RFP in November, 2016 and awarding the RFP by March, 2017. See Appendix J Proposed Alternative Preparation Program RFP. *Action Steps 3-5 were developed by Rhode Island’s Career Readiness Fellow Dan Angell. See Appendix K Dan Angell Career Readiness Fellow Capstone.	Jim Purcell, Postsecondary Commissioner Steve Osborn, Chief of Innovation, RIDE	November 2016 - July 2017		
6. Establish a financial incentive program for the recruitment of new career education teachers directly from industry and that incentivizes all teachers (core academic and CTE) to earn postsecondary credits and certificates in high-skill, high-demand fields. The CTE Trust will lean on best practices in corporate recruitment for the initiative.	Al Lubrano, CTEBOT	November 2016 - September 2018		
<b>Implementation Planning</b>				
<i>Legislative Action</i>	<i>Regulatory Changes</i>	<i>Federal Programs</i>	<i>State Funding</i>	<i>Potential Barriers and Unintended Consequences</i>
<u>Yes/No</u>	<u>Yes/No</u>	<u>Yes/No</u>	<u>Yes/No</u>	
<ul style="list-style-type: none"> <li>The Governor may propose an increase in funding for career pathways programming for FY19 depending on need.</li> </ul>	<ul style="list-style-type: none"> <li>Transport to Careers may require a change to CTE funding regulations.</li> <li>Teacher certification will be revised through regulation.</li> </ul>	<ul style="list-style-type: none"> <li>USDOE’s CTE Leadership Academy will be a professional development option.</li> <li>Transport to Careers may require federal funding and waivers.</li> </ul>	<ul style="list-style-type: none"> <li>State funding will support flexible career education programming, PrepareRI Ambassadors, the enrollment platform, and postsecondary credits and certificates guide.</li> </ul>	<ul style="list-style-type: none"> <li>Flexible career programming expansion will require a shift in direction for providers and thus a strong implementation strategy.</li> <li>LEAs have financial disincentives to allow students to enroll elsewhere, so funding issues must be resolved.</li> <li>General education teachers will need to be bought in to the value of career education.</li> <li>CTE stigma?</li> </ul>

<b>Overarching Objective 3: Establish a Career-Focused Accountability System</b>		
<i>Incorporate robust career-focused indicators in state K-12 accountability systems that measure and value successful completion of high-quality career pathways, attainment of credentials with labor market value, participation in work-based learning, and enrollment in postsecondary education or apprenticeships.</i>		
<b>Goal 1:</b> Rhode Island will include career-focused indicators as part of the state’s ESSA accountability system and will hold schools accountable for career education outcomes.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. Specifically include a “Diploma Plus” indicator in Rhode Island’s submission of its ESSA accountability plan. Starting in the 2017/18 school year up to 25% of a high school’s classification will be based on the number of high school students that receive a diploma plus a postsecondary credit or certificate. The state will also include data on the success of high school graduates on annual school report cards. Rhode Island’s ESSA Committee of Practitioners (a group that includes K-12 and postsecondary educators, employers, workforce development leaders, and other key stakeholders) and the CTBOT have agreed upon the indicators used to assess students’	Ken Wagner, Commissioner, RIDE	November 2016 - June 2017

career readiness listed in the Proposed Career Education Outcomes document. See Appendix L Valuing Career Education Outcomes in K-12 Accountability Policy		
<b>Goal 2:</b> Rhode Island collects and publically reports meaningful career-focused indicators on an annual basis, updated as much as possible in real-time, and disaggregated by district and demographic information.		
<b>Action Steps (NSFY Criteria)</b>	<b>Owner (s)</b>	<b>Timeline</b>
<b>1.</b> Publish a publicly-available annual report that will detail performance of students in a wide range of career-focused indicators, including those present in the state’s accountability system and the state’s WIOA plan, as well as Advance CTE’s Career Education Indicators, broken down by race, gender, income, and residence, and analyzed by subgroup. This will include the number and percentage of all students (a) with access to career pathways in high-skill, high-demand sectors, (b) who complete career pathways in high-skill, high-demand sectors, (c) with access to career awareness and exploration programming, postsecondary credits and certificates, and work-based learning opportunities, and (g) who secure employment in high-skill, high-demand sectors within 12 months after high school graduation or are enrolled in a postsecondary degree program. The number of students who do not receive these opportunities will be specifically cited as well. See Appendix M Initial PrepareRI Data Aggregation.	Mike Ferry, Director of Data Analysis and Research, RIDE	November 2016 - March 2017
<b>2.</b> An annual meeting of the CPAC will publically review the report with members of the Legislature, CTEBOT and GWB, and other key stakeholders to focus on, among other key issues, the equitable delivery to diverse student populations.	Heather Hudson, ED, GWB	August 2017 - annually.
<b>3.</b> RIDE’s website and the newly designed PrepareRI web portal, see Objective 6 Goal 2, will display the annual report and all available data, disaggregated by district and student populations (analyzed by subgroup), and will be updated in real-time whenever possible.	Mike Ferry, Data Analysis, RIDE	March 2017 - thereafter
<b>Goal 3:</b> Rhode Island secondary students are recognized and rewarded for developing and demonstrating career readiness.		
<b>Action Steps (NSFY Criteria)</b>	<b>Owner (s)</b>	<b>Timeline</b>
<b>1.</b> As part of the recently revised secondary school regulations, the state will have diploma endorsements that provide extra recognition to students that meet career pathways standards in high-skill, high-demand sectors. These will demonstrate student completion of work-based learning programming and the earning of postsecondary credits and certificates of value in a high-skill, high-demand industry sector. See Appendix N Revised Secondary School Regulations.	Ken Wagner, RIDE Barbara Cottom, BOE Chair	November 2016 – September 2017
<b>2.</b> Mandate, under policy adopted by the Board of Education, that beginning in September 2018 students who complete work-based learning that meets career pathway standards will receive academic credit towards their high school toward graduation.	Ken Wagner, RIDE Barbara Cottam, BOE Chair	January 2017- September 2018
<b>3.</b> A newly designed PrepareRI web portal, see Objective 6 Goal 2, will include, under a student facing aspect, a page that displays the range of opportunities for students to demonstrate career readiness that earn them academic credit, with next steps on how they can participate and/or earn postsecondary credits and certificates.	PrepareRI Project Director	January 2017 – September 2017
<b>4.</b> Create template projects for schools to repurpose the existing, required senior capstone project graduation requirement (See Appendix N Revised Secondary School Regulations), as a project to conduct occupational research, deeply explore a potential career option, or otherwise demonstrate career readiness. PrepareRI Ambassadors will lead the development of these templates.	Steve Osborne, Chief of Innovation, RIDE	June 2017 – June 2018
<b>Implementation Planning</b>		

