



A Unified Action Plan for Career Readiness

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Rhode Island Career Preparation System Needs Assessment

Overview

Jobs for the Future (JFF), a national nonprofit that builds educational and economic opportunity for underserved populations in the United States, led the development of this Needs Assessment through a deep analysis of the current career preparation system in Rhode Island that included a review and analysis of existing research, reports and data previously compiled about the career preparation system, a review and analysis of current labor market information (LMI), and focus groups and structured interviews with almost 100 key stakeholders. Additionally, the **Rhode Island Public Expenditure Council (RIPEC)**, a business-led local nonprofit focused on advancing the interests of Rhode Island's employers by serving as a catalyst for effective, efficient and equitable government, led the analysis of the state's current use of state and federal funding streams in support of this work. Finally, armed with the work of JFF and RIPEC, state leaders and a public working group, the **Career Readiness Working Group** consisting of over 75 public stakeholders including employers, educators, and non-profit leaders, met biweekly from June through September to fully identify and vet the specific strengths and gaps of the state's career preparation system, brought to light areas of deficit regarding equity of student access, and ultimately used this Needs Assessment to inform the development of the Action Plan.

The six key objectives of New Skills for Youth have been unpacked below. For each of the targeted outcomes, the state uses the following criteria to assess its policies and practices using a 1-4 rating scale:

1 = Limited Progress: This outcome is not yet a priority within Rhode Island. There is very little activity and no significant effort to address this outcome yet.

2 = Emerging Practice: This outcome is becoming a priority for Rhode Island. Early work has been done to lay a foundation to reach this outcome.

3 = Established Practice: This outcome is a priority for Rhode Island. Policies and work are being implemented that can be strengthened and scaled.

4 = Sustained Practice: The state has fully met this outcome.

Additionally, the results of the Data Analysis are cited throughout this document, and its accompanying charts and tables are included on pages 18-20 of this document.

Needs Assessment Summary

Rhode Island received an "Emerging Practice" or lower on 10 out of the 15 specific targeted outcomes. Like many other states, RI has components of what would make a strong system of 9-14 career-focused pathways—active sector organizations and committed employers, examples of rigorous pathways in areas of high and growing demand in the labor market, a vibrant nonprofit education sector, and energetic new leadership at many state agencies. There are, however, significant gaps both in breadth and quality of career-focused options available for all young people. The state must better align the existing system, focus on meeting the needs of employers, expand flexible career education opportunities for young people, and build demand for career education among students, families, educators, and school leaders in order for this work to truly become established and sustained over time.

Cross-Sector Agencies/Structures Involved in the New Skills for Youth Initiative

Rhode Island Department of Education (RIDE)

Service Delivery: Career and Technical Education (CTE) - RIDE oversees state funding and advises the Board of Education on program accountability. [Advanced Coursework Network \(ACN\)](#) - Virtual learning network that offers coursework to all districts from LEA, Community, and public and private higher education providers.

Department of Labor and Training (DLT)

Service Delivery: [Real Jobs Rhode Island \(RJRI\)](#) - RJRI is a demand-driven model of workforce development. The initiative, now in its second year, is collaborative, flexible, and most-importantly, business-led. One of the RJRI Partnerships with Electric Boat is utilizing RJRI to map backwards to achieve vertical alignment from employer needs through postsecondary and high school programs.

Office of the Postsecondary Commissioner (OPC)

Service Delivery: [Dual and Concurrent Enrollment](#)- Provides funding for qualifying students to take college courses from Rhode Island's public higher education institutions as part of their high school requirements at no cost to the student or family.

Executive Office of Commerce (Commerce)

Service Delivery: [P-TECH](#)- the RI Pathways in Technology Early College High School initiative forges long-term partnerships between high schools, colleges, industry associations, and businesses to provide students with the education and skills they need to succeed and employers with a pipeline to the workforce of the future. There are three programs that opened in Fall 2016 in the State.

Board of Education (BOE)

Oversight: One unified Board of Education with two sub-Councils, the Council on Elementary and Secondary Education (sometimes referred to as "K-12 Council") and the Council on Postsecondary Education, which oversee the K-12 and postsecondary education systems, respectively.

Governor's Workforce Board (GWB)

Oversight: Formally established under RI law as the primary policy-making body on workforce development matters for the State, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities across the state. The GWB determines funding priorities for state workforce development funds and allocates annual funds accordingly.

Career and Technical Education Board of Trustees and Trust (CTEBOT)

Oversight: The Board of Trustees is an employer majority board responsible for ensuring a comprehensive and coordinated career and technical system within the State by advising RIDE, the BOE, and local LEAs on CTE funding and policy. The CTE Trust is a not-for-profit corporation that will develop partnerships with various employers to create internships and other opportunities for student learning, provide advisory assistance to the Board of Trustees, and raise funds for CTE.

Key Objective 1: Employer Engagement

Targeted outcome 1a: Identifying high-skill, high-demand sectors

Current Status: 2/Emerging Practice

The State has used reliable LMI and other information to identify specific industry clusters that are high-skill, high-demand in the current economy and there has been a focus on prioritizing these sectors for adult and youth workforce development. While the State has formalized statewide structures in statute that should be regularly convening the K-12, postsecondary, employer and workforce development communities, more needs to be done to use these structures to act upon the information the State has to establish priorities for career pathways, particularly beyond traditional CTE.

Early in Governor Raimondo's tenure, in partnership with Rhode Island's business community, she commissioned a Brookings Institution study, [Rhode Island Innovates](#), to provide a detailed and action-oriented analysis of the State's opportunities for economic growth. The study 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. Using this study, the State officially identified these high-skill, high-demand sectors in its approved [2016 WIOA Plan](#) and have made these sectors statewide priorities. In addition to informing the State's WIOA plan, the State has implemented a number of workforce development programs targeted towards meeting the needs of employers in these sectors, including some focused specifically on preparing youth to have the skills needed to secure jobs with these employers, including the formation of Real Jobs Rhode Island industry partnerships (discussed below), [Computer Science for Rhode Island](#) and three [P-TECH programs](#) in these fields.

Additionally, in 2014, the Rhode Island General Assembly created the Career and Technical Education Board of Trustees ([CTEBOT](#)) and Trust with the intention of strengthening career and technical education in the State. Appointed by the Governor, the CTEBOT is led by Al Lubrano, a retired CEO of an advanced manufacturing company, and Lisa Bisaccia, Executive Vice President and Chief Human Resources Officer for CVS Health. The majority of the members of the CTEBOT come from industry, but also include representatives of K-12, postsecondary and other stakeholders and has several representatives that also work with the business-led Rhode Island Public Expenditure Council (RIPEC). The group functions to provide oversight and quality control to high school CTE programs. The CTEBOT is currently undertaking an employer-led process to update and align all RIDE-recognized CTE program standards to industry needs.

While much good work has happened under the leadership of the new administration, too much has occurred in an ad hoc fashion. The State needs to do more to take advantage of existing structures to identify statewide priorities for career pathways beyond CTE. Moreover, more must be done to prioritize career pathways aligned to high-skill, high-demand sectors. This lack of prioritization has real programmatic impacts. 42% of students enrolled in CTE are not enrolled in programs aligned to high-skill, high-demand sectors, and nearly 50% of work-based learning experiences offered through the Governor's Workforce Board (GWB) are not in high-skill, high-demand sectors.

State law currently assigns responsibility for career pathways beyond CTE to the GWB. [RIGL 42-102-10](#) states that the GWB "shall support and oversee statewide efforts to develop and expand career pathways" with the help of an advisory committee of stakeholders and employers, the Career Pathways Advisory Committee (CPAC). Neither the CPAC, nor the GWB, have created an effective process to convene stakeholders to review LMI data and set priorities for career pathways work. However, new leadership transitions, including the installation of a new GWB Chair, Michael Grey, VP of Operations for Sedexo, and a new Executive Director, Heather Hudson, formerly an education policy advisor to the Governor, demonstrate new potential for this

group to serve as the structure to lead this work going forward. If the GWB can formalize this process, its statutory authority should help the process sustain across leadership transitions. Due to its small size there is not a need for the state to identify a process for regional differentiation based on local economic needs.

Targeted outcome 1b: Aligning skills and competencies with the labor market

Current Status: 2/Emerging Practice

Employers lead a process in specific industries in the state through which they identify the academic knowledge, technical skills, and employability skills needed for adult workers, but this process has not been translated broadly for students. As a result, the vast majority of K-12 and postsecondary students are not accessing career pathways informed by employers or connected to high-skill, high-demand sectors.

The CTEBOT has led a process for high-skill, high-demand industry sectors to identify standards for CTE programs to ensure that their completers have the academic knowledge, technical skills, and employability skills necessary to enter the workforce upon graduation. However, only about a quarter of youth statewide are enrolled in CTE programs. Employers have indicated a need to train more students from the general high school population, not just CTE programs. The CTEBOT has been frustrated by the limits of embedding pathways in all secondary schools, considering their statutory reach is singularly focused on the CTE population. Table 1 illustrates the small percentage of all career pathway completers in the state across demographics.

In addition, there has been limited to no progress in aligning skills and competencies established in postsecondary education with the labor market. In interviews with JFF, employers frequently stated that post-secondary institutions are not teaching the technical and work ready skills valued in the work place. Mapping backward from employer needs to the Community College of Rhode Island (CCRI) associate's degrees appears to be limited, and, interviewees described their efforts in the past to reach out to CCRI as landing in a "black hole" after an initial conversation. It is unclear the degree to which CCRI is positioned to tailor and quickly stand up new programs of study in response to employer need.

Finally, employers cited several barriers that prevent them from more actively engaging with schools and colleges. Local employers often complain about the cost and time it takes to onboard youth apprentices or interns. When interested in taking youth on site, employers identified regulatory barriers that prevent youth from being in workplaces. Employers also pointed out that Rhode Island, unlike other states, does not have a clear and easy-to-follow guide on best practices with school and student engagement, and that the current system has too many points of entry, which can be overwhelming, particularly for small businesses.

Fortunately, Rhode Island has a sector-by-sector employer-led, demand-driven workforce development model -- [Real Jobs Rhode Island \(RJRI\)](#). This initiative, now in its second year, is collaborative, flexible and business-led. Each sector, including all of the high-skill, high-demand sectors outlined above, has already formed an industry partnership made up of multiple employers, workforce intermediaries, and education and training providers. Together, the partnerships have articulated the specific knowledge, skills, and experiences needed for priority jobs in their industry, and working with their partner education and training providers, have designed and launched specific pathways (including apprenticeships, training courses, internships, etc.) for unemployed and underemployed adults to enter the industry and gain employment. GWB and DLT staff regularly evaluate outcomes and have reached agreed-upon performance measures with each partnership. Rhode Island's employer community has heralded this program as Rhode Island "finally" having a process that allows them to have the talent they need to compete and grow while providing targeted education and skills training for Rhode Islanders. What has not been done is more intentionally connect K-12 and higher education

into this initiative (although some partnerships do presently include a higher education partner, only one includes K-12 partners).

One early example of where this has worked is the RJRI partnership led by Electric Boat (EB). There, EB has connected their partnership to 8 CTE programs across the state, who are working with EB to design career pathway programs into entry-level jobs with EB, where students will learn the trades that EB has identified as their highest need, participate in postsecondary training opportunities offered by CCRI and New England Institute of Technology, and participate in EB's summer internship program. More information on their training model is available [here](#). Rhode Island should seek to replicate this model across all of its RJRI partnerships.

JFF interviewed a number of individuals affiliated with RJRI partnerships. These individuals were excited about the possibility of using what they have already done to identify required skill sets to design education opportunities to backwards map to achieve vertical alignment from employer needs through postsecondary and high school programs. If all RJRI partnerships were scaled down to the K-12 system, Real Jobs could serve as the employer-led process to align K-12 skills and competencies with the labor market.

In addition, while the employer community has been disappointed by previous outreach to the postsecondary system and particularly at CCRI, new leadership at CCRI has laid a foundation for potential change. CCRI has a new President, Meghan Hughes, who has made reform of the college's [Center for Workforce and Community Education](#) (CWCE) to better meet the needs of the employer community a priority. Additionally, Tom Sabbagh from CCRI Academic Affairs manages the state's federal TAACCCT grant. He joined the state's New Skills for Youth Core Team and is using TAACCCT funds to support the development of stronger workforce practices at the college. With just three public institutions in the state, innovative practices that are connecting with employers and working at the community college could quickly be scaled to the two other postsecondary institutions, Rhode Island College and University of Rhode Island.

Finally, there are currently several opportunities the State could take to reduce barriers and create incentives for employers to engage with schools. One example that could be retooled is the existing RI Employers' Apprenticeship [Tax Credit](#), which is currently narrowly-targeted to machine tool, metal trade and plastic process technician apprenticeships. The credit has been on the books since 1996 but has had no filers take advantage since 2010. The DLT regularly has a process for reviewing regulations and should focus its next review on barriers to work-based learning opportunities. The State has also recently undertaken several initiatives to better present and compile information to the public across agencies, and should seek to use that lesson to improve the availability of information for employers.

Targeted Outcome 1c: Dynamic review process

Current Status: 2/Emerging Practice

While the State has undergone a process that included the business community to identify high-skill, high-demand sectors, it does not have a cross-sector process in place where that information is continually assessed or adjusted.

The State needs to do more to take advantage of existing structures to establish a process to adjust classification systems for industries as the labor market changes. State law current assigns overall responsibility for career pathways to the GWB. While the GWB statute contemplates a Career Pathways Advisory Committee (CPAC), the committee has not been actively involved in workforce development policy in several years. The programs that do exist are not all rigorous or aligned with postsecondary programs. Numerous employers and other stakeholders interviewed consistently stated that existing programs were not

well aligned to their needs, nor were schools creating the more rigorous programs needed to help young people understand and prepare for careers in such sectors as health care, IT, financial services, and advanced manufacturing. The CPAC of the GWB could be (and statutorily is) the place where a feedback loop should be created to review the impact of career pathways to inform their continuous improvement. To be effective, this committee will need a significant overhaul so that it is better positioned to continually assess labor market needs, adopt new policies to improve the implementation of career pathways, and review and publicize data on career pathway participant progress overall. The GWB must utilize its significant workforce development funding streams for youth to its advantage in taking authority to set priorities for career pathways.

RIDE has begun a quality assurance process for approving CTE programs at the CTEBOT. Through this process, employer engagement in program review is required. While the list of approved programs currently includes an excess of those not aligned to high-skill, high-demand sectors (e.g., cosmetology and automotive programs), as of July 1, 2017, pursuant to a new policy (Appendix Z) adopted by the CTEBOT and Council on Elementary and Secondary Education, state funds will no longer be used to support programs that do not align to the employer-designed standards and do not align to high-skill, high-demand pathways.

Key Objective 2: Rigor and Quality in Career Pathways for ALL Students

Targeted outcome 2a: Quality and Rigor in Pathways

Current Status: 1/Limited Progress

Rhode Island has begun to establish a quality assurance review process with employers for CTE programs that leverages program approval criteria to establish and maintain program quality. At present, however, not all CTE programs are aligned to the employer-designed standards. Moreover, there are presently little options outside of CTE for students to access flexible career pathways that include career awareness and exposure or occupationally-specific courses.

The new CTE quality assurance process (Appendix E) and employer-led CTE standard development is designed to ensure that students who complete these programs meet employers' basic requirements for entry level positions. Already, several programs have closed or adjusted practice in response to the new policies. The CTEBOT will complete this work for every sector by July 2017. Political will is required to continue to hold programs accountable to these standards and act on the policy to end funding to programs that do not meet the employer-developed standards.

Outside of the emerging practices for CTE, Rhode Island needs to establish a goal of ensuing high quality career pathways are available for all students, and follow-through on that goal by using policy and funding levers to make flexible career pathways widely available to and accessed by all students. Rhode Island does not provide students with substantial flexible career pathways programming outside of CTE. As a result, for a student who does not enroll in a CTE program, they do not receive measurable career awareness and exposure or the opportunity to develop technical and employability skills beyond the core academic content.

State policies presently dis-incentivize districts and schools from recruiting industry professionals into the teaching profession and the current certification process establishes onerous requirements and uncertain emergency certification procedures that present barriers to attracting such candidates.

Currently, all teachers in Rhode Island, including CTE teachers, must earn a bachelor's degree in education within five years of hire, for which industry experience does not substitute. (By contrast, neighboring states of Massachusetts, Connecticut and New Hampshire only require a high school diploma or its equivalent for certification, and documentation of industry experience in the field of the license.) This is an issue for many

potential educators who have years of experience in their field and years of training but do not have a bachelor’s degree. Additionally, many CTE teachers enter the classroom unprepared to teach. Rhode Island does not have a program for preparing or supporting industry professions to enter the teaching profession, which prevents potential CTE teachers from gaining pedagogical expertise. A temporarily certified CTE educator cited “It doesn’t matter if my degree is in Basket Weaving, I need to get a bachelor’s degree even though I have over 10 years of experience in the actual field I’m teaching in.” The only way for many professionals to teach in the classroom is through an emergency certificate, which can be pulled at any time without warning. These policies actively block many potential experienced industry professionals from entering the classroom, and thus block students from learning from their professional experiences. The State needs to remove policy barriers and streamline certification procedures to allow for more industry professions to enter the classroom.

Beyond the barriers, Rhode Island must also do more to provide professional development opportunities to enable core academic and CTE teachers to get into the workplace, increase their own knowledge of career pathways, and strengthen their instructional practices. This present lack of support prevents educators from being able to access the best practices in career education and from ensuring that all students are given access to quality instructors with experiences in valuable careers. The education community in Rhode Island has begun developing strong communities of practice focused on core academic subjects, early learning, and ed-tech. These established communities of practice should serve as a model for a potential similar effort to deliver professional development opportunities in career education.

Finally, RIDE used to run a teacher externship program that has been eliminated. Capacity still exists to reopen the program as an effective way to improve the industry knowledge of all educators.

Targeted outcome 2b: **Equity and Access in Pathways**

Current Status: 1/Limited Progress

There is primarily only one comprehensive delivery model with uneven quality that is offered throughout the state, CTE, which is not widely popular among students and families. While CTE is technically accessible to every student in any school under a universal enrollment policy, logistical barriers ultimately limit access and results in inequitable participation in programs.

Rhode Island needs many more flexible career pathway opportunities in high-skill, high-demand fields to cover the three-quarters of students that do not access CTE opportunities. Preparation for white-collar jobs in fields such as allied health, IT, pre-engineering, and financial services exists in some Tech Centers, but are not well known to stakeholders. This leads to the widespread perception in the state that CTE prepares non-academically inclined young people for the skilled trades and is the choice for those not attending college—a tracking mechanism found elsewhere in the U.S.

Presently, all secondary students may attend any RIDE-approved CTE program located at any school in the state. (See April 2015 [Report](#)). However, the location of a program within a student’s transportation region determines responsibility for transportation costs and, as a result, limits options for students interested in attending a program outside of their transportation region. Table 1 demonstrates the mismatch between programming access and completion. Additionally, districts actively discourage students from leaving for CTE programs in other districts, as it sends funding out of the district.

From an equity perspective, Rhode Island has a complex access problem: only some students in the Tech Centers have access to education aligned with high-demand careers and students in the “college” track in comprehensive high schools are not introduced to the range of choices that exist in CTE and other career-focused programs. Some comprehensive high schools do have courses such as international business, child

development, and coding, but it is unclear whether students are able to delve deeply into these elective areas and/or complete a work experience that would enable them to apply their learning. Most are single courses and there are generally one or two such courses per comprehensive high school.

The State's Asset Map (Appendix T) shows that the GWB provides youth work immersion programming, but this is presently limited to CTE students and reaches less than 100 students per year. The GWB also offers summer youth employment programming (1,057 students served in FY16), but this programming is not connected to learning outcomes in schools. Neither of these programs are driven by standards identified by employers or are linked to high-skill, high-demand sectors and few criteria are used to maintain quality. The only outcomes measured are the number of youth who achieve a work readiness certificate (not valued by many local employers), and the number of youth in a work experience, no matter the actual outcomes or quality of that experience.

The state must work to improve views of CTE by improving communication and quality, and must also improve access to career pathway opportunities outside of CTE to attract more students and families to career education offerings. Rhode Island needs to invest in more flexible career pathway opportunities specifically including career awareness and work-based learning experiences. It is unclear how many students in schools receive these opportunities presently, and there is no comprehensive delivery system for doing so. The State should lean on the [model](#) and [early success](#) of its recent [Computer Science for Rhode Island](#) initiative which will spread programming access to computer science in every school in the state by December 2017. The initiative relies on numerous public private partnerships and a menu of ways schools can engage to ensure wide availability of computer science while leveraging a mixed delivery system that recognizes that one size does not fit all students. The state could use a similar model of mixed program delivery to rapidly increase the number of students engaging in work-based learning and career awareness and exploration programming. As part of this effort, the State should retool and align its GWB work immersion and summer youth programming.

There are many available mechanisms for widespread access to postsecondary credentials of value, but too few low-income and students of color are gaining them.

Under Governor Raimondo's leadership, Rhode Island has universal dual and concurrent enrollment at all three of its public higher education institutions. Because of the Governor's \$1.3 million investments in FY16 and FY17 in [dual and concurrent enrollment](#), all youth that qualify for dual and concurrent coursework can enroll free of cost. This has [doubled student participation in the program](#) in one year.

However, Table 2 shows clear equity in access issues to postsecondary credentials of value. Non-white, economically disadvantaged, English-language learners, and students with disabilities clearly gain these postsecondary credentials at much lower rates than their more privileged peers. Access to postsecondary credentials has been a priority of the Governor, as demonstrated by significant funding allocations for dual and concurrent enrollment programs. RIDE must work to better spread information about these available programs to students and families, and schools must work to better prepare students for these credentials.

Key Objective 3: Career-Focused Accountability Systems

Targeted outcome 3a: **Career-focused Indicators**

Current Status: 1/Limited Progress

The State has not collected a comprehensive set of career indicators in the past.

Rhode Island has previously only collected and publicly reported career-focused indicators as required by the Carl D. Perkins Career and Technical Education Act of 2006. These indicators are utilized for Perkins performance assessments but are not yet incorporated into other state accountability measures. Prior to NSFY Phase 1 RIDE only collected the following measures: The number and percentage of students who participate in a CTE program (analyzed by subgroup); the number and percentage of students who concentrate in a CTE program (analyzed by subgroup); the number and percentage of students who complete a CTE program (analyzed by subgroup); the number and percent of students who earn college credit that transfers to a higher education institution (analyzed by subgroup); the number of students who earn industry-recognized credentials (analyzed by subgroup).

RIDE has been able to collect all of the career-focused indicators required by NSFY Phase 1 except for Data Requirement 5, which is incomplete. RIDE claims that all students have access to all career pathways, as CTE programming is technically universally available, though logistical hurdles cited in Outcome 2b clearly make universal access a questionable claim. RIDE has also only defined career pathway completers as those students that complete CTE pathways, which limits the collection of data and leaves out the attainment of work-based learning experiences. RIDE can provide the number of students who earn different types of college credit that transfers to state higher education institutions, but cannot completely and reliably give the percentage of the senior class that earns these credentials as there may be students earning duplicative credits. For Data Requirement 5 RIDE only just received data on post high school outcomes and this data is limited to postsecondary college enrollment in-state. As part of its executed Data Sharing Agreement (Early Implementation Accomplishment 3), RIDE will obtain employment outcomes by October 15, 2016 to complete the data piece and will work with [DataSpark](#) to continue to improve the quality of the data. The State will also seek to incorporate private and out-of-state postsecondary enrollment data as much as possible.

Data is presently reviewed only internally at RIDE and this review has not been particularly focused on examining outcomes for equity. The State has multiple potential structures that could serve as places to review career-focused indicators on an annual basis but there is presently no process to do this regularly. RIDE has vastly improved its career education data collection since the beginning of Phase 1 of the grant as RIDE's Data Analysis and Research Director has served on the State's Core Team and has quickly been assembling and compiling the necessary data. The State has an excellent data reporting system, [Info Works](#), which could be utilized to publicly report this data. The Council on Elementary and Secondary Education regularly reviews this data to ensure equitable student academic outcomes and has expressed interest in doing the same with career indicators. Leaders at the Council, CTE Board and Trust, and Governor's Workforce Board have submitted requests for this data in the past and could be public platforms to review this data more regularly.

Targeted outcome 3b: **Indicators have Weight**

Current Status: 2/Emerging Practice

At present, the State has not incorporated career-focused indicators into its K-12 accountability system; however, the State is positioning itself to do so.

The ESSA engagement process offers RIDE an opportunity to include a career focused indicator in its accountability system. The ESSA Committee of Practitioners and the CTBOT have met to review the potential career-focused indicators detailed in Appendix L. The ESSA Committee of Practitioners includes postsecondary educators, employers, workforce development leaders, and other key stakeholders, who have not provided input on the indicators used to assess students' career readiness in the past. All of the stakeholder groups have unanimously approved of inclusion of the proposed indicators.

Targeted outcome 3c: **Student recognitions and incentives for demonstrating career readiness**

Current Status: 2/Emerging Practice

At present, secondary students are recognized and rewarded for developing and demonstrating career readiness in only limited situations.

Demonstrations of career readiness do not universally count for academic credit in Rhode Island and there are few examples of this practice occurring in the state. Typically only dual, concurrent and AP coursework count for academic credit in Rhode Island. Moreover, Rhode Island's graduation rules do not require student demonstration of career readiness.

While RIDE's present diploma system does not currently offer endorsements, revisions to the State's policy (Appendix N) will include diploma endorsements, which can and should include endorsements for the fulfillment of high-skill, high-demand career pathways. The revised secondary school regulations appear to be a promising opportunity for the State to provide recognition to students for fulfilling the requirements of high-skill, high-demand pathways, but RIDE should work with employers to set these diploma endorsements. In addition, Rhode Island requires every graduating secondary student to complete a capstone project. This capstone experience could be better utilized as a demonstration of student career readiness.

Key Objective 4: Scaled Pathways that Culminate in Credentials of Value

Targeted outcome 4a: **Scale High-Quality Pathways**

Current Status: 2/Emerging Practice

The delivery of career pathways are largely limited to CTE students, and these opportunities are not evenly delivered across communities.

The State's 10 Tech Centers offer a wide range of high-quality programs, but several need to be realigned or eliminated to meet current labor market demand and to lead to credentials of value. In addition, career pathways coursework is concentrated in the Tech Centers and almost entirely absent from comprehensive high schools. A small number of charter schools deliver high-quality career-focused education, among them the New England Laborers' Construction Career Academy and the Rhode Island Institute Nurses Middle College. Alternative options are available to a handful of students— many of them coming from underserved communities— through the MET, YearUp and Youthbuild. The State must significantly increase delivery models in order to effectively and efficiently offer pathways in high-skill, high-demand sectors to all secondary students. With changes, GWB career pathway programs, including work immersion and summer youth employment, can be scaled and effectively reach more students quickly.

Available for the first time in 2016, RIDE's [Advanced Coursework Network \(ACN\)](#) is an innovative supplement to dual enrollment that could provide a much broader mix of career-focused opportunities. This is an area for expansion and more development. Currently, students are enrolled in more than 600 fall semester and year-long courses through the ACN with a target of supporting more than 1,000 course enrollments for the 2016-17 school year. The majority of students are enrolled in career-focused courses through the ACN. As a result, RIDE has an exciting and high-potential delivery model in the ACN to offer face to face, blended and virtual work-based learning experiences as well as postsecondary courses and other experiences. The Network is in year

one, but is advanced compared to many other states. Participation of providers has increased significantly and the state should continue to prioritize its expansion.

Funding and program approval processes are beginning to be used to scale up high-skill, high-demand CTE pathways or phase out CTE pathways that don't lead to credentials of value. However, there are no rigorous funding and program approval processes for more flexible pathway offerings that are being used to scale down or phase out ineffective or inefficient programming beyond CTE.

[Grants](#) are available through RIDE to start and scale up pathways in high-skill, high-demand sectors, and to introduce fresh ideas and up-to-date equipment into the system. The CTEBOT has established a process for closing ineffective CTE programs that don't lead to credentials of value, and several programs have already adjusted practice or closed as a result. RIDE is slowly increasing the quality of CTE programming but the must continue to work closely with the employer-led CTEBOT.

GWB-supported career pathways programming provide more flexible opportunities for students; however, this programming must be more demand-driven and more tightly linked with schools. The GWB should consider supporting other potential delivery models besides existing work immersion and summer employment. There are potential opportunities to deliver more work-based learning experiences to students through local non-profits such as Junior Achievement, who offer work-based learning experiences that can be delivered fairly easily through districts and schools.

Targeted outcome 4b: **Expand work-based learning and career guidance systems**

Current Status: 1/Limited Progress

Effective career guidance systems have not taken root to help students make sound, well-informed decisions about course and pathway participation.

Career guidance opportunities are underdeveloped and not systematized in Rhode Island. There does not appear to be a system for ensuring that school guidance counselors deliver high-quality and universally available career advising, nor are they equipped to provide information on work-based learning opportunities. Counselors complain that they have heavy workloads and are not provided with support or information to help students make informed decisions about course and pathway participation.

Rhode Island requires that every middle and high school student develop an individualized learning plan (ILP) that details a student's passion, interests and goals for their education. Despite being a requirement, the ILP has failed to provide many students access to the supports that help them reach their full potential. The ILP is intended to be used by advisors and school counselors to support students with career goals. The plan is described as a "student directed planning and monitoring tool that customizes learning opportunities throughout their school experience, broadens their perspectives and supports attainment of goals." The [ILP framework](#) is in need of updating and the standards for ILPs are vague and loosely defined. Some schools use paper plans and rarely reference them. Others use a state-provided Way to Go platform that has low usage rates, and other schools create their own tools that students reference throughout their secondary career. It is clear that RIDE should have higher standards for the ILP and the State needs to invest in a uniform platform that can assist schools and students in developing an ILP.

Career counseling must become a higher priority in Rhode Island middle and high schools. An estimated 7% of Rhode Island seniors dropped out of high school last year, and the primary reason was because they did not

see the connection between their academic schoolwork and how it prepares them for a career. Students need better guidance related to their career options and must see the connection between school and future employment opportunities. Unfortunately, career counseling often falls to the bottom of the priority list for many of the state's school counselors because they are responsible for a wide variety of duties, including non-counseling responsibilities (e.g., substitute teaching, overseeing student lunches).

Finally, the state must also find a way to get LMI and other economic information in the hands of schools, educators, counselors, and most importantly students. In a focus group of students that graduated from RI secondary programs not one student could appropriately identify a single high-skill, high-demand industry cluster in the State's economy.

Supporting a better system of career advising must be a priority for RIDE. As mentioned in Objective 2, the education community in Rhode Island has begun developing strong communities of practice focused on core academic subjects, early learning, and ed-tech. These established communities of practice should serve as examples for a potential similar effort to deliver professional development opportunities to counselors and best practices in counseling should be shared with school leaders and other educators. A statewide review of the ILP would provide an opportunity for the State to completely reimagine its counseling system. Other states have invested in tools that could provide students and educators with better labor market information and RI should seek to do the same.

There are not enough career pathway models that offer work-based learning experiences available for all students. Even many CTE programs lack work-based learning opportunities. For those that exist, there is little quality control to ensure that these experiences give students insight into the range of careers available and associated entry requirements to help students make informed choices about long-term goals.

The state provides roughly 1,200 students on-site career immersion, internship, and summer employment experiences through the GWB. This leaves roughly 9,000 students in each cohort that are not provided a state-supported experience. Of secondary aged youth in Rhode Island, 40% participated in the labor force in 2015. These experiences, however, were likely not linked to helping students make informed choices about long-term goals. Rhode Island does not have an inventory of work-based learning placements or opportunities and must establish a stronger infrastructure for offering these opportunities. Existing GWB supported work-based learning experiences must be improved to be higher quality, pathways-aligned and employer-aligned. There are presently no resources available for GWB-supported or CTE work-based learning experiences to include authentic assessments and involvement of employers. Work-based learning opportunities are only given credit through some CTE programs, and are not linked to other secondary curriculum or prioritized by industry sector needs.

The employer-led CTEBOT has a strong opportunity to review work-based learning opportunities available through CTE programming. As of now, there is little data on how many programs offer work-based learning, and the CTEBOT should require programs to report this information. There does not seem to have been a systemic attempt at developing authentic assessments of work-based learning experiences by employers, but the CTEBOT could help fill this need for CTE programs, which could then be expanded beyond CTE. There needs to be a process for employers to identify outcomes for these opportunities. GWB and CTE supported work-based learning rules could be established and/or be better aligned between secondary curriculum and prioritized industry sector needs. RIDE has previously moved to require that all schools recognize credit earned via the virtual ACN, and could require that schools similarly recognize work-based learning opportunities that align with secondary curriculum and prioritized industry sector needs.

Targeted outcome 4c: **Credentials Have Value**

Current Status: 2/Emerging Practice

While a cross-sector process led by employers has been used to identify industry credentials with labor market value, there are a number of other available postsecondary credentials that could be linked to potential labor market value outside of CTE.

The CTEBOT is in the process of identifying industry credentials with labor market value (Appendix E). However, dual and concurrent Enrollment and AP coursework should also be evaluated for relevance to high-skill, high-demand fields. The state should use a similar process that the CTEBOT is using to review industry certificates for employers to review all postsecondary credentials available to ensure they all have labor market value.

Several programs in the state offer pathway completers postsecondary degrees and industry-recognized credentials that are “stackable” and articulate to progressively higher-level credentials, certifications, or degrees. Three new P-TECH programs have opened which offer students postsecondary degrees and industry-recognized credentials. While these programs technically are universally accessible, logistical hurdles often prevent student participation, and they are limited in access by geography and capacity. Several comprehensive schools in the state have indicated interest in developing similar models, and the state should use the framework developed by P-TECH to scale this model.

There is an established systemic articulation agreement between secondary and all postsecondary institutions in the state that awards credit to high school students who complete college coursework in all sectors.

[The dual and concurrent enrollment regulations](#) approved by the Board of Education on April 27, 2015 require all public institutions in the state award credit to high school students who complete dual and concurrent enrollment coursework in any sector. As a result, articulation of dual and concurrent enrollment credits in Rhode Island is a sustained practice.

Key Objective 5: Align State and Federal Funding Streams

Targeted outcome 5a: **Asset Mapping**

Current Practice: 2/Emerging Practice

The State, with the assistance of RIPEC, has built a comprehensive asset map (Appendix T) of all funding sources utilized for career education, training, and workforce development purposes, but it is incomplete.

The asset map represents the most comprehensive look at Rhode Island’s career preparation and workforce development system to date. Nevertheless, asset mapping remains an emerging practice in Rhode Island, and the database itself is incomplete. First, there is no formalized process for collecting relevant career preparation and workforce development data from all agencies and organizations across the state. Prior to this occasion, the GWB-led [Unified Workforce Development Expenditure and Program Reports \(UEP\)](#) provided the most comprehensive analysis of the career preparation system, however the UEP leaves out several important funding streams, programs, and state agencies. The process for collecting this information has also been ad hoc and open to error. A second limitation is the lack of uniformity in the data that is currently available. The GWB has been working to standardize the data collection process across agencies and programs included in

the UEP since it began producing the report in FY2010. However, substantial variation remains in the outcomes that are tracked and how metrics are defined, even among the agencies and programs included in the UEP. Finally, the usefulness of the asset map for determining overlaps and gaps in the system is limited by the types of data presently collected and available. Currently, most programs, agencies and funding streams do not track participation and outcomes by industry sector (notable exceptions include secondary CTE programs and youth programs overseen by the GWB). Without an understanding of the number of programs that offer training and credentials for each industry sector, and the number of participants that complete training in each industry sector, it is difficult to measure the degree of alignment between the career preparation system as a whole and the workforce needs of employers and industries within the state.

RIPEC has agreed to enter into an MOU with the State to annually update the asset map on an ongoing basis (Appendix U). The agreement includes a plan for formalizing and standardizing the data collection process to ensure that all relevant organizations, agencies, programs and funding streams are included in the data collection and reporting process. The State has recognized the data limitations and is currently working to address it. Furthermore, the Office of Management and Budget is currently working with other relevant state agencies to settle on a set of common definitions for key outcome and performance measures to ensure uniformity in the data that is collected.

Because the asset map is currently incomplete it cannot be effectively used as a tool to determine overlaps and gaps and focus on identifying areas with inequitable student access.

The same information is not available across all agencies, programs and funding streams, as demonstrated by the blank cells in the asset map and the State has not settled on a common set of clearly- and uniformly-defined performance and outcome measures. For example, while multiple programs may report the number of participants that have “Entered Employment” and “Retained Employment,” how those metrics are defined and measured may vary depending on the agency or funding stream. A plan cannot be developed until asset mapping is complete, but the state is continuing to improve on the asset map to get to the point where it is a viable decision filter for this work.

Targeted outcome 5b: **Braided Funding**

Current Status: 2/Emerging Practice

The State has begun to better leverage funding streams for programs specifically designed to meet the needs of career pathways, but more work remains.

Historically, career preparation and workforce development in the state has been driven by the various limitations and requirements of particular funding streams. However, over the course of the past couple years, a new practice has developed whereby the State, in partnership with key employer and industry partners, identifies a need within the system, and then seeks to identify various funding streams that can be utilized and combined to develop programs specifically designed to meet that need. A prominent example of this recent practice includes the [Real Jobs Rhode Island](#) initiative. Rhode Island is working to transform statewide workforce development into a demand driven strategy that ‘works backwards’ from employer need and aligns with the statewide economic development plan to ensure that demand for talented workers can be met across growing industries. The funding allocation to each Real Jobs partnership is based on what activities they are proposing and which participants they serve. Federal resources (provided under WIOA) can help pay for training and career services for specific clients based on eligibility. State resources (provided through the Job Development Fund, a workforce development fund) can help pay for training for other clients, such as current workers, as well as other non-training workforce solutions identified by partnerships. A strict intake process determines each participant’s eligibility. That ‘mix’ of participants then determines the proportional

reimbursement for each partnership. The state should scale the examples of braided funding from Real Jobs to other programming to more fully sustain this practice.

Despite this promising example of braided funding, limitations remain. Moving forward, the State will need to improve inter-agency coordination and data-sharing and create formal mechanisms to ensure that all career preparation and workforce development funding and activities are working towards achieving a common set of goals.

RIPEC will deliver a report as part of their MOU which will analyze the data generated from the more comprehensive asset map to help the State determine gaps in data, gaps in services, duplications or overlaps in services, areas that are underserved and other ways to improve the effective and efficient delivery of services. The report will include identified barriers to braiding all funding sources, particularly federal ones, and should make recommendations to local federal representatives for their assistance in overcoming these barriers. The report can ultimately serve as a basis for changing legislation or regulatory reform to more effectively braid funding streams beginning in the FY18 funding cycle.

Key Objective 6: Ensure Cross-Institutional Alignment

Targeted outcome 6a: **Mapping the Career Preparation Delivery System**

Current Status: 2/Emerging Practice

Rhode Island does not have an overall vision or theory of action for the delivery system that is tightly aligned with current and projected needs of the labor market.

A 2015 [report](#) found that: “The current education and workforce system is fragmented and not always aligned. A comprehensive system needs to foster collaboration and coordination between secondary, adult and postsecondary education and training. In addition, a highly effective system must engage business and industry as partners with programs to design and implement high quality career and technical education.” The lack of alignment, and synergy with the needs of employers, continues to be a problem and hinders the state’s ability to effectively deliver career preparation programming.

The State is using the occasion of NSFY to bring together large and varied groups of stakeholders to discuss the vision for career preparation as a first step to creating a delivery system. While the conveners had the goal of eliciting views of career-focused education and particularly readiness of employers to engage with schools and young people, the groups also help to promote dialogue about career preparation.

Insufficient information is available to fully determine gaps and overlaps in state career pathway offerings in all parts of the state for all students, but assumptions can be drawn that show significant existing gaps.

It is clear that there are large gaps in career pathways offerings in all parts of the state for many students. The data in Table 1 show the reach of existing career pathway offerings for the secondary population compared to the total secondary population. This data shows that few secondary students are enrolled in career pathways programming. This data is insufficient in comprehensively providing a picture of all of the gaps and overlaps in career pathways offerings because it lacks work-based learning and other more flexible career pathway

experiences, and demonstrates why this area is still an emerging practice.

There is considerable work to be done to ensure career pathways for all students. Most of the JFF focus group interviewees believed that the lack of integration between the Tech Centers and comprehensive high schools is not problematic. Several CTE directors interviewed, as well as other stakeholders, mentioned the need to increase career awareness and exploration in elementary and middle schools, but some CTE directors said they are actively prevented from marketing their programs and offerings to younger students even within their own district.

As seen in Table 2, there are several opportunities that students are accessing in growing numbers to earn postsecondary credentials. However, there is no state supported career awareness and exploration programming, and there is no mechanism to track whether this is happening at the local level. Additionally, work-based learning opportunities are limited to GWB supported programming, which currently has limited reach. It is clear the state should provide more flexible programming to increase participation in career awareness and exploration programming and work-based learning.

Student demographic information and disaggregated outcome data are difficult to comprehensively analyze because of their incompleteness, but the State has begun to collect this information and analyze it regularly.

The State is limited to analyzing demographic information and outcome data to the small population that currently receives career pathways programming. Additionally, the outcome data available for programs is significantly limited. It is unclear what types of outcomes youth are receiving from the existing programming. Table 1 shows the available student demographic information and disaggregated outcome data for the available career pathways programming in the state. Career Pathway completer data is limited to those students who complete high-quality CTE programs. This definition limits more flexible potential delivery models and potential increases in participation. Regular sharing of data between agencies has limited the compilation of this information until NSFY Phase I. As a result, all relevant state agencies has signed a data sharing agreement (Appendix O) to more regularly share this data. There should also be established procedures for stakeholders to analyze this data on a regular process.

Targeted outcome 6b: **Aligning the Career Preparation Delivery System**

Current Status: 1/Limited Progress

One of the biggest challenges for Rhode Island is that there has been no map or alignment of the career preparation delivery system.

There have been many efforts over the years to attempt to improve career preparation in K-12, but none of these efforts have found to be sustainable. A key reason for this is that there have not been true efforts to align the system to better deliver career preparation. The legislature and others have often resorted to adding committees and structures, like the CTEBOT and Career Pathways Advisory Committee, but there has not been a sustained effort to see how these additions would fit or drive an overall system. These newly established structures have often wandered through a mission-finding exercise, and have struggled to find authority in their work.

As a result, there are significant gaps both in breadth and quality of career-focused options available for all youth. Most significantly, Rhode Island lacks a work-based learning delivery system that links young people and their education programs with opportunities to apply their learning in workplaces. Despite a small number of employers now taking high school students into their workplaces, employers and educators are too

often at a loss about how to put their ideas for supporting young people’s career development into practice. Common complaints include: too many silos; too much territoriality; reinvention of programs that failed in the past; and a general sense that states bordering Rhode Island are further ahead in addressing the education/employer disconnect.

Creating a career preparation delivery system and aligning career readiness initiatives is a new priority for the Rhode Island NSFY Core Team. Each core team member associated with a specific agency is responsible for leading the work associated with the State’s career readiness objectives. Thanks to robust cross-agency buy-in, regular meetings, and strong leadership from RIDE and the Governor’s Office, the Core Team has made progress in jumpstarting the conversation about what it means to say that all Rhode Island students should be college- and career-ready. The Core Team has used this opportunity to introduce an aligned system map that can focus career preparation into a system in the action plan.

There is no existing continuous improvement plan that includes an on-going analysis of all of the disparate parts of the delivery system.

Because the system has never truly been aligned, the state has lacked a body responsible for tracking career preparation for all students and ensuring that the parts of the delivery system are functioning synergistically and delivering results for all students. Recently, the Governor utilized the state’s Office of Performance Management (OPM) to help monitor progress of a [Drug Addiction and Overdose Task force](#) strategic plan. OPM convenes relative agency heads quarterly for the sole purpose of reviewing quarterly benchmarks and developing ways to continuously improve the State’s plan to address Rhode Island’s persistent problem of drug addiction and overdose. The State should consider following a similar process for its NSFY three-year action plan.

New Skills for Youth Data

Table 1 (NSFY Data Requirements 1 and 2)

Access and Completion of High-Quality Career Pathways Experiences in 2015/16 School Year				
Student Group	Seniors***	Access*	Completers**	% Completers Total Seniors
Native American	87	87	18	21%
Asian/Pacific	361	361	60	17%
Black	918	918	329	36%
White	6926	6926	1614	23%
Multi-racial	250	250	109	44%
Hispanic	2210	2210	747	34%
Male	5427	5427	1467	27%
Female	5325	5325	1423	27%
Students with Disabilities	1718	1718	343	20%
English Learners	316	316	51	16%
Economically Disadvantaged	4026	4026	1466	36%
Total	10752	10752	2890	27%

Table 1 Notes

**All students are considered to have access to any CTE programs, as all programs have universal enrollment access across the state.*

***CTE completers were considered to be the only completers in RI in 2015/16. The definition of completers will be revised once diploma endorsements are created in the 2017/18 school year.*

**** For analysis, RIDE determined that the percentage of the senior cohort that were career pathway completers would be the best way to analyze student access for all.*

Table 2 (NSFY Data Requirements 3 and 4)

Group	Student Count*	Dual Enrollment		Concurrent Enrollment		Advanced Placement**		HS/HD Industry Certificate***		All Postsecondary Credentials	
	Total	Earners	%	Earners	%	Earners	%	Earners	%	Earners	%
Native American	156	2	1%	14	9%	4	3%	2	1%	22	14%
Asian/Pacific	665	5	1%	110	17%	276	42%	15	2%	406	61%
Black	1779	50	3%	187	11%	100	6%	43	2%	380	21%
White	13106	208	2%	2489	19%	3558	27%	346	3%	6601	50%
Multi-Racial	532	18	3%	65	12%	182	34%	9	2%	274	52%
Hispanic	4361	145	3%	527	12%	598	14%	114	3%	1384	32%
Male	10415	130	1%	1331	13%	2135	20%	313	3%	3909	38%
Female	10184	298	3%	2061	20%	2660	26%	216	2%	5235	51%
Students w. Disabilities	3194	29	1%	69	2%	N/A	N/A	54	2%	152	5%
English Language Learners	736	6	1%	83	11%	N/A	N/A	2	0%	91	12%
Economically Disadvantaged	8027	237	3%	886	11%	N/A	N/A	226	3%	1349	17%
Total	20599	428	2%	3392	16%	4795	23%	529	3%	9144	44%

Table 2 Notes

**RIDE counts the Total as all HS Juniors and Seniors, as these are the vast majority of credential earners.*

***Some AP earners are individuals who earned multiple credits and as a result there are likely repeats in the data. AP Data is unavailable disaggregated by SWD, ELL, and Econ Disadvantaged.*

****Some Industry Certificate earners are individuals who earned multiple credits and as a result there are also likely repeats in the data.*

Table 3 (NSFY Data Requirement 5)

Public Postsecondary Enrollment for RI High School Graduates

Enrollment at URI, RIC, and CCRI within 12 months of graduation for School Year 2013-2014 Grads

	Secondary Graduates	# Enrolled	% Enrollment
Total Statewide	9550	4325	45.29%
Native American	34	12	35.29%
Asian	275	147	53.45%
Black	749	371	49.53%
Hispanic	1804	919	50.94%
Multiple	175	67	38.29%
Pacific Islander	32	14	43.75%
White	6481	2795	43.13%
Female	4841	2335	48.23%
Male	4709	1990	42.26%
Economically Disadvantaged	3065	1415	46.17%

Table 3 Notes

Data is limited to immediate public postsecondary enrollment for RI high school graduates

The data in these Tables are visually displayed [here](#).

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
Commissioner
Postsecondary Education

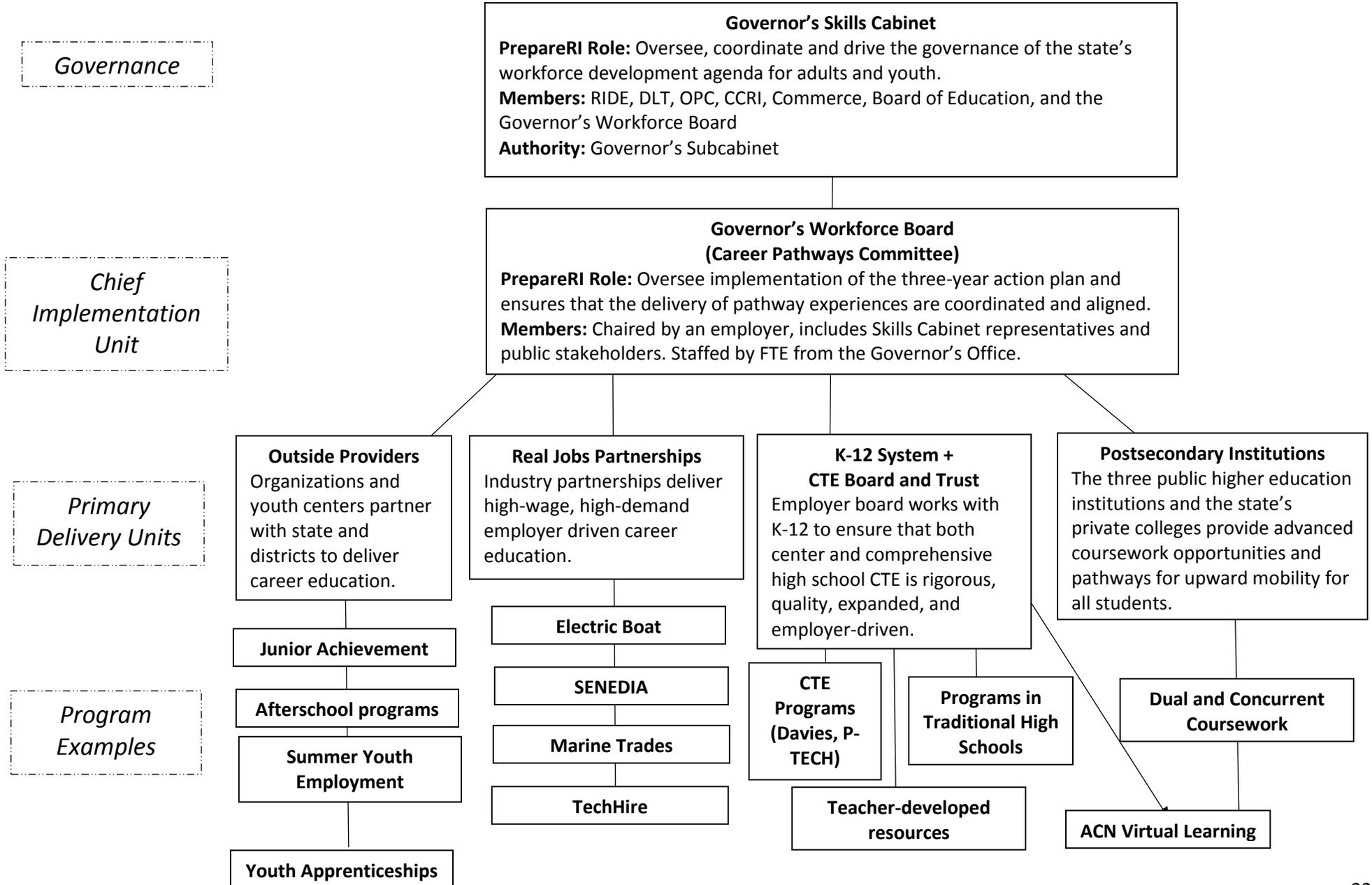


Meghan Hughes
President
Community College of Rhode Island



Michael Grey
Chair
Governor's Workforce Board

Rhode Island Youth Career Preparation Delivery Map



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>1. Reconvene the Career Pathways Advisory Committee (CPAC) of the Governor’s Workforce Board (GWB) created by RIGL 42-102-10 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>	<p>Heather Hudson, GWB Executive Director (ED)</p>	<p>Accomplished Oct. 4, 2016</p> <p>Monthly meetings</p>
<p>2. Intentionally align the Career and Technical Education Board and Trust (CTEBOT) created by RIGL 16-53-8 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>	<p>Heather Hudson, GWB ED Ken Wagner, RIDE</p>	<p>November 2016 -March 2017</p>
<p>3. 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 “Rhode Island Innovates” study. CPAC will utilize the Brookings study to inform career pathways prioritization until March of 2018 when the classifications will be updated.</p>	<p>Heather Hudson, GWB ED</p>	<p>March 2018- every two years following</p>

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>1. Release an RFP for Planning Grant proposals to all existing RJRI 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 & 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>	<p>Scott Jensen, DLT Director</p>	<p>November - December 2016</p>
<p>2. 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, modeled after the successful Electric Boat plan, 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>	<p>Scott Jensen, DLT Director Ken Wagner, RIDE Commissioner</p>	<p>December 2016 – March 2017</p>
<p>3. 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>	<p>Scott Jensen, DLT Director</p>	<p>March – June 2017</p>

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	
Goal 3: 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.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. Reform existing RI Employers' Apprenticeship Tax Credit 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
2. 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
3. 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 Kentucky's) 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
4. 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
Goal 4: 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.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. 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
2. 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
3. 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
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Implementation Planning				
Legislative Action	Regulatory Changes	Federal Programs	State Funding	Potential Barriers and Unintended Consequences
Yes/ No	Yes/No	Yes/No	Yes/ No	
<ul style="list-style-type: none"> Reforming the tax credit will be proposed in the FY18 Budget. 	<ul style="list-style-type: none"> Revising workplace regulations will require DLT regulation changes. 	<ul style="list-style-type: none"> CCRI will utilize TACCCT grant funding for Goal 4, Steps 1-3. Federal workforce dollars (WIOA) will be directed to supplement state funding for implementation grants for RJRI partners. 	<ul style="list-style-type: none"> GWB funding will be used to provide grants to support RJRI partners work with K-12. CCRI will repurpose the budget currently used to support programs for the CWCE. 	<ul style="list-style-type: none"> 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. 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. Legislative and regulatory reforms are not guaranteed, need to make sure other avenues can be used. Aligning CCRI with industry will face some institutional backlash, the institution needs to be supported through this by the Governor.

Overarching Objective 2: Promote Quality and Rigor in Career Pathways for All Students		
<i>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.</i>		
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
<p>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.</p>	Scott Jensen, DLT Director Heather Hudson, GWB ED	January – June 2017
<p>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 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</p>	PrepareRI Project Director Ken Wagner, RIDE	September 2017 – December 2020

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.	Commissioner	
3. 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
4. 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
Goal 2: All career pathways opportunities will be held to the same standards that will ensure connection to industry, rigor, and quality.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. 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
2. 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
3. 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
4. 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 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	Al Lubrano, CTEBOT Heather Hudson, GWB ED	Beginning in July 2017 and annually thereafter

Programs.		
Goal 3: 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
1. Help parents and students learn how to enroll in CTE preparation programs by creating a centralized enrollment platform, similar to the OneApp Enrollment Platform 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
2. 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
3. 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
Goal 4: 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
1. 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
2. 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
3. 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 SREB “Preparing CTE Teachers for Today’s	Jim Purcell,	November 2016 -

<p><u>Students Program</u>”, 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.</p>	<p>Postsecondary Commissioner Steve Osborn, Chief of Innovation, RIDE</p>	<p>July 2017</p>
<p>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.</p>	<p>Al Lubrano, CTEBOT</p>	<p>November 2016 - September 2018</p>

Implementation Planning				
Legislative Action	Regulatory Changes	Federal Programs	State Funding	Potential Barriers and Unintended Consequences
Yes/No	Yes/No	Yes/No	Yes/No	
<ul style="list-style-type: none"> The Governor may propose an increase in funding for career pathways programming for FY19 depending on need. 	<ul style="list-style-type: none"> Transport to Careers may require a change to CTE funding regulations. Teacher certification will be revised through regulation. 	<ul style="list-style-type: none"> USDOE’s CTE Leadership Academy will be a professional development option. Transport to Careers may require federal funding and waivers. 	<ul style="list-style-type: none"> State funding will support flexible career education programming, PrepareRI Ambassadors, the enrollment platform, and postsecondary credits and certificates guide. 	<ul style="list-style-type: none"> Flexible career programming expansion will require a shift in direction for providers and thus a strong implementation strategy. LEAs have financial disincentives to allow students to enroll elsewhere, so funding issues must be resolved. General education teachers will need to be bought in to the value of career education. CTE stigma?

Overarching Objective 3: Establish a Career-Focused Accountability System		
<p><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></p>		
<p>Goal 1: 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.</p>		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<p>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 CTEBOT have agreed upon the indicators used to assess students’ career readiness listed in the Proposed Career Education Outcomes document. See Appendix L Valuing Career Education Outcomes in K-12 Accountability Policy</p>	<p>Ken Wagner, Commissioner, RIDE</p>	<p>November 2016 - June 2017</p>
<p>Goal 2: Rhode Island collects and publically reports meaningful career-focused indicators on an annual basis, updated as much as possible in real-time, and</p>		

disaggregated by district and demographic information.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. 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
2. 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.
3. 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

Goal 3: Rhode Island secondary students are recognized and rewarded for developing and demonstrating career readiness.

Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. 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
2. 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
3. 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
4. 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

Implementation Planning				
Legislative Action	Regulatory Changes	Federal Programs	State Funding	Potential Barriers and Unintended Consequences
Yes/No	Yes/No	Yes/No	Yes/No	• ESSA Accountability framework still needs to be approved by the Council and the Federal
	• Accountability	• Revisions will be	• State funding will	

	<p>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.</p> <ul style="list-style-type: none"> • Secondary School regulation revisions are almost complete. • Endorsement work will require regulation revision. 	<p>made to the state’s federal education accountability plan.</p>	<p>support the development of the PrepareRI web portal and Teacher Leader Ambassadors</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. • PrepareRI Ambassadors must get district buy-in on the capstone projects to ensure widespread use.
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<p align="center">Overarching Objective 4: Scale Pathways that Culminate in Credentials of Value</p>		
<p><i>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.</i></p>		
<p>Goal 1: Rapidly scale high-quality work-based learning and career awareness and exposure programming to reach all students by 2020.</p>		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
<p>1. 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.</p>	<p>Heather Hudson, ED GWB</p>	<p>July 2017 - thereafter</p>
<p>2. 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.</p>	<p>Heather Hudson, ED GWB</p>	<p>January 2017 – December 2017</p>
<p>3. 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 pathways programs. These vocational training partnerships would include professional learning opportunities for career educators as well as international exchange programs for participating youth.</p>	<p>Dan Sutton, Commerce Heather Hudson, ED GWB</p>	<p>November 2016 – December 2017</p>
<p>Goal 2: All students receive focused career advising, beginning in middle school, which helps them make sound, well-informed decisions about course and</p>		

pathway participation.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. 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
2. Launch a new tool in partnership with College Measures, similar to Launch My Career Tennessee , 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
3. Revise the existing Individualized Learning Plan (ILP) framework 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
Goal 3: Adopt and operationalize policies that increase the number of career pathway completers who have completed career pathways that culminate in postsecondary credits and certificates with labor market value.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. 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
2. 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
3. Increase state funding to continue to maintain free dual and concurrent enrollment coursework for all Rhode Island high school students. Board of Education regulations 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
4. 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 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.	Jim Purcell, Postsecondary Commissioner	November 2016 – August 2017
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	Jim Purcell, Postsecondary	November 2016 – August 2017

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.	Commissioner	
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Implementation Planning				
Legislative Action	Regulatory Changes	Federal Programs	State Funding	Potential Barriers and Unintended Consequences
Yes/No	Yes/No	Yes/No	Yes/No	
<ul style="list-style-type: none"> Must ensure budget allocations for dual and concurrent enrollment keep up with demand. 	<ul style="list-style-type: none"> Must ensure CTEBOT and GWB funding requirements maintain program quality. Revise ILP Policy 		<ul style="list-style-type: none"> Procure the College Measures tool 	<ul style="list-style-type: none"> 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. Must work closely with school counselors to ensure buy-in.

Overarching Objective 5: Align State and Federal Funding Streams				
<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>				
Goal 1: 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		
1. 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		
2. 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		
Goal 2: 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		
1. 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 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.	Ken Wagner, Commissioner, RIDE	November 2016 – July 2018		
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"> Reorganization of funding streams may require legislative changes in the FY19 Budget. 	<ul style="list-style-type: none"> Revisions to the CTE funding methodology will require K-12 Council approval 	<ul style="list-style-type: none"> Federal funding will be analyzed and better aligned to support stronger outcomes for youth career education. 	<ul style="list-style-type: none"> State funding will be analyzed and better aligned to support stronger outcomes for youth career education. 	<ul style="list-style-type: none"> 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. Revision of the CTE funding methodology must be done carefully and with district engagement to avoid potential unintended consequences.

Overarching Objective 6: Ensure Cross-Institutional Alignment		
<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>		
Goal 1: Institutionalize the career preparation delivery system to ensure policies and processes improve and sustain beyond leadership transitions.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline
1. 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
2. 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 R.I.G.L. 42-72.5 (1-3) 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
Goal 2: 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
1. 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
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.	PrepareRI Project Director	March 2017 – September 2017
Goal 3: 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.		
Action Steps (NSFY Criteria)	Owner (s)	Timeline

<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

Q1 (March 2017)

1. GWB CPAC reconvened and refocused
2. CTEBOT realigned with GWB CPAC
3. RJRI expanded to K-12
4. “Transport to Career” fund established and capitalized
5. CTE teacher certification revised and updated to support the recruitment of mid-career professionals
6. RIDE has convened a working group to revise and update CTE funding methodology
7. Prepare RI Project Director has been hired
8. Executive Order institutionalizing new youth career preparation system has been issued by the Governor
9. Host platform for Prepare RI online portal has been procured
10. OMB Performance Management has begun tracking progress against Action Plan goals
11. First quarterly meeting of the GWB CPAC has been devoted to public performance management and review

Q2 (June 2017)

1. K-12-specific RJRI planning grants awarded pursuant to GWB and DLT recommendation
2. CCRI pilot competency-based learning initiative successfully launched
3. RJRI partnerships have identified new flexible career pathways in high-demand, high-wage fields and the GWB is expanding programming in these areas
4. First joint CPAC-CTEBOT review of career pathways programming outcomes is complete
5. First quarterly Prepare RI Summit is convened
6. Prepare RI Ambassador educator fellowship program is established
7. Alternative teacher education program RFP is awarded
8. Rhode Island includes a “Diploma Plus” indicator in its submitted ESSA accountability plan
9. State as established and capitalized a Flexible Career Pathways Fund at the GWB
10. RIPEC has completed asset mapping and data enhancement in collaboration with GWB
11. Coordinated three-year communications campaign has been developed and launched

Q3 (September 2017)

1. Comprehensive career education Prepare RI web portal launched
2. First annual employer recognition event held
3. CCRI competency-based learning initiative scaled up to involve multiple industries and faculty members
4. Online academic learning management system developed and launched
5. Guide for families and students on postsecondary credits/certificates is published
6. CTEBOT has recommended standards for each CTE industry sector
7. Centralized CTE enrollment platform has been created and launched
8. Three-year communications/marketing campaign has launched
9. State has established diploma endorsements that recognize students meeting career pathways standards in high-skill, high-demand sectors
10. Prepare RI summits have developed “communities of practice” for K-12 and postsecondary career counselors
11. College Measures labor market data tool has launched
12. CTEBOT has had first annual convening to review the list of industry credentials attained through pathways
13. College advising worksheets have been created
14. Comprehensive policies to ensure flexibility in career pathways have been adopted

Prepare Rhode Island: Key Quarterly Milestones

<p><u>Q4 (December 2017)</u></p> <ol style="list-style-type: none"> 1. RI Employers' Apprenticeship Tax Credit expanded and targeted to youth 2. GWB has developed a new infrastructure to support more effective summer youth employment programming 3. Youth career immersion funding has been repurposed to support youth apprenticeship 4. Barriers to work-based learning opportunities for youth removed as a result of DLT-led review process 5. Individualized Learning Plan framework has been revised 6. First annual report detailing student performance on career-focused indicators is published by RIDE and prominently displayed on the RIDE website 7. First annual meeting of the GWB CPAC to publicly review the student performance report with stakeholder groups is convened 	<p><u>Q5 (March 2018)</u></p> <ol style="list-style-type: none"> 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 2. Governor's FY19 budget request includes funding to ensure flexible career pathways programming for all students 	<p><u>Q6 (June 2018)</u></p> <ol style="list-style-type: none"> 1. RIDE and Prepare RI have repurposed senior capstone project requirements to focus on career and career-readiness 2. Alternative teacher education program is established
<p><u>Q7 (September 2018)</u></p> <ol style="list-style-type: none"> 1. All public schools have career awareness and exploration programming to every student 2. GWB CPAC has adopted employer-developed flexible career pathway standards 3. Career pathway standards inform RI graduation diploma endorsements in every high-skill, high-demand sector 4. Financial incentive program for the recruitment of new career-education teachers is established and active 5. State Board of Education has requirement that work-based learning completers receive academic credit 	<p><u>Q8 (December 2018)</u></p> <ol style="list-style-type: none"> 1. CCRI Center for Workforce and Community Education successfully restructured 2. CCRI competency-based learning initiative scaled up to include secondary schools, URI and RIC 	<p><u>Q10 (June 2019)</u></p> <ol style="list-style-type: none"> 1. A clear menu of work-based learning options exists for every school to choose from 2. Every school has at least one educator who engages in Prepare RI professional development

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 4th, 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 27th, 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

<p>credit</p> <p>See Appendix AA, for the adopted Reverse Transfer Policy</p> <p>See Appendix S, for Draft Revision of the Transfer Policy.</p>
<p>The Role of Cross-Sector Stakeholders:</p> <p>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.</p>
<p>Why this Accomplishment Matters:</p> <p>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.</p>
<p>Accomplishment #3</p>
<p>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.</p>
<p>Summary of Accomplishment:</p> <p>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.</p>
<p>The Role of Cross-Sector Stakeholders:</p> <p>The agreement is a direct response to the needs assessment and involves better sharing of data between all sector stakeholders involved.</p>
<p>Why this Accomplishment Matters:</p> <p>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.</p>
<p>Accomplishment #4:</p>
<p>Formed a Partnership with the American Institutes for Research (AIR) to develop LaunchMyCareerRI.</p>
<p>Summary of Accomplishment:</p> <p>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</p>

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 15th 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.

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**APPENDIX A: CAREER PATHWAYS SUBCOMMITTEE
ANNOUNCEMENT**



**GOVERNOR'S WORKFORCE BOARD
EXECUTIVE COMMITTEE**

Date: Tuesday, October 4, 2016
Time: 8:00 – 9:00 am
Location: RI Dept. of Labor and Training
Conference Room 73-2
Chair: Mike Grey

Agenda

- | | | |
|-----------|--|------------|
| A. | Call to Order | |
| B. | Approval of Meeting Minutes 8-18-16 | Vote |
| C. | GWB Board Retreat | Discussion |
| D. | Guidance for Local Workforce Boards | Discussion |
| E. | Career Pathways Committee and NSFY Action Plan | Vote |
| F. | Adjourn | Vote |

Next Meeting: Tuesday, December 6, 2016

The Department of Labor & Training meeting room is accessible to the handicapped. Individuals with disabilities will be provided accommodations upon request to the Department of Labor & Training, Governor's Workforce Board at (401) 462-8860 at least three (3) days in advance of the meeting.

Posted: 9-30-16

NEW SKILLS ^{FOR} YOUTH

JPMORGAN CHASE & CO.