<i>Legislative Action</i>	<i>Regulatory Changes</i>	<i>Federal Programs</i>	<i>State Funding</i>	<i>Potential Barriers and Unintended Consequences</i>
<u>Yes/No</u>	<u>Yes/No</u>	<u>Yes/No</u>	<u>Yes/No</u>	
	<ul style="list-style-type: none"> <li>Accountability changes ultimately require K-12 Council approval, but Council has shown preliminary approval of these indicators and a wide group of stakeholders are in support.</li> <li>Secondary School regulation revisions are almost complete.</li> <li>Endorsement work will require regulation revision.</li> </ul>	<ul style="list-style-type: none"> <li>Revisions will be made to the state's federal education accountability plan.</li> </ul>	<ul style="list-style-type: none"> <li>State funding will support the development of the PrepareRI web portal and Teacher Leader Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>ESSA Accountability framework still needs to be approved by the Council and the Federal Department of Education, but RIDE is working to ensure it will meet requirements of both parties and has underdone broad stakeholder engagement to gain approval of these measures.</li> <li>Data sharing issues are being handled through a data sharing agreement Appendix O Data Sharing Agreement, but still require implementation to push through full aggregation and cleaning of the data.</li> <li>PrepareRI Ambassadors must get district buy-in on the capstone projects to ensure widespread use.</li> </ul>

**Overarching Objective 4: Scale Pathways that Culminate in Credentials of Value**

*Working with local districts and postsecondary institutions, scale career pathways that span secondary and postsecondary systems, offer focused career guidance and advisement, blend rigorous and engaging core academic and career-technical instruction, include high-quality work-based learning experiences, and culminate in postsecondary or industry credentials of value.*

**Goal 1:** Rapidly scale high-quality work-based learning and career awareness and exposure programming to reach all students by 2020.

Action Steps (NSFY Criteria)	Owner (s)	Timeline
<b>1.</b> Establish a Flexible Career Pathways Fund at the GWB to support flexible and innovative work-based learning and career awareness and exposure programming, with a primary focus on serving underserved youth. For the 2017/2018 school year this fund will support RJRI employer programming that will pilot new flexible, demand-driven, career pathways programming models. For the 2018/19 school year this fund will be expanded to support a wide variety of available Career Awareness and Exploration and Work-based learning opportunities.	Heather Hudson, ED GWB	July 2017 - thereafter
<b>2.</b> Develop a new infrastructure at the GWB to support more effective summer youth employment programming. The GWB, with input from the CPAC, will hire a consulting firm to help develop new strategic plans for each program with the intension of ensuring these opportunities offer preparation and training that give students insight into the range of careers available and associated entry requirements, include authentic assessments by employers, and are aligned with secondary curriculum and prioritized industry sector needs. An RFP will be released in December 2017 in anticipation of serving an expanded set of students in the Summer of 2018 and during the 2018/19 school year.	Heather Hudson, ED GWB	January 2017 – December 2017
<b>3.</b> Conduct a feasibility study to explore potential co-learning opportunities for youth and programs between highly regarded international vocational programs (i.e. Germany, Switzerland, South Korea) and Rhode Island career	Dan Sutton, Commerce	November 2016 – December 2017

pathways programs. These vocational training partnerships would include professional learning opportunities for career educators as well as international exchange programs for participating youth.	Heather Hudson, ED GWB	
<b>Goal 2:</b> All students receive focused career advising, beginning in middle school, which helps them make sound, well-informed decisions about course and pathway participation.		
<b>Action Steps (NSFY Criteria)</b>	<b>Owner (s)</b>	<b>Timeline</b>
<b>1.</b> Quarterly PrepareRI Summits (See Objective 2, Goal 3) will develop communities of practice for K-12 and postsecondary career counselors that will be focused on building capacity to support a high-quality system of focused career advisement. The summits will include specific professional development opportunities for school counselors, including opportunities that are employer-led and focus on the sharing of best practices. Programming ideas were developed by Rhode Island’s Career Readiness Fellow Eve Bonitati. See Appendix P Eve Bonitati Career Readiness Fellow Capstone.	PrepareRI Project Director	September 2017 – July 2018, annually
<b>2.</b> Launch a new tool in partnership with College Measures, similar to <a href="#">Launch My Career Tennessee</a> , which provides local labor market data to help students make sound, well-informed decisions about course and pathway participation. Utilize PrepareRI Summits, PrepareRI Ambassadors, Junior Achievement, Skills USA, and other groups as implementation leaders to ensure that the new tool is utilized effectively in every school in Rhode Island. See Appendix Q Rhode Island Partnership with College Measures.	PrepareRI Project Director	October 2016 – August 2017
<b>3.</b> Revise the existing <a href="#">Individualized Learning Plan (ILP) framework</a> to ensure that every student receives evidence-based career advisement beginning in middle school that helps them make sound, well-informed decisions about course and pathway participation. A working group will be convened in January consisting of employers, counselors, educators, postsecondary leaders, and non-profits to make recommendations for a revision of the ILP. This framework will ultimately be incorporated in an updated Board of Education policy regarding ILPs. The same group will also rate available career counseling tools based on their alignment with the new framework requirements and make recommendations for state investment.	Ken Wagner, Commissioner, RIDE Barbara Cottam, BOE Chair	January – June, 2017
<b>Goal 3:</b> Adopt and operationalize policies that increase the number of <a href="#">career pathway completers</a> who have completed career pathways that culminate in postsecondary credits and certificates with labor market value.		
<b>Action Steps (NSFY Criteria)</b>	<b>Owner (s)</b>	<b>Timeline</b>
<b>1.</b> Convene the CTEBOT regularly every July to review the list of industry credentials with labor market value attained through pathways.	Al Lubrano, CTEBOT	July 2017 - thereafter
<b>2.</b> Utilizing lessons from three state P-TECH programs, at least one public comprehensive high school will partner with a 4-year higher education institution to pilot a school-embedded secondary/postsecondary pathway for students to be half way towards a bachelor’s degree by the time they graduate high school. Lessons will be learned from this pilot program to expand this model.	Steve Osborn, RIDE	November 2016 – September 2017
<b>3.</b> Increase state funding to continue to maintain free dual and concurrent enrollment coursework for all Rhode Island high school students. <a href="#">Board of Education regulations</a> established a system-wide articulation agreement that provides all high school students who complete the coursework both high school and college credits.	Barbara Cottam, BOE Chair	November 2016 – thereafter
<b>4.</b> Create college advising worksheets which publicize how all postsecondary coursework, aligned to high-skill, high-demand career pathways, offered in high schools are included in programs of study that connect to the Community College of Rhode Island, Rhode Island College, and the University of Rhode Island to promote better pathway	Jim Purcell, Postsecondary Commissioner	November 2016 – August 2017

connections for youth. Action Step 4 was developed by Rhode Island’s Career Readiness Fellow Eric Hall. See Appendix R Eric Hall Career Readiness Fellow Capstone.				
5. Adopt comprehensive policies that ensure career pathways remain flexible through the postsecondary system to ensure that students have multiple exit and entry points to gain credentials and degrees that help them continue to train and progress through their career. These include aligning existing updates to the Prior Learning Assessment policy and reverse transfer policy with the approval of a new effective transfer policy. These new policies will be in alignment for the beginning of the 2017 school year. See Appendix S Proposed Transfer Policy Update and Appendix AA Adopted Reverse Transfer Policy.		Jim Purcell, Postsecondary Commissioner	November 2016 – August 2017	
Implementation Planning				
<i>Legislative Action</i>	<i>Regulatory Changes</i>	<i>Federal Programs</i>	<i>State Funding</i>	<i>Potential Barriers and Unintended Consequences</i>
<u>Yes/No</u>	<u>Yes/No</u>	<u>Yes/No</u>	<u>Yes/No</u>	
<ul style="list-style-type: none"> <li>Must ensure budget allocations for dual and concurrent enrollment keep up with demand.</li> </ul>	<ul style="list-style-type: none"> <li>Must ensure CTEBOT and GWB funding requirements maintain program quality.</li> <li>Revise ILP Policy</li> </ul>		<ul style="list-style-type: none"> <li>Procure the College Measures tool</li> </ul>	<ul style="list-style-type: none"> <li>CTEBOT and Career Pathways Committee must uphold high standards for funding tied to performance evaluations of programs despite political issues with closing or ending programs.</li> <li>Must work closely with school counselors to ensure buy-in.</li> </ul>