The Path to Career Readiness RHODE ISLAND

New Skills For Youth

Phase Two Presentation

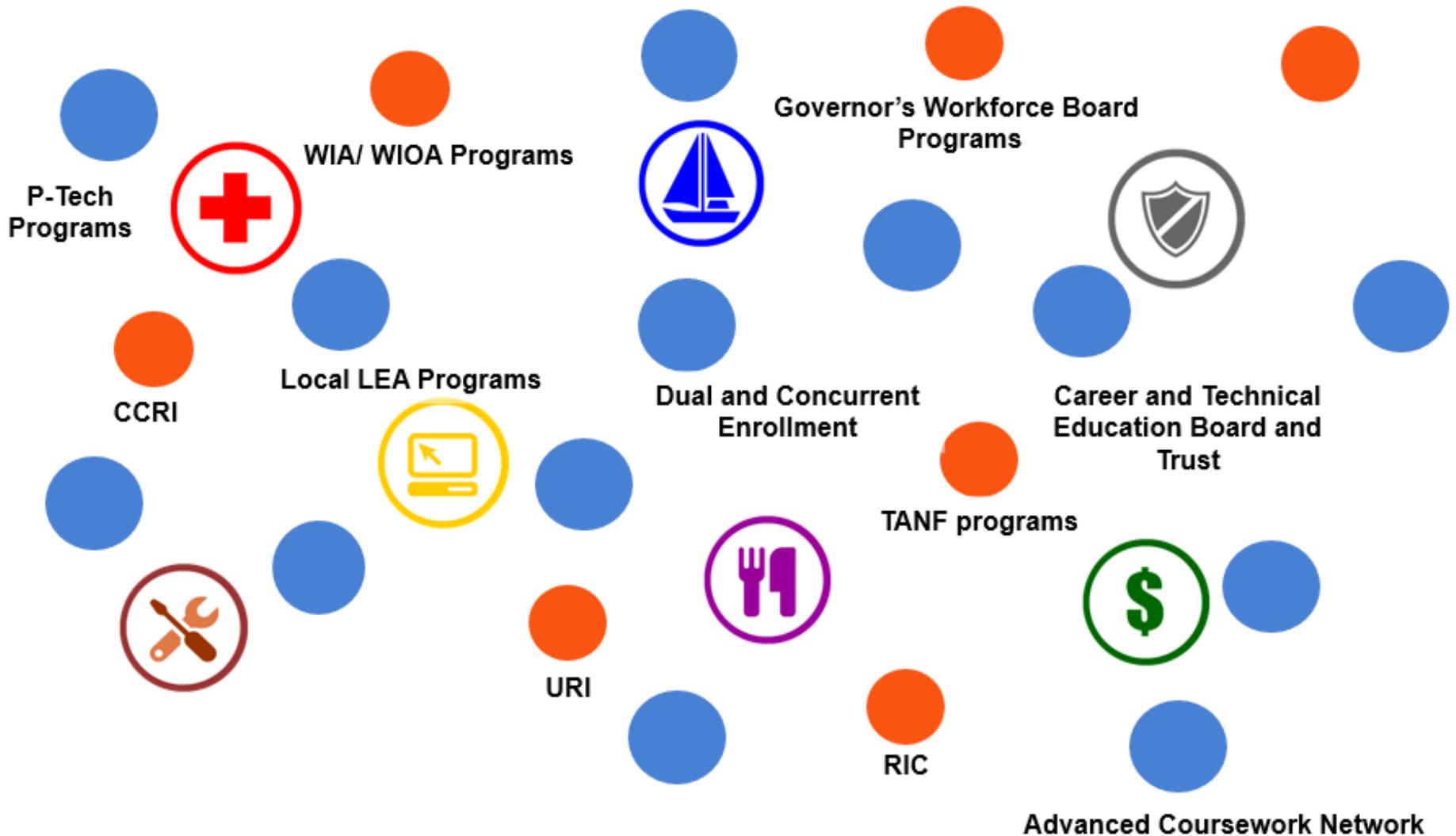
Governor Gina Raimondo

State of Rhode Island

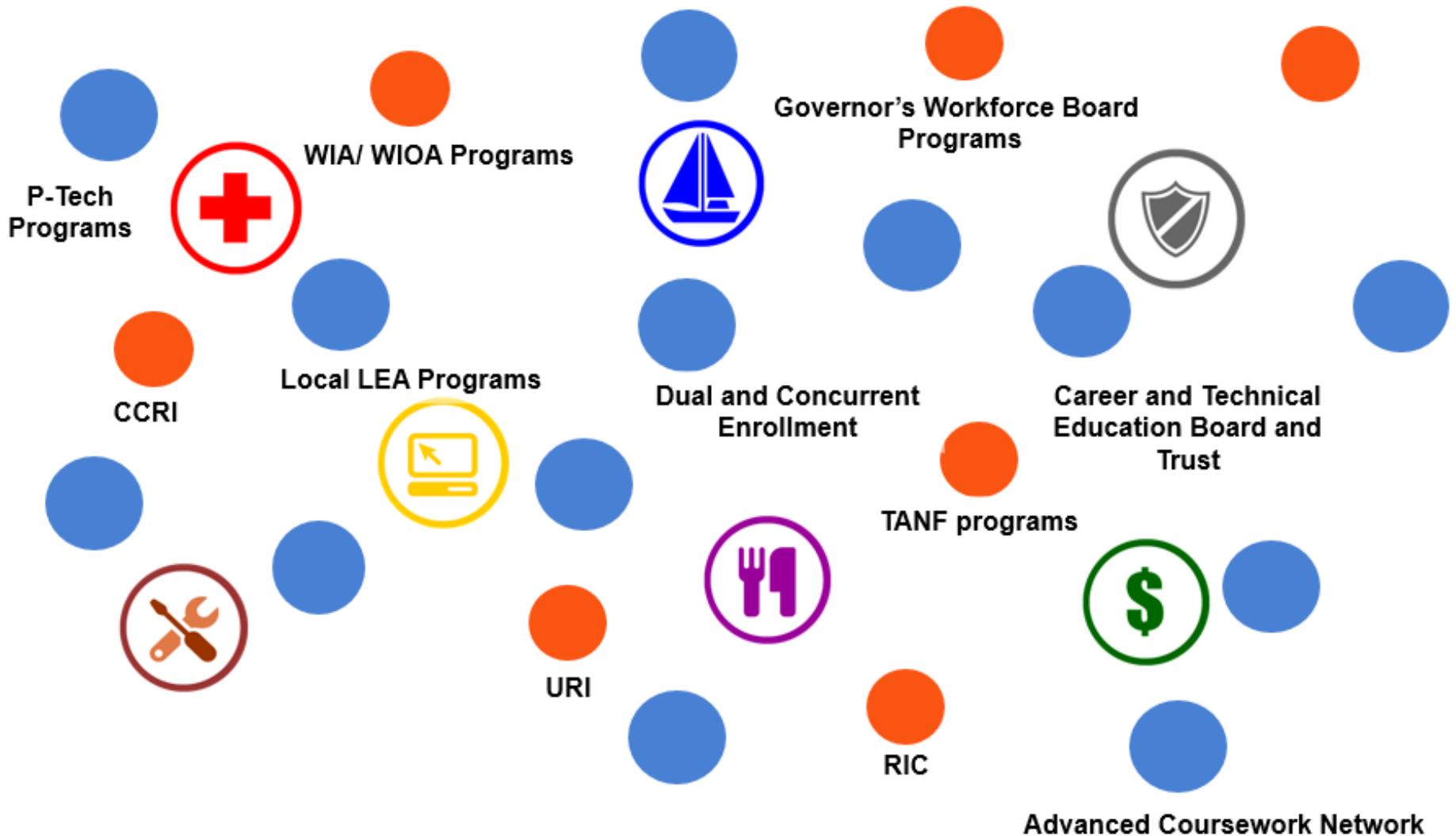
Commissioner Ken Wagner

Rhode Island Department of Education

State Context – Fragmented System of Career Preparation in 2016



State Context – Fragmented System of Career Preparation in 2016



Needs Assessment Key Findings: Strengths

⌘ *Public Enthusiasm and Engagement*

- Several majority employer boards meet regularly and are well attended, including the Career and Technical Education Board and Trust and Governor's Workforce Board
- There are multiple active nonprofits, including Skills USA, Junior Achievement, PASA and others already leading this work

⌘ *Universal Access to Advanced Coursework*

- Dual and Concurrent Coursework
- Advanced Coursework Network (ACN)
- CTE Program Choice through portable school funding formula

⌘ *Leadership*

- The new administration has started several new programs (P-Tech, CS4RI, Electric Boat) all aimed at equipping youth with the skills they need for jobs that pay
- The Governor convenes an internal Skills Cabinet monthly to review adult and youth workforce development priorities

Data Analysis Key Findings: Strengths

⌘ *The number and percentage of all students who participated and completed dual and concurrent coursework more than doubled in one year.*

Unique Course Enrollments	14-15	15-16	1 Year Growth
Dual Coursework	599	985	64%
Concurrent Coursework	2,241	4,900	119%
Total	2,840	5,885	107%

⌘ *The number of students earning all postsecondary credentials (industry certificates, AP, Dual and Concurrent Enrollment) in high schools all continue to climb steadily.*

Needs Assessment Key Findings: Gaps

⌘ *Fragmented System*

- Multiple employer structures are not aligned behind a coherent theory of change, including the Governor's Workforce Board and CTE Board
- Lots of programs, little connection

⌘ *No Comprehensive Work-Based Learning System*

- Too few students are supported and there are not enough connections in existing opportunities to employers and to schools

⌘ *Little Focus on Career Awareness and Exploration*

- Students, and educators, are often unaware of the changing economy
- Most students lack focused career advising

⌘ *Limited Availability of Data and Information*

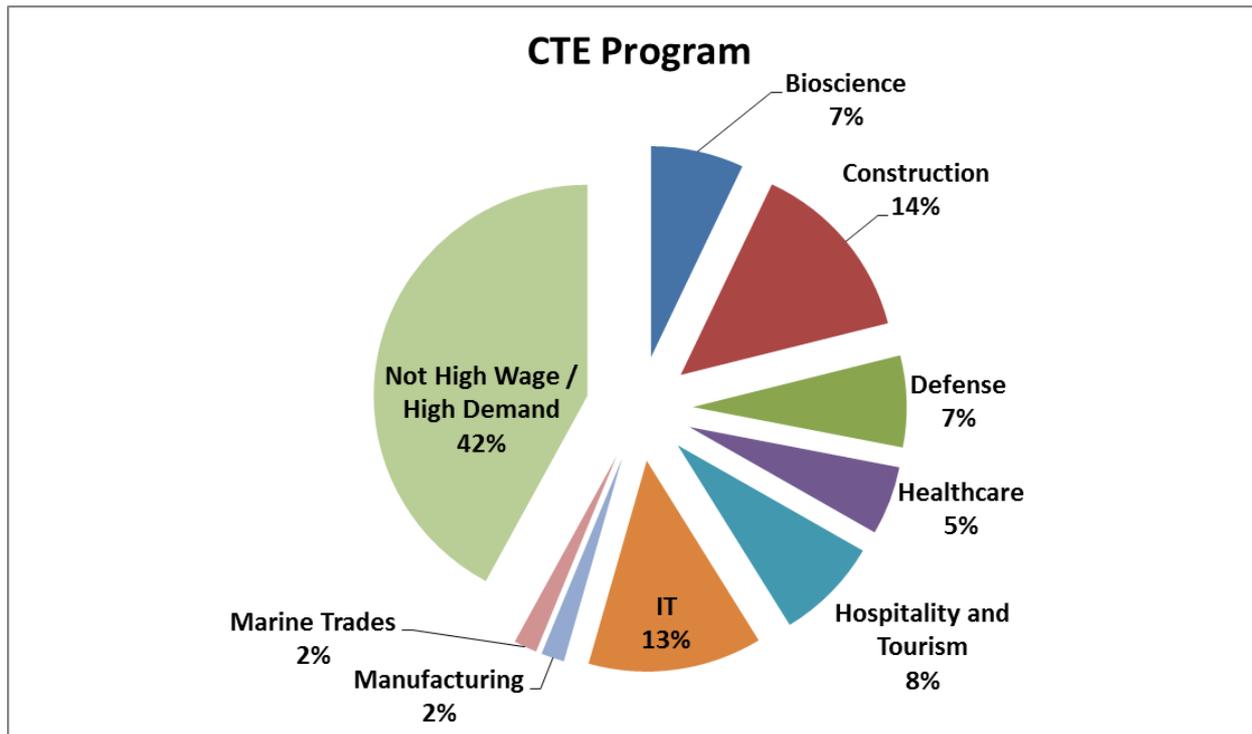
- Little information is available about how prepared graduates are for career, as well as how funding streams are utilized

⌘ *Stigma Attached to Career Education*

- Outdated vision of career education permeates the state.

Data Analysis Key Findings Gaps

- ⌘ Approximately only 27% of Rhode Island's graduating class completed a career pathways (completed a CTE program)
- ⌘ Over 40% of existing career pathway programming (CTE) isn't in high-wage, high-demand sectors.



Data Analysis Key Findings Gaps

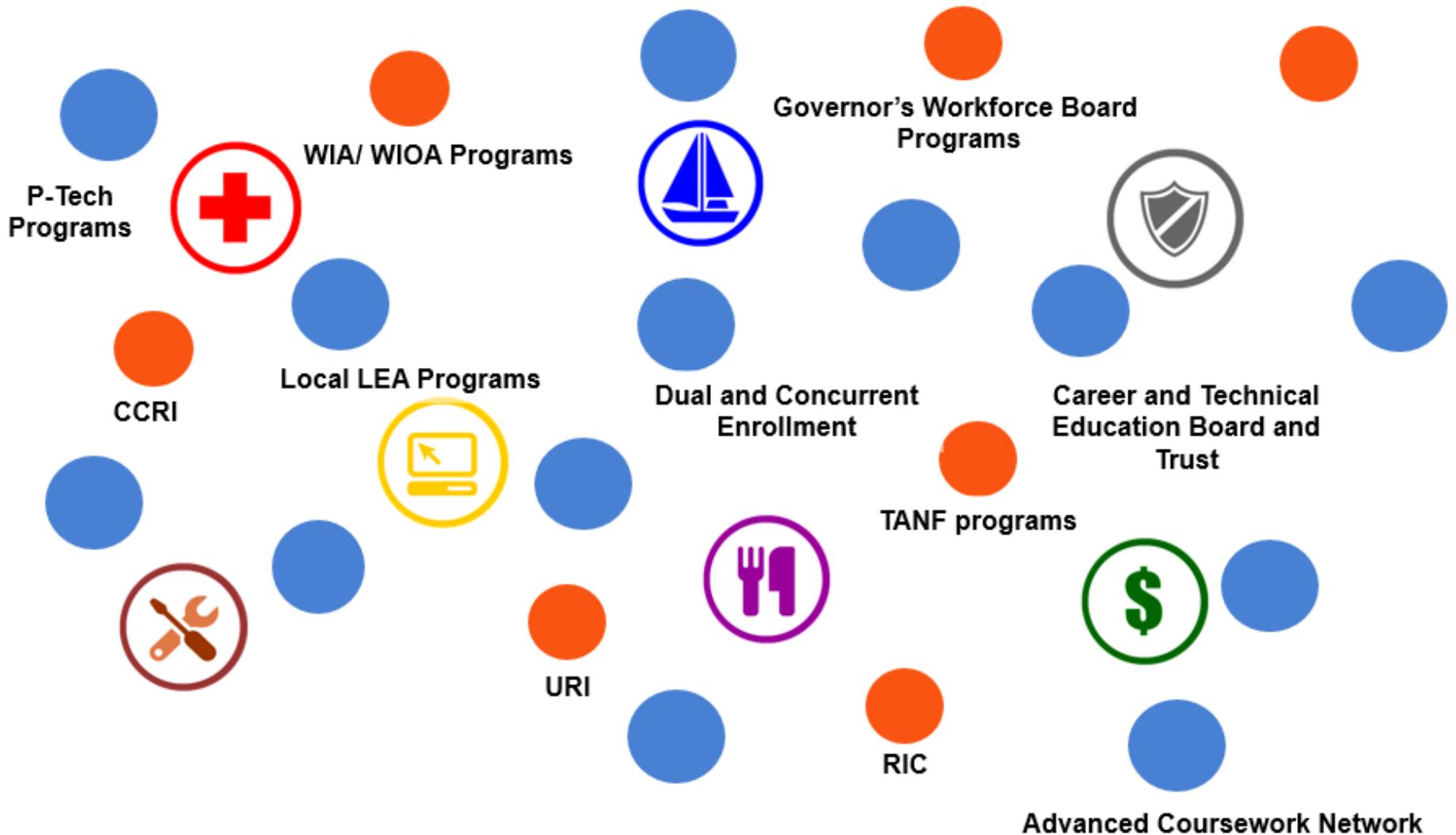
- ⌘ While all students technically have access to CTE and Postsecondary Credentials, participation is not distributed equitably

HW/HD Sector Coursework Participators (15/16)	%White Students	%Non-White Students
Defense CTE	83%	17%
Marine Trades CTE	93%	7%
AP Computer Science	72%	28%
Dual and Concurrent	73%	27%
Total Pop.	60%	40%

27%
of dual and concurrent course enrollments were made by low-income students, a population that makes up 43% of all high school students.

- ⌘ To date the state has not tracked how many students receive work-based learning experiences or career awareness and exploration experiences, even within CTE programs

Fragmented System of Career Preparation in 2016



Theory of Change

Empowers Educators

All educators are provided supports and leadership opportunities to become experts in career education.

Multiple Entry and Exit Points

Give all youth opportunities to enter, exit, and re-enter career pathways through flexible pathways programming.

Career Readiness for All Students

Mixed Delivery System

Schools have a menu of state supported ways they can provide demand driven career education.

Demand Driven

Career education is responsive to the needs of high-skill, high-demand employers



Career Readiness State Action Plan

Top Priorities

⌘ *Work with Employers to Meet the Future Needs of the Economy*

- Expand the employer-led, demand-driven Real Jobs Rhode Island (RJRI) workforce development initiative to include K-12 in all partnerships.
- Reduce existing barriers to employer engagement and establish incentives for employers to more proactively engage with schools
- With employer input create scaled workforce programs between K-12 and Higher Education, with a particular focus on CCRI

⌘ *Ensure Career Education Opportunities for All Youth*

- Provide every youth in the state flexible career pathways opportunities through quality delivery models outside of just traditional CTE programming by 2020, with a focus on expanding Career Awareness and Exploration, Postsecondary Credential, and Work-Based Learning opportunities.

Career Readiness State Action Plan

Top Priorities (cont'd)

⌘ *Better Align the Career Preparation System*

- Focus the system behind delivering meaningful outcomes for students and meeting the needs of high-skill, high-demand industry
- Include career-focused indicators as part of the school accountability system and create career-readiness diploma endorsements
- Working with RIPEC, create an asset map of state and federal funding streams and improve the use of data in funding decisions

⌘ *Create a Demand for Career Education*

- Develop a community of practice in education that gives educators more connections with high-wage, high-demand fields and strengthens their instructional practices in career pathways
- Align efforts behind a broad communications strategy, including a marketing and ad campaign that creates a sustaining demand for career education, reduces its stigma, and improves awareness of the needs of the changing economy

Career Readiness Action Plan: Leveraging Resources and Engaging Stakeholders

System Map

Rhode Island Youth Career Preparation System Map

Governance

Governor's Skills Cabinet
 Prepare RI Role: Oversee, coordinate and drive the governance of the state's workforce development agenda for adults and youth.
 Members: RIDE, DLT, OPC, CCRI, Commerce, Board of Education, and the Governor's Workforce Board
 Authority: Governor's Subcabinet

Chief Implementation Unit

Governor's Workforce Board (Career Pathways Subcommittee)
 Prepare RI Role: Oversee implementation of the plan.
 Members: Chaired by an employer, includes the state Core Team and public stakeholders. Staffed by shared FTE from GWB and RIDE to ensure K-12 coordination.
 Authority: Statutory

Primary Delivery Units

Outside Providers
 Organizations and youth centers partner with state and districts to deliver career education.

Real Jobs Partnerships
 Industry partnerships deliver high-wage, high-demand employer driven career education.

K-12 System + CTE Board and Trust
 Employer board works with K-12 to ensure that both center and comprehensive high school CTE is rigorous, quality, expanded, and employer-driven. RIDE also provides access to postsecondary credentials.

Program Examples

- Junior Achievement
- Afterschool programs
- PICs – Summer Jobs

- Electric Boat
- SENEDIA
- Marine Trades

- Programs in Comprehensive High Schools
- Preparation Programs (Davies, P-Tech)
- ACN Virtual Learning
- Teacher-led resources



Career Readiness Action Plan: Leveraging Resources and Engaging Stakeholders

⌘ *Career Pathways Subcommittee to serve as chief implementation unit*

- Reconvened with a new mission focused overseeing the implementation of the action plan.
- This Committee will be intentionally comprised of representatives from businesses in high-demand, high-wage areas, the New Skills for Youth Core Team, and other public stakeholders.

⌘ *Performance Management*

- Similar to the Overdose Task Force, the state's Office of Performance Management will lead cross-sector quarterly reviews of the action plan to monitor implementation.

⌘ *Quarterly Prepare RI Summits*

- Quarterly summits will develop communities of practice focused on building capacity to support a high-quality system of career education.
- The sessions will be designed with employers to support core subject area teachers, CTE teachers, school counselors and system leaders who are working to incorporate the best practices of career education in their schools.

Planning for Long-Term Sustainability

⌘ Leadership Transitions – What if the administration changes?

- Must review and institutionalize the theory of action in legislation.

⌘ Prior false starts – what is going to be different this time?

- Prepare RI Pledge and state commitment.
- Programming will be built from the ground up – responsive to educator feedback, employer demand, and student interest.
- Career education outcomes in the state's ESSA plan.

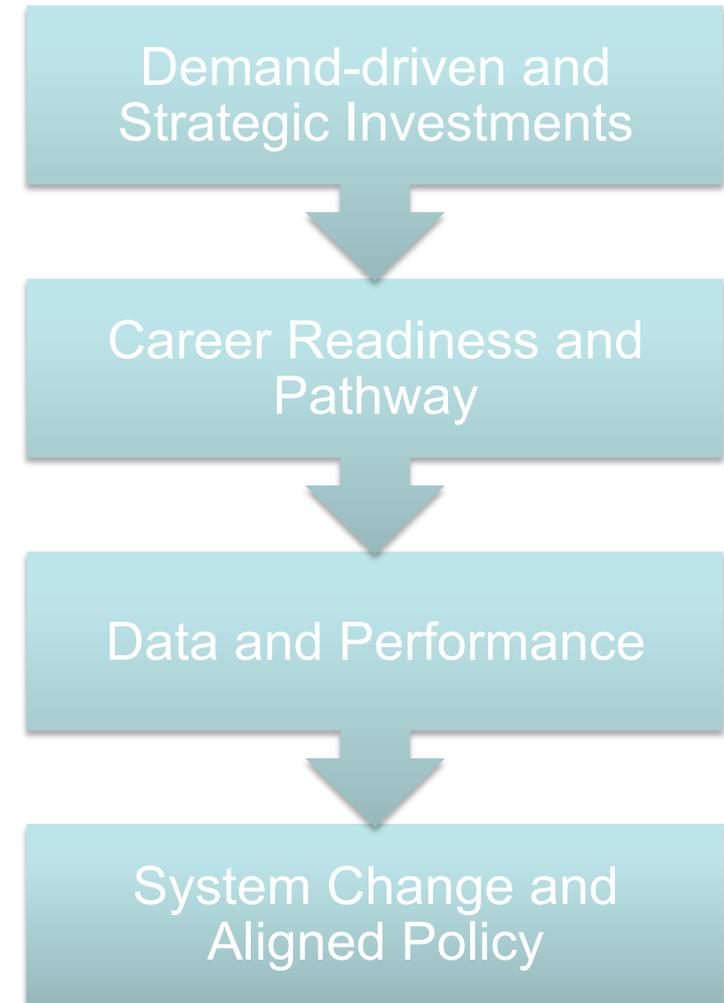
⌘ Resource Constraints

- Must build long-lasting demand through high-quality programming, information, and choice.
- Realign funding streams to ensure that one-time grant funding and funding streams aren't only source of supports.

Rhode Island Workforce Strategies

Each of these strategies are set forth in Rhode Island's Workforce Innovation and Opportunity Act State Plan. These key strategies set the vital framework for the State's comprehensive plan to transform the workforce system of Rhode Island.

1. Implement a demand-driven, sector-based strategy to meet employer demand and establish a pipeline of workers for future demand.
 - Demand-driven means: that investments to strengthen the workforce are guided and informed by growing industry and employers, that actually do the hiring and know where the jobs are.
2. Advance a career pathway strategy to provide employment, education, training and support services for individuals, particularly those with barriers to employment, so they can improve own individual capacity to effectively compete in the labor market to achieve economic security for themselves and their families.
 - Career Pathway means: that all Rhode Islanders have access and opportunity to develop their education and skills to prepare them for a job.
3. Develop an effective performance measurement strategy to track labor market interactions beyond federal reporting requirements.
 - Data and performance means: using LMI data to guide investments and program data to evaluate performance and measure impact of investments
4. System Change and Aligned Policy
 - Aligned policy means: government is "networked" and coordinated to achieve efficiencies and effectiveness



GWB is statutorily charged with developing a Career Pathways System

Composition of committee
Employer
Industry
Labor
EOHHS
DOC
Secondary Education
Higher Education
Community Based Organization
Public Workforce System
Office of Library and Information Services
<i>CTE *</i>
<i>Commerce*</i>

⌘ § 42-102

10 State Career Pathways System. –

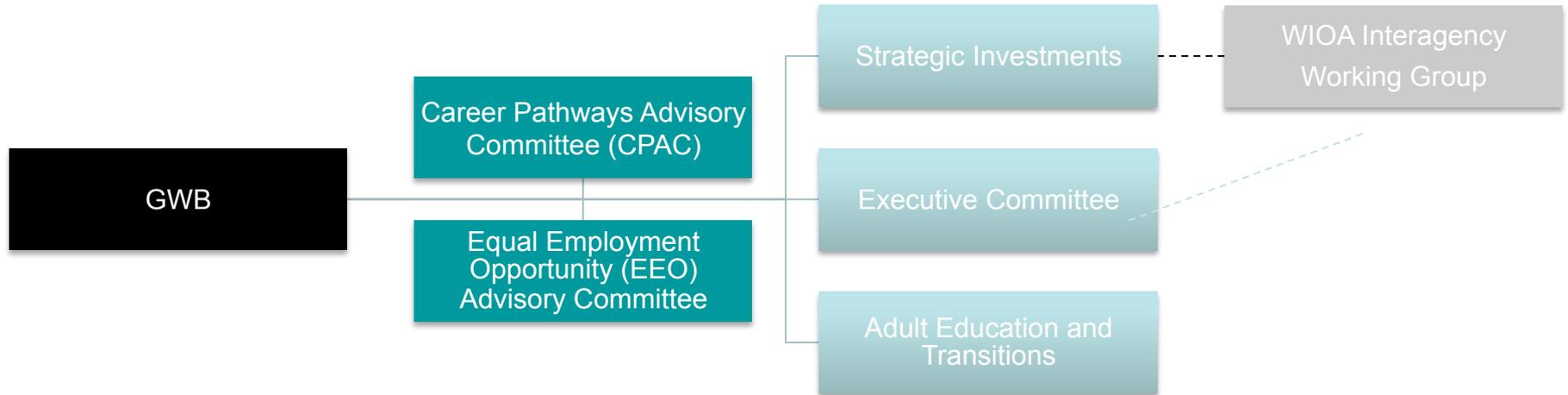
The workforce board ("board") shall support and oversee statewide efforts to develop and expand career pathways that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education and employment in that sector.

Committee Descriptions

	Executive Committee	Strategic Investments	Career Pathways Advisory Committee	Adult Education and Transitions Committee	Equal Employment Opportunity (EEO) Committee
Goal	Ensure implementation of the state's Workforce Action Plan and monitor progress to meet employers' workforce needs, advance skills of Rhode Island workers, and provide interconnectivity to the workforce network.	Improve the employment opportunities for Rhode Island workers and meet the needs of business and industry to create economic competition and growth.	Provide all youth K-24 with access to flexible and quality career pathways programming through high quality delivery models inclusive of K-12, CTE, Post-Secondary education, etc.	Ensure all Rhode Island adults and out-of-school youth have access and opportunity to obtain industry credentials and/or post-secondary credentials, career readiness, and jobs.	Ensure vulnerable populations have equal access and opportunity to the workforce system.
Tasks	Oversee general management and direction of the Board; coordinate and provide direction for state and local WIOA policy development; monitor committee groups work plans and timelines; oversee communications and outreach, legislation etc.	Review LMI and program data to inform strategic and demand-driven investments; oversee and approve funding allocations	Oversee the implementation of a mixed-delivery career pathways system; review LMI and program data; advise the GWB to ensure equitable access to career pathways and serve as the connector to Industry and Employers in K-12 and Post-Secondary system.	Oversee the implementation of a mixed-delivery career pathways system; review LMI and program data and provide guidance across state programs to ensure coordination and serve as the connector to providers and local workforce services.	Monitor disparities in workforce programs and develop policy and investment recommendations for Strategic Investments
Membership	Committee Chairs of GWB	GWB Members	Chaired by employer in high-demand/high-wage area, includes industry representatives, and formalizes NSFY Core Team, absorbs Youth Committee previous efforts and includes CTE representative.	GWB members and other service agencies/providers.	GWB members and other workforce partners: Veterans Affairs, ORS, BHDDA, State EEO Office, etc.



Proposed GWB Committee and Work Group Structure



**APPENDIX B: REAL JOBS RHODE ISLAND GRANT
FRAMEWORK**



Application for Additional Funding Planning - K-12 Partnerships in Career Readiness

In partnership with the Rhode Island Department of Education, the Office of the Postsecondary Commissioner, and the Governor's Workforce Board, the Department of Labor and Training is making available grants of up to [redacted] to approved and competitively solicited Real Jobs RI partnerships for the exclusive purpose of developing, expanding, and supporting industry-driven career awareness, exploration, and preparation activities in the state's K-12 education system. Grant funds are available to help partnerships study and identify:

- (a) ways to increase career awareness and exploration and work-based learning experiences for youth in their sector;
- (b) the academic knowledge, technical skills, and employability skills needed for youth to secure entry level positions within their sector;
- (c) training plans in which skills and competencies validated by the employer partners can be embedded in pathways that begin in secondary school and continue into postsecondary; and
- (d) K-12 partners and additional postsecondary partners who will join the partnership to assist with implementing the plan.

Proposals are due to the Department no later than 4:00pm on [redacted] and will be reviewed the Career Pathways Committee of the Governor's Workforce Board along with other relevant Parties. All fields must be completed in full to be considered.

A. APPLICANT INFORMATION

Real Jobs Partnership Name		
Lead Applicant Organization	Lead Applicant Contact Person First: _____ Last: _____	Contact Telephone () -
Contact E-Mail Address	Are you aware of any outstanding legal, regulatory, or taxation matter related to the Lead Applicant Organization? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, Please describe:	
Has your organization received any other funds from other entities in the last six (6) months that relate to the purpose for which you are submitting this application? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, Please describe:		

B. FUNDING REQUEST & SUMMARY

Please enter the Total Amount of this Request: \$ _____

Please summarize your proposal in 200 words or less:

C. REQUIRED DOCUMENTS

<p>Your Application for Additional Funding should be submitted along with the following:</p> <p><input type="checkbox"/> A detailed budget providing an account of how requested funds will be spent. At the appropriate time, expenditure documentation such as cancelled checks, invoices, or receipts will be compared against this budget by Department staff.</p> <p><input type="checkbox"/> A 3-5 Page Brief describing how additional funds will be used to develop, expand, and/or support industry-driven career awareness, exploration, and preparation activities in the state's K-12 education system. Such a brief should include:</p> <ul style="list-style-type: none"> • a list of employer partners involved in the development of the proposal, and the specific role they played • a list of K-12 academic partners involved in the proposal and the specific role they played • a preliminary description of key career readiness issues facing the target industry sector, • plans to ensure the planning process is industry-led, • demonstrated capacity for collaboration, • an attestation that the partnership has the capacity to manage the new funds/resources.
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By signing this application, I certify that all of the information provided is complete and accurate to the best of my knowledge. I understand that any false information, omissions, or misrepresentations (whether intentional or unintentional) may result in denial of my request or, if my request is approved, may require the return of all or some of the awarded funds. I further certify that any awarded funds will be controlled by, and expended in compliance with, the terms of my FY 2016 Implementation Grant Award Agreement. If approved for funds, I agree to complete and submit a Project Modification form to add to and/or amend the original terms of said Award Agreement.

Signature of Applicant _____ **Date** _____

1) Grant Funds

- a) If awarded, any Funds provided pursuant to this application shall be used only for the purposes described in the application, as well as any related implementation plans, budgets, and appendices, as approved by the Department. If awarded, applicant agrees to use the funds only for approved purposes.
- b) Applicant agrees that funds will be expended in conformity with the requirements and provisions contained herein, as well as any programmatic, financial, or other implementation policies determined by the Department.
- c) The Department reserves the right to amend or revise the requirements if necessary for the effective administration of the Real Jobs RI program.

2) Disbursement and Expenditure of Funds.

- a) If awarded, Funds shall be disbursed through a manner mutually agreed to by the applicant and the Department.
- b) Awarded funds shall be expended in accordance with an Approved Budget as agreed to between the parties. Applicant may not expend more than the amount allocated for any category in the Approved Budget without the prior written consent of the Department.
- c) Any costs related to the proposed activity that are incurred by Applicant prior to the awarding of funds are incurred voluntarily, at applicant's risk and upon its own credit and expense.
- d) If, upon completion of the proposed activity, there are cost savings, unspent disbursements, and/or undisbursed funds, Applicant shall return any remaining Grant funds to the Department.
- e) Applicant shall establish and maintain fiscal control of all awarded funds and shall comply with generally accepted accounting procedures for tracking of funds.
- f) If awarded, Applicant agrees to abide by all relevant program rules and requirements for state and federal funds provided.
- g) Applicant may be subject to financial review or audit by Program Monitors or other Department designees throughout the duration of the proposed activity and up to three years following its conclusion. Monitoring will be conducted in a manner consistent with the requirements of the state or federal funding source provided.
- h) If awarded, Applicant will reconcile all reported expenses with proper expenditure documentation. By accepting funds, Applicant agrees to repay any funds that have been determined by the Department, after review by the Grant Monitor and opportunity to cure, to have been misspent, misapplied or otherwise not properly accounted for.

3) Precedent of Terms and Conditions

- a) In addition to the terms and conditions contained herein, applicant remains subject to and controlled by the terms and conditions of the FY 2016 Implementation Grant Award Agreement. To the extent that there is a conflict between this application and the terms of the FY 2016 Implementation Grant Award Agreement, the terms of the FY 2016 Implementation Grant Award Agreement shall govern.

4) Records, Inspections and Reports.

- a) Records.
 - i) If awarded, Applicant shall maintain accurate financial, management, programmatic and other records for transactions relating to the receipt and expenditure of the funds and administration of the proposed activity. The Records shall be in a form acceptable to the Department. Awarded Applicant shall retain the Records for three (3) years following the completion of the proposed activity.
 - ii) If awarded, Applicant shall make Applicant's administrative offices, its personnel, whether full time, part time, consultants or volunteers, and the Records available to the Department for inspection upon request, during the term of the Agreement and for a period of three (3) years the completion of the proposed activity. Applicant shall permit the Department to perform program monitoring, evaluation and audit activities as determined to be necessary, at the discretion of the Department.
 - iii) If awarded, Applicant shall cause to be maintained for the Department's inspection the books, accounts, and records of contractors and subgrantees in connection with the proposed activity for three (3) years following the completion of the proposed activity..

- 5) Contingent upon Appropriations. If the Federal and/or State government fail to appropriate funds or if funds are not otherwise made available, funded activities must be cancelled automatically as of the beginning of the period for which funds were not appropriated or otherwise made available. The effect of cancellation of funded activities will be to discharge both parties and the State agencies from future performance of the activities but not from their rights and obligations existing at the time of termination.

**APPENDIX C: ELIZABETH KELLY DWYER CAREER
READINESS FELLOW CAPSTONE**

Rhode Island Career Readiness Fellowship:
Creating an Employer-Led and Demand-Driven
Career Education System



By Elizabeth Dwyer
Summer-Fall 2016

Introduction

Our work is shaped not only by our own experiences, but also the experiences closest to us. I grew up in southern Rhode Island and succeeded in a traditional college-preparatory track. I worked under the assumption - of my parents and teachers - that I would graduate, enroll in a university, and begin my career within four years. This was all I knew and I assumed this was the path that everyone took. That is, until my younger brother struggled in the same setting. In the end, it took him two additional years to obtain his high school diploma. In those two years, my brother became a volunteer firefighter and he was mentored by the local fire chief. After receiving his diploma, he spent time working in construction while he completed a fire safety program. Suddenly, a student who considered himself to be “not good at academics” excelled in math and communications once it was applied. My brother’s exploration of different vocations taught him professionalism and developed his character outside of the traditional classroom. If he had the opportunity to explore vocations and applied skills through a career education program, what impact would it have had on his high school and young adult experiences?