<b>Overarching Objective 5: Align State and Federal Funding Streams</b>		
<i>Rhode Island will reorganize and intentionally align state and federal funding streams from education, workforce development, and economic development sources to effectively deliver career-focused programs to all students.</i>		
<b>Goal 1:</b> Reorganize and intentionally align state and federal funding streams from education, workforce development, and economic development sources, operationalize increased efficiencies, and identify additional resources to effectively deliver career-focused programs and provide career pathways for all youth.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<b>1.</b> The Rhode Island Public Expenditure Council (RIPEC), a coalition of business leaders, will assist the GWB in improving the process and common template to collect workforce information from all state agencies that builds off of the Asset Map created for NSFY Phase I. (See Appendix T RIPEC Asset Mapping Version 1). This ongoing effort will create a more comprehensive and useful asset map. RIPEC will develop a report responsive to this updated asset map that identifies duplicative and non-aligned funding and work streams in workforce development in the state, and identifies strategies to improve student access to career focused programming. The GWB and RIPEC will update this work on an annual basis. See Appendix U MOU with RIPEC.	John Simmons, ED, RIPEC Heather Hudson, ED, GWB	November 2016- May 2017
<b>2.</b> The Governor will address recommendations from the report and propose changes in the state budget that realign existing funding streams to more effectively deliver career-focused programs to youth.	Kevin Gallagher, Gov’s Office	June 2017 – July 2018
<b>Goal 2:</b> Braid state and federal funding streams to eliminate barriers for increased access to high-quality programming in high-skill, high-demand fields.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<b>1.</b> Convene a working group to devise a CTE funding methodology that will reduce barriers for students to leave their districts to take career education coursework and ensures funding only supports programming in high-skill, high-demand career pathways at both CTE centers and comprehensive high schools. This will include developing the	Ken Wagner, Commissioner, RIDE	November 2016 –July 2018

Transport to Careers Fund to leverage state, federal, and private funds to provide student transportation for high-skill, high-demand career education programming. See Appendix V CTE Funding Working Group.				
Implementation Planning				
<i>Legislative Action</i>	<i>Regulatory Changes</i>	<i>Federal Programs</i>	<i>State Funding</i>	<i>Potential Barriers and Unintended Consequences</i>
<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	<i>Yes/No</i>	
<ul style="list-style-type: none"> <li>Reorganization of funding streams may require legislative changes in the FY19 Budget.</li> </ul>	<ul style="list-style-type: none"> <li>Revisions to the CTE funding methodology will require K-12 Council approval</li> </ul>	<ul style="list-style-type: none"> <li>Federal funding will be analyzed and better aligned to support stronger outcomes for youth career education.</li> </ul>	<ul style="list-style-type: none"> <li>State funding will be analyzed and better aligned to support stronger outcomes for youth career education.</li> </ul>	<ul style="list-style-type: none"> <li>There will be political issues with reorganizing funding streams, so the Career Pathways committee should make sure Step 2 is a inclusive and engaged process.</li> <li>Revision of the CTE funding methodology must be done carefully and with district engagement to avoid potential unintended consequences.</li> </ul>

<b>Overarching Objective 6: Ensure Cross-Institutional Alignment</b>		
<i>Foster greater collaboration between K-12 and postsecondary systems to adopt policies and processes in schools, technology centers, academies, and institutions of higher education to ensure cross-institutional alignment of programs and pathways that smooth transitions for students and minimize institutional barriers.</i>		
<b>Goal 1:</b> Institutionalize the career preparation delivery system to ensure policies and processes improve and sustain beyond leadership transitions.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<b>1.</b> Hire a new FTE “PrepareRI Project Director” to oversee the PrepareRI effort and implementation of this three year action plan as well as to ensure cross-sector coordination.	Ken Wagner, Commissioner, RIDE	By January 2017
<b>2.</b> Institutionalize the new youth career preparation system as part of an Executive Order that commits Rhode Island to providing career pathways opportunities for all youth. The identified delivery system map will be reviewed and institutionalized at the state-level through this EO and will reorganize and align existing structures missions, financial, and organizational requirements to support better career education outcomes for all. The proposed EO will look similar to legislation <a href="#">R.I.G.L. 42-72.5 (1-3)</a> that created the cross-agency Rhode Island Children’s Cabinet to oversee the provisions of children’s needs and services.	Kevin Gallagher, Gov’s Office	October 2016 – February 2017
<b>Goal 2:</b> Align efforts behind a unified communications strategy that reduces the present stigma around career education and creates a sustaining demand for career education among students, families, and employers.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<b>1.</b> Implement a coordinated three-year communications campaign strategy that includes: (a) a statewide advertising and marketing campaign will target and reach students and families, focused on reducing the stigma of career education and advertising high-skill, high-demand opportunities in the state economy; (b) an interagency communications plan that will support each agency in communicating to its key stakeholders; and (c) specific stakeholder talking points developed for key audiences, including students, families, employers, and educators. See Appendix W: PrepareRI Communications Plan.	PrepareRI Project Director	Ongoing

<p>2. Procure a host platform for the PrepareRI online portal and by the start of next school year have the PrepareRI comprehensive online portal online that consolidates and publicizes existing youth career education opportunities, with specific tabs and focuses for students/families, employers, educators, counselors, and school leaders.</p>	<p>PrepareRI Project Director</p>	<p>March 2017 – September 2017</p>
<p><b>Goal 3:</b> Utilize the state’s Performance Management Office to track progress against the goals and action items included within this unified action plan for career readiness.</p>		
<p style="text-align: center;">Action Steps (NSFY Criteria)</p>	<p style="text-align: center;">Owner (s)</p>	<p style="text-align: center;">Timeline</p>
<p>1. Use the Office of Management and Budget’s Performance Management Office to track progress against the goals and action items included within this Plan on a quarterly basis, including the Performance Dashboard on page 19, which will include on-going analysis of all the parts of the state’s mixed delivery system to ensure that they function synergistically to ensure all students become career pathway completers.</p>	<p>Ben Shaffer, RI Office of Performance Management</p>	<p>December 2016 – Quarterly thereafter</p>
<p>2. Quarterly meetings of the Career Pathways subcommittee (see Goal 1 under this objective for more details) will be utilized as public performance management reviews that track the performance measures detailed in the Performance Dashboard (See Appendix Y), and ultimately are used to track state progress against achieving the goals of PrepareRI and ensure that programs are being delivered equitably and to all students.</p>	<p>Heather Hudson, GWB ED</p>	<p>December 2016 – Quarterly thereafter</p>

**Prepare Rhode Island: Key Quarterly Milestones**

<p><u>Q1 (March 2017)</u></p>	<p><u>Q2 (June 2017)</u></p>	<p><u>Q3 (September 2017)</u></p>
<ol style="list-style-type: none"> <li>1. GWB CPAC reconvened and refocused</li> <li>2. CTEBOT realigned with GWB CPAC</li> <li>3. RJRI expanded to K-12</li> <li>4. “Transport to Career” fund established and capitalized</li> <li>5. CTE teacher certification revised and updated to support the recruitment of mid-career professionals</li> <li>6. RIDE has convened a working group to revise and update CTE funding methodology</li> <li>7. Prepare RI Project Director has been hired</li> <li>8. Executive Order institutionalizing new youth career preparation system has been issued by the Governor</li> <li>9. Host platform for Prepare RI online portal has been procured</li> </ol>	<ol style="list-style-type: none"> <li>1. K-12-specific RJRI planning grants awarded pursuant to GWB and DLT recommendation</li> <li>2. CCRI pilot competency-based learning initiative successfully launched</li> <li>3. RJRI partnerships have identified new flexible career pathways in high-demand, high-wage fields and the GWB is expanding programming in these areas</li> <li>4. First joint CPAC-CTEBOT review of career pathways programming outcomes is complete</li> <li>5. First quarterly Prepare RI Summit is convened</li> <li>6. Prepare RI Ambassador educator fellowship program is established</li> <li>7. Alternative teacher education program RFP is awarded</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive career education Prepare RI web portal launched</li> <li>2. First annual employer recognition event held</li> <li>3. CCRI competency-based learning initiative scaled up to involve multiple industries and faculty members</li> <li>4. Online academic learning management system developed and launched</li> <li>5. Guide for families and students on postsecondary credits/certificates is published</li> <li>6. CTEBOT has recommended standards for each CTE industry sector</li> <li>7. Centralized CTE enrollment platform has been created and launched</li> </ol>

<p>10. OMB Performance Management has begun tracking progress against Action Plan goals</p> <p>11. First quarterly meeting of the GWB CPAC has been devoted to public performance management and review</p>	<p>8. Rhode Island includes a “Diploma Plus” indicator in its submitted ESSA accountability plan</p> <p>9. State as established and capitalized a Flexible Career Pathways Fund at the GWB</p> <p>10. RIPEC has completed asset mapping and data enhancement in collaboration with GWB</p> <p>11. Coordinated three-year communications campaign has been developed and launched</p>	<p>8. Three-year communications/marketing campaign has launched</p> <p>9. State has established diploma endorsements that recognize students meeting career pathways standards in high-skill, high-demand sectors</p> <p>10. Prepare RI summits have developed “communities of practice” for K-12 and postsecondary career counselors</p> <p>11. College Measures labor market data tool has launched</p> <p>12. CTEBOT has had first annual convening to review the list of industry credentials attained through pathways</p> <p>13. College advising worksheets have been created</p> <p>14. Comprehensive policies to ensure flexibility in career pathways have been adopted</p>
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<b>Prepare Rhode Island: Key Quarterly Milestones</b>		
<p><u>Q4 (December 2017)</u></p> <ol style="list-style-type: none"> <li>1. RI Employers' Apprenticeship Tax Credit expanded and targeted to youth</li> <li>2. GWB has developed a new infrastructure to support more effective summer youth employment programming</li> <li>3. Youth career immersion funding has been repurposed to support youth apprenticeship</li> <li>4. Barriers to work-based learning opportunities for youth removed as a result of DLT-led review process</li> <li>5. Individualized Learning Plan framework has been revised</li> <li>6. First annual report detailing student performance on career-focused indicators is published by RIDE and prominently displayed on the RIDE website</li> <li>7. First annual meeting of the GWB CPAC to publicly review the student performance report with stakeholder groups is convened</li> </ol>	<p><u>Q5 (March 2018)</u></p> <ol style="list-style-type: none"> <li>1. First biannual review of labor market information – with aim of informing an updated understanding of high-skill, high-demand industry sectors – is complete and CPAC career pathway prioritization conforms to this analysis</li> <li>2. Governor's FY19 budget request includes funding to ensure flexible career pathways programming for all students</li> </ol>	<p><u>Q6 (June 2018)</u></p> <ol style="list-style-type: none"> <li>1. RIDE and Prepare RI have repurposed senior capstone project requirements to focus on career and career-readiness</li> <li>2. Alternative teacher education program is established</li> </ol>
<p><u>Q7 (September 2018)</u></p> <ol style="list-style-type: none"> <li>1. All public schools have career awareness and exploration programming to every student</li> <li>2. GWB CPAC has adopted employer-developed flexible career pathway standards</li> <li>3. Career pathway standards inform RI graduation diploma endorsements in every high-skill, high-demand sector</li> <li>4. Financial incentive program for the recruitment of new career-education teachers is established and active</li> <li>5. State Board of Education has requirement that work-based learning completers receive academic credit</li> </ol>	<p><u>Q8 (December 2018)</u></p> <ol style="list-style-type: none"> <li>1. CCRI Center for Workforce and Community Education successfully restructured</li> <li>2. CCRI competency-based learning initiative scaled up to include secondary schools, URI and RIC</li> </ol>	<p><u>Q10 (June 2019)</u></p> <ol style="list-style-type: none"> <li>1. A clear menu of work-based learning options exists for every school to choose from</li> <li>2. Every school has at least one educator who engages in Prepare RI professional development</li> </ol>