According to a 2014 study from the Community Service Society of New York, students who complete a career and technical education program, opened in 2003 or later, are 18% more likely to graduate high school than other public school students (Hawkins). In addition, it is not simply a lack of skills that holds students back; it is also the lack of knowledge of the opportunities to gain specific skills (Opportunities and Options). Rhode Island boasts a network of diverse career education programs, strategic and industry partners, and initiatives led by the Governor’s Workforce Board. Despite this, the state faces employment gaps in high-demand, high-wage industries. It is imperative that the state not only align the career education system with the needs and standards of the current labor market, but also increase its efforts to connect community partners, employers, schools, and families.

This capstone will further explore the challenges and opportunities of career programming in Rhode Island, followed by an overview of values, key outcomes, design principles, and strategies. These efforts will culminate in the presentation of three strategies for creating an employer-led and demand-driven career education system.

Research Methods

Research for this capstone was collected by reviewing supply and demand data from the Rhode Island Department of Labor and Training, as well as current legislation, reports, and plans in Rhode Island. In addition, programs of other state leaders in career education were investigated, including the initiatives of Louisiana, Tennessee, South Carolina, Kentucky, Massachusetts, and Hawaii. Furthermore, interviews were conducted in person at Rhode Island Nurses Institute Middle College Charter High School with students, faculty and staff, and administrators. Other in-person interviews included Gail Mance-Rios, the Deputy Director of the Office of the Postsecondary Commissioner, and Ken Wagner, the Rhode Island Commissioner of Education. Additional interviews were conducted by phone with Heather Hudson, the Interim Executive Director of the Governor's Workforce Board, and local small business owners.

Challenges

Across the nation, employers struggle with under-prepared workers. A 2014 survey revealed that 73% of business leaders acknowledge a skills gap in the American workforce (Pathways, 24). Rhode Island is not immune to this epidemic, as 70% of those polled by the Governor's Workforce Board in a 2012 survey said applicants lack relevant training and/or education (Fogarty, Appendix 3). In the same poll, 67% of employers also reported that vacant positions are difficult to fill because applicants lack work experience. In a similar needs assessment led by Washington County, 40% of employers said indicated that applicants lack many of the soft skills necessary for career readiness, including strong work ethic, reliability, motivation, problem solving, and critical thinking skills (Fogarty, Appendix 3).

These statistics are problematic, as the majority of employers identify “work readiness” and “soft skills” as a major factor in hiring an applicant. Even more concerning is the employment gap expected in the heavy hitter and cross-cutting industries in the state. As pointed out in the Rhode Island Integrated Workforce Plan, despite a higher growth rate in middle- and high-skilled jobs compared to entry level jobs,

What is likely not captured in the data, however, is the continuing shift within all occupations towards higher skill requirements due to technology changes, resizing of labor forces requiring workers to do more within their existing jobs, and other upskilling trends. As a result, the overall growth picture leans towards the need for a more skilled and educated workforce. Furthermore, workers with fewer skills face an additional challenge in Rhode Island’s economy. Because of the labor surplus, employers are able to hire workers whose education and training exceeds the requirements of the position (i.e. overqualified), which then crowds out lesser skilled workers. (Fogarty, 8-10)

Additional small and large scale challenges exist. At the macro-level, there are examples of overlapping tasks and obstacles in information sharing. For example, industry partners were established and analyses performed in conjunction with Real Jobs RI, the Governor’s Workforce Board, and the Workforce Investment Boards of Providence-Cranston and Greater Rhode Island. Inevitably, there is a redundancy in tasks, data collections, and reports. In addition, because the boards work separately, there is room for a potential gap in information sharing across state initiatives. Moreover, communication with other stakeholders and users is plagued by both out-of-date information on state websites and information ‘hidden’ in non-user-friendly platforms.¹ In particular, the marketing of information to employers and families needs improvement. A simple Google search for career readiness opportunities in Rhode Island yields drastically less immediate

¹ For example, the Department of Labor and Training’s website indicates that the education requirement for a registered nurse is an associate’s degree (“Top 50 RI Occupations by Total Openings”). However, a Bachelor’s of Science in Nursing is preferred - and may be required by certain institutions - according to the employer partners of RINI Middle College.

and meaningful information compared to the same search for opportunities in Tennessee, a national leader in employer-led and demand-driven career programming.²

Rhode Island's career programming opportunities are only as successful as the students who take advantage of them. As of 2014, only 29.2% of the state's public high school students were CTE concentrators.³ Granted, this figure does not encompass all career readiness programs in the state, but it is indicative of untapped human capital. Career programming is a solution to increase work readiness and standardize the soft skills that employers desire through internships, mentoring, and shadowing opportunities.

A series of targeted challenges arise in developing the appropriate structure and norms of a career education system. It is essential that long-term relationships between stakeholders and users are supported by shared goals and resources. However, forums and evaluations - necessary elements in the feedback loop between stakeholders and users - are not yet ubiquitous.⁴ This framework is particularly important for schools, as relationships with employers can be directly observed by the sense of purpose and commitment of students. Furthermore, teachers must be informed of current industry expectations and standards. To an extent, teachers have autonomy in their classroom through the design of curriculum and/or assignments; the more teachers know about post-secondary expectations, the more teachers can align coursework to particular industry expectations. Furthermore, academic teachers may seek professional development opportunities to better their understanding of a particular industry.

Opportunities

² See result of Google search in Appendix 1.

³ Per the Rhode Island Department of Education, a concentrator is "A student who completes at least two courses or parts in the required sequence of a program of study. Typically, programs of study are a sequence of 3 or 4 full-year courses, and a student would become a concentrator after taking the second course. In some programs, the required sequence is 4 or more courses and the student would still be a concentrator after completing the second full course" (Program Review and Approval Guidance).

⁴ Here, stakeholders can be defined as education institutions and businesses; users are educators, students, and families.

In its 2014 legislative action plan, *Rhode to Work*, the Governor’s Workforce Board shared its vision to be the “sole coordinator of all workforce development and policy in RI” and institute “single-point coordination” of different pathways and training systems (*Rhode to Work*). By coordinating efforts and centralizing information, the Governor’s Workforce Board will be uniquely positioned not only to connect stakeholders to users in the career education system, but also to align workforce standards to career education programs. For example, under the supervision of the Governor’s Workforce Board, the Career Pathway System Taskforce - comprised of business, labor, education, and development representatives - already began collaborating with industry partners to develop career maps and skill gap reports for high-growth, high-demand industries (Career Pathways).

Between the Governor’s Workforce Board and Rhode Island Department of Education, there are numerous initiatives, which fall into three major categories: efforts to respond to Rhode Island’s economic needs, efforts to align workforce standards to career education programs,⁵ and efforts to connect employers and students.⁶ Most significantly, Rhode Island has a unique strength in its community. Consider the examples below:

- In early 2015, under the Real Jobs RI Initiative, the Department of Labor and Training awarded 21 planning grants to develop workforce-training plans. Within that first stage, grantees identified nearly 200 employer and strategic partners. (That number is likely greater given the 26 stage two implementation grants awarded in November 2015.)
- The Governor’s Workforce Board has 8 industry partnerships that have conducted skills gap studies with dozens of created training pipelines, hosted information and professional development sessions, and coordinated student events in which over 2000 RI students participated.

⁵ For example, the state proposed a new set of diploma requirements in summer of 2016. This proposal outlines a “commissioner’s seal” - earned by students who perform at or above a minimum score on standardized assessments - and a “pathways endorsement” by students who complete extra requirements in a specific career pathway (@WPRI). In an interview with Commissioner Wagner, he indicated that although the requirements of career pathways are still being decided, ideally a pathway would consist of additional career-related coursework as well as demonstration of career-related skills.

⁶ For a comprehensive list of state initiatives and descriptions, by category, please see Appendix 2.

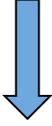
- Rhode Island Nurses Institute Middle College Charter High School, now entering its 6th year, has 26 strategic partners, 16 of which are health facilities where students intern. In addition to interns, a number of partners want to mentor students through college and employ them upon graduating with a bachelor's degree.

This is only a snapshot of the initiatives in Rhode Island, but it speaks to the willingness of employers to form a long-term commitment with schools and students. So, how do we leverage the state's current programs and employer engagement to reach more students?

Values, Key Outcomes, and Design Principles

The strategies presented in this capstone are informed by values, key outcomes, and design principles. In this case, the values are the core principles that drive the action plan, key outcomes measure the impact of the strategy, and the design principles provide a framework that links the needs of the users and the outcomes.

VALUES



Shared resources and goals

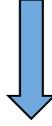


Programs reflect current labor market with focus on high-demand, high-wage industries



Curricula reflect industry standards and employer expectations

KEY OUTCOMES



Improving feedback loop between stakeholders



Families more aware of career education opportunities



Closing labor market gaps in Rhode Island

DESIGN PRINCIPLES



All stakeholders and users have access to information and are part of the conversation



Align work and initiatives in the state



Programs are targeted and rigorous - academically, professionally, and socio-emotionally

Strategies

Given the values, key outcomes, and design principles above, the following strategies will be presented in depth: expand industry advisory panels, develop an online portal that allows easier access to current information, and increase efforts to include small businesses as key partners in the career education system.

Expand Industry Advisory Panels

At the August 11 working group meeting, the Governor's Workforce Board presented Real Job RI's vision of industry panels. Following the model of other leading states, this vision can be expanded to include the role of each industry panel (as an entity) and the role of each constituency group within the panel (*What Are Industry Skills Panels*).⁷ The purpose would not be to create yet another board or council, but rather to re-allocate resources and re-organize current employer and strategic partners. In addition, members of the panel should be expanded to include an educator liaison, an industry licensure representative, and a small business representative. Integrating these roles into the panel would ensure immediate communication among stakeholders, timely presentation of supply and demand data, and updated industry standards and expectations. Using this information, the panels would be responsible for reviewing curricula and career pathways defined under the new diploma system. Lastly, due to the number of Rhode Islanders who are currently employed in the financial sector - and the predicted growth in this industry - it is recommended that the state create a new industry panel for the financial sector (Fogarty, 6).⁸

Develop an Online Portal

As mentioned in the "Opportunities" section, there is a multitude of initiatives and programs related to career readiness in Rhode Island. Ultimately, we need to leverage the state's current programs and employer engagement to reach more students. We have interested schools and systems, and willing

⁷ See Appendix 3 for a copy of Hawaii's description of skills panels, published by the Hawaii DOA.

⁸ Financial services employs 4.6% of the Rhode Island workforce, one of the top industries in the state (Fogarty).

employer partners, but there isn't necessarily a thoughtful and useful tool that connects students, families, and schools to employers and potential career programming. Much of this comes down to information sharing. The feedback loop between education institutions, industries, and businesses must be strong enough that changes in labor market needs and industry standards are immediately addressed in program offerings and curriculum. Goals and resources must be shared among stakeholders to close short-term and long-term employment gaps. Most importantly, parents and students need to be among the stakeholders with access to current information.

A potential strategy is to construct a portal that allows easier access to current information, with targeted menus for the needs of varied stakeholders.⁹ A small business looking to hire interns would be directed to school liaisons, while a high school student interested in health care can explore applicable programs. In a sense, the portal would become a living, breathing system that can be updated by registered site administrators and monitored by a panel of stakeholder representatives to ensure streamlined, up-to-date information.

Expanded Communication Efforts Among Small Businesses

In addition to streamlined communication, successful career readiness programs are employer-led. In the past several years, Rhode Island launched several employer engagement strategies, including platforms, committees, and financial incentives. However, limited information is available on the recent progress of committees. Much like students who lack the knowledge of career readiness programs, many small businesses lack the knowledge of incentives and programs available to them. By simultaneously launching a marketing campaign - which would highlight benefits associated with unpaid internships and apprenticeships, long-term relationship building, and opportunities with skills panels - and expanding the incentive programs to non-traditional settings, the state can increase small business participation in state programs.

⁹ See Appendix 4 for an example of Louisiana's user-friendly platform.

Conclusion

At the end of the day, we're not only educating students, but also developing citizens. And whether it is in the nursing preparation program at RINI, in the pre-engineering program at Davies, or in the construction technology program at Chariho, we are training the future workforce of high demand industries in Rhode Island. This adds a sense of urgency to our work, particularly because as we create a career readiness system that is increasingly employer-led and demand-driven, we better position ourselves to close the labor market gap in Rhode Island.

Researcher Qualifications

Elizabeth Dwyer graduated from Boston College in 2012 with a B.S. in Finance and a B.A. in Theology. After graduating, she joined Teach for America Rhode Island and fulfilled her AmeriCorps requirement at Providence Public Schools. During her time as a corps member, she visited Capitol Hill as an Amgen STEM Fellow to discuss education funding with state representatives. Elizabeth joined Rhode Island Nurses Institute Middle College as a math instructor and team leader in Fall 2014. In 2016, she joined the career readiness initiative through the RIDE Career Readiness Fellowship Program.

Appendix 1: Google Search of Career Readiness in Rhode Island versus Tennessee

A search for “career readiness opportunities” in Tennessee yields links for students and families.

The screenshot shows a Google search interface with the following elements:

- Search Bar:** Contains the text "tennessee career readiness opportunities".
- Navigation:** Includes "All", "News", "Maps", "Images", "More", and "Search tools".
- Results:** Shows "About 689,000 results (0.49 seconds)".
- Search Results:**
 - Result 1:** "Career Readiness Certificates - TN.Gov" with URL <https://www.tn.gov/workforce/.../career-readiness-certif...>. Description: "State of Tennessee Home Page ... Tennessee issues career readiness certificates to individuals who have ... During your first visit, you will work with an instructor to assess your current skills and ..."
 - Result 2:** "WorkForce Essentials: CRC | Individual Service Career Readiness ..." with URL www.workforceessentials.com/individual-services/.../career-readiness-certification.php. Description: "The Career Readiness Certificate increases your skills and possibility of ... Each level holds significance to potential job openings and job availability. ... out the Tennessee Department of Labor & Workforce Development's official website."
 - People also ask:** A dropdown menu with the question "What is on the CRC test?".
 - Result 3:** "National Career Readiness Certificate - Tennessee Career Centers" with URL www.sctworkforce.org/crhome.htm. Description: "Companies that use National Career Readiness Certificate (NCRC) at the Tennessee Career Center to assess their incoming and current workforce achieve ..."
 - Result 4:** "Career Readiness Cert (CRC) - West Tennessee Workforce ..." with URL westtennesseecareers.org. Description: "Services for You > Testing ... A Career Readiness Certificate (CRC) is a credential that documents your current ... Each level holds significance to potential job openings and job availability."
 - Result 5:** "National Career Readiness Certificate (NCRC) | Workforce Investment ..." with URL www.workforceinvestmentnetwork.com/career-readiness-certificates.

With the exception of netWORKri, a search for “career readiness opportunities” in Rhode Island yields links for employers and links to publications about the current state of career readiness.

← → ↻ <https://www.google.com/search?q=career%20readiness%20tennessee&aq=chrome..69i57j0l2.2992j0j7&sourceid=chrome..69i57j0l2.2992j0j7&sourceid=chrome..69i57j0l2.2992j0j7&sourceid=chrome..69i57j0l2.2992j0j7> rhode island career readiness opportunities

All News Images Maps More Search tools SafeSearch on

About 187,000 results (0.57 seconds)

netWORKri Career Centers, Workforce On Ramps
www.networkri.org/OnRamps.htm
 Rhode Island's One-Stop Career Center System is a proud partner of American ... Workforce On-Ramps is a new program that can help you get work-ready and ...

Rhode Island Secures Grant to Develop Bold Plan to Improve Career ...
www.ride.ri.gov > ... > Additional Information > News > View Article > Rhode Island >
 This work will benefit Rhode Island students, families, and the business and ... "States across the country are adjusting their career-readiness programs to ...

Governor's Workforce Board Rhode Island Grants and RFPs
www.gwb.ri.gov/grants.htm > Rhode Island >
 PLEASE NOTE: The Governor's Workforce Board RI has a new email address: ... to provide work-readiness, experiential learning, and career opportunities for ...

Training Opportunities - Real Jobs Rhode Island, RI Dept. of Labor ...
www.dlt.ri.gov/realjobs/TrainingOpps.htm > Rhode Island >
 The Rhode Island Manufacturing Boot Camp is provided by Polaris MEP, the ... Sales/Customer Service Essentials – Call Center Basics —Job Readiness

Workforce Readiness Links to Resources | Rhode Island SHRM
ri.shrm.org/workforce-readiness-links-resources >
 NetWORKri is Rhode Island's One-Stop Career Center System, a partnership of ... Supporting development of a work readiness certification for Rhode Island.

The Condition of College & Career Readiness 2016 - Rhode Island
https://www.act.org/content/./state40_Rhode%20Island_Web_Secured.pdf ACT, Inc. >
 Sep 1, 2016 - In Rhode Island, the percent of students meeting the ACT College Readiness Benchmarks ... Progress toward career readiness is based on research linking ACT ... ACT

Appendix 2

I. Efforts to respond to RI economic needs include:

- Real Jobs RI
- P-Tech Programs
- Electric Boat Partnership

II. Efforts to align workforce standards to career education programs

- 30+ schools offering RIDE approved CTE programs
- Student Organizations
- Computer Science for All
- Advanced Course Network
- New Diploma Requirements

III. Efforts to connect employers and students

- Tech Collective and Jobs Initiative
- Employer Committee, On-the-Job Training, On-Ramps to Career Pathways
- Tech Force RI
- NetWORKSri

What are Industry Skill Panels?

Industry Skill Panels are private/public partnerships working to ensure that employees in key industries have the skills needed to quickly and competently meet the changing needs of businesses. Harnessing the expertise of leaders in business, labor, education, economic



What's expected of each Skill Panel constituency group?

Employers and Labor:

- Identify skill sets needed
- Identify skill needs required

Economic Development Agencies:

- Identify employers that should be on panel
- Identify economic development programs that may be leveraged
- Assist in understanding the labor market when attracting outside companies to come to Hawaii and establish a business

Department of Education (K-12):

- Provide a resource to parents and students showing where jobs and training opportunities are located

University of Hawaii System (Higher Education):

- Identify training programs that would be affected
- Include private educational institutions

Local Workforce Investment Boards and Councils:

- Identify job-training dollars
- Identify training programs

Community-Based Organizations:

- Identify training funds and programs
- Provide case-management for clients
- Understand the needs of the client
- Identify job-training programs and opportunities

How do Industry Skill Panels work?

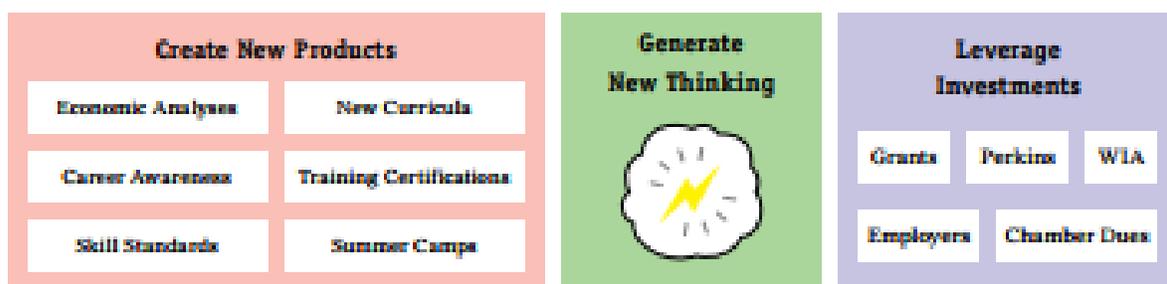


form Industry Skill Panels...

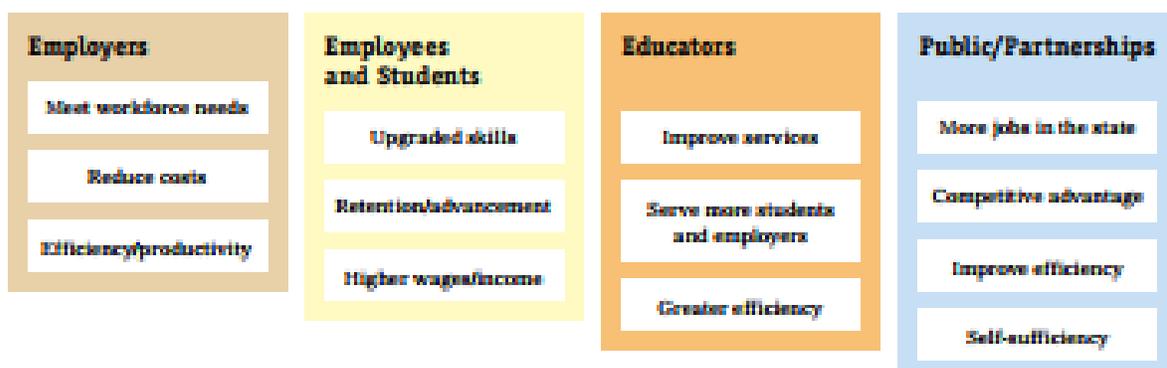


Appendix

in order to...



which provides value to...



Appendix 4: Louisiana Believes

The following is a screen-shot of Louisiana Believes, the user-friendly platform of the Department of Education in Louisiana.

Home page of Louisiana Believes with toolkits for family and classroom support.

ACADEMICS · TEACHING · ASSESSMENT · ACCOUNTABILITY · FUNDING · EARLY CHILDHOOD · SCHOOLS · COURSES

Louisiana Believes

“ Every one of Louisiana's children should be on track to a college degree or a professional career. ”

FAMILY Support TOOLBOX

CLASSROOM Support TOOLBOX

Believe & PREPARE

IDENTIFYING PROMISING PRACTICES

TOOLKIT & ANNUAL REPORT RELEASED

DATA CENTER

EVERY STUDENT SUCCEEDS ACT (ESSA)

ALL THINGS JUMP START

QUICK LINKS

- RECOVERY SCHOOL DISTRICT
- TRANSITION POLICIES
- BELIEVE AND PREPARE
- SCHOLARSHIP PROGRAM
- CAFÉ
- DISASTER RECOVERY GUIDANCE (9/6)
- ADVANCED PLACEMENT
- COURSE CODE REQUEST PORTAL
- LOUISIANA STUDENT STANDARDS

Inside the “Family Support Toolbox”

www.louisianabelieves.com/resources/family-support-toolbox

SCHOOL CHOICES

- [Louisiana Scholarship Program](#)
- [School Choice for Certain Students with Disabilities](#)
- [Charter Schools](#)
- [Parent Petition](#)
- [Home Study](#)
- [Technology Readiness](#)
- [School Report Cards](#)

ASSESSMENT RESOURCES

- [Parent Guide to the 2016 LEAP Results](#)
- [Parent Conversation Guide to 2016 LEAP Results](#)
- [2016 Assessment Calendar](#)
- [Parent Guide to 2016 LEAP](#)
- [ELA + Math Practice Tests](#)
- [Sample Student Reports](#)
- [Review of 2016 Tests](#)

ACADEMIC SUPPORT

- [Louisiana Student Standards Parent Guide](#)
- [Louisiana Student Standards](#)
- [Homework Help](#)
- [Gifted and Talented Students](#)
- [PTA Guides](#)
- [Review Instructional Materials](#)

COLLEGE & CAREER PREP

- [Advanced Placement](#)
- [ACT](#)
- [High School Diploma + Transcript Copies](#)
- [Financial Aid for Students](#)
- [JUMP START Career Education](#)

STUDENTS WITH DISABILITIES

- [All Guidance + Forms](#)
- [Alternate Assessments](#)
- [Guidance for High School Students](#)
- [Career Diploma Pathway for Students Assessed on the LAA 1 - Recorded Webinar](#)
- [Dispute Resolution](#)

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**APPENDIX D: ANALYSIS OF HIGH-WAGE HIGH DEMAND
ADVANCED COURSEWORK NETWORK OFFERRINGS**

2016-17 Advanced Coursework Network High-Wage-High-Growth Alignment*

	Courses - Fall 16	
	#	%
Total Courses	40	100%
<i>HWHG Alignment</i>		
Bioscience	3	8%
Construction	3	8%
Defense	0	0%
Healthcare	7	18%
Hospitality	1	3%
Information Technology	4	10%
Manufacturing	5	13%
Marine Trades	2	5%
All Aligned	25	63%
<i>Remaining Courses</i>		
ELA	6	15%
Language	1	3%
Math	3	8%
Other	5	13%
Science	0	0%
All Remaining	15	38%

*Analysis of unique courses. For many courses, multiple sections were offered and will run.

**APPENDIX E: CTE BOARD INDUSTRY CREDENTIALING
PROCESS**

CTE Board and Trust

Process for Identifying and Implementing Sector Expectations for Preparation

Stage 1: Create subcommittee

Goal: Identify sector, subcommittee chair, and 5-7 subcommittee members representing industry and education.

1. Board and Trust Chairs work with RIDE, DLT, and GWB leadership to identify industry sector based on Governor's Workforce Board job growth data and current CTE footprint.
2. CTE Board/Trust identifies influential leader in the industry sector to serve as subcommittee chair.
3. Board and Trust Chairs meet with potential subcommittee chair to explain intent, process and responsibilities of subcommittee. Subcommittee chair agrees to take on role.
4. Subcommittee chair is invited to CTE Board/Trust meeting(s) to introduce him/herself, gain context on the work, and invite CTE Board/Trust members to nominate/suggest people to join subcommittee.
5. Subcommittee chair works with industry colleagues to identify additional potential subcommittee members.
6. Subcommittee chair, utilizing a template provided by RIDE, will invite potential subcommittee members to participate. Repeat until 5-7 members of the subcommittee are identified representing relevant employers, industry groups, education administration, and CTE programs.
7. Subcommittee chair reports final subcommittee membership list to CTE Board and Trust.

Stage 2: Draft industry expectations

Goal: Select high potential entry level jobs within the industry sector and articulate the expectations of skill, credential, and knowledge for each of these jobs.

1. Subcommittee chair, supported by RIDE staff, convenes subcommittee for a series of three meetings over 8-12 weeks.
 - a. Meeting #1:
 - Discuss purpose and objectives of subcommittee
 - Analyze current industry sector data, available curriculum, and CTE program information (compiled and provided by RIDE staff)
 - Identify 5-8 high potential entry level roles within the industry
 - Assign each entry level role to a subcommittee member to complete a draft of the expectations template for the next meeting
 - b. Meeting #2:
 - Share, discuss, and provide feedback on drafts of expectations template
 - Identify employers (associated with subcommittee members and beyond) to share expectations template drafts with and get feedback. Assign subcommittee members to contact these employers.
 - *RIDE will compile feedback into final drafts before Meeting 3
 - c. Meeting #3:

- Share final drafts and adopt them as a proposal from the subcommittee
 - Identify additional opportunities for employers to support these expectations if adopted.
 - Discuss needs, concerns or additional questions about implementation of expectations if adopted.
 - Compile an accompanying memo for proposal that lists opportunities, needs, concerns, and questions for consideration by the CTE Board and RIDE. Memo should also include a rationale for the expectations and summary of the process to identify them.
2. Subcommittee chair provides progress updates for the CTE Board and Trust at any meetings that occur in the time when subcommittees are meeting.

Stage 3: Adopt industry expectations

Goal: All necessary parties will recognize the proposed industry expectations as sound, informed, and feasible for RI career preparation programs.

1. Expectations proposal and accompanying memo are sent in advance to CTE Board and Trust members to review prior to the CTE Board and Trust meeting at which they will be discussed.
2. Subcommittee chair presents expectations proposal and accompanying memo to CTE Board and Trust. Members vote to adopt the recommendations. If there is opposition to the recommendations, subcommittee chair and RIDE will work to engage subcommittee members in re-write.
3. CTE Board and Trust chairs, supported by RIDE leadership, present recommendations to RIDE leadership, Department of Labor and Training leadership, Governor's Workforce Board, and Higher Education leadership (in that order) and ask for vote of confidence on recommendations. Feedback and suggestions will be incorporated throughout, going back to subcommittee chair and subcommittee members as necessary. Major changes will require recommendations to be represented to interested parties.
4. CTE Board and Trust chairs will present recommendations to Council on K-12 Education, noting votes of confidence from other stakeholders and ask for a vote to adopt the recommendations as "Expectations of Preparedness" for related industry career preparation programs in RI.
5. Make any necessary changes to RIDE's approved credentials list based on adopted Expectations of Preparedness.

Stage 4: Prepare programs for implementation

Goal: Support career preparation programs to understand and be able to adopt Expectations of Preparedness.

1. RIDE conducts additional research on existing CTE programs within this sector (seat time available, credentials awarded, staff capacity, etc.), potential for growth in centers, and geographic proximity of major business partners to programs. May be through individual

interviews with program staff/directors. Determines list of relevant CTE center directors and program staff to involve in process.

2. RIDE will call a meeting of CTE center directors and relevant program staff to discuss Expectations of Preparedness.
 - a. Explain process thus far to adopt the expectations and what is included.
 - b. Discuss benefits of adopting the expectations – funding, RIDE approval, support of industry community, partnerships with businesses
 - c. Brainstorm about what flexibilities, supports, and resources each center would need to be able to implement the standards.
3. RIDE asks for commitment from CTE centers to adopt the Expectations of Preparedness, including timeline, implementation plan, resources, and contingencies.

Stage 5: Implementation of Expectations

Goal: Ensure programs are well supported to implement Expectations for Preparedness.

1. RIDE presents list of commitments for CTE centers back to CTE Board and Trust.
2. CTE Trust (with commitment from CTE Board) issues necessary “start-up” grants to programs committed adopt expectations (in accordance with availability of funds and stated budgetary needs).
3. RIDE and CTE Board work with necessary parties to ensure resources and flexibilities are available to programs that are committed to adopting expectations.
4. CTE Board and Trust, working with subcommittee chair, invite members of the industry community to serve as industry partners for committed programs. Industry partners may include members of the original subcommittee or other relevant employers. CTE Board and Trust serves as a facilitator of the partnership, may recommend roles the partner could play, but does not need to play a major role in the partnership once initiated. Industry partners may serve as advisor and resource catalyst for program, and, at their discretion, may connect the program’s students to opportunities for mentorship, on-site experience, internships, job openings, etc.
5. RIDE team incorporates Expectations for Preparedness into program approval/accountability system and tracks progress of implementation according to timeline presented.
6. Periodically, RIDE and/or program directors will provide updates to CTE Board and Trust on the progress of implementation, and will provide annual outcome data for review.

APPENDIX F: LIST OF RECENTLY CLOSED CTE PROGRAMS

Closed RIDE CTE Programs

District	School Name	Program Name	Closed Programs	Closed In:
Davies	Davies CTC	Construction	Davies	9/1/2016
Pawtucket	William E. Tolman Senior High School	Engineering	Pawtucket	9/1/2014
Pawtucket	William E. Tolman Senior High School	Early Childhood Education	Pawtucket	9/1/2016

APPENDIX G: CAREER READINESS FELLOW PROFILES

New Skills for Youth Fellow: Elizabeth Dwyer

Elizabeth Dwyer is a math instructor and team leader at Rhode Island Nurses Institute Middle College, helping to prepare the future nursing and health care workforce of Rhode Island. As a New Skills for Youth Fellow, Elizabeth is working to align the career education system with the current labor market needs of Rhode Island employers. In our Q and A, Elizabeth discusses her fellowship work and her vision for the future of career readiness preparation.



- 1) Fellows can focus on four project areas. What area did you focus on? Why do you think this area is so important to improving career readiness in Rhode Island?

As a Fellow, I focused on the project area of creating a demand-driven and employer-led career education system. Rhode Island boasts a network of diverse career education programs, strategic and industry partners, and initiatives led by the Governor's Workforce Board. Nevertheless, the state faces employment gaps in high-demand, high-wage industries; it is imperative that we align our career education system with the needs and standards of the current labor market.

- 2) How has your work as a fellow pushed this project area forward? Give details about what you have accomplished.

I am proposing three changes to address the problem stated:

- Expand the industry advisory panels, proposed by the Governor's Workforce Board, to include the financial sector; require panels to be responsible for reviewing curricula and career pathways under the new diploma system, as well as updating industry standards and expectations
- Develop an online portal that allows easier access to current information, with targeted menus for the needs of various stakeholders; the goal would be to aggregate existing resources, such as Bridge RI and others, onto one well-maintained site that is easy to use for all employers, schools, students, and families

- Increase efforts to include small businesses as key partners in the career education system, by expanding incentive programs to non-traditional settings and launching a marketing campaign to increase small business participation in state programs

3) What about your life has inspired you to help students become more career ready?

Through my work at Rhode Island Nurses Institute Middle College, I have been fortunate to witness the impact of career education on high school students. The application of coursework allows students to quickly see the value in academics; the internship and volunteer opportunities help students develop professionalism and character. I am constantly in awe of the transformation of our students into compassionate citizens and young professionals.

4) Describe your vision for career readiness in three words.

Feedback. Communication. Employment.

New Skills for Youth Fellow: Eve Bonitati

Eve Bonitati is a school counselor at Hugh B. Bain Middle School and Arlington Elementary School. As a New Skills for Youth Fellow, Eve is dedicated to ensuring rigor and quality career pathways for all. In our Q and A, Eve discusses her fellowship and her vision for career readiness.



- 1) Fellows can focus on four project areas. What area did you focus on? Why do you think this area is so important to improving career readiness in Rhode Island?

As a Fellow, I am currently working on how to ensure our career pathways are high quality and rigorous for all of our students. As a school counselor, this is an area close to my heart because it's my job to implement academic, emotional and social engagement, as well as career readiness to my students.

- 2) How has your work as a fellow pushed this project area forward? Give details about what you have accomplished.

I am proposing four key areas of improvement:

- Improved school partnerships with businesses and community leaders
- Increased student and parental connection to and involvement with the school community
- A more integrated career curriculum that's interwoven into math/social studies/English in a high quality, rigorous manner
- Enhanced career awareness and exploration

- 3) What about your life has inspired you to help students become more career ready?

When I was in high school, my interest was in woodworking and interior design. My guidance counselor told me that I was not "a boy, therefore, I could not take woodworking. My high school did not offer interior design. He told me I would "make a nice secretary and I should take shorthand typing." It was the late 70s and I did not have many options. This pushed me into teaching because I wanted to make a difference (my guidance counselor's voice was still in my head).

I began my journey with an MA in education with a concentration in school counseling. I am not a school counselor and I believe that every student has his or her own unique interests and experiences. We need to help them tell their own story and guide them to success.

4) Describe your vision for career readiness in three words.

Awareness. Exploration. Engagement.

New Skills for Youth Fellow: Eric Hall

Eric Hall is a professor at Rhode Island College and deeply involved in training medical imaging students. As a New Skills for Youth Fellow, Eric is dedicated to improving pathways for student success after high school. In our Q and A, Eric discusses his fellowship work and his vision for the future of career readiness preparation.



- 1) Fellows can focus on four project areas. What area did you focus on? Why do you think this area is so important to improving career readiness in Rhode Island?

As a Fellow, I am currently working on how to improve pathways for student success after high school.

Currently, our system depends on ineffective seek-and-find strategies. We need to provide clear pathways that can lead students, parents and guidance counselors to high-demand careers. This will require active and aligned communication between industry, higher education, and K-12.

- 2) How has your work as a fellow pushed this project area forward? Give details about what you have accomplished.

I am proposing four changes to address the problem stated:

- Increasing rigor in career and technical education programs to align them with college preparatory courses
- Utilizing concurrent enrollment and other mechanisms so high school students can earn college credits and ensuring those gateway college courses align with CTE or college career pathways
- Establishing statewide standards for prior learning assessment (PLA) to smooth transitions from high school or the community into college and career pathways
- Improving test preparation at the high school-level to prepare students for credentialing exams in industry and college

- 3) What about your life has inspired you to help students become more career ready?

My mother was a kindergarten teacher in Rhode Island and I am the youngest of nine children. Education was always important in my household. For example, one

of my brothers is a retired high school biology teacher and one of my sisters earned a PhD in endocrinology. Another sister has an MSW and practices in RI.

Personally, I graduated from Burrillville High School and from Rhode Island College with a BA in biology. Then, I earned a PhD from Wesleyan University in biology. I spent time working at SUNY, Albany, Brown University, Northeastern University, Assumption College, Community College of RI and Rhode Island College before attaining a tenure-track assistant professor position at Rhode Island College (RIC) in 1999.

At RIC, I helped establish partnerships between higher education institutions to improve career preparation options for students. I helped build a strong relationship with the University of Rhode Island (URI) in the form of the RI-BRIN (Biomedical Research Infrastructure Network) that has now become RI-INBRE (Infrastructure Network for Biomedical Research Excellence). In 2008, we started working with Rhode Island Hospital's School of Medical Imaging to implement a BS in radiologic technology (a traditional CTE program). This rapidly expanded into a BS in medical imaging with concentrations in radiologic technology, diagnostic medical sonography, magnetic resonance imaging and nuclear medicine technology. Since that time I have been involved with program articulation with CCRI for their Respiratory Therapy and Dental Hygiene AS programs, designing completion degrees at RIC to provide the BS level credential for both. Finally, Daniele, Inc. who wanted more specifically educated and trained food safety professionals requested the newest program with which I have been involved. The Food Safety concentration in Health Sciences is the result.

4) Describe your vision for career readiness in three words.

Communication. Articulation. Preparation.

New Skills for Youth Fellow: Dan Angell

Dan Angell is in his fourth year as an Instructor of Electrical and Renewable Energy Sources at Chariho Area Career and Tech High School. During the first three years of the program (now in its fifth year), Dan's students have represented Rhode Island in the national SkillsUSA Electrical Construction Wiring and Industrial Motor Controls competition. Dan is also an instructor for the IBEW Local 99 JATC, teaching electrical apprentices.



- 1) The New Skills for Youth Initiative Fellowship has four possible project areas. What project area did you focus on? Why do you think this area is so important to improving career readiness in Rhode Island?

My work as a Fellow focuses on the ways we can attract mid-career professionals to the teaching profession. There are ways in which we can, as a state, help individuals with “non-traditional” educational experiences become certified teachers who help prepare our students for careers. Once we attract qualified individuals, we also need to support them and provide opportunities to help them grow as teachers.

In my opinion, the system, as it stands now, is too restrictive and makes the path to becoming a teacher a chore, rather than an honor. Many great teachers are boxed out of the system because of the current requirements. Their experiences in the field are invaluable to students wanting to enter a specific career and we need to work to ensure they can impart their wisdom to young people. That's what I am working on as a Fellow.

- 2) How has your work as a fellow pushed this project area forward? Give details about what you have accomplished.

The three areas that need to be addressed to help qualified individuals enter the teaching profession are:

- Finding a way to properly assess prior experience and count it toward certification. Industry certifications are not currently counted, and there is no system in place to properly quantify the value of this training.

- Helping districts to adopt and embrace induction and mentoring programs to help individuals as they transition into the teaching profession. The state needs a coordinated system that is monitored and accredited, but allows for modification by the districts to suit the needs of their students.
- Creating externship and professional development opportunities for all teachers that help create relationships with industry partners to ensure proper development of curricula.

3) Tell me your story. What about your own life, professional and/or personal, has inspired you to help students become more career ready?

I was born and raised in North Providence. I graduated from North Providence High School. For various reasons, I hated my high school experience. The last thing I wanted to do was go to college, so I joined the Navy.

In the Navy, I trained as a submarine Radioman. I learned electronics, communication theory, and cryptography. I served aboard two different submarines where I learned mechanical, electrical, pneumatic, hydraulic, and other systems. This was my base education from which all other knowledge was attained.

When I left the Navy, I got a job as a technician. I fixed televisions, appliances, and various consumer electronics. Then, I got into manufacturing where I worked as a technician, and also a supervisor. I worked for companies such as G-tech, Cherry Semiconductor, and Poly-Flex Circuits. Then, I was offered an apprenticeship with the IBEW (International Brotherhood of Electrical Workers) Local Union 99.

My apprenticeship was five years of on-the-job training supplemented by classroom instruction. I graduated the program with the highest average and was appointed as an instructor. I attended training by the National Joint Apprenticeship Training Committee, (NJATC). For six years, I attended classes provided by the NJATC through the University of Tennessee and the University of Michigan. I am certified to teach at any local JATC in the 50 states and Canada. I have been teaching apprentices for eleven years.

I am a licensed Master Electrician. I was working as an Estimator/Project Manager before I began teaching at Chariho Area Career and Technical Center. As a classroom teacher, I had to adjust to lower pay, the expense of taking classes, and the additional time required of a teacher after hours.

Unfortunately, as of right now, the RI Department of Education can only count my high school diploma towards my education credentials as a teacher. In my opinion, and those of many other career readiness teachers, our deep experience levels are equal to the required bachelor's degree. I would have to spend many years and thousands of dollars to get a degree that I don't need and wouldn't use. We can't tell

students that there are other avenues to a career, if we don't allow people who took those paths to teach them.

4) Describe your vision for career readiness in three words.

Recruit. Develop. Retain.

APPENDIX H: EDUCATOR LEARNING MENU OF OPTIONS

Prepare RI: Empowering Educators

Program	Quarterly Prepare RI Summits	National Math Science Initiative	Project Lead the Way	Teacher Externship Program	Prepare RI Ambassadors
Target Educator	Teachers, Counselors, and School and District Leaders	General Education Teachers in Grades 3-12	6-12	Teachers, Counselors, School Leaders, Postsecondary Educators	Teachers, Counselors, School Leaders, Postsecondary Educators
Participants will	Convene quarterly for professional development sessions with high-wage, high-demand employers that will give real, actionable steps to improve career education practices. Sessions will be led by employers, JA, Year Up, and others. Also focused on networking and systems building.	Have the opportunity to participate in professional development workshops through the Laying the Foundation and AP Summit Institute Program that will provide teachers access to high-quality, content-based, pedagogy-driven, teacher-to-teacher, STEM focused training.	Participate in professional development designed to create dynamic learning experiences for educators through powerful and flexible instructional support, as well as an ongoing professional community. There are three phases of professional development that prepare educators to lead the engaging PLTW experience in their classrooms.	Educators will engage in activities in business and industry, and/or service-based organizations, to learn how classroom content and learning strategies could be applied and related to the workplace.	20 Career Readiness Fellows to develop policy solutions and tools to support educators across the state. Fellowships will be part-time allowing teachers to remain in the classroom while influencing state-level policy decisions and developing tools support peers.
Provider Description	Coordinated by the Prepare RI Leadership Manager at RIDE.	NMSI's mission is to improve student performance in science, technology, engineering and math (STEM). NMSI's programs transform teaching and schools.	PLTW provides teachers with the training, resources, and support they need to engage students in real-world learning.	GWB is piloting two teacher externship opportunities.	RIDE will manage the fellows and provide \$5,000 annual stipends. Led by the Prepare RI Leadership Manager
Educator Requirements	One day per quarter.	Each discipline has its own program structure and a unique 12-module program.	RIDE will provide program options based off of district interest but will make a coordinate effort to provide training in elementary, middle and high school.	Week – 2 month long commitments over the summer.	120 committed hours over the school year, and 120 committed hours specifically over the summer, including attendance at every Prepare RI Summit and to serve as a champion for career readiness beyond the fellowship.
Cost to school*	PD/Curriculum costs waived	PD/Curriculum costs waived	PD program and curriculum costs waived for one teacher per school.	There is no cost to the school. All work will occur outside the school day.	There is no cost to the school. All work will occur outside the school day.
Projected # of Schools Served	Every School	Every School	25	36- 250	20 in Year 1

***Per local collective bargaining agreements, districts may be required to provide stipends to teachers for time dedicated to professional development opportunities.**

**APPENDIX I: CTE TEACHER CERTIFICATION REGULATION
REVISIONS**



Enclosure 2a
August 9, 2016

MINUTES OF THE MEETING
June 28, 2016

COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

Board Chair Cottam welcomed everyone, stated for the record that Council Chair McConaghy and Council Member Gaines would not be attending the meeting, declared a quorum present, and called the meeting to order at 5:30 p.m.

Present: Barbara Cottam, *Colby Anderson, **Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, ***Lawrence Purtill, and Joyce Stevos

Absent: Daniel McConaghy and Jo Eva Gaines

[*Ex-officio, non-voting member]

[**Amy Beretta arrived at 5:35 p.m.]

[***Lawrence Purtill arrived at 5:34 p.m.]

1. ACCEPTANCE OF THE AGENDA

On a motion duly made by Joyce Stevos and seconded by Karin Forbes it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education accepts the agenda for the meeting of June 28, 2016

Vote: 5 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Colleen Callahan, Karin Forbes, Marta Martinez, and Joyce Stevos

NAYS: 0

[Lawrence Purtill arrived at 5:34 p.m. and Amy Beretta arrived at 5:35 p.m.]

3. APPROVAL OF THE MINUTES

2a. Minutes of the April 26, 2016, Council Work Session

On a motion duly made by Colleen Callahan and seconded by Marta Martinez, it was

VOTED: That the Council on Elementary and Secondary Education approves the minutes of the April 26, 2016, Council Work Session

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

2b. Minutes of the May 17, 2016, Council Meeting

On a motion duly made by Karin Forbes and seconded by Colleen Callahan, it was

VOTED: That the Council on Elementary and Secondary Education approves the minutes of the May 17, 2016, Council Meeting

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

2c. Minutes of the June 7, 2016, Council Work Session

On a motion duly made by Colleen Callahan and seconded by Joyce Stevos, it was

VOTED: That the Council on Elementary and Secondary Education approves the minutes of the June 7, 2016, Council Meeting

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

3. OPEN FORUM

Tim Duffy, Executive Director of the Rhode Island Association of School Committees (RIASC), asked the Council to join in supporting RIASC when it introduces legislation next year that would shift some of the burden of the teacher retirement costs to the state.

4. REPORT OF THE CHAIR OF THE BOARD OF EDUCATION

Chair Cottam deferred Chairman's Remarks

5. REPORT OF THE COMMISSIONER

Commissioner Wagner began his report by thanking his departing Chief of Staff Kim Bright for all her great work and service to RIDE and for her support during his transition period last year. He then introduced Ms. Bright's successor, Christine Lopes Metcalf, as RIDE's new Chief of Staff and welcomed her to the team.

Next, Commissioner Wagner reported on the Superior Court Judge's decision that the Cumberland school district cannot charge students for summer school. RIDE and the Council appealed the judge's decision on two merits; one was the timing of the ruling as it was too late in the school year to affect this summer as local budgets had already been set, and the other concern being the underlying logic of the ruling. The judge denied a motion to reconsider the case; however, he did agree to modify the portion of the decision that had stated that school committees cannot raise revenue. The modification clarified that the decision was limited to the question of whether school committees may raise revenue by charging students tuition and not whether school committees may raise outside funds from other sources for legitimate purposes. The judge also clarified that he did not intend for this particular ruling to be a statewide ruling as it was based only on the case at hand. When communicating with the field, RIDE did advise that now that this ruling is out, districts may expect that someone will challenge whatever practices they have locally and will most likely use this ruling to support their case.

Commissioner Wagner ended his report by sharing that the state assessment scores are targeted to be released in late August, four months earlier than last year.

6. DISCUSSION ITEMS

a. Legislative Update

Commissioner Wagner began by giving an overview of the previous legislative session. 194 bills were introduced, including more than 20 new bills pertaining to education, and education aid funding increased by \$40 million to \$1.4 billion.

Commissioner Wagner then highlighted some of the legislative points that he felt were important including:

- Governor Raimondo's building-skills priority, including PrepareRI and P-Tech, were funded;
- The Electric Boat partnership was funded;

- \$80 million was allocated for school construction, including \$9 million for new projects;
- A version of the Empowerment Act was passed with some compromises and changes made to the original amendment. Inter-district enrollment and the innovation-grant funding were removed;

Council Member Beretta asked whether the family choice component was removed. Commissioner Wagner answered that although there was lots of support in favor of the component, especially in the high-mobility communities (Central Falls, Pawtucket, and Providence), ultimately it was removed. RIDE will approach those communities to talk about a possible trilateral district-level partnership agreement.

- \$500,000 was allocated for instructional development, where a number of options are available for exploration, including investing in the state's capacity to support leadership work;
- Governor Raimondo's proposals for computer science education for all and PSAT/SAT assessments were both funded, which now opens up the opportunity to explore what role (if any) SATs would play in school and district accountability. Commissioner Wagner shared that RIDE has been approached on a possible exploration of a hybrid approach between PARCC testing and SAT tests;
- Instead of the proposed \$2.5-million, \$1.5-million was allocated for "density aid," which is aid to communities with a higher percentage of students attending charter schools;
- There was a \$2-million increase for high cost special education services and a \$1.2-million increase for early childhood education expansion; and
- An additional \$1-million beyond what was requested was granted for high-quality career and technical education.

Council Member Callahan inquired about the purpose of the additional CTE funds; which Commissioner Wagner explained that it is categorical funding, and he went on to discuss possible options for the additional funding.

Council Member Forbes asked whether the six-year industry CCRI programs would need additional funds, to which Commissioner Wagner explained that the communities with those programs were chosen due to resource readiness, so additional funds wouldn't be needed for the time being.

Commissioner Wagner proceeded to review several relevant legislative bills pertaining to education policy and RIDE:

- S2735: Biliteracy Seal; Commissioner Wagner expressed his satisfaction with the progress being made that parallels the idea of pathway designations.
- S2168: Requires that school superintendents review disciplinary data to evaluate suspension practices.
- S2554: Requires the Board of Education to set a goal around achievement gaps in third grade reading and mathematics.
- S2669: Free Play Rhode Island Initiative, establishes a 20-minute recess requirement for elementary schools.
- S2867: Gives statutory authorization for new service providers aimed at providing educational services to older students with a low number of credits to get back on track in obtaining a high-school diploma.
- S3075: Requires local written support granted by the city/town council of a sending district, for any new network concept charter school (multiple schools within a single charter), and requires the Council to place substantial weight on the fiscal impact on the sending districts when considering a proposed charter or expansion of a charter school. Existing charters are grandfathered in.
- H8308: Authorizes RIDE to conduct a comprehensive study on a unified approach to statewide education, by July 1, 2017.
- There was also legislation approved requiring RIDE, with no additional capacity, to have more central policy language around support for schools with dyslexic students and students with specific reading disabilities.

Commissioner Wagner thanked Andy Andrade, Legislative Liaison, and commended him on his work during the legislative session.

7. ACTION ITEMS

a. Approval of the Fiscal Year 2018 Capital Budget Request

Prior to the vote, Commissioner Wagner clarified some questions that Council Member Beretta had asked at the June 7th Work Session regarding the installation of solar panels at the MET School in Newport.

He shared that it would take approximately 35 years before the state would see a profit on the installation of the \$1.9M solar panels. He reminded the Council that the building was approved by the Board of Education as a NetZero concept building, but that the solar panels had not been previously approved.

Council Member Beretta reiterated a question posed by Council Member Gaines at the June 7th Work Session on whether applying for grants to fund the installation of the solar panels had been explored.

Mark Dunham, RIDE's Finance Director, replied that he had not looked into it, but, if the Council was not comfortable voting on the solar panels at this time, it was listed as a separate line item and could be removed and deferred to a later date.

In answer to Council Member Gaines' question on whether the wing of the John Gallagher building is state property, the answer is yes.

Council Member Beretta also asked for clarification on whether or not delaying the installation of the solar panels would increase the cost of other work being done simultaneously. Mr. Dunham answered that it would not as it is a separate project from the other ADA work being done.

Council Member Beretta than moved to amend action item 7a by removing the installation of the solar panels at the MET East Bay Campus.

On a motion duly made by Amy Beretta and seconded by Karin Forbes, it was

VOTED: That the Council on Elementary and Secondary Education approves to amend action item 7a by removing the installation of the solar panels at the MET East Bay Campus from the FY 2018 Capital Budget Request.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

On a motion duly made by Amy Beretta and seconded by Colleen Callahan, it was

VOTED: That the Council on Elementary and Secondary Education approves the FY 2018 Capital Budget Request, as amendment.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan,
Karin Forbes, Marta Martinez, Lawrence Purtill, and
Joyce Stevos

NAYS: 0

b. Proposed draft revisions to the Board of Education Regulations Governing the Certification of Educators in Rhode Island

Council Member Callahan reiterated a concern raised at the June 7th Work Session on the need to add language to the regulations giving RIDE the authority to monitor the process in which districts hire substitute teachers to ensure that they have at least a bachelor's degree.

On a motion duly made by Colleen Callahan and seconded by Karin Forges, it was

VOTED: That the Council on Elementary and Secondary Education approves that RIDE amend the proposed draft revisions to the Board of Education Regulations Governing the Certification of Educators in Rhode Island, to reflect that RIDE reserves the right to monitor the process in which districts hire substitute teachers.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan,
Karin Forbes, Marta Martinez, Lawrence Purtill, and
Joyce Stevos

NAYS: 0

And further,

On a motion duly made by Colleen Callahan and seconded by Karin Forges, it was

VOTED: That the Council on Elementary and Secondary Education approves that Board of Education Regulations Governing the Certification of Educators in Rhode Island, for the purpose of public review and comment, as amended.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan,
Karin Forbes, Marta Martinez, Lawrence Purtill, and
Joyce Stevos

NAYS: 0

On a motion duly made by Amy Beretta and seconded by Karin Forbes, it was

VOTED: That the Council on Elementary and Secondary Education approves to amend action item 7a by removing the installation of the solar panels at the MET East Bay Campus from the FY 2018 Capital Budget Request.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

c. Proposed changes to Certification Tests and Passing Scores

On a motion duly made by Karin Forbes and seconded by Amy Beretta, it was

VOTED: That the Council on Elementary and Secondary Education approves, for the purpose of public review and comment, the proposed changes to the certification tests and passing scores, as presented.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

Council Member Beretta requested that the Council be provided with a comprehensive report on all of the certification tests that the Council has adopted within the last two or three years, including pass/fail rate, and what the feedback has been.

d. Approval of RIDE's Fiscal Year 2017 Executive Pay Plan

Commissioner Wagner cleared up some questions that Council members had posed at the June 7th Work Session regarding how ranges and increases in salary are determined for non-union staff members.

He explained that RIDE conducted a benchmarking study in 2004; a comprehensive review of comparable titles and duties in the private sector, and over the years has upped the ranges according to the state's cost-of-living increases. RIDE is working on completing a new benchmarking study in time for fiscal year 2018. He also clarified that new employees are typically hired at the mid-point of their range, or lower, and annual raises are followed by whatever the associated state-negotiated contract is.

On a motion duly made by Amy Beretta and seconded by Karin Forbes, it was

VOTED: That the Council on Elementary and Secondary Education approves RIDE's Executive Pay Plan for Fiscal Year 2017, as presented.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

8. ADJOURNMENT

On a motion duly made by Colleen Callahan and seconded by Karin Forbes, it was

VOTED: That the Council on Elementary and Secondary Education adjourns.

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Amy Beretta, Colleen Callahan, Karin Forbes, Marta Martinez, Lawrence Purtill, and Joyce Stevos

NAYS: 0

The meeting adjourned at 6:33 p.m.

STATE OF RHODE ISLAND
~~Rhode Island Board of Education~~
Council on Elementary and Secondary Education

Regulations Governing the Certification of Educators in
Rhode Island

Promulgated November 3, 2011

Revised: November 2, 2012

Revised: June 28, 2016

Effective: January 1, 2012

Revisions Effective: April 8, 2013

Revisions Effective: ???



INTRODUCTION

These *Regulations Governing the Certification of Educators in Rhode Island*, which are authorized by Rhode Island General Laws 16-11-1 and 16-60-4, are promulgated in accordance with the duty of the Rhode Island ~~Council on Board of Regents for~~ Council on Elementary and Secondary Education to adopt standards and qualifications for the certification of educators in Rhode Island. These regulations shall supersede all of the ~~Council's Board's~~ Council's previous regulations governing the certification of educators in Rhode Island.

STATE OF RHODE ISLAND

REGULATIONS

of the

~~COUNCIL ON BOARD OF REGENTS FOR~~ ELEMENTARY AND SECONDARY EDUCATION

RHODE ISLAND ~~COUNCIL ON BOARD OF REGENTS~~
~~FOR~~ ELEMENTARY AND SECONDARY EDUCATION
SECTION E: REGULATIONS GOVERNING
THE CERTIFICATION OF EDUCATORS IN RHODE ISLAND

TOPICS

1. PURPOSE

2. DEFINITIONS

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| 2.1.2 | Administrator Knowledge of Field Competencies | 2.1.24 | Local Educator Evaluation System |
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| 2.1.15 | Educator of Record | 2.1.37 | Rhode Island Standards for Education Leaders (RISEL) |
| 2.1.16 | Emergency Route Preliminary Certificate | 2.1.38 | Student Teaching |
| 2.1.17 | Employing Agency | 2.1.39 | Substitute Permit |
| 2.1.18 | English Language Competency Testing | 2.1.40 | Support Professional Certificate |
| 2.1.19 | Expert Residency Preliminary Certificate | 2.1.41 | Support Professional Knowledge of Field Competencies |
| 2.1.20 | Extension of Certificate | 2.1.42 | Support Professional Knowledge of Field Testing |
| 2.1.21 | Full Certificate | 2.1.43 | Teacher Certificate |
| 2.1.22 | Initial Educator Certificate | 2.1.44 | Teacher Content Competencies |
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| | | 2.1.46 | Temporary Initial Educator Preliminary Certificate |
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3. RHODE ISLAND PROFESSIONAL EDUCATOR STANDARDS

3.1 Rhode Island Professional Teaching Standards

3.2 Rhode Island Standards for Educational Leaders

3.3 Rhode Island Code of Professional Responsibility

4. REQUIREMENTS FOR CERTIFICATION

4.1 Educator Certification Requirements

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5. APPLICATIONS AND FEES

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5.2 Fees

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- 6.1.1 Teacher Professional Competencies
- 6.1.2 Teacher Content Competencies
- 6.1.3 Administrator Professional Competencies
- 6.1.4 Administrator Knowledge of Field Competencies
- 6.1.5 Support Professional Knowledge of Field Competencies

6.2 Assessment Requirements

- 6.2.1 Pedagogy Testing
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7. INITIAL ROUTES TO FULL CERTIFICATION

7.1 Eligibility for Certification by Completing a Rhode Island Approved Educator Certification Program

7.1.1 Rhode Island Educator Preparation Program Approval Standards

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7.3 Credential Review [Effective 1/01/2015]

8. TYPES OF CERTIFICATES

8.1 Full Certificates

- 8.1.1 Initial Educator Certificate
- 8.1.2 Professional Educator Certificate
- 8.1.3 Advanced Educator Certificate

8.2 Preliminary Certificates [Effective 01/01/2015]

- 8.2.1 Alternate Route Preliminary Certificate
- 8.2.2 Career and Technical Education Preliminary Certificate
- 8.2.3 Emergency Preliminary Certificate
- 8.2.4 Expert Residency Preliminary Certificate
- 8.2.5 Temporary Initial Educator Preliminary Certificate [Effective 04/08/2013]
- 8.2.6 Visiting Lecturer Preliminary Certificate

9. TEACHER CERTIFICATE AREAS

9.1 Early Childhood Teacher Certificates

- 9.1.1 Early Childhood Education Teacher, Grades PK - 2
- 9.1.2 Early Childhood Special Education Teacher, Birth through Grade 2
- 9.1.3 Early Childhood Bilingual and Dual Language Education Teacher, Grades PK- 2
- 9.1.4 Early Childhood English as a Second Language Education Teacher, Grades PK- 2

9.2 Elementary Teacher Certificates

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- 9.2.1 Elementary Education Teacher, Grades 1-6
- 9.2.2 Elementary Special Education Teacher, Grades 1-6 [Effective 1/01/2015]
- 9.2.3 Elementary Bilingual and Dual Language Education Teacher, Grades 1-6
- 9.2.4 Elementary English as a Second Language Education Teacher, Grades 1-6

- 9.4.11 Secondary Grades Special Education Teacher, Grades 7-12 [Effective 1/01/2015]
- 9.4.12 Secondary Grades Bilingual and Dual Language Education Teacher, Grades 7-12
- 9.4.13 Secondary Grades English as a Second Language Education Teacher, Grades 7-12

9.3 Middle Grades Teacher Certificates

- 9.3.1 Middle Grades English Teacher, Grades 5-8
- 9.3.2 Middle Grades Mathematics Teacher, Grades 5-8
- 9.3.3 Middle Grades Science Teacher, Grades 5-8
- 9.3.4 Middle Grades Social Studies Teacher, Grades 5-8
- 9.3.5 Middle Grades Special Education Teacher, Grades 5-8 [Effective 1/01/2015]
- 9.3.6 Middle Grades Bilingual and Dual Language Education Teacher, Grades 5-8
- 9.3.7 Middle Grades English as a Second Language Education Teacher, Grades 5-8

9.5 All Grades Teacher Certificates

- 9.5.1 All Grades Adapted Physical Education Teacher, Grades PK-12
- 9.5.2 All Grades Art Teacher, Grades PK-12
- 9.5.3 All Grades Dance Teacher, Grades PK-12
- 9.5.4 All Grades Family and Consumer Science Teacher, Grades PK-12
- 9.5.5 All Grades Health Teacher, Grades PK-12
- 9.5.6 All Grades Library Media Teacher, Grades PK-12
- 9.5.7 All Grades Music Teacher, Grades PK-12
- 9.5.8 All Grades Physical Education Teacher, Grades PK-12
- 9.5.9 All Grades School Nurse Teacher, Grades PK-12
- 9.5.10 All Grades Technology Education Teacher, Grades PK-12
- 9.5.11 All Grades Theatre Teacher, Grades PK-12
- 9.5.12 All Grades World Language Teacher, Grades PK-12 [Effective 1/01/2015]
- 9.5.13 All Grades Special Education - Deaf and Hard of Hearing Teacher PK-12
- 9.5.14 All Grades Special Education – Visually Impaired Teacher PK-12
- 9.5.15 All Grades Special Education – Severe Intellectual Disability Teacher [Effective 1/01/2015]
- 9.5.16 All Grades Bilingual and Dual Language Education Teacher, Grades PK-12
- 9.5.17 All Grades English as a Second Language Education Teacher, Grades PK-12

9.4 Secondary Grades Teacher Certificates

- 9.4.1 Secondary Grades Agriculture Teacher, Grades 7-12
- 9.4.2 Secondary Grades Biology Teacher, Grades 7-12
- 9.4.3 Secondary Grades Business Education Teacher, Grades 7-12
- 9.4.4 Secondary Grades Career and Technical Education Teacher, Grades 7-12
- 9.4.5 Secondary Grades Chemistry Teacher, Grades 7-12
- 9.4.6 Secondary Grades English Teacher, Grades 7-12
- 9.4.7 Secondary Grades General Science Teacher, Grades 7-12
- 9.4.8 Secondary Grades Mathematics Teacher, Grades 7-12
- 9.4.9 Secondary Grades Physics Teacher, Grades 7-12
- 9.4.10 Secondary Grades Social Studies Teacher, Grades 7-12

10. ADMINISTRATOR CERTIFICATE AREAS

10.1 Building Level Administrator Certificates

- 10.1.1 Building Level Administrator PK-12

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10.2 District Level Administrator Certificates

- 10.2.1 District Level Administrator – Curriculum, Instruction, and Assessment
- 10.2.2 District Level Administrator-Special Education
- 10.2.3 School Business Administrator
- 10.2.4 Superintendent of Schools

11. SUPPORT PROFESSIONAL CERTIFICATE AREAS

11.1 Instructional Certificates

- 11.1.1 Instructional Leader [Effective 1/01/2015]

11.2 Related Service Providers

- 11.2.1 School Counselor
- 11.2.2 School Psychologist
- 11.2.3 School Social Worker
- 11.2.4 Speech and Language Pathologist

11.3 Specialists/Consultants

- 11.3.1 English as a Second Language Specialist/Consultant [Effective 1/01/2015]
- 11.3.2 Mathematics Specialist/Consultant [Effective 1/01/2015]
- 11.3.3 Reading Specialist/Consultant

12. ~~DISCONTINUED~~ PERMITS

- 12.1 Athletic Coach Permit
- 12.2 Substitute Teacher Permit

13. ADDING NEW CERTIFICATE AREAS

14. REINSTATEMENT

- 14.1 Reinstatement for Certificate Expiration
- 14.2 Reinstatement of Performance-related Non-renewed Certifications

15. APPEALS

16. ONGOING REVIEW OF CERTIFICATION REGULATIONS

1. Purpose

Pursuant to Section 16-11-1 of Rhode Island General Laws the educators in Rhode Island public schools are required to attain certification. Pursuant to Section 16-60-4 of the Rhode Island General Laws the responsibility for setting regulations for certification rests with the ~~Council on Board of Regents for~~ Elementary and Secondary Education. The purpose of these regulations is to update the requirements and procedures that govern educator certification in Rhode Island and to consolidate all ~~Council Board of Regents~~ Regulations related to Educator Certification. These regulations detail a comprehensive redesign of the certification system that will go into effect as the Department of Education creates supports necessary to implement the revisions. All changes to regulations are effective 01/01/2012 except for new provisions that will be phased in as noted by effective dates within the text of the regulations.

The Rhode Island Department of Education's (RIDE) 2010 Strategic Plan established the revision of certification as a critical strategy in achieving the goal of ensuring educator excellence throughout Rhode Island. RIDE began the process of redesign with a comprehensive review of current certification regulations and has revised the regulations to more closely align certification with student achievement and other evidence of effective educator performance. These regulations also streamline certification requirements to ensure that all certificates are designed to improve student achievement and create a system of certification that opens pathways for career advancement. This set of regulatory changes brings all previous sets of regulations and revisions made as a result of this update together into one set of regulations governing certification.

2. Definitions

As used in these regulations the following words and terms have the following meaning.

2.1 Definitions Used in Regulations

2.1.1 Administrator Certificate

An "Administrator Certificate" is issued to educators whose primary duties may include the supervision of programs or curriculum or the supervision or management of a local educational agency, a school building, a school program, or a school system.

2.1.2 Administrator Knowledge of Field Competencies

"Administrative Knowledge of Field Competencies" is the knowledge and skills established by the applicable national professional association as core competencies for administrators that define the range of expectations for the specific certification administrative position(s) addressed by the certification area.

2.1.3 Administrator Knowledge of Field Testing

"Administrator Knowledge of Field Testing" is the use of assessments to evaluate the knowledge of field and skills of a prospective administrator in the specific administrator area.

2.1.4 Advanced Educator Certificate

"Advanced Educator Certificate" is the third and highest level in the three-tier system of full certification. This level of certification is held by educators who consistently demonstrate highly effective practice.

2.1.5 Alternate Route Preliminary Certificate

"Alternate Route Preliminary Certificate" is a preliminary certificate awarded to prospective educators who are enrolled in a Rhode Island approved alternate route preparation program and who have been offered a position in a district to serve as an educator of record while completing certification requirements.

2.1.6 Approved Program Route to Educator Certification

An “Approved Program” is a post-secondary educator preparation program that holds approved status under the program approval standards of the Rhode Island Department of Education.

2.1.7 Building Level Administrator

A “Building Level Administrator” is any individual responsible for the administration of a PK-12 school, including principals, assistant principals, and charter school chief administrators.

2.1.8 Career and Technical Education Preliminary Certificate

“Career and Technical Education Preliminary Certificate” is a preliminary certificate awarded to prospective educators who have a high school diploma and who have demonstrated that they have appropriate work experience in their respective career and technical fields. These prospective educators can seek employment as teachers of record in employing agencies that are willing to employ them while the individuals pursue full certification.

2.1.9 Certificate

“Certificate” is a document issued by the Rhode Island Department of Education that identifies the area(s) of certification held by an educator and the date of issuance and date of expiration between which the certificate is valid.

2.1.10 Certification Area

A “Certification Area” identifies the specific educational subject matter and grade ranges that a teacher is qualified to teach (e.g., 7-12 Biology Teacher), the specific level of administration and grade ranges that an administrator is qualified to lead (e.g., PK-12 Building Level Administrator), or the specific role in which a support professional is qualified to serve (e.g., PK-12 School Counselor).

2.1.11 Certification Route

A “Certification Route” is a pathway of preparation through which a prospective educator attains certification (e.g., completion of an approved program, reciprocity using certification in another state).

2.1.12 Certification Fees

“Certification Fees” are fees set by the ~~Board of Regents~~ Council on Elementary and Secondary Education to issue certificates.

2.1.13 Credential Development Plan

Prospective Educators who hold a preliminary certificate while pursuing certification develop a “Credential Development Plan” for review and monitoring by the Department of Education to gain certification. The plan describes how the individual will demonstrate evidence of meeting competency, assessment, and field experience requirements.

2.1.14 Credential Review Route to Certification

“Credential Review Route” is the process of reviewing an applicant’s preparation against a set of standards and criteria to determine eligibility for certification. The process of review may include a review of preparation, field experience, and testing results.

2.1.15 Educator of Record

An “Educator of Record” is a certified teacher, administrator, or support professional in Rhode Island public schools. Teachers of record are responsible for providing instruction and determining student grades. Administrators of record are responsible for the supervision and management of schools, school programs, and school districts. Support professionals of record are responsible for instructional leadership or serving as a specialist/consultant or a related service provider.

2.1.16 Emergency Route Preliminary Certificate

“Emergency Route Preliminary Certificate” is a preliminary certificate awarded to prospective educators at the request of an employing agency when a fully-certified and qualified educator who meets the criteria for the position cannot be secured.

2.1.17 Employing Agency

An “Employing Agency” is any school committee, school board, charter school, educational collaborative, state approved special education program and state funded pre-kindergarten program, or other public school entity responsible for hiring certified educators.

2.1.18 English Language Competency Testing

“English Language Competency Testing” is the assessment of competency in English for prospective educators who completed educator preparation in a program where the language of instruction was a language other than English.