**Key Terms and Definitions**

These definitions are the work product of the State’s Core Team, which reflect the discussions and input of the State’s Career Readiness Working Group. They also reflect the agreement of the Governor’s Skills Cabinet leaders who represent every workforce development agency/structure in state government. The definitions are consistent and aligned with the definitions included within [Rhode Island’s USDOL-approved WIOA Plan](#).

**What is Rhode Island’s definition of career readiness?**

Career readiness involves the development of core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.

**What is Rhode Island’s definition of flexible career pathways?**

Flexible career pathways allow for multiple entry points and multiple exit points for both well prepared and vulnerable students. Programming sequences include the attainment of three core experiences: (1) career awareness and exposure, (2) occupationally-specific courses that culminate in postsecondary or industry credentials with labor market value (postsecondary credits and certificates), and (3) high-quality work-based learning experiences. Like any high-quality pathway experience, this programming must be demand-driven, focused on high-skill, high-demand industry sectors, span K-12 and postsecondary levels, offer focused career guidance and advisement systems, and blend rigorous core academic and career-technical instruction.

**What is Rhode Island’s definition of career pathways completers?**

Traditionally, Rhode Island has defined Career Pathways Completers as youth who have completed high-quality career and technical education programs. The state will continue to offer and improve high-quality career and technical education programs for all, and will continue to count completers of these programs as career pathway completers. However, the state also recognizes the limits of this delivery system and that youth and families desire and deserve flexible career pathway opportunities that offer multiple entry and exit points that enable them to change paths as their interests and goals evolve.

Thus, Career Pathways Completers in Rhode Island are now defined as youth who have completed, beginning in the 2017/18 school year, high-quality work based learning experiences and industry approved postsecondary credits and certificates in high-wage, high-demand fields. These completers will receive a “Career Pathways Completer” diploma endorsement signifying their completion of an employer-approved career pathway.

**What are the high-wage, high-demand career fields in Rhode Island?**

An economic analysis of the state, [“Rhode Island Innovates”](#) conducted by the Metropolitan Policy Program at the Brookings Institution in consultation with the Governor’s Workforce Board and Rhode Island’s business community, identified seven industry clusters as the leading and potential economic drivers in the state: (1) Biomedical Innovation and Healthcare, (2) Information Technology/Software (including cybersecurity and data analytics), (3) Defense Shipbuilding and Maritime, (4) Advanced Business Services, (5) Design, Food, and Custom Manufacturing, (6) Transportation, distribution and logistics, and (7) Arts, education, hospitality, and tourism.

## Early Implementation and Sustainability Achievements

### **Accomplishment #1**

**Reconstitution of a statutory committee that institutionalizes a cross-sector commitment to career readiness for youth, more effectively engages employers and other key stakeholders, and connects development strategies and fiscal resources to policy and practice.**

#### **Summary of Accomplishment:**

The Governor's Workforce Board (GWB) Executive Committee voted on October 4<sup>th</sup>, 2016 to reconvene the Career Pathways Advisory Committee (CPAC) created by [RIGL 42-102-10](#) with reconstituted membership and a mission focused on advising the GWB's program approval, funding, and oversight of a mixed-delivery youth career pathways system by ensuring that:

- All students have equitable access to flexible and career pathways programming through high-quality delivery models inclusive of and beyond traditional career and technical education.
- Career pathways provide youth with skills and competencies aligned with the labor market.
- In-demand credentials are prioritized, and students are on pathways to earn them.

See Appendix A for CPAC Announcement.

#### **The Role of Cross-Sector Stakeholders:**

A key reason for institutionalizing this work at the GWB's CPAC is because it is statutorily required and has cross-sector membership including leaders from across state government, labor, and employers. Committee membership is chaired by an employer and is intentionally comprised of employers in high-demand, high-skill areas. The Committee will also include the NSFY Core Team Members that represent the Governor, the Department of Education (RIDE), Postsecondary Education, the Department of Labor and Training (DLT), the Career and Technical Education Board of Trustees (CTEBOT), and the Executive Office of Commerce (EOC).

#### **Why this Accomplishment Matters:**

The CPAC demonstrates a structure that will allow for on-going cross-sector work beyond the life of the grant. Since taking office, Governor Gina Raimondo has already put in place a number of initiatives that form the foundation for modernizing existing pathways to employment for youth and for the design and implementation of new approaches. To date, however, these efforts have been mostly ad hoc. By establishing a structure for this work in the statutorily authorized CPAC that advises the State's primary workforce development policy-making body, the administration will be able to ensure that this work will sustain beyond the life of the grant and current administration.

### **Accomplishment #2**

**Drafted a revised postsecondary articulation and transfer policy and enacted a new reverse transfer policy.**

#### **Summary of Accomplishment:**

On July 27<sup>th</sup>, 2016, the Council on Postsecondary Education unanimously adopted a reverse transfer policy that permits a student to transfer applicable coursework completed at a baccalaureate-granting institution back to a community college in order to earn an associate degree or certificate. The policy also creates a process for postsecondary institutions to use prior-learning assessments to award credit based on students' prior learning from work experience, employer training, military service and other venues. Based on the needs assessment and feedback collected as part of the Career Readiness Working Group convenings, the Postsecondary Council also asked for a revised articulation and transfer policy – a policy last updated in 1998. The Postsecondary Commissioner will present a revised policy to the Postsecondary Council at their November 2, 2016 meeting. The revised policy guarantees a student's ability to transfer an associate degree of 60 credits to a bachelor's degree program. The policy's guiding principles provide that:

- Transfer students will be treated equitably with the institutions' home students.
- Students planning to transfer will be encouraged to complete an associate degree and transfer immediately after graduating if possible

- Dual and Concurrent credit earned in high school will transfer with a student to whichever public higher-education institution they attend in the State, regardless of which provider rewarded the credit

See Appendix AA, for the adopted Reverse Transfer Policy

See Appendix S, for Draft Revision of the Transfer Policy.

**The Role of Cross-Sector Stakeholders:**

This effort began in June when the NSFY Core Team identified the existing transfer and articulation policy as a key obstacle to scaling career pathways through the secondary and postsecondary systems. The Core Team communicated proposed revisions to the Postsecondary Commissioner in July and he subsequently distributed the revised policy to the three public higher education institutions – the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island – for feedback and will present the policy to the Council on November 2, 2016.

**Why this Accomplishment Matters:**

A smooth transfer and reverse transfer policy for students is a key policy reform that will ensure career pathways remain flexible for students from the secondary system through the postsecondary system. The policy will also guarantee that pathway completers earn degrees and credentials that are stackable and articulate to progressively higher-level credentials and degrees. This policy will also ensure that students have multiple entry and exit points to gain credentials and degrees that will help them continue to train and progress throughout their career. This policy update, coupled with the recent approvals of a Prior Learning Assessment and Reverse Transfer policy, will ensure that all youth career pathways in Rhode Island scale through the postsecondary system.

**Accomplishment #3**

**Execution of a data sharing agreement that will enable and sustain the sharing of data and coordination between cross-sector agencies to implement the three year action plan.**

**Summary of Accomplishment:**

On September 29, 2016, RIDE, the Office of the Postsecondary Commissioner (OPC), the DLT, the GWB, the EOC, the Department of Revenue (DOR), and the Providence Plan (a non-profit that serves as the State’s data sharing hub) executed an agreement authorizing data and record sharing in order to implement the three-year action plan, review and analyze data, and evaluate the short- and long-term outcomes of the State’s career pathways. See Appendix O, for a copy of the fully executed Data Sharing Agreement.

**The Role of Cross-Sector Stakeholders:**

The agreement is a direct response to the needs assessment and involves better sharing of data between all sector stakeholders involved.

**Why this Accomplishment Matters:**

Under the current administration, state agencies have worked cooperatively with the Providence Plan, an intermediary that serves as the “data sharing hub” for the State. This data sharing agreement will ensure that this practice is sustained beyond the life of this grant and the existing administration. The agreement will enable the State to achieve a number of its action-plan goals, including determining how successfully youth secure employment in high-skill, high-demand fields after graduation.

**Accomplishment #4:**

**Formed a Partnership with the American Institutes for Research (AIR) to develop LaunchMyCareerRI.**

**Summary of Accomplishment:**

The State has entered into a partnership with AIR’s LaunchMyCareer web platform which will allow students and families to identify the certificates and degrees that open the door to the middle class and explore wage outcomes of various college majors, both statewide and at the individual institution-level. Modeled after [Tennessee’s LaunchMyCareer site](#), AIR will develop LaunchMyCareerRI using aggregated wage data of graduates from Rhode Island secondary and postsecondary institutions, as well as data from multiple other sources. Once created,

LaunchMyCareerRI will be publicly available for use by all RI high school and postsecondary students, families, current and returning workers, teachers, secondary and postsecondary counselors and career advisors, and other stakeholders to discover their best course to a career in a high demand, high wage industry. See Appendix Q, for AIR Launch My Career RI Partnership Statement of Work to learn more.

**The Role of Cross-Sector Stakeholders:**

The Career Readiness Working Group identified the disconnect between students, educators and families from the needs of high-skill, high-demand industry as a pressing challenge in the Phase I grant period. The NSFY Core Team met with Mark Schneider of AIR, the founder of College Measures, on September 16, 2016 to review the proposed tool and agreed as a team to procure the tool for the State.