2.1.19 Expert Residency Preliminary Certificate

“Expert Residency Preliminary Certificate” is a preliminary certificate awarded to prospective educators who demonstrate sufficient preparation in subject matter, administrative expertise, or other certificate area specific requirements to be considered for positions as educators while pursuing certification. These prospective educators can seek employment as teachers of record in employing agencies that are willing to employ them while the individual pursues full certification. Certified educators seeking to add new certification areas may also use the Expert Residency Certificate as part of a route to certification in that area.

2.1.20 Extension of Certificate

An “Extension of Certificate” provides for one-year extensions of certificates when certified educators experience an interruption in employment and are unable to provide performance data from state approved local evaluations for each year of a certificate at the time of certificate renewal.

2.1.21 Full Certificate

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A Rhode Island “Full Certificate” is a multi-year certificate that demonstrates the educator has met all Rhode Island requirements for certification and is included in the three-tier system of Rhode Island Educator certificates. A full certificate is comparable to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Stage 3 License and is recognized by other states for certificate reciprocity. Educators certified in other states seeking certification in Rhode Island present a valid Stage 3 license from their state to attain reciprocity.

2.1.22 Initial Educator Certificate

“Initial Educator Certificate” is the first level in the three-tier system of full certification. This level of certification is held by all educators when they are certified for the first time in Rhode Island.

2.1.23 Internship

An “Internship” is an extended field-based experience that provides a prospective administrator or support professional the opportunity to develop skills in school or school district contexts.

2.1.24 Local Educator Evaluation System

A “local educator evaluation system” is a Rhode Island Department of Education approved educator evaluation system that meets Rhode Island Educator Evaluation System Standards.

2.1.25 Major Equivalent

Applicants who did not complete a major in the required content field may present a “major equivalent” of thirty or more hours of coursework in a closely related content field deemed to be acceptable by the Rhode Island Department of Education.

2.1.26 National Association of State Directors of Teacher Education and Certification (NASDTEC)

The “National Association of State Directors of Teacher Education and Certification (NASDTEC)” is a professional organization that represents professional standards boards, commissions and state departments of education in all 50 states, the District of Columbia, the Department of Defense Educational Activity, and the U.S. Territories which are responsible for the preparation, licensure and discipline of educational personnel. NASDTEC administers the Interstate Agreement for Educator Licensure that supports reciprocity of certification across the various state jurisdictions.

2.1.27 Pedagogy Testing

“Pedagogy Testing” is the use of assessments to evaluate the knowledge of teaching of a prospective teacher.

2.1.28 Performance-based Non-renewal

“Performance-based Non-renewal” of a certificate occurs when an employed educator has received a rating of Ineffective on the state-approved local evaluation system for each year of work under the certificate submitted for renewal.

2.1.29 Practicum

A “Practicum” is a field-based experience in educator preparation that provides the prospective educator the opportunity to apply knowledge in the context of a school or other educational setting. Practicum is a requirement to add an additional category of teaching certification beyond a first area of teaching certification (e.g. Elementary Education adding Middle Grades Education).

2.1.30 Preliminary Educator Certificates

“Preliminary Educator Certificates” are certificates that allow educators who are not fully certified to serve as educators of record while pursuing certification. Alternate Route Preliminary, Career and Technical Education Preliminary, Emergency Preliminary, Expert Residency Preliminary, Temporary Initial Educator Preliminary, and Visiting Lecturer Preliminary are the six types of preliminary educator certificates. These certificates are not “full certificates” at Stage 3 of the National Association of State Directors of Education and Certification (NASDTEC) certification system and do not qualify for certification in other states through reciprocity.

2.1.31 Professional Competencies

“Professional Competencies” are the knowledge and skills defined in the Rhode Island Professional Teaching Standards, the Rhode Island Standards for Educational Leaders, and national professional associations (e.g. American School Counselor Association, International Reading Association) that articulate the professional standards for all teachers, administrators, and support professionals.

2.1.32 Professional Educator Certificate

“Professional Educator Certificate” is the second level in the three-tier system of full certification. This level of certification is awarded to holders of Initial Educator Certificates once they demonstrate acceptable levels of performance while working under their Initial Educator Certificate.

2.1.33 Reciprocity Route to Educator Certification

“Reciprocity Route to Educator Certification” is the process by which Rhode Island issues certification to educators who completed approved educator preparation programs or hold full certification in another state.

2.1.34 Reinstatement Fee

The “Reinstatement Fee” is the fee charged to reinstate an expired certificate or a certificate that was non-renewed based on performance. The appropriate certification fee is also required for reinstatement.

2.1.35 Regionally Accredited Institution

A “Regionally Accredited Institution” is a college or university that awards a bachelor’s or higher degree and if located within the United States, is fully accredited by one of the following regional accrediting bodies: Middle States Association of Colleges and Schools, New England Association of Schools and

Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

2.1.36 Rhode Island Professional Teaching Standards (RIPTS)

The “Rhode Island Professional Teaching Standards” are the standards that identify the professional knowledge and skills expected of all teachers.

2.1.37 Rhode Island Standards for Education Leaders (RISEL)

The “Rhode Island Standards for Education Leaders” are the standards that identify the professional knowledge and skills expected of all administrators.

2.1.38 Student Teaching

“Student Teaching is a field-based experience in educator preparation that provides the prospective educator the opportunity to apply knowledge in the context of a school or other educational setting. Student teaching is a requirement to earn a first teaching certificate or when adding an additional category of teaching certification (e.g. Elementary Education adding Secondary Education).

2.1.39 Substitute Teacher Permit

~~An individual who “Substitute Permit” is a permit that allows individuals to~~ serves as a day-to-day substitute teachers in Rhode Island Public Schools.

2.1.40 Support Professional Certificate

A “Support Professional Certificate” is issued to an educator, other than a teacher or administrator, who has primary responsibility as an instructional leader, a specialist/consultant, or a related service provider in schools.

2.1.41 Support Professional Knowledge of Field Competencies

“Support Professional Knowledge of Field Competencies” is the knowledge and skills established by the applicable national professional association as core competencies for support professionals that define the range of expectations for the specific support professional position(s) addressed by the certification area.

2.1.42 Support Professional Knowledge of Field Testing

“Support Professional Knowledge of Field Testing” is the use of assessments to evaluate the knowledge of field and skills of a prospective support professional in the specific support professional area.

2.1.43 Teacher Certificate

A “Teacher Certificate” is issued to a person whose primary responsibility is to instruct students.

2.1.44 Teacher Content Competencies

“Teacher Content Competencies” are the knowledge and skills defined by professional associations as core subject matter competencies for teachers within the specific certification content area.

2.1.45 Teacher Content Testing

“Teacher Content Testing” is the use of assessments to evaluate the subject matter knowledge and skills of a prospective teacher in the specific teaching area.

2.1.46 Temporary Initial Educator Preliminary Certificate

A “Temporary Initial Educator Certificate” is a Preliminary Certificate issued for a limited duration to applicants who seek certification through reciprocity and who meet all requirements for the Initial Educator Certificate except for the testing requirement, including the English Language Competency Test when applicable. This certificate allows the applicant time to take the test that may not have been available in their state. The educator does not have a Rhode Island Stage 3 National Association of State Directors of Teacher Education and Certification (NASDTEC) “full certificate” until the testing requirement is met and an Initial Educator Certificate is issued.

2.1.47 Visiting Lecturer Preliminary Certificate

“Visiting Lecturer Preliminary Certificate” is a preliminary certificate awarded to individuals with distinctive qualifications and therefore a unique capacity to enhance educational programs in districts and who have been offered employment in districts. This certificate is not a route to full certification.

3. Rhode Island Professional Educator Standards

The Rhode Island Department of Education has established teaching and leadership standards as well as a code of professional responsibility for educators in Rhode Island.

- 1) Rhode Island Professional Teaching Standards
- 2) Rhode Island Standards for Educational Leadership
- 3) Rhode Island Code of Professional Responsibility

3.1 Rhode Island Professional Teaching Standards

1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

- reflect a variety of academic, social, and cultural experiences in their teaching
- use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement
- exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- facilitate student involvement in the school and wider communities

2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines/content areas they teach.

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- know their discipline/content and understand how knowledge in their discipline is created, organized, and linked to other disciplines and applied beyond the school setting
- design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards
- select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
- engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
- Represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- design instruction that meets the current cognitive, social, and personal needs of their students
- create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

- design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
- use their understanding of students (e.g., individual interests, prior learning, cultural background, native language and experiences) to create connections between the subject matter and student experiences
- seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate
- make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP's), or other approved school-based individualized learning plans (ILP's)

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5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

- design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
- pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
- make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
- engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- use tasks that engage students in exploration, discovery, and hands-on activities

6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

- use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- establish a safe, secure and nurturing learning environment that supports the active engagement of all students
- provide and structure the time necessary to explore important concepts and ideas
- help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- create learning groups in which all students learn to work collaboratively and independently
- communicate clear expectations for achievement that allow students to take responsibility and advocate for their own learning

7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

- work collaboratively with their colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- develop relationships with students and their families to support learning
- understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

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8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

- use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning
- use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning
- use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction
- seek knowledge of and demonstrate sensitivity to the particular communication needs of all students

9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

- select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessment
- identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted
- systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement
- provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning
- use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals
- maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues
- use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals

10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

- solicit feedback from students, families, and colleagues to reflect on and improve their own teaching

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- explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning
- take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers
- take responsibility for learning about and implementing federal, state, district, and school initiatives to improve teaching and learning

11. Teachers maintain professional standards guided by legal and ethical principles.

- maintain standards that require them to act in the best interests and needs of students
- follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families
- follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities
- interact with students, colleagues, parents, and others in a professional manner that is fair and equitable
- are guided by codes of professional conduct adopted by their professional organizations

3.2 Rhode Island Standards for Educational Leaders

Rhode Island Standards for Educational Leaders

Standard 1: Mission, Vision, and Goals

Standard 1: Education leaders ensure student achievement by guiding the development, articulation, implementation, and sustenance of a shared vision of learning and setting high expectations for each student.

Element IA: Mission, Vision and Goals for Teaching and Learning

- The mission, vision, and goals establish clear and measurable high expectations for all students and educators.

Indicators

Educational leaders in Rhode Island:

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- i. Use multiple sources of information and analyze data about current practices and outcomes to shape a mission, vision, and goals with high, measurable results for all students and educators.
- ii. Align the mission, vision, and goals to school, district, state, and federal policies and the purposes of education in a democratic society.
- iii. Recruit, support, and retain those who have the capacity to grow the organization in the direction of the mission, vision, and goals
- iv. Challenge the school community to ensure the alignment of programs and practices to the established mission, vision, and goals.

Element IB: Shared Commitments to Implement the Mission, Vision, and Goals

- The process of creating and sustaining the mission, vision, and goals is inclusive, building common beliefs and dispositions and genuine commitment among all stakeholders to implement the mission, vision, and goals.

Indicators

Educational leaders in Rhode Island:

- i. Establish, implement, evaluate, and revise processes for building the capacity of staff, students, families, and community members to develop, implement, and communicate the mission, vision, and goals.
- ii. Engage multiple stakeholders with diverse perspectives in constructing shared understandings and commitments to high expectations for all students.
- iii. Develop shared commitments and responsibilities among staff and the community for selecting and implementing effective improvement strategies, and assessing and monitoring progress toward the mission, vision, and goals.
- iv. Celebrate and recognize progress in order to sustain a commitment to the mission, vision, and goals.

Element IC: Continuous Improvement toward the Mission, Vision, and Goals

- Continuous improvement toward achieving the mission, vision, and goals requires the use of research and best practices; effective district and school planning, adaptive change processes; allocations of resources, prioritizing of activities, and systematically monitoring progress.

Indicators

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Educational leaders in Rhode Island:

- i. Create or utilize a data system that uses multiple sources of data to identify unique strengths and needs of students, gaps between desired performance and actual student performance, and areas for improvement.
- ii. Use data-driven decision making, research, and best practices to monitor and revise plans, programs, and activities to achieve the mission, vision, and goals.
- iii. Use effective change strategies that engage staff and community stakeholders in planning and implementing programs and activities.
- iv. Identify and address barriers to achieving the mission, vision, and goals.
- v. Incorporate the mission, vision, and goals into planning and decision making processes.
- vi. Align all resources to achieve the mission, vision, and goals.
- vii. Revise plans, programs, and activities as indicated and warranted by systemically monitoring evidence about the effectiveness of programs.

Standard 2: Learning and Teaching

Standard 2: Education leaders ensure the achievement and success of each student by monitoring and continuously improving learning and teaching.

Element 2A: Building a professional culture

- Achieving the mission, vision, and goals requires a strong collaborative professional culture focused on student learning and the development of professional competencies that lead to quality instruction.

Indicators

Educational leaders in Rhode Island:

- i. Develop a shared understanding and commitment to high standards for each student consistent with local, state, and federal expectations.
- ii. Model openness to change and support initiatives that improve student learning.
- iii. Develop a culture that promotes shared responsibility to continuously examine beliefs, values and practices in relation to the mission, vision, and goals.
- iv. Use data for program evaluation that improves learning and teaching.

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v. Guide and support job-embedded, standards-based professional development that responds to diverse learning needs of educators/staff to support each student's achievement.

Element 2B: Rigorous Curriculum and Instruction

- Effective, research-based instructional practices aligned with national and Rhode Island standards are necessary to ensure that the diverse needs of each student are met.

Indicators

Educational leaders in Rhode Island:

- i. Promote an understanding of Rhode Island and national curriculum standards throughout the school community.
- ii. Support the development, implementation, and evaluation of a standards-based curriculum.
- iii. Improve the capacity of the school community to differentiate instruction, analyze student work, monitor student progress, and redesign curricular and instructional programs based on student achievement results.
- iv. Provide coherent alignment among curriculum, instruction, assessment, professional development and evaluation to ensure the effectiveness of instruction.
- v. Monitor the effects of differentiated teaching strategies, curricular materials, and education technologies to address the diverse needs of each student.
- vi. Collaborate with educators/staff to identify and implement research-based strategies and practices to ensure equity and close gaps in student opportunity and achievement.
- vii. Ensure that systematic support and research-based interventions are provided for students who are not meeting the standards.

Element 2C: Assessment and Accountability

- Appropriate strategies for assessment, evaluation, performance management, and accountability are necessary to accurately monitor and evaluate progress toward the mission, vision, and goals.

Indicators

Educational leaders in Rhode Island:

- i. Develop and use aligned standards-based accountability systems to set school improvement goals and improve the quality of learning and teaching.

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- ii. Use a variety of formative and summative assessments to inform, evaluate, and modify student learning, instruction, program quality, and supports.
- iii. Guide the school community in the regular analyses of data about all students and subgroups to improve learning and teaching.
- iv. Use appropriate psychometric and evaluation strategies to interpret data and communicate progress toward the mission, vision, and goals to the school community and other stakeholders.

Standard 3: Managing Organizational Systems and Safety

Standard 3: Education leaders ensure the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment.

Element 3A: Protecting the Welfare and Safety of Students and Staff

- Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of the school community that interrupt learning and teaching.

Indicators

Educational leaders in Rhode Island:

- i. Create and participate in systems that collaboratively support student and staff learning and well-being.
- ii. Involve the school community in developing, implementing, and monitoring guidelines and norms for accountable behavior.
- iii. Develop, monitor, and update a comprehensive safety and security plan.

Element 3B: Aligning and Obtaining Human Resources

- Leaders establish an infrastructure for personnel that operates in support of learning and teaching.

Indicators

Educational leaders in Rhode Island:

- i. Align resources (time, people, and space, money) to district/school mission, vision and plan.
- ii. Implement practices to recruit and retain highly qualified personnel.
- iii. Assign personnel and monitor placements to ensure diverse student needs, legal requirements, and equity goals are met.

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iv. Supervise personnel and conduct standards-based evaluations in accordance with district requirements and state policies in order to enhance professional practice.

Element 3C: Aligning and Obtaining Fiscal Resources

- Leaders establish an infrastructure for finance that operates in support of improving learning and teaching.

Indicators

Educational leaders in Rhode Island:

- i. Operate within budget and fiscal guidelines to measurably improve student achievement.
- ii. Allocate funds based on student needs within the framework of policy and regulations.
- iii. Advocate for and secure resources needed to accomplish the vision.

Element 3D: Managing Operational Systems

- Leaders collaborate to supervise both daily and ongoing management structures and practices that enhance learning and teaching.

Indicators

Educational leaders in Rhode Island:

- i. Use problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
- ii. Maintain the physical plant for safety, ADA requirements, access issues, and for direct support of student learning.
- iii. Develop and facilitate communication and data systems that ensure the timely flow of information.
- iv. Oversee the acquisition and maintenance of equipment and technology.
- v. Use data systems to evaluate and revise processes to continuously improve the operational system.

Standard 4: Collaborating with Key Stakeholders

Standard 4: Education leaders ensure the success of each student by collaborating with stakeholders to respond to diverse community interests and needs and to mobilize community resources that improve student achievement.

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Element 4A: Collaborate with Families and Other Community Members

- Leaders partner with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.

Indicators

Educational leaders in Rhode Island:

- i. Understand and apply strategies for developing family and local community partnerships.
- ii. Bring together the resources of schools, parents, guardians, family members, and community to positively affect student and adult learning.
- iii. Involve families in decision making about their children's' education.
- iv. Develop a comprehensive strategy for positive community and media relations.
- v. Use effective public information strategies and technologies to communicate with families and community members about the mission, vision and priorities of the district and school community.

Element 4B: Community Interests and Needs

- Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

Indicators

Educational leaders in Rhode Island:

- i. Participate in the community to better understand values, interests, and needs.
- ii. Identify and engage key stakeholders, including individuals and groups with competing perspectives.
- iii. Use appropriate assessment strategies and research methods to understand community conditions and dynamics and to accommodate diverse student needs.
- iv. Seek out and collaborate with community programs serving students with diverse learning needs.
- v. Recognize and celebrate diversity as an asset to the educational programs of the school community.

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vi. Engage communities in a culturally-competent manner to share responsibilities that improve education and achievement of all students.

Element 4C: Maximizing Community Resources

- Leaders collaboratively maximize opportunities through sharing the resources of schools, districts and community organizations and agencies to provide critical support for all children and families.

Indicators

Educational leaders in Rhode Island:

- i. Understand the network of available community resources and collaborate with agencies to provide health, social, and other services to families and children.
- ii. Develop mutually-beneficial relationships with business, religious, political, educational, and service organizations to share both school and community resources.
- iii. Use public resources and funds appropriately and effectively.
- iv. Secure community support for seeking and sustaining the resources necessary to address student needs.

Standard 5: Ethics and Integrity

Standard 5: Education leaders ensure the success of each student by modeling personal development, ethical behavior and acting with integrity.

Element 5A. Maintains Ethical and Legal Standards of the Profession

- Leaders demonstrate appropriate ethical and legal behavior.

Indicators

Educational leaders in Rhode Island:

- i. Model personal and professional ethics, integrity, justice, and fairness and expect the same of others.
- ii. Protect the rights and appropriate confidentiality of students, families, and staff.
- iii. Behave in a trustworthy manner, using their influence to serve the best interests of each student, to enhance education, and promote the common good.

Element 5B. Personal Values and Beliefs

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- Leaders continuously examine their personal assumptions, values, beliefs, and practice to achieve the mission, vision, and goals for student learning.

Indicators

Educational leaders in Rhode Island:

- i. Demonstrate respect for the inherent dignity and worth of each individual.
- ii. Model respect for diverse community stakeholders and treat them equitably.
- iii. Demonstrate respect for diversity by developing cultural competency skills and equitable practices.
- iv. Self-assess personal assumptions, values, beliefs, and practices that guide the improvement of student learning.
- v. Lead others in safely examining and challenging deeply held assumptions and beliefs that may conflict with the mission, vision and goals.

Element 5C. Maintain high standards for self and others

- Leaders perform the work required for high levels of personal and organizational performance by acquiring new knowledge, skills, and capacities needed to fulfill responsibilities for accountability for student learning.

Indicators

Educational leaders in Rhode Island:

- i. Reflect upon their work based on professional standards, analyze strengths and weaknesses, establish goals, action plans, benchmarks, and engage in activities for professional growth.
- ii. Model the continual deepening of understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies in order to lead others in those same practices.
- iii. Develop and use understanding of educational policies and accountability expectations to ensure that short and long term goals are met, including those within school and district strategic plans.
- iv. Assist educators and the community to understand and focus on mission, vision, and goals for students within the context of political and financial constraints and influences.

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- v. Sustain personal motivation, optimism, commitment, energy and health by balancing personal and professional responsibilities and encouraging similar actions for others.
- vi. Make decisions based on sound principles, research, data, and policy.
- vii. Respect and support the systems of authority at the state, district, and school levels through ethical and professional behavior.

Standard 6: The Education System

Standard 6: Education leaders ensure the success of each student by influencing interrelated educational systems of political, social, economic, legal, and cultural contexts in response to needs of their students.

Element 6A. Professional Influence

- Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families by participating and exerting professional influence in the local community and the larger educational policy environment.

Indicators

Educational leaders in Rhode Island:

- i. Facilitate constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- ii. Develop appropriate relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
- iii. Advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs to meet educational expectations and policy requirements.

Element 6B. Managing Local Decisions within the Larger Educational Policy Environment

- Leaders manage effective local decision-making that both adheres and contributes to policies and political support for excellence and equity in education.

Indicators

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- i. Facilitate constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- ii. Develop appropriate relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
- iii. Advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs to meet educational expectations and policy requirements.

Element 6C. Policy Engagement Leaders engage policy makers to inform and improve education policy.

- Leaders manage effective local decision-making that both adheres and contributes to policies and political support for excellence and equity in education.

Indicators

Educational leaders in Rhode Island:

- i. Build strong and appropriate relationships with the school board, district and state education leaders, and other policy makers to inform and influence policies in the service of children and families.
- ii. Support public policies that provide for needs of children and families and ensure equity and excellence in education.
- iii. Advocate for public policies that ensure appropriate and equitable human and fiscal resources that improve student learning and eliminate achievement gaps.
- iv. Work with community leaders to collect and analyze data on economic, social, and other issues that impact district and school planning, programs, and structures.

3.3 Rhode Island Code of Professional Responsibility

Rhode Island Code of Professional Responsibility

Section 1. Responsibility to Students

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Rhode Island educators' first commitment is to ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society.

Rhode Island educators shall:

- (i) Respect the inherent dignity and worth of each student.
- (ii) Act upon the belief that all students can learn.
- (iii) Establish high expectations and provide instruction that challenges all students.
- (iv) Recognize the differences among students and provide the appropriate educational supports and instructional differentiation responsive to individual needs.
- (v) Address the uniqueness of each student and endeavor to maximize learning through personalization of the educational experience for each student.
- (vi) Promote the right and responsibility of students to explore ideas, to develop skills, and to acquire knowledge necessary to be contributing members to society.
- (vii) Endeavor to present facts and provide access to all points of view without deliberate distortion, bias, or personal prejudice.
- (viii) Assure that their classrooms are environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability or sexual orientation.
- (ix) Promote the development of character and civic responsibility in their students.
- (x) Maintain confidentiality of all student information and dispense that information only when required by professional practice or state or federal law.
- (xi) Maintain a professional relationship with students at all times, both in and outside the classroom.

Section 2. Responsibility to Self

Rhode Island educators are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance.

Rhode Island educators shall:

- (i) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both subject matter knowledge and teaching skills.

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(ii) Develop personal and professional goals with attention to professional standards, student achievement, and school district initiatives and implement a course of professional development to support attaining the goals.

(iii) Actively engage in professional learning communities and seek feedback in order to improve their performance.

(iv) Examine their practice on a regular basis to expand their knowledge base, broaden their skills, and incorporate new ideas.

(v) Pursue only those educational positions or assignments for which they have the appropriate educational certification and credentials and for which they have appropriate professional qualification.

(vi) Strive to exercise the highest level of professional judgment.

(vii) Refrain from using institutional or professional privileges for personal advantage.

Section 3. Responsibility to Colleagues and the Profession

Rhode Island educators are committed to work with school and district colleagues and as members of professional communities to establish and implement initiatives that will further student learning.

Rhode Island educators shall:

(i) Work effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development.

(ii) Assume responsibility for working with colleagues to assure their school meets local and state educational objectives.

(iii) Encourage and support staffing decisions that are made based on the best interests of students.

(iv) Collaborate with others to improve student learning.

(v) Support colleagues in developing and maintaining a work environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students.

(vi) Encourage the participation of teachers in the process of educational decision making.

(vii) Encourage promising candidates who are interested in education to learn about the opportunities and the challenges of a career in education and support those who pursue careers

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through informal induction into the profession as they develop the competence and qualifications to become effective educators.

(viii) Maintain integrity regarding the acceptance of any gratuity, gift or other compensation that might impair or influence professional decisions or actions.

Section 4. Responsibility to Parents, Families, and the Community

Rhode Island Educators are committed to collaborate with parents, families, and communities to offer a quality education to all students.

Rhode Island educators shall:

(i) Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education.

(ii) Endeavor to understand and respect the values and traditions of the diverse cultures represented in their community and in their classrooms.

(iii) Endeavor to assure equal educational opportunities for all children in the community.

(iv) Cooperate with community agencies that provide resources and services to support students.

(v) Maintain a positive and active relationship with students' parents, families, and other members of the community.

(vi) Distinguish between their personal opinion and official policies of the school or educational organization when communicating with parents, families, and the community.

Section 5. Responsibility to the Council on Elementary and Secondary Education Rhode Island Board of Regents

Rhode Island educators demonstrate a commitment to Rhode Island standards for educator quality through certification requirements and support for the implementation of state initiatives within their districts.

Rhode Island educators shall:

(i) Provide accurate, truthful, and complete information to the Rhode Island Department of Education concerning all certification matters.

(ii) Recognize that meeting certification requirements is a pre-condition to any contractual agreement for a position that requires certification in Rhode Island schools.

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(iii) Engage in ongoing appropriate professional development for all certificates they intend to maintain.

(iv) Accept only those assignments for which they are professionally qualified and hold appropriate certification unless the educator and the district have agreed to the assignment and the district has secured prior approval from RIDE.

(v) Develop an understanding of state initiatives and support the implementation of these initiatives within their schools and districts.

(vi) Maintain the security of standardized testing materials that comprise state assessment programs.

(vii) Further the mission, policies, and regulations of the Council on Elementary and Secondary Education Rhode Island Board of Regents

4. Requirements for Certification

4.1 Educator Certification Requirements

Pursuant to Section 16-11-1 of Rhode Island General Laws educators in Rhode Island public schools are required to attain certification. Specifically, “no person shall be employed to teach, as principal or assistant, in any school supported wholly or in part by public money unless the person shall hold a certificate of qualification issued by or under the authority of the Council on Elementary and Secondary Education Board of Regents for elementary and secondary education.”

Educator certification is required for all educators in all Rhode Island public schools, state approved special education programs and state funded pre-kindergarten programs.

4.2 School Committees and other Employing Agents Responsibilities

All school committees, school boards, charter schools, educational collaboratives and other public-school entities, including state approved special education programs and state funded pre-kindergarten programs, employing educators shall ensure before employing an educator, that a candidate holds a valid certificate or permit appropriate to the position to be filled. In addition to meeting certification requirements an educator’s competency in English must be determined when the educator is hired.

Employing agencies shall report to the Department of Education on the performance status and assignment of all employed educators.

Employing agencies shall supervise, either directly or through a designated representative, by regularly observing, guiding and evaluating the performance of holders of a certificate through an evaluation system approved by the Department of Education. Employing agencies shall report the results of

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evaluations of certified educators to the Department of Education. [Effective 01/01/2015 for state approved special education programs and state funded pre-kindergarten programs]

Employing agencies shall report any person who is dismissed for performance-based or fitness related reasons to the Department of Education.

5. Applications and Fees

5.1 Application for Certification

Applications for state certificates and permits must be executed on forms or through electronic means provided by the Department of Education. Additional documents and materials must be submitted in accordance with the specific requirements for particular certificate areas or any new requirements adopted by the Council on Elementary and Secondary Education Board of Regents.

An applicant must submit all required documentation for each area of certification, and as appropriate the following:

- 1) Application on an official form or through electronic means provided by the Department of Education;
- 2) Application fee as established by the Council Board of Regents;
- 3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
- 4) A statement made by an approved institution or alternate route to certification program approved by the Commissioner that the candidate has completed an approved planned program of preparation for service in the area of certification and the grade level for which certification is sought and has demonstrated competence with respect to professional standards;
- 5) In those cases where successful experience as an educator is a condition for certification, a statement from the applicant's employing agent as to the nature, length, and quality of experience;
- 6) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required assessments;
- 7) If an applicant holds foreign credentials or transcripts, an evaluation by agencies or organizations approved by the Department of Education to translate and evaluate such credentials for the purposes of determining eligibility for certification;
- 8) If an applicant prepared for certification at an institution where English was not the language of instruction, verification of minimum passing score or higher on the state's assessment of English Language Competency.
- 9) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history;

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10) Additional documentation, as appropriate to the type of certificate or permit requested.

5.2 Fees

The following fees apply to applications for certification and/or certification renewal. All fees are non-refundable.

Initial Educator Certificate	\$100.00 for first certification area and \$50.00 for each additional area
Professional Educator Certificate	\$200.00 for first certification area and \$100.00 for each additional area
Advanced Educator Certificate	\$200.00 for first certification area and \$100.00 for each additional area
Alternate Route Preliminary Certificate Career and Technical Education	\$100.00 for each certification area
Preliminary Certificate	\$1200.00 for each certification area
Expert Residency Preliminary Certificate	\$100.00 for each certification area
Visiting Lecturer Preliminary Certificate	\$100.00 for each certification area
Emergency Preliminary Certificate	\$200.00 for each certification area
Temporary Initial Preliminary Certificate	\$100.00 for each certification area
One year Extension to Certificate	\$ 50.00
Athletic Coach Permit	\$100.00
Substitute Teacher Permit	\$ 50.00
Credential Review	\$100.00
Transcript Analysis/Evaluation of Credentials [Effective through 01/01/2015]	\$ 50.00
Other Fees	
Duplicate Certificate	\$ 50.00
Reinstatement of Certificate	\$100.00 charge plus the certification fee
Review of Request for Reinstatement of Certificate after non-renewal based on performance	\$200.00 charge plus the certification fee

6. General Requirements for Full Certificates

The following requirements apply to all full certificates. Additional requirements that are unique to each certification area are provided in Sections 9, 10, and 11.

6.1 Competency Requirements

The preparation and certification of all educators shall be guided by professional competencies which are based on Rhode Island professional standards. The content knowledge and knowledge of field

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preparation and certification of all educators shall be guided by content competencies and knowledge of field competencies that are based on the accepted standards of the appropriate professional associations. The Professional Competencies for these purposes shall be recommended by the Commissioner of Education for approval by the Council on Elementary and Secondary Education Board of Regents' approval. The Department of Education will periodically review competencies in light of changes in the profession and will publish the list of approved competencies annually.

6.1.1 Teacher Professional Competencies

Any person who is seeking certification in a teaching area shall demonstrate competency with respect to the pedagogical knowledge articulated by the Rhode Island Professional Teaching Standards (Section 3.1 of these regulations).

6.1.2 Teacher Content Competencies

Any person who is seeking certification in a teaching area shall demonstrate competency with respect to the content knowledge of the area of certification articulated by the relevant subject matter professional association identified in the certification area regulations (Section 9 of these regulations).

6.1.3 Administrator Professional Competencies

Any person who is seeking certification in an administrative area shall demonstrate competency with respect to the professional knowledge articulated by the Rhode Island Standards for Educational Leaders (Section 3.2 of these regulations).

6.1.4 Administrator Knowledge of Field Competencies

Any person who is seeking certification in an administrative area shall demonstrate competency with respect to the knowledge of the field in the area of certification articulated by the relevant professional association identified in the certification area regulations (Section 10 of these regulations).

6.1.5 Support Professional Knowledge of Field Competencies

Any person who is seeking certification in a support professional area shall demonstrate competency with respect to the knowledge of the field in the area of certification articulated by the relevant professional association identified in the certification area regulations (Section 11 of these regulations).

6.2 Assessment Requirements

Assessments based upon professional standards are required for all certification areas. Assessment instruments and passing scores shall be recommended by the Commissioner of Education for approval by the Council on Elementary and Secondary Education Board of Regents' approval. The Department of Education shall maintain a current list of required assessments and passing scores.

6.2.1 Pedagogy Testing

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Any person who is seeking an Educator Certificate in a teaching area shall submit verification of minimum passing score or higher on the assessment(s) of pedagogy applicable to the certification area as approved by the ~~Council Board of Regents~~.

6.2.2 Content Testing

Any person who is seeking an Educator Certificate in a teaching area shall submit verification of minimum passing score or higher on the assessment(s) of content/subject matter applicable to the certification area as approved by the ~~Council Board of Regents~~.

6.2.3 Knowledge of Field Testing

Any person who is seeking an Educator Certificate in an administrative or support professional area shall submit verification of minimum passing score or higher on the assessment applicable to the certification area as approved by the ~~Council Board of Regents~~.

6.2.4 English Language Competency

Any person who is seeking an Educator Certificate and who prepared for certification at an institution where the language of instruction was not English shall submit verification of minimum passing score or higher on the assessment of English Language Competency as approved by the ~~Council Board of Regents~~.

6.2.5 Assessment Requirement Exemptions

The Department of Education may exempt certification areas from testing requirements when an appropriate assessment cannot be identified.

6.3 Field Experience Requirements

All applicants must demonstrate significant field experience as part of their preparation for certification.

Applicants for teacher certification must complete a minimum of 12 weeks of student teaching and a minimum of 60 hours of field experience prior to student teaching.

Applicants for teacher certification who are adding a new certification area must complete an appropriate field experience that reflects the differences between current certification area and the new certification area.

Applicants for support professional certification as specialists/consultants, instructional leaders, or school counselors must complete an internship of at least 300 hours.

Applicants for building level administrator certification must complete an internship of at least 300 hours.

7. Initial Routes to Full Certification

Prospective Educators earn full certification through:

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- 1) Completion of a Rhode Island Approved Educator Preparation Program;
- 2) Reciprocity based on completion of an approved educator preparation program in another state within the last five years or holding comparable certification in another state; or
- 3) Credential Review of the preparation of prospective educators in certification areas in which there is no approved preparation program in Rhode Island and for certification as Superintendent of Schools.

The Rhode Island Department of Education will continue to offer the current Transcript Analysis route to certification through 01/01/2015, at which point that route will be discontinued.

7.1 Eligibility for Certification by Completing a Rhode Island Approved Educator Certification Program

Prospective Educators attain certification by completing a Rhode Island Approved Program for Educator Certification and demonstrating that they meet all other certification requirements. The Rhode Island Department of Education shall review and approve programs that demonstrate they meet the [Standards for Educator Preparation Programs in Rhode Island](#) ~~Program Approval Standards for educator preparation programs in the state.~~

Applicants eligible for certification through completion of a Rhode Island Approved Certification Program receive an Educator Certificate upon submittal of:

- 1) Application on an official form or through electronic means provided by the Department of Education;
- 2) Application fee as established by the [Council on Elementary and Secondary Education Board of Regents](#);
- 3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
- 4) A statement made by an approved institution or an alternate route to certification program approved by the Commissioner of Elementary and Secondary Education that the candidate has completed an approved planned program of preparation within the last five years for service in the area of certification and the grade level for which certification is sought and has demonstrated competence with respect to professional standards;
- 5) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
- 6) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and
- 7) Additional documentation as appropriate to the type of certificate or permit requested.

~~7.1.1—Rhode Island Educator Preparation Program Approval Standards~~

~~The Rhode Island Education Preparation Program Approval Standards shall guide the review and approval of educator preparation programs by the Department of Education.~~

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Rhode Island Educator Preparation Program Approval Standards

Standard One: Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Professional Teacher Standards.

1.01 Assessment, Advisement, Feedback, and Counseling throughout the Program: Prospective educators are assessed through an ongoing process that begins with admission to the program and continues through recommendation for licensure. The results of these assessments are used to monitor candidates' progress toward meeting the standards and to provide academic and professional advisement throughout the program.

1.02 Admission into the Program: Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the candidates' potential to meet the standards for licensure.

1.03 Determination of Readiness for Student Teaching or Supervised Internship: Prospective educators demonstrate their readiness for student teaching or supervised internship through an evaluation of their performance with respect to the Rhode Island Professional Teacher Standards.

1.04 Assessment at the Completion of Clinical Experiences and as a Basis for Recommendation for License: Prospective educators demonstrate their performance for the completion of student teaching or supervised internship and are recommended for licensure through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor and based on performance with respect to the Rhode Island Professional Teaching Standards.

1.05 Validity of Assessment System: Assessment systems are aligned with educator standards and with instructional processes, use multiple assessments and various methodologies, and have expectations that are clearly communicated to prospective educators.

1.06 Reliability of Assessment System: Assessment systems yield fair, accurate, and consistent evaluation of prospective educators.

Standard Two: Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Professional Teacher Standards.

2.01 Professional and Pedagogical Studies: Prospective educators follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in: the Rhode Island Professional Teacher Standards for teachers; the Rhode Island Standards for Educational Leaders for administrators; and the appropriate standards from their professional associations (e.g., International Reading Association (IRA), Council for

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~~Accreditation or Counseling and Related Educational Programs (CACREP), National Association of School Psychologists (NASP), Council for Exceptional Children (CEC), American Speech-Language Hearing Association (ASHA)) for support professionals.~~

~~2.02 Subject Matter Knowledge: Prospective educators develop a deep understanding of the subject matter in their area of certification.~~

~~2.03 Technology: Prospective educators develop an understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.~~

~~2.04 Additional Rhode Island Certification Requirements: Prospective educators develop any additional knowledge and or skills required by Rhode Island educational law or regulations of the Board of Regents for Elementary and Secondary Education.~~

~~2.05 Coherence: Prospective educators pursue coherent educational studies that are grounded in research and theory.~~

~~Standard Three: Prospective educators have the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.~~

~~3.01 Extensive Clinical Experience: Prospective educators complete purposeful and sequenced field experiences, including field experience prior to student teaching or internship periods. Through student teaching or an internship they have the opportunity to experience all aspects of teaching.~~

~~3.02 Clinical Experience in a Variety of Settings: Prospective educators complete field experiences in a variety of educational settings, including schools which serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities, including students with exceptional needs.~~

~~3.03 Effective Field Sites: Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in a way that is consistent with the Rhode Island Professional Teacher Standards.~~

~~3.04 Effective Cooperating Teachers and Internship Supervisors: Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the Rhode Island Professional Teacher Standards. The cooperating teachers and internship supervisors know how to help prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.~~

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~~3.05 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors: Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the Rhode Island Professional Teacher Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities and other incentives to help these educators enhance their effectiveness in these roles.~~

~~3.06 College/University and School Partnerships: Approved programs establish collaborative and respectful relationships between college and university faculty and their institution and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the K-12 school district for the common goal of preparing prospective educators and meeting the needs of the schools and districts.~~

~~Standard Four: Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.~~

~~4.01 Curriculum: Prospective educators develop the knowledge, skills, and dispositions essential to preparing them to be effective teachers of diverse students. The preparation includes a curriculum that engages all students in issues of diversity in our world and in our schools. The curriculum also expands the socio-cultural awareness of prospective educators by helping them become more aware of how their own world views are shaped by their life experiences. The curriculum helps prospective educators develop affirming attitudes towards individuals from diverse backgrounds and a commitment to making schools places where all students succeed. Throughout their preparation, prospective educators learn about diverse communities and students and learn to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students communities.~~

~~4.02 Field Experiences that Capitalize on the Diversity of PK-12 Schools: Prospective educators successfully complete field experiences that are designed to assure interaction with exceptional students, and students from different ethnic, racial, gender, socio-economic, language, and religious groups. Through these experiences prospective educators examine issues of diversity in teaching and learning. Skilled cooperating teachers and college and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.~~

~~4.03 An Environment that Values Diversity: Colleges and universities and their educator preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive educators central to their mission. Colleges and universities establish a campus environment that promotes and sustains a diverse community. They~~

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~~capitalize on the community's diversity to promote deeper understanding of issues of equity and diversity in our state, our communities, and our schools.~~

~~4.04 Faculty: Colleges and universities and the educator preparation programs recruit, hire, support, and retain a diverse faculty. Prospective educators have the opportunity to learn from faculty members whose diverse backgrounds enable prospective educators to view their craft through a wide lens.~~

~~4.05 Students: Colleges and universities and their educator preparation programs recruit, admit, support, and retain a diverse student body. The program's admission processes, curriculum, access to student services, and counseling and mentoring programs are designed to support the preparation of a more diverse educator work force. Prospective educators from diverse cultural backgrounds and with experiences that differ from the other prospective educators find their participation is elicited, valued, and affirmed throughout the preparation program.~~

~~Standard Five: Rhode Island Educator Certification Programs are supported by college and university structures that provide the resources necessary to ensure quality programs; a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; and coherence within and across programs. Institutions seeking Rhode Island Department of Education approval for educator preparation programs must be accredited by NEASC.~~

~~5.01 Qualified Faculty Members: The Professional education faculty is composed of individuals with exceptional expertise as teachers and scholars in their teaching fields. They exemplify the qualities of effective instruction including the proficiencies described in the Rhode Island Professional Teacher Standards.~~

~~5.02 Faculty Responsibilities and Professional Development: The professional education faculty is composed of individuals who are involved in teaching, scholarship, and service. They are involved with practice in PK-12 schools. Approved programs ensure the ongoing professional development of their faculty.~~

~~5.03 Resources: Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary personnel, facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.~~

~~5.04 Professional Community: Approved programs support collaboration among higher education faculty, school personnel and other members of the professional community to prepare new educators and to improve the quality of education of children.~~

~~5.05 Coherence within and Across Programs: Approved programs ensure that coherence exists between the Rhode Island Professional Teacher Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.~~

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~~Standard 6: Rhode Island Educator Preparation Programs engage in a process of regular evaluation to ensure program improvement.~~

~~6.01 Commitment to High Quality and Improvement: Approved programs engage in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these findings to improve the preparation of prospective educators through the modification of the program.~~

7.2 Eligibility for Certification through Reciprocity with Other States

Applicants can attain certification by completing an Approved Program for Educator Certification in a state other than Rhode Island or by demonstrating that they hold a currently valid full certificate in another state. Reciprocity is recognition of preparation or certification in another state as comparable to Rhode Island. Individuals seeking certification through reciprocity must demonstrate that they meet Rhode Island testing requirements in the area(s) of certification. If the individual was prepared at an institution where the language of instruction was not English, then the individual must also meet the English Language Competency testing requirements.

Applicants eligible for certification through reciprocity receive an Initial Educator Certificate upon submittal of:

- 1) Application on an official form or through electronic means provided by the Department of Education;
- 2) Application fee as established by the Council on Elementary and Secondary Education Board of Regents;
- 3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
- 4) A statement made by an approved institution or alternate route to certification program in a state other than Rhode Island that the candidate has completed an approved planned program of preparation within the last five years for service in the area of certification and the grade level for which certification is sought and has demonstrated competence with respect to professional standards OR a copy of a currently valid full certificate from another state ;
- 5) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
- 6) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and
- 7) Additional documentation, as appropriate to the type of certificate or permit requested.

7.3 Credential Review [Effective 1/01/2015]

Applicants for certification in areas that do not have approved programs in Rhode Island or for certification as a Superintendent of Schools can attain certification by submitting credentials that demonstrate they meet all certification requirements. These materials must be submitted in a format prescribed by the Department of Education and are reviewed by the Department.

Applicants eligible for certification through credential review in an area for which there is no approved program in Rhode Island will be reviewed upon submittal of:

- 1) Application on an official form or through electronic means provided by the Department of Education;
- 2) Application fee as established by the Council on Elementary and Secondary Education Board of Regents;
- 3) Official transcripts from a regionally accredited institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
- 4) A bachelor's degree for all teachers, an advanced degree for all administrators except School Business Administrator, or an advanced degree for all support professionals
- 5) Evidence of performance consistent with the competencies, assessment and field experiences required of all certificates as described in Section 6 of these regulations;
 - a. Note: The student teaching field requirement may be waived for an applicant who has had two or more documented years of successful teaching experience in an approved setting.
- 6) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
- 7) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history; and
- 8) Additional documentation, as appropriate to the type of certificate or permit requested.

Applicants eligible for certification through credential review for certification as Superintendent of Schools will be reviewed upon submittal of:

- 1) Application on an official form or through electronic means provided by the Department of Education;
- 2) Application fee as established by the Council on Elementary and Secondary Education Board of Regents;
- 3) Official transcripts from an approved institution, as required, of all credits and degrees, issued by the registrar or other appropriate official of the institution;
- 4) An advanced degree;
- 5) Evidence of significant leadership experience in organizations other than schools, including:
 - a. Professional Experience at a senior level in government, private sector organizations, or the military including significant operational responsibility and broad general

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- management experiences, management of complex businesses or business units, or military command experience;
- b. Organizational Leadership Experience that demonstrates strong analytic and problem-solving skills and the energy, determination, and perseverance to act as an agent of change in a demanding organization; and
 - c. Interpersonal Leadership Experience that demonstrates strong communication skills and the ability to manage complex political relationships.
- 6) Official verification from the testing agency that an applicant has achieved a passing score or satisfactory evaluation on required Rhode Island assessments;
 - 7) An attestation by the applicant that he or she is of good moral character, including disclosure of any employment, criminal, and certification history;
 - 8) Additional documentation, as appropriate to the type of certificate or permit requested.

8. Types of Certificates

8.1 Full Certificates

Full certification is awarded to applicants who have completed all Rhode Island preparation requirements for certification. The Department of Education issues the following three types of full certificates: Initial Educator Certificate; Professional Educator Certificate; and Advanced Educator Certificate. The Initial Educator Certificate, Professional Educator Certificate, and Advanced Educator Certificate provide a three-tiered system of certification that recognizes different stages of development and accomplishment within the profession.

The Initial Educator Certificate is the first full certificate issued to an individual who meets all Rhode Island certification requirements. The Professional Educator Certificate is the second full certificate issued to an individual. An individual attains a Professional Educator Certificate after providing evaluation ratings received from a state approved local evaluation system as evidence of successful practice while working under an Initial Educator Certificate. The Advanced Educator certificate is issued to an individual after providing evaluation ratings received from a state approved local evaluation system as evidence of highly effective practice while working under a Professional Educator Certificate.

All full certificates share a common expiration date. The Commissioner of Education shall recommend for approval by the Council on Elementary and Secondary Education Board of Regents' approval a common expiration date. Educators with certification in more than one area shall be assigned a common expiration year for all certificates. All full certificates can be renewed by meeting applicable requirements, but satisfaction of renewal requirements does not preclude an action to revoke a certificate pursuant to R.I.G.L. 16-11-4.

8.1.1 Initial Educator Certificate

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- 1) The first level of full certification issued to an applicant who meets the following criteria is an Initial Educator Certificate.
 - a) Duration
 - i) The Initial Educator Certificate is valid for three years.
 - b) Conditions for Issuance
 - i) The applicant meets the degree requirements for the certification area with a degree from a regionally accredited approved institution;
 - ii) The applicant is eligible for certification through the completion of a Rhode Island Approved Educator Preparation Program, reciprocity, or credential review;
 - iii) The applicant meets all competency and assessment requirements; and
 - iv) The applicant meets any additional certification area requirements as specified in Sections 9, 10, and 11 of these regulations.
 - c) Conditions for Renewal
 - i) If the applicant was employed for three years, received three ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing evidence of three ratings of Effective or higher on the state approved local educator evaluation system, the Initial Educator Certificate will be renewed as a five-year Professional Educator Certificate.
 - ii) If the applicant was employed for three years, received three ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing evidence of at least one rating of Developing or higher on the state approved local educator evaluation system, the Initial Educator Certificate will be renewed as a five-year Professional Educator Certificate with the submission of proof of completion of specified professional development based on their evaluation results for each Developing or Ineffective rating received on the state approved local educator evaluation system. RIDE will develop a process and standards for the submission and content of the required professional development.
 - (1) If the applicant was employed for at least one year but not three years, one year certification extensions will be granted until the applicant can provide three ratings from the state approved local evaluation system.
 - (2) If the applicant was not employed in a publicly funded educational setting that uses a state approved local educator evaluation system during the three years the certificate will be renewed as a three-year Initial Educator Certificate.
 - d) Non-renewal based on performance
 - i) If the applicant was employed for three years, received three ratings on the state approved local educator evaluation system, and all three ratings were Ineffective on the state approved local educator evaluation system, the Initial Educator Certificate will not be renewed based on performance.
 - (1) When an Initial Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area (e.g. Elementary Education), that specific

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teaching area certification and any other dependent teaching area certification (e.g. Special Education) that requires the applicant to hold that first teaching certificate area will not be renewed. If due to loss of certification in these areas the educator is no longer certified in any teaching area, any support professional certification area that requires holding a teaching certification area will not be renewed. Additionally, if a teaching area certification is not renewed due to performance any administrator certifications that the educator holds will not be renewed.

- (2) When an Initial Educator Certificate in an administrative area is not renewed based on performance for a specific administrative area, that administrative area certification and any other administrative certification that requires the applicant to hold that administrative certificate area will not be renewed.
- (3) When an Initial Educator Certificate in a support professional area is not renewed based on performance for a specific support professional area, only certification in that specific support professional area will not be renewed.

8.1.2 Professional Educator Certificate

- 1) The second level of full certification issued to an applicant who demonstrates successful practice and meets the following criteria is a Professional Educator Certificate.
 - a) Duration
 - i) The Professional Educator Certificate is valid for five years.
 - b) Conditions for Issuance
 - i) The applicant holds an Initial Educator Certificate; and
 - ii) The applicant completed three years as a Rhode Island educator working under the Initial Educator Certificate and demonstrated successful practice by providing evidence of at least one rating of Developing or higher on the state approved local educator evaluation system during the three year term of the Initial Educator Certificate.
 - c) Conditions for Renewal
 - i) If the applicant was employed for five years, received five ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing evidence of five ratings of Effective or higher on the state approved local educator evaluation system, the Professional Educator Certificate will be renewed as a five-year Professional Educator Certificate.
 - ii) If the applicant was employed for five years, received five ratings on the state approved local educator, and demonstrated highly effective practice by providing evidence of at least four ratings of Highly Effective on the state approved local educator evaluation with no rating below Effective, the Professional Educator Certificate will be renewed as a seven-year Advanced Educator Certificate.
 - iii) If the applicant was employed for five years, received five ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing

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evidence of at least one rating of Developing or higher on the state approved local educator evaluation system, the Professional Educator Certificate will be renewed as a five-year Professional Educator Certificate with the submission of specified professional development based on their evaluation results for each Developing or Ineffective rating received on the state approved local educator evaluation system. RIDE will develop a process and standards for the submission of the required professional development.

- (1) If the applicant was employed for at least one year but not five years, one year certification extensions will be granted until the applicant can provide five ratings from the state approved local evaluation system.
- (2) If the applicant was not employed in a publicly funded educational setting that uses a state approved local educator evaluation system during the five years the certificate will be renewed as a five-year Professional Educator Certificate.

d) Non-renewal based on performance

- i) If the applicant was employed for five years, received five ratings on the state approved local educator evaluation system, and all five ratings were Ineffective on the state approved local educator evaluation system, then the Professional Educator Certificate will not be renewed based on performance.

- (1) When a Professional Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area (e.g. Elementary Education), that specific teaching area certification and any other dependent teaching area certification (e.g., Special Education) that requires the applicant to hold that first teaching certificate area will not be renewed. If due to loss of certification in these areas the educator is no longer certified in any teaching area, any support professional certification area that requires holding a teaching certification area will not be renewed. Additionally, if a teaching area certification is not renewed due to performance any administrator certifications that the educator holds will not be renewed.
- (2) When a Professional Initial Educator Certificate in an administrative area is not renewed based on performance for a specific administrator area, that administrator area certification and any other administrator certification that requires the applicant to hold that administrator certificate area will not be renewed.
- (3) When a Professional Educator Certificate in a support professional area is not renewed based on performance for a specific support professional area, only certification in that specific support professional area will not be renewed.

8.1.3 Advanced Educator Certificate

- 1) The third level of full certification issued to an applicant who demonstrates highly effective practice and meets the following criteria is an Advanced Educator Certificate.
 - a) Duration
 - i) The Advanced Educator Certificate is valid for seven years.
 - b) Conditions for Issuance

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- i) The applicant holds a Professional Educator Certificate; and
 - ii) The applicant completed five years as a Rhode Island educator working under the Professional Educator Certificate and demonstrated highly effective practice by providing evidence of at least four ratings of Highly Effective on the state approved local educator evaluation with no rating below Effective during the five year term of the Professional Educator Certificate.
- c) Conditions for Renewal
- i) If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system, and demonstrated highly effective practice by providing evidence of at least five ratings of Highly Effective with no rating of Ineffective and no more than one rating of Developing on the state approved local educator evaluation system, the Advanced Educator Certificate will be renewed as a seven-year Advanced Educator Certificate.
 - ii) If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing evidence of at least seven ratings of Effective or higher on the state approved local educator evaluation system, the Advanced Educator Certificate will be renewed as a five-year Professional Educator Certificate.
 - iii) If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system, and demonstrated successful practice by providing evidence of at least one rating of Developing or higher on the state approved local educator evaluation system, the Advanced Educator Certificate will be renewed as a five-year Professional Educator Certificate with the submission of specified professional development based on their evaluation results for each Developing or Ineffective rating received on the state approved local educator evaluation system. RIDE will develop a process and standards for the submission of the required professional development.
 - (1) If the applicant was employed for at least one year but not seven years, one year certification extensions will be granted until the applicant can provide seven ratings from the state approved local evaluation system.
 - (2) If the applicant was not employed in a publicly funded educational setting that uses a state approved local educator evaluation system during the seven years the certificate will be renewed as a five-year Professional Educator Certificate.
- d) Non-renewal based on performance
- i) If the applicant was employed for seven years, received seven ratings on the state approved local educator evaluation system, and all seven ratings were Ineffective on the state approved local educator evaluation system, the Advanced Educator Certificate will not be renewed based on performance.
 - (1) When an Advanced Educator Certificate in a teaching area is not renewed based on performance for a specific teaching area (e.g. Elementary Education), that teaching area certification and any other dependent teaching area certification (e.g. Special Education)

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that requires the applicant to hold that first teaching certificate area will not be renewed. If due to loss of certification in these areas the educator is no longer certified in any teaching area, any support professional certification area that requires holding a teaching certification area will not be renewed. Additionally, if a teaching area certification is not renewed due to performance any administrator certifications that the educator holds will not be renewed.

- (2) When an Advanced Educator Certificate in an administrative area is not renewed based on performance for a specific administrative area, that administrative area certification and any other administrator certification that requires the applicant to hold that administrator certificate area will not be renewed.
- (3) When an Advanced Educator Certificate in a support professional area is not renewed based on performance for a specific support professional area, only certification in that specific support professional area will not be renewed.

8.2 Preliminary Certificates [Effective 01/01/2015]

Preliminary certification is awarded to candidates who are not eligible for full certification, but who have met specific criteria that qualify them to serve as educators of record while completing all certification requirements. The Department of Education issues the following six types of preliminary certificates: Alternate Route Preliminary Certificate; Career and Technical Education Preliminary Certificate; Emergency Preliminary Certificate; Expert Residency Preliminary Certificate; Temporary Initial Educator Preliminary Certificate, and Visiting Lecturer Preliminary Certificate.

~~Most~~All preliminary certificates will be issued for one year and share a common expiration date that the Commissioner of Education shall recommend for approval by the Council on Elementary and Secondary Education Board of Regents' approval. All Preliminary Certificates can be renewed by meeting applicable requirements, but satisfaction of renewal requirements does not preclude an action to revoke a certificate pursuant to R.I.G.L. 16-11-4.

Educators may not be assigned to positions out of their certification areas. To minimize the use of Emergency Preliminary Certifications, employing agencies should seek to fill positions through the use of the following preliminary certificates: Alternate Route Preliminary Certificates, Career and Technical Education Preliminary Certificates, Expert Residency Preliminary Certificates, and Temporary Initial Educator Preliminary Certificates. These Preliminary Certifications provide a basis for identifying the most qualified personnel for these vacancies.

Employing agencies that hire educators working under a preliminary certificate shall evaluate and provide meaningful support to these educators.

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A person who holds a preliminary certificate is not “fully certified.” Employment under the authority of a preliminary certificate does not constitute teaching service for purposes of the teacher tenure probationary period.

8.2.1 Alternate Route Preliminary Certificate

The Alternate Route Preliminary Certificate is issued to individuals who are enrolled in an approved Rhode Island Alternate Route Program (see standards in section 8.2.2.1) and who have been offered employment by a Rhode Island School district.

- a) Duration
 - i) The Alternate Route Preliminary Certificate is valid for one year.
- b) Conditions for Issuance
 - i) The applicant for a certificate in a teaching area holds a bachelor’s degree and the applicant for an administrative area (except for School Business Administrator) or a support professional area holds an advanced degree from an accredited institution;
 - ii) The applicant for a certificate in a teaching area has passed all subject matter testing requirements;
 - iii) The applicant for a certificate in an administrative or support professional area has passed all knowledge of field assessment requirements;
 - iv) The applicant is enrolled in a Rhode Island approved educator preparation program;
 - v) The applicant has successfully completed a pre-service field experience as part of preparation;
 - vi) An employing agency has offered the applicant employment and the preparation program and the agency jointly request the certificate; and
 - vii) The certificate is valid only for the employing agency of the assignment.
- c) Conditions for Renewal
 - i) The preparation program and the employing agency recommend renewal based on the educator’s performance in the assignment and progress in the preparation program.
 - ii) The Alternate Route Preliminary Certificate can be renewed one time.
- d) Certification Areas
 - i) All teacher, administrator, and support professional areas are included.

8.2.1.1 Rhode Island Alternate Route Program Standards

Applicants can attain certification by completing a Rhode Island Approved Program for Educator Certification that is designed to prepare individuals working on an Alternate Route Preliminary Certificate. Alternate Route to Certification Programs meet the following standards.

Council on Elementary and Secondary Education Board of Regents Standards for Alternative Route to Certification Programs

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Purpose – In order to insure that every child is served by well prepared educators in both professional expertise and content area knowledge, the Rhode Island Department of Education may approve alternative educator preparation programs. Programs may be designed to serve any of the following purposes:

Meet the demand for qualified teachers in high need certification areas

Recruit teachers to staff schools in high need local education agencies (LEAs)

Increase the number of qualified candidates from groups that are underrepresented in the Rhode Island teaching force

Provide rigorous, high quality preparation through an expedited track to certification

Attract highly motivated individuals who bring subject matter expertise to the profession

Definitions –

1. Alternative educator preparation program – a program that provides preparation to educator candidates who serve as teachers of record while completing the approved program. These programs may be offered by an institution of higher education, a professional organization or a private service provider.

2. Teacher of record –

i. Teachers that are responsible for content instruction and determining student grades,
or

ii. Administrators or other education service providers that perform the functions allowed by their program certificate area.

Approval of program – To be approved by the Rhode Island Department of Education an alternative educator preparation program must:

Meet the RI Program Approval (RIPA) Standards and participate in regular program review as defined in the Rhode Island Department of Education Teacher Preparation Approval Guidelines. Notwithstanding language to the contrary within RIPA, any reference to institutions of higher education or colleges and universities shall be interpreted to include private service providers and other professional organizations for the purposes of this section.

Develop a partnership with one LEA or consortium of LEAs that demonstrates a commitment by the LEA(s) to hire and supervise candidates as teachers of record while enrolled in an approved alternative route to certification program.

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Be designed and delivered in a way that is responsive to needs of candidates and LEAs through a measurable system of assessment as defined in RIPA.

Private service providers and other professional organizations do not require accreditation by NEASC.

Program Components – The RIPA approval process and the standards contained therein apply to both traditional and alternative educator preparation programs. Alternative certification programs must design program components that align to RIPA standards and must:

1. Ensure that candidates meet eligibility requirements for their certificate area prior to entering an approved program
2. Include rigorous admission criteria that include:
 - i. a minimum of a bachelor’s degree from an accredited institution; and for secondary areas a major in, or closely related to, the intended teaching field or demonstration of content knowledge by meeting other Regents approved content knowledge measures as they are developed and contained in RI certification regulations;
 - ii. a minimum cumulative grade point average of “B” (3.00 on a 4.00 scale) in undergraduate studies; or in at least 24 semester hours of graduate study;
 - iii. other admission criteria identified by the program to meet Rhode Island Program Approval standards
3. Include the successful completion of an intensive pre-service experience, of a minimum of 5 weeks, that addresses the unique needs of the certificate areas and prepares individuals to begin serving as the educator of record, including, but not limited to, instruction in grade-level appropriate pedagogy, classroom management, and the statutes and regulations governing public education and students’ rights . The pre-service experience must also include opportunities for candidates to apply knowledge and skills.
4. Include an on-going curriculum during the school year through seminars or courses.
5. Require individuals working on an Alternative Route Preliminary Certificate to serve as the teacher of record for a minimum of one school year.
6. Ensure on-going professional support and supervision of candidates by educators who model effective practice and assume responsibility for supporting prospective colleagues. Program and district personnel, including but not limited to a district-assigned mentor, consistent with Council on Elementary and Secondary Education Board of Regents’ standards for induction and mentoring, must provide field-based support and supervision in such a way that supports the

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development of prospective educators. Ongoing feedback provided to candidates must focus on improving candidate performance.

Certification –

Individuals in alternative route to certification programs will hold an Alternative Route Preliminary Certificate that allows them to serve as the teacher of record for at least one school year.

Upon successful completion of all program requirements, state testing requirements and recommendation for licensure, individuals will be eligible for a Rhode Island initial educator certificate.

Highly qualified – Program participants will be considered “highly qualified” in NCLB core content areas under NCLB-Highly Qualified Teacher while working on the Alternative Route Preliminary Certificate if the program meets NCLB requirements for alternative certification programs.

8.2.2 Career and Technical Education Preliminary Certificate

The Career and Technical Education Preliminary Certificate is issued in a specific career and technical education area of certification to individuals who have demonstrated accomplished practice through an apprenticeship and experience in the specific career and technical area and who have passed a written and practical exam in the career and technical field, when available.

a) Duration

~~i) The Career and Technical Education Preliminary Certificate is valid for seven years. This certificate is non-renewable.~~

~~ii) During the time period of the certificate, individuals must make regular progress completing the requirements for the Initial Educator Certificate. All requirements for the Initial Educator Certificate must be completed prior to the expiration of the Career and Technical Preliminary Certificate. The Rhode Island Department of Education will implement an audit process with school districts to monitor individuals' progress toward the Initial Educator Certificate.~~

b) Conditions for Issuance

- i) The applicant holds a high school diploma or a high school equivalency diploma;
- ii) The applicant has five years of work experience in the specific career and technical area
- iii) The applicant has passed a written and practical exam in the career and technical area, when available
- iv) If applicable, holds a valid occupational license/certification in the career and technical area issued by the appropriate Rhode Island governing body;

~~c) Conditions for Renewal~~

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- ~~i) The applicant is enrolled in a preparation program prior to first renewal and must demonstrate progress in the preparation program at subsequent renewals.~~
- ~~ii) The preparation program and the employing agency recommend renewal based on the educator's performance in the job and progress in the program.~~
- ~~iii)v) The Career and Technical Education Preliminary Certificate can be renewed up to six times.~~

~~d)c)~~ Certification Areas

- i) All Secondary Grades Career and Technical Education areas are included.

8.2.3 Emergency Preliminary Certificate

The Emergency Route Preliminary Certificate is issued at the request of an employing agency when the agency documents that it has not been able to find a candidate who is certified and qualified for a position that requires certification. The Emergency Preliminary Certificate is issued to an individual who has adequate content or knowledge of field preparation to fill the position while working towards the completion of requirements for full certification.

- a) Duration
 - i) The Emergency Route Preliminary Certificate is valid for one year.
- b) Conditions for Issuance
 - i) The applicant for a certificate in a teaching area holds a bachelor's degree and the applicant for an administrative area (except for School Business Administrator) or a support professional area holds an advanced degree from an accredited institution;
 - ii) The applicant for an emergency preliminary certificate in a teaching field has sufficient subject matter preparation to teach in the field but has not demonstrated the level of knowledge through the content assessment and the applicant for an emergency preliminary certificate in an administrative or support professional field has sufficient knowledge of the field to serve in the assignment but has not demonstrated the level of knowledge through the knowledge of field assessment;
 - iii) The employing agency can request an emergency preliminary certificate beginning on July 1 prior to a school year and requests for renewal can be made in June of the following year;
 - iv) The agency demonstrates that they have advertised the position and made efforts to identify and recruit applicants but were unable to find a candidate who is certified and qualified; and
 - v) The certificate is valid only in the requesting agency.
- c) Conditions for Renewal
 - i) For teaching areas the applicant has passed the subject matter test prior to first renewal.
 - ii) For administrative and support professional areas the applicant has passed the knowledge of field test prior to first renewal.

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- iii) The applicant has enrolled in a preparation program if there is an approved Rhode Island program or has developed a credential development plan if there is not an approved Rhode Island program prior to first renewal.
- iv) The preparation program and the employing agency recommend renewal based on the educator's performance and progress. Beginning with the second renewal, progress in the preparation program must be demonstrated. If there is no approved Rhode Island preparation program, the applicant must demonstrate progress towards the completion of the credential development plan.
- v) The Emergency Route Preliminary Certificate can be renewed up to three times. When appropriate, the educator shall be issued an Expert Residency Preliminary Certificate instead of a renewal of an Emergency Preliminary Certificate.
- d) Certification Areas
 - i) All teacher, administrator, and support professional areas are included.
- e) Additional Requirements
 - i) An Emergency Preliminary Certificate can only be issued for the Support Professional Area of Speech Language Pathologist to an individual who holds a bachelor's degree in communicative disorders from an accredited college or university and has successfully completed no less than eighteen hours of graduate credit in the area of speech language pathology. Districts must assure that the individual is under the direct supervision of a certified speech language pathologist who is supervising no more than one person on an emergency certificate.

8.2.4 Expert Residency Preliminary Certificate

The Expert Residency Preliminary Certificate is issued to individuals who have a bachelor's degree, demonstrate subject matter proficiency through content examinations, and have met other coursework or experience requirements specific to individual certification areas.

- a) Duration
 - i) The Expert Residency Preliminary Certificate is valid for one year.
- b) Conditions for Issuance
 - i) The applicant for a certificate in a teaching area holds a bachelor's degree and the applicant for an administrative area (except for School Business Administrator) or for a support professional area holds an advanced degree from an approved institution;
 - ii) The applicant has passed all subject matter assessment requirements in teaching certification areas;
 - iii) The applicant has passed all knowledge of field assessment requirements in administrative certification areas; and
 - iv) The applicant has provided evidence of meeting any other preparation required for specific certification areas (see Additional Requirements below).
- c) Conditions for Renewal

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- i) The applicant has enrolled in a preparation program if there is an approved Rhode Island program or developed a credential development plan if there is not an approved Rhode Island program prior to first renewal.
 - ii) The preparation program and the employing agency recommend renewal based on the educator's performance and progress. Beginning with the second renewal, progress in the preparation program must be demonstrated. If there is no approved Rhode Island preparation program, the applicant must demonstrate progress towards the completion of the credential development plan.
 - iii) The Expert Residency Preliminary Certificate can be renewed up to three times.
- d) Certification Areas
- i) All teacher areas, all administrator areas, and specialist/consultant areas of support professional certification areas are included.
- e) Additional Requirements
- i) An applicant for an Expert Residency Preliminary Certificate in Early Childhood Education or Elementary Education has passed the pedagogy assessment, has completed seminars or coursework in the teaching of reading, English language arts, and mathematics and in teaching students with disabilities.
 - ii) An applicant for an Expert Residency Preliminary Certificate in any Middle Level Education (independent of an Elementary Education or Secondary Grades certificate), Secondary Grades, or All Grades subject matter area, has a major or equivalent in the content field or in a closely related field.
 - iii) An applicant for an Expert Residency Preliminary Certificate in Middle Level Education (added on to an Elementary Education certificate) has demonstrated meeting the content competencies with a minimum of 21 semester hours in the content field.
 - iv) An applicant for an Expert Residency Preliminary Certificate in English as a Second Language holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, Secondary Grades Education, or All Grades Education and has met assessment requirements for teaching English as a Second Language.
 - v) An applicant for an Expert Residency Preliminary Certificate in Bilingual and Dual Language Education holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, Secondary Grades Education, or All Grades Education and has met assessment requirements for teaching English as a Second Language and demonstrated proficiency in the second language of instruction.
 - vi) An applicant for an Expert Residency Preliminary Certificate in Special Education holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or Secondary Grades Education and has met assessment requirements for teaching Special Education.
 - vii) An applicant for an Expert Residency Preliminary Certificate in Special Education-Deaf and Hard of Hearing holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or Secondary Grades Education and has met

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- assessment requirements for teaching in this field and has demonstrated competency in American Sign Language.
- viii) An applicant for an Expert Residency Preliminary Certificate in Special Education-Severe Intellectual Disability holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or Secondary Grades Education and has met assessment requirements for teaching in this field.
 - ix) An applicant for an Expert Residency Preliminary Certificate in Special Education-Visually Impaired holds a general education certificate for Early Childhood, Elementary Education, Middle Grades Education, or Secondary Grades Education and has met assessment requirements for teaching in this field and has demonstrated competency in reading and writing Braille.
 - x) An applicant for an Expert Residency Preliminary Certificate in Building Level Administrator has met all knowledge of field testing requirements and has three years of educational experience.
 - xi) An applicant for an Expert Residency Preliminary Certificate in District Level Administrator-Curriculum, Instruction and Assessment holds a certificate as a building level administrator and has met all knowledge of field testing requirements.
 - xii) An applicant for an Expert Residency Preliminary Certificate in District Level Administrator-Special Education holds a certificate as a building level administrator, has met all knowledge of field testing requirements, and has three years of educational experience in special education.
 - xiii) An applicant for an Expert Residency Preliminary Certificate in School Business Administrator has at least three years of significant experience as a business administrator in a non-education context with responsibility in at least two of the following five areas: financial resource management, human resource management, facility management, property acquisition and management, and information management.
 - xiv) An applicant for an Expert Residency Preliminary Certificate in Superintendent of Schools has met all knowledge of field testing requirements and at least three years of significant experience as a building administrator or significant leadership in a non-educational context.
 - xv) An applicant for an Expert Residency Preliminary Certificate in English as a Second Language Specialist/Consultant has met all knowledge of field testing requirements and has three years teaching experience.
 - xvi) An applicant for an Expert Residency Preliminary Certificate in Mathematics Specialist/Consultant has met all knowledge of field testing requirements and has three years teaching experience.
 - xvii) An applicant for an Expert Residency Preliminary Certificate in Reading Specialist/Consultant has met all knowledge of field testing requirements and has three years teaching experience.