**Why this Accomplishment Matters:**

The State’s Needs Assessment identified the lack of connection between schools and youth and the labor market as one of the most pressing issues. Teachers, school leaders, youth and their families presently have little information about where the good jobs are, where they will be coming from, and the knowledge, skills and path to those jobs. LaunchMyCareer will provide youth and their supporters with key information on the State’s high-skill, high-demand industry, and return on investment of career pathways into these fields.

**Accomplishment #5:**

**Execution of an MOU with the Rhode Island Public Expenditure Council (RIPEC) to support key elements of the State’s plan, including the reorganization and alignment of state and federal funding streams to effectively deliver career-focused programs to all students.**

**Summary of Accomplishment:**

[The Rhode Island Public Expenditure Council \(RIPEC\)](#), a business-led local nonprofit research organization, will assist the State in developing a process and a common template for data collection from all state agencies to improve and build upon the initial funding-stream asset map (See Appendix T RIPEC Asset Mapping Version 1). The final asset map will identify duplicative and non-aligned funding and work streams and recommend ways to reorganize and align funding to more effectively deliver career-focused programming to all students. RIPEC will update this work on an annual basis. The Governor and her team will address recommendations from RIPEC’s report and propose necessary changes in the state budget or regulations accordingly. RIPEC will work pro bono. See Appendix U MOU with RIPEC.

**The Role of Cross-Sector Stakeholders:**

RIPEC partnered with the State during Phase I to assist in developing the needs assessment and creating an asset map of funding streams from education, workforce development, and economic development sources. The first version of this asset map is the most comprehensive mapping of workforce development funding in the State to date.

**Why this Accomplishment Matters:**

Rhode Island did not settle with the creation of the first version of the Asset Map. The MOU will enable an even more comprehensive Asset Map and will ensure that information is effectively collected and critically reviewed on a regular and annual basis. This will provide real-time, actionable data to inform future budgets and will place an employer-led intermediary in a position to make key recommendations for improvements.

**Accomplishment #6:**

**Developed a “Prepare RI” communications plan which will lead to a Phase II longer-term communications and outreach campaign to build the awareness and engagement of key stakeholders.**

**Summary of Accomplishment:**

The state has developed a communications plan to build the awareness and engagement of key stakeholders which will eventually lead to a communications and outreach campaign. The work began by establishing a Career Readiness Working Group which included over 75 employers, educators, non-profit, and state leaders who met six times between June and September to discuss various aspects of

youth career readiness and develop the State’s three-year action plan. This working group has established a strong constituency for the action plan moving forward and has already catalyzed additional outreach and engagement efforts by key stakeholders who will lead this work for the State.

For example, on September 8, 2016, RIDE and the Community College of RI (CCRI) partnered to convene K-12 and post-secondary educators for an employer-led professional development opportunity titled “[Educational and Employment Opportunities of the Future.](#)” Hundreds of individuals participated in conversations about Rhode Island’s high-skill, high-demand industries and brainstormed how educational institutions and companies can work together to prepare students for careers in these growing industries, both in-person and via social media ([Storify](#)). Industry partnerships have also been catalyzed into action. For example, Health Career Employers will be hosting an “[Advancing Health Career Education in RI Schools](#)” Summit on November 15<sup>th</sup> for K-12 educators. See Appendix W for the Prepare RI Communications Plan to learn more.

**The Role of Cross-Sector Stakeholders:**

The Communications Strategic Plan identifies cross-sector responsibilities to communicate with and engage key stakeholders, including districts and schools, to build understanding and support of this work among key audiences. Phase I of this work involved working with the Career Readiness Working Group and more closely with employers, Phase II involves creating a comprehensive career-readiness web portal with designated aspects for key stakeholders, social media, traditional press, paid and print media. The Communications Plan also identifies that the State will also use the communities built in Phase I to conduct regular outreach through an email group and CPAC convenings.

**Why this Accomplishment Matters:**

One of the critical weaknesses identified in our Needs Assessment is that there is a perception problem and knowledge gap surrounding career readiness. Rhode Islanders perceive career readiness as a tracking mechanism for lower-skilled students and lack awareness about the existing pockets of career readiness excellence available to our students. Using NSFY Phase I grant funds, RIDE hired an independent communications consultant to work on branding, messaging, and the development of a short- and long-term communications plan. This critical work will include a robust marketing, advertising, and outreach campaign in Phase II.

**Accomplishment #7:**

**RIDE, Council on Elementary and Secondary Education, the CTE Board of Trustees and the ESSA Committee of Practitioners committed that career readiness outcomes will be valued in school accountability and school report cards beginning in the 2017-18 school year.**

**Summary of Accomplishment:**

The Council on Elementary and Secondary Education, the State’s ESSA Committee of Practitioners, and the employer-led CTEBOT reviewed and endorsed the proposed career education outcome measures to be included within the State’s ESSA Accountability Framework. This policy demonstrates, for the first time, the State’s commitment to include career education outcomes in school accountability for all schools. See Appendix L for the Valuing Career Education Outcomes Policy.

**The Role of Cross-Sector Stakeholders:**

Key cross-sector stakeholders – employers, educators, agency partners – worked closely with RIDE to establish each of these policies.

**Why this Accomplishment Matters:**

In order for this work to sustain beyond the grant, there must be a demand for career education among districts, schools, and educators. By valuing career education outcomes in the state’s ESSA accountability framework schools will look to career education to improve their outcomes.