8.2.5 Temporary Initial Educator Preliminary Certificate [Effective 04/08/2013]

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A Temporary Initial Educator Preliminary Certificate is issued to an individual who has completed an approved educator preparation program in another state or who is certified in another state and is seeking certification in Rhode Island through reciprocity. To be awarded the Temporary Initial Educator Preliminary Certificate the individual must meet all of the requirements for the Initial Educator Certificate except for assessment requirements, including content, knowledge of field, and pedagogy assessment requirements. If the individual was prepared at an institution where the language of instruction was not English, then the individual must also meet the English Language Competency testing requirements.

- a) Duration
 - i) The Temporary Initial Educator Preliminary Certificate is valid for one year.
- b) Conditions for Issuance
 - i) The Department may issue a Temporary Initial Educator Preliminary Certificate if an applicant has completed an approved preparation program or is certified in another state and meets the preparation and eligibility requirements for an Initial Educator Certificate but has not taken Rhode Island required assessments and presented evidence of passing scores.
 - ii) Once the applicant has met the requirements for the Initial Educator Certificate, submitted evidence of meeting the assessment requirement(s), and submitted payment of the fee for the Initial Educator Certificate, the certificate will be issued retroactive to the date of the issuance of the Temporary Initial Educator Preliminary Certificate.
 - iii) An applicant can only receive a Temporary Initial Educator Preliminary Certificate once.
 - (1) Note: The applicant's rating on the state approved local evaluation system will be included in the three years of evaluation data that are the basis for renewal of the Initial Educator Certificate.
- c) Conditions for Renewal
 - i) This certificate is not renewable.
- d) Certification Areas
 - i) All teacher areas, all administrator areas, and all support professional areas are included.

8.2.6 Visiting Lecturer Preliminary Certificate

The Visiting Lecturer Preliminary Certificate is issued at the request of an employing agency to individuals with distinctive qualifications and therefore a unique capacity to enhance educational programs in districts.

- a) Duration
 - i) The Visiting Lecturer Preliminary Certificate is valid for one year.
- b) Conditions for Issuance
 - i) The applicant holds unique qualifications that supplement school and district programs;
 - ii) An employing agency has offered the applicant employment;

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- iii) The agency has developed a program of support to assist the lecturer with academic and classroom support and an assurance of regular observation, guidance, and evaluation of the performance of assigned duties; and
- iv) The certificate is valid only in the requesting agency.
- c) Conditions for Renewal
 - i) The employing agency recommends renewal based on the educator's performance.
 - ii) The certificate can be renewed annually.
- d) Certification Areas
 - i) All Secondary Grade and All Grade teacher certification areas are included.

9. Teacher Certificate Areas

Teacher certification is offered in subject matter areas and for limited grade ranges that qualify the teacher for specific assignments in Rhode Island public schools. Certification in teaching areas requires: a bachelor's degree; completion of an approved teacher preparation program that assures completers demonstrate pedagogical competencies of the Rhode Island Professional Teaching Standards and content competencies prescribed by the appropriate professional association; field experience that includes a minimum of 12 weeks of student teaching for the first certification area and other field requirements for the certification area; a minimum of 60 hours of field experience prior to student teaching and passing scores on pedagogy and subject matter testing required for the certification area.

9.1 Early Childhood Teacher Certificates

Early Childhood Education Teacher, Early Childhood Special Education Teacher, Early Childhood Bilingual and Dual Language Education Teacher, Early Childhood English as a Second Language Teacher

9.1.1 Early Childhood Education Teacher, Grades PK - 2

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an Early Childhood Education Teacher in Grades PK-2 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from an approved institution;
 - c) Has completed a minimum of 12 weeks of student teaching in this certification area and a minimum of 60 hours field experience prior to student teaching;
 - d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - e) Has demonstrated content competencies as prescribed by the National Association for the Education of Young Children (NAEYC);
 - f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.1.2 Early Childhood Special Education Teacher, Birth through Grade 2

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1) Validity of Certificate:

- a) This certificate is valid for assignment as an Early Childhood Special Education Teacher from Birth to Grade 2 in Rhode Island Public Schools.

2) Requirements:

- a) Holds certification in Early Childhood Education;
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- g) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC); and
- h) Has met all pedagogy and subject matter testing requirements for this certification area.

9.1.3 Early Childhood Bilingual and Dual Language Education Teacher, Grades PK- 2

1) Validity of Certificate:

- a) This certificate is valid for assignment as an Early Childhood Bilingual and Dual Language Education Teacher in Grades PK-2 in Rhode Island Public Schools.

2) Requirements:

- a) Holds certification in Early Childhood Education;
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 45 hours of practicum in this area;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
- g) Has met all pedagogy and subject matter testing requirements for this certification area; and
- h) Has demonstrated proficiency in the second language of instruction.

9.1.4 Early Childhood English as a Second Language Education Teacher, Grades PK- 2

1) Validity of Certificate:

- a) This certificate is valid for assignment as an Early Childhood English as a Second Language Education Teacher in Grades PK-2 in Rhode Island Public Schools.

2) Requirements:

- a) Holds certification in Early Childhood Education;
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 45 hours of practicum in this area;

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- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.2 Elementary Teacher Certificates

Elementary Education Teacher, Elementary Special Education Teacher, Elementary Bilingual and Dual Language Education Teacher, Elementary English as a Second Language Teacher

9.2.1 Elementary Education Teacher, Grades 1-6

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an Elementary Education Teacher in Grades 1-6 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - e) Has demonstrated content competencies as prescribed by the Association for Childhood Education International (ACEI) and content specific standards(NCTE, NCTM, NSTA, NCSS); and
 - f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.2.2 Elementary Special Education Teacher, Grades 1-6 [Effective 1/01/2015]

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an Elementary Special Education Teacher in Grades 1-6 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in Elementary Education;
 - b) Has completed an approved program in this certification area;
 - c) Holds a bachelor's degree from a regionally accredited institution;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated content competencies as prescribed by the Council for Exceptional Children(CEC); and
 - f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.2.3 Elementary Bilingual and Dual Language Education Teacher, Grades 1-6

- 1) Validity of Certificate:

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a) This certificate is valid for assignment as an Elementary Bilingual and Dual Language Education Teacher in Grades 1-6 in Rhode Island Public Schools.

2) Requirements:

- a) Holds certification in Elementary Education;
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 45 hours of practicum in this area;
- e) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
- f) Has met all pedagogy and subject matter testing requirements for this certification area; and
- g) Has demonstrated proficiency in the second language of instruction.

9.2.4 Elementary English as a Second Language Education Teacher, Grades 1-6

1) Validity of Certificate:

a) This certificate is valid for assignment as an Elementary English as a Second Language Education Teacher in Grades 1-6 in Rhode Island Public Schools.

2) Requirements:

- a) Holds certification in Elementary Education;
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 45 hours of practicum in this area;
- e) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
- f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.3 Middle Grades Teacher Certificates

Middle Grades English Teacher, Middle Grades Mathematics Teacher, Middle Grades Science Teacher, Middle Grades Social Studies Teacher, Middle Grades Special Education Teacher, Middle Grades Bilingual and Dual Language Education Teacher, Middle Grades English as a Second Language Teacher

Educators can attain Middle Grades Certification in the following three ways: Option 1. Earn a Middle Grades English, Mathematics, Science, or Social Studies Certificate, independent of any other certificate; Option 2. Extend an Elementary Education Teacher Certificate; or Option 3. Extend a Secondary Grades Biology, Chemistry, English, General Science, Mathematics, Physics or Social Studies certificate.

9.3.1 Middle Grades English Teacher, Grades 5-8

1) Validity of Certificate:

a) This certificate is valid for assignment as a Middle Grades English Teacher in Grades 5-8 in Rhode Island Public Schools.

2) Requirements:

Option One: Middle Grades English Teacher Certification

- a) Has completed an approved program in this certification area;

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- b) Holds a bachelor's degree from an approved institution;
- c) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) and the Association of Middle Level Education (AMLE);
- e) Has demonstrated content competencies as prescribed by the National Council of Teachers of English (NCTE); and
- f) Has met all pedagogy and subject matter testing requirements for this certification area.

Option Two: Middle Grades English Teacher Certification as an extension of an Elementary Education Certificate

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from an approved institution;
- c) Holds certification in Elementary Education;
- d) Has completed a minimum of 45 hours of practicum in this certification area;
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE);
- f) Has demonstrated content competencies as prescribed by the National Council of Teachers of English (NCTE) with a minimum of 21 semester hours of coursework in English; and
- g) Has met all subject matter testing requirements for this certification area.

Option Three: Middle Grades English Teacher Certification as an extension of a Secondary Grades English Teacher

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Holds certification in Secondary Grades English;
- d) Has completed a minimum of 45 hours of practicum in this certification area; and
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE).

9.3.2 Middle Grades Mathematics Teacher, Grades 5-8

1) Validity of Certificate:

- a) This certificate is valid for assignment as a Middle Grades Mathematics Teacher in Grades 5-8 in Rhode Island Public Schools.

2) Requirements:

Option One: Middle Grades Mathematics Teacher Certification

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from an approved institution;
- c) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;

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- d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) and the Association of Middle Level Education (AMLE);
- e) Has demonstrated content competencies as prescribed by the National Council for Teachers of Mathematics (NCTM); and
- f) Has met all pedagogy and subject matter testing requirements for this certification area.

Option Two: Middle Grades Mathematics Teacher Certification as an extension of an Elementary Education Certificate

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from an approved institution;
- c) Holds certification in Elementary Education;
- d) Has completed a minimum of 45 hours of practicum in this certification area;
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE);
- f) Has demonstrated content competencies as prescribed by the National Council for Teachers of Mathematics (NCTM) with a minimum of 21 semester hours of coursework in mathematics; and
- g) Has met all subject matter testing requirements for this certification area.

Option Three: Middle Grades Mathematics Teacher Certification as an extension of a Secondary Grades Mathematics Teacher

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Holds certification in Secondary Grades Mathematics;
- d) Has completed a minimum of 45 hours of practicum in this certification area; and
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE).

9.3.3 Middle Grades Science Teacher, Grades 5-8

1) Validity of Certificate:

- a) This certificate is valid for assignment as a Middle Grades Science Teacher in Grades 5-8 in Rhode Island Public Schools.

2) Requirements:

Option One: Middle Grades Science Teacher Certification

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from an approved institution;
- c) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) and the Association of Middle Level Education (AMLE);
- e) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and

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- f) Has met all pedagogy and subject matter testing requirements for this certification area.

Option Two: Middle Grades Science Teacher Certification as an extension of an Elementary Education Certificate

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Holds certification in Elementary Education;
- d) Has completed a minimum of 45 hours of practicum in this certification area;
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE);
- f) Has demonstrated content competencies as prescribed by the National Science Teachers Association with a minimum of 21 semester hours of coursework in Science; and
- g) Has met all subject matter testing requirements for this certification area.

Option Three: Middle Grades Science Teacher Certification as an extension of a Secondary Grades Biology, Chemistry, General Science, or Physics Teacher

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Holds certification in Secondary Grades Biology, Chemistry, General Science, or Physics;
- d) Has completed a minimum of 45 hours of practicum in this certification area; and
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE).

9.3.4 Middle Grades Social Studies Teacher, Grades 5-8

1) Validity of Certificate:

- a) This certificate is valid for assignment as a Middle Grades Social Studies Teacher in Grades 5-8 in Rhode Island Public Schools.

2) Requirements:

Option One: Middle Grades Social Studies Teacher Certification

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from an approved institution;
- c) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- d) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS) and the Association of Middle Level Education (AMLE);
- e) Has demonstrated content competencies as prescribed by the National Council for the Social Studies (NCSS); and
- f) Has met all pedagogy and subject matter testing requirements for this certification area.

Option Two: Middle Grades Social Studies Teacher Certification as an extension of an Elementary Education Certificate

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- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from an approved institution
- c) Holds certification in Elementary Education;
- d) Has completed a minimum of 45 hours of practicum in this certification area;
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE);
- f) Has demonstrated content competencies as prescribed by the National Council for the Social Studies (NCSS) with a minimum of 21 semester hours of coursework in Social Studies; and
- g) Has met all subject matter testing requirements for this certification area.

Option Three: Middle Grades Social Studies Certification as an extension of a Secondary Grades Social Studies Teacher

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from an approved institution;
- c) Holds certification in Secondary Grades Social Studies;
- d) Has completed a minimum of 45 hours of practicum in this certification area; and
- e) Has demonstrated the pedagogical competencies of the Association of Middle Level Education (AMLE).

9.3.5 Middle Grades Special Education Teacher, Grades 5-8 [Effective 1/01/2015]

1) Validity of Certificate:

- a) This certificate is valid for assignment as a Middle Grades Special Education Teacher in Grades 5-8 in Rhode Island Public Schools.
 - i) Educators who hold certification in Elementary Education, Elementary Special Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades Special Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades Special Education Teacher Grades 5-8 certification area.
 - ii) Educators who hold certification in Secondary Grades certification in a content field, Secondary Special Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades Special Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades Special Education Teacher Grades 5-8 certification area.

2) Requirements:

- a) Holds certification in Middle Grades English, Mathematics, Science or Social Studies;
- b) Has completed an approved program in special education;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC) and the Association of Middle Level Education (AMLE); and
- f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.3.6 Middle Grades Bilingual and Dual Language Education Teacher, Grades 5-8

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1) Validity of Certificate:

- a) This certificate is valid for assignment as a Middle Grades Bilingual and Dual Language Education Teacher in Grades 5-8 in Rhode Island Public Schools.
 - i) Educators who hold certification in Elementary Education, Elementary Bilingual and Dual Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades Bilingual and Dual Language Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades Bilingual and Dual Language Education Teacher Grades 5-8 certification area.
 - ii) Educators who hold certification in Secondary Grades certification in a content field, Secondary Bilingual and Dual Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades Bilingual and Dual Language Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades Bilingual and Dual Language Education Teacher Grades 5-8 certification area.

2) Requirements:

- a) Holds certification in Middle Grades English, Mathematics, Science or Social Studies;
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 45 hours of practicum in this area;
- e) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL) and the Association of Middle Level Education (AMLE);
- f) Has met all pedagogy and subject matter testing requirements for this certification area; and
- g) Has demonstrated proficiency in the second language of instruction.

9.3.7 Middle Grades English as a Second Language Education Teacher, Grades 5-8

1) Validity of Certificate:

- i) This certificate is valid for assignment as a Middle Grades English as a Second Language Education Teacher in Grades 5-8 in Rhode Island Public Schools.
- ii) Educators who hold certification in Elementary Education, Elementary English as a Second Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades English as a Second Language Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades English as a Second Language Education Teacher Grades 5-8 certification area.
- iii) Educators who hold certification in Secondary Grades certification in a content field, Secondary English as a Second Language Education, and Middle Grades Education in a content field are also eligible for assignment as a Middle Grades English as a Second Language Education Teacher in Grades 5-8 in Rhode Island Public Schools without adding the specific Middle Grades English as a Second Language Education Teacher Grades 5-8 certification area.

2) Requirements:

- a) Holds certification in Middle Grades English, Mathematics, Science or Social Studies;
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 45 hours of practicum in this area;

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- e) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL) and the Association of Middle Level Education (AMLE); and
- f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4 Secondary Grades Teacher Certificates

Secondary Grades Agriculture Teacher, Secondary Grades Biology Teacher, Secondary Grades Business Education Teacher, Secondary Grades Career and Technical Education, Secondary Grades Chemistry Teacher, Secondary Grades English Teacher, Secondary Grades General Science Teacher, Secondary Grades Mathematics Teacher, Secondary Grades Physics Teacher, Secondary Grades Social Studies Teacher, Secondary Grades Special Education Teacher, Secondary Grades Bilingual and Dual Language Education Teacher, Secondary Grades English as a Second Language Teacher

9.4.1 Secondary Grades Agriculture Teacher, Grades 7-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Secondary Grades Agriculture Teacher in Grades 7-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in Agriculture or a closely related field;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - f) Has demonstrated content competencies as prescribed by the American Association for Agricultural Education (AAAE); and
 - g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.2 Secondary Grades Biology Teacher, Grades 7-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Secondary Grades Biology Teacher in Grades 7-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in Biology or a closely related field;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - f) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and

- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.3 Secondary Grades Business Education Teacher, Grades 7-12

1) Validity of Certificate:

- a) This certificate is valid for assignment as a Secondary Grades Business Education Teacher in Grades 7-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Business Education or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the National Business Education Association (NBEA); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.4 Secondary Grades Career and Technical Education Teacher, Grades 7-12

1) Validity of Certificate:

- a) This certificate is valid for assignment as a Secondary Grades Career and Technical Education Teacher in Grades 7-12 in the specific career and technical education area of certification in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) If applicable, holds a valid occupational license/certification in the career and technical area issued by the appropriate Rhode Island governing body;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the appropriate association for the specific career and technical area, when available;
- g) Has five years of work experience in the specific career and technical area; and
- h) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.5 Secondary Grades Chemistry Teacher, Grades 7-12

1) Validity of Certificate:

- a) This certificate is valid for assignment as a Secondary Grades Chemistry Teacher in Grades 7-12 in Rhode Island Public Schools.

2) Requirements:

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- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Chemistry or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.6 Secondary Grades English Teacher, Grades 7-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Secondary Grades English Teacher in Grades 7-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in English or a closely related field;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - f) Has demonstrated content competencies as prescribed by the National Council of Teachers of English (NCTE); and
 - g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.7 Secondary Grades General Science Teacher, Grades 7-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Secondary Grades General Science Teacher in Grades 7-12 in Rhode Island Public Schools.
- 2) Requirements:

Option One

 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in General Science or a closely related field;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

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h) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and

f) Has met all pedagogy and subject matter testing requirements for this certification area.

Option Two

a) Hold certification in any two of the other three secondary grades science areas (Biology, Chemistry, Physics) as directed by R.I.G.L 16-11-3.

9.4.8 Secondary Grades Mathematics Teacher, Grades 7-12

1) Validity of Certificate:

a) This certificate is valid for assignment as a Secondary Grades Mathematics Teacher in Grades 7-12 in Rhode Island Public Schools.

2) Requirements:

a) Has completed an approved program in this certification area;

b) Holds a bachelor's degree from a regionally accredited institution;

c) Has completed a major or the equivalent in Mathematics or a closely related field;

d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;

e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

f) Has demonstrated content competencies as prescribed by the National Council for Teachers of Mathematics (NCTM); and

g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.9 Secondary Grades Physics Teacher, Grades 7-12

1) Validity of Certificate:

a) This certificate is valid for assignment as a Secondary Grades Physics Teacher in Grades 7-12 in Rhode Island Public Schools.

2) Requirements:

a) Has completed an approved program in this certification area;

b) Holds a bachelor's degree from a regionally accredited institution;

c) Has completed a major or the equivalent in Physics or a closely related field;

d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;

e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);

i) Has demonstrated content competencies as prescribed by the National Science Teachers Association (NSTA); and

f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.10 Secondary Grades Social Studies Teacher, Grades 7-12

1) Validity of Certificate:

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- a) This certificate is valid for assignment as a Secondary Grades Social Studies Teacher in Grades 7-12 in Rhode Island Public Schools. This certificate is also valid for teaching secondary history, anthropology, economics, geography, political science, and sociology.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in Social Studies with an emphasis in history or a closely related field with an emphasis in history;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - f) Has demonstrated content competencies as prescribed by the National Council for the Social Studies (NCSS); and
 - g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.11 Secondary Grades Special Education Teacher, Grades 7-12 [Effective 1/01/2015]

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Secondary Grades Special Education Teacher in Grades 7-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in Secondary Grades Agriculture, Biology, Business Education, Chemistry, English, General Science, Mathematics, Physics or Social Studies;
 - b) Has completed an approved program in this certification area;
 - c) Holds a bachelor's degree from a regionally accredited institution;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC); and
 - f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.4.12 Secondary Grades Bilingual and Dual Language Education Teacher, Grades 7-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Secondary Grades Bilingual and Dual Language Education Teacher in Grades 7-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in Secondary Grades Agriculture, Biology, Business Education, Chemistry, English, General Science, Mathematics, Physics or Social Studies;
 - b) Has completed an approved program in this certification area;
 - c) Holds a bachelor's degree from a regionally accredited institution;
 - d) Has completed a minimum of 45 hours of practicum in this area;

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- e) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
- f) Has met all pedagogy and subject matter testing requirements for this certification area; and
- g) Has demonstrated proficiency in the second language of instruction.

9.4.13 Secondary Grades English as a Second Language Education Teacher, Grades 7-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as Secondary Grades English as a Second Language Education Teacher in Grades 7-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in Secondary Grades Agriculture, Biology, Business Education, Chemistry, English, General Science, Mathematics, Physics or Social Studies;
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a minimum of 45 hours of practicum in this area;
 - d) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
 - e) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5 All Grades Teacher Certificates

All Grades Adapted Physical Education Teacher, All Grades Art Teacher, All Grades Dance Education Teacher, All Grades Family and Consumer Science Teacher, All Grades Health Teacher, All Grades Library Media Teacher, All Grades Music Teacher, All Grades Physical Education Teacher, All Grades School Nurse Teacher, All Grades Technology Education Teacher, All Grades Theatre Teacher, All Grades World Language Teacher, Special Education – Deaf and Hard of Hearing Teacher, Special Education – Visually Impaired Teacher, Special Education- Severe Intellectual Disability Teacher, All Grades Bilingual and Dual Language Education Teacher, All Grades English as a Second Language Teacher

9.5.1 All Grades Adapted Physical Education Teacher, Grades PK-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an All Grades Adapted Physical Education Teacher in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in All Grades Physical Education;
 - b) Has completed an approved program in this certification area;
 - c) Holds a bachelor's degree from a regionally accredited institution;
 - d) Has completed 75 hours of practicum;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - a) Has demonstrated content competencies as prescribed by the National Association for Sport and Physical Education (NASPE); and
 - f) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.2 All Grades Art Teacher, Grades PK-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an All Grades Art Teacher in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in Art or a closely related field;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - f) Has demonstrated content competencies as prescribed by the National Art Education Association (NAEA); and
 - g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.3 All Grades Dance Teacher, Grades PK-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an All Grades Dance Teacher in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in Dance or a closely related field;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - f) Has demonstrated content competencies as prescribed by the National Dance Association (NDA); and
 - g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.4 All Grades Family and Consumer Science Teacher, Grades PK-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an All Grades Family and Consumer Science Teacher in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree from a regionally accredited institution;
 - c) Has completed a major or the equivalent in Family and Consumer Science or a closely related field;

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- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the American Association of Family and Consumer Sciences (AAFCS); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.5 All Grades Health Teacher, Grades PK-12

1) Validity of Certificate:

- a) This certificate is valid for assignment as an All Grades Health Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Health or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the American Association for Health Education (AAHE); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.6 All Grades Library Media Teacher, Grades PK-12

1) Validity of Certificate:

- a) This certificate is valid for assignment as an All Grades Library Media Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Library Media or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the American Library Association (ALA); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.7 All Grades Music Teacher, Grades PK-12

1) Validity of Certificate:

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a) This certificate is valid for assignment as an All Grades Music Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Music or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the National Association for Music Education (NAfME); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.8 All Grades Physical Education Teacher, Grades PK-12

1) Validity of Certificate:

a) This certificate is valid for assignment as an All Grades Physical Education Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Physical Education or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the National Association for Sport and Physical Education (NASPE); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.9 All Grades School Nurse Teacher, Grades PK-12

1) Validity of Certificate:

a) This certificate is valid for assignment as an All Grades School Nurse Teacher and as a Health Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a professional nursing program;
- d) Has three years of documented experience as a professional nurse;
- e) Has a current Rhode Island Nursing License;

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- f) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- g) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- h) Has demonstrated content competencies as prescribed by the American Nurses Association (ANA); and
- i) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.10 All Grades Technology Education Teacher, Grades PK-12

1) Validity of Certificate:

- a) This certificate is valid for assignment as an All Grades Technology Education Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Technology Education or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the International Technology and Engineering Educators Association (ITEEA); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.11 All Grades Theatre Teacher, Grades PK-12

1) Validity of Certificate:

- a) This certificate is valid for assignment as an All Grades Theatre Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in Theatre or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the Educational Theatre Association (ETA); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.12 All Grades World Language Teacher, Grades PK-12 [Effective 1/01/2015]

1) Validity of Certificate:

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a) This certificate is valid for assignment as an All Grades World Language Teacher in a specific language in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Has completed an approved program in this certification area;
- b) Holds a bachelor's degree from a regionally accredited institution;
- c) Has completed a major or the equivalent in a specific World Language or a closely related field;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the American Council for the Teaching of Foreign Languages (ACTFL); and
- g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.13 All Grades Special Education - Deaf and Hard of Hearing Teacher PK-12

1) Validity of Certificate:

a) This certificate is valid for assignment as a Special Education - Deaf and Hard of Hearing Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Holds certification in Early Childhood Education, Elementary Education, Middle Grades Education (any content area), or Secondary Grades Education (any content area);
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;
- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC);
- g) Has demonstrated competency in American sign language; and
- h) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.14 All Grades Special Education – Visually Impaired Teacher PK-12

1) Validity of Certificate:

a) This certificate is valid for assignment as a Special Education – Visually Impaired Teacher in Grades PK-12 in Rhode Island Public Schools.

2) Requirements:

- a) Holds certification in Early Childhood Education, Elementary Education, Middle Grades Education (any content area), or Secondary Grades Education (any content area);
- b) Has completed an approved program in this certification area;
- c) Holds a bachelor's degree from a regionally accredited institution;

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- d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
- e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
- f) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC);
- g) Has demonstrated competency in reading and writing Braille; and
- h) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.15 All Grades Special Education – Severe Intellectual Disability Teacher [Effective 1/01/2015]

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Special Education – Severe Intellectual Disability Teacher in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in Early Childhood Education, Elementary Education, Middle Grades Education (any content area), or Secondary Grades Education (any content area);
 - b) Has completed an approved program in this certification area;
 - c) Holds a bachelor’s degree from a regionally accredited institution;
 - d) Has completed a minimum of 12 weeks of student teaching in this area and a minimum of 60 hours field experience prior to student teaching;
 - e) Has demonstrated the pedagogical competencies of the Rhode Island Professional Teaching Standards (RIPTS);
 - f) Has demonstrated content competencies as prescribed by the Council for Exceptional Children (CEC);
 - g) Has met all pedagogy and subject matter testing requirements for this certification area.

9.5.16 All Grades Bilingual and Dual Language Education Teacher, Grades PK-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an All Grades Bilingual and Dual Language Education Teacher in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in any All Grades content area;
 - b) Has completed an approved program in this certification area;
 - c) Holds a bachelor’s degree from an approved institution;
 - d) Has completed a minimum of 45 hours of practicum in this area;
 - e) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL);
 - f) Has met all pedagogy and subject matter testing requirements for this certification area; and
 - g) Has demonstrated proficiency in the second language of instruction.

9.5.17 All Grades English as a Second Language Education Teacher, Grades PK-12

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- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an All Grades English as a Second Language Education Teacher in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification in any All Grades content area;
 - b) Has completed an approved program in this certification area;
 - c) Holds a bachelor's degree from a regionally accredited institution;
 - d) Has completed a minimum of 45 hours of practicum in this area;
 - e) Has demonstrated content competencies as prescribed by Teachers of English to Speakers of Other Languages (TESOL); and
 - f) Has met all pedagogy and subject matter testing requirements for this certification area.

10. Administrator Certificate Areas

Administrator certification is offered in a variety of PK-12 areas that qualify the administrator for specific assignments in Rhode Island public schools. Certification in administrator areas requires: an advanced degree (except for school business manager); completion of an approved educator preparation program that assures completers demonstrate the competencies within the certification field prescribed by the appropriate professional association; field experience that includes a 300 hour internship for building level administrators; and passing scores on any knowledge of field testing required for the certification area.

10.1 Building Level Administrator Certificates

10.1.1 Building Level Administrator PK-12

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Building Level Administrator in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds an advanced degree from a regionally accredited institution;
 - c) Has completed a minimum of a 300 hour internship in this area;
 - d) Has three years of PK-12 professional education experience;
 - e) Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a building level administrator;
 - f) Has demonstrated content competencies as prescribed by the National Policy Board for Educational Administration (NPBEA); and
 - g) Has met all knowledge of field testing requirements for this certification area.

10.2 District Level Administrator Certificates

10.2.1 District Level Administrator – Curriculum, Instruction, and Assessment

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- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a District Level Administrator- Curriculum, Instruction, and Assessment in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification as Building Level Administrator;
 - b) Has completed an approved program in this certification area;
 - c) Holds an advanced degree from a regionally accredited institution;
 - d) Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a district level curriculum, instruction, and assessment administrator;
 - e) Has demonstrated content competencies as prescribed by the National Policy Board for Educational Administration (NPBEA); and
 - f) Has met all knowledge of field testing requirements for this certification area.

10.2.2 District Level Administrator-Special Education

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a District Level Administrator-Special Education in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification as Building Level Administrator;
 - b) Has completed an approved program in this certification area;
 - c) Holds an advanced degree from a regionally accredited institution;
 - d) Has three years of professional education experience in teaching Special Education, as a speech and language pathologist, as a school social worker, or as a school psychologist;
 - e) Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a district level special education administrator;
 - f) Has demonstrated content competencies as prescribed by the National Policy Board for Educational Administration (NPBEA);
 - g) Has demonstrated the professional competencies prescribed by the Council for Exceptional Children (CEC) for advanced content knowledge; and
 - h) Has met all knowledge of field testing requirements for this certification area.

10.2.3 School Business Administrator

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a School Business Administrator in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a bachelor's degree;
 - c) Three years of professional experience in financial management or school business operations;

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- d) Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a school business administrator; and
- e) Has demonstrated content competencies as prescribed by the Association of School Business Officials International (ASBO).

10.2.4 Superintendent of Schools

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Superintendent of Schools in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds an advanced degree from a regionally accredited institution;
 - c) Holds building level administrator certificate or has significant leadership experience in organizations other than schools;
 - d) Has demonstrated the professional competencies of the Rhode Island Standards for Educational Leadership (RISEL) with an emphasis on the content required of a superintendent of schools;
 - f) Has demonstrated content competencies as prescribed by the National Policy Board for Educational Administration (NPBEA); and
 - e) Has met all knowledge of field testing requirements for this certification area.

11. Support Professional Certificate Areas

Support Professional certification is offered in specific fields and for specific grade ranges that qualify the support professional for specific assignments in Rhode Island public schools. Certification in support professional areas requires: an advanced degree; completion of an approved educator preparation program that assures completers demonstrate the competencies within the certification field prescribed by the appropriate professional association; field experience that includes a minimum of a 300 hour internship for instructional leaders, specialists/consultants, and school counselor certification areas; and passing scores on any knowledge of field testing required for the certification area.

11.1 Instructional Certificates

11.1.1 Instructional Leader [Effective 1/01/2015]

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an Instructional Leader in grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification as a Rhode Island teacher or support professional;
 - b) Three years of teaching experience;
 - c) Has completed an approved program in this certification area;

- d) Holds an advanced degree from a regionally accredited institution;
- e) Has completed a minimum of 300 hours of internship in this area; and
- f) Has demonstrated field competencies as prescribed by the Teacher Leadership Exploratory Consortium

11.2 Related Service Providers

11.2.1 School Counselor

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a School Counselor in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds an advanced degree from a regionally accredited institution;
 - c) Has completed a minimum of 300 hours of internship in this area;
 - d) Has demonstrated field competencies as prescribed by the Council for the Accreditation of Counseling and Related Education Programs (CACREP); and
 - e) Has met all knowledge of field testing requirements for this certification area.

11.2.2 School Psychologist

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a School Psychologist in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds an advanced degree in school psychology from a regionally accredited institution;
 - c) Has demonstrated field competencies as prescribed by the National Association of School Psychologists (NASP); and
 - d) Has met all knowledge of field testing requirements for this certification area.

11.2.3 School Social Worker

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a School Social Worker in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds a master's degree in social work;
 - c) Currently a licensed clinical social worker by the Rhode Island Board of Registration for Social Workers;
 - d) Has demonstrated field competencies as prescribed by the National Association of Social Workers; and
 - e) Has met all knowledge of field testing requirements for this certification area.

11.2.4 Speech and Language Pathologist

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Speech and Language Pathologist in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Has completed an approved program in this certification area;
 - b) Holds an advanced degree in Speech and Language Pathology from a regionally accredited institution;
 - c) Has demonstrated field competencies as prescribed by the American Speech-Language-Hearing Association (ASHA); and
 - d) Has met all knowledge of field testing requirements for this certification area.

11.3 Specialists/Consultants

11.3.1 English as a Second Language Specialist/Consultant [Effective 1/01/2015]

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as an English as a Second Language Specialist/Consultant in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification as a Rhode Island teacher;
 - b) Three years of teaching experience;
 - c) Has completed an approved program in this certification area;
 - d) Holds an advanced degree from a regionally accredited institution;
 - e) Has completed a minimum of 300 hours of internship in this area;
 - f) Has demonstrated field competencies as prescribed by the Teachers of English to Speakers of Other Languages (TESOL); and
 - g) Has met all knowledge of field testing requirements for this certification area

11.3.2 Mathematics Specialist/Consultant [Effective 1/01/2015]

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Mathematics Specialist/Consultant in Grades PK-8 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification as a Rhode Island teacher;
 - b) Three years of teaching experience;
 - c) Has completed an approved program in this certification area;
 - d) Holds an advanced degree from a regionally accredited institution;
 - e) Has completed a minimum of 300 hours of internship in this area;
 - f) Has demonstrated field competencies as prescribed by the Association of Mathematics Teacher Educators (AMTE) for an Elementary Specialist; and
 - g) Has met all knowledge of field testing requirements for this certification area.

11.3.3 Reading Specialist/Consultant

- 1) Validity of Certificate:
 - a) This certificate is valid for assignment as a Reading Specialist/Consultant in Grades PK-12 in Rhode Island Public Schools.
- 2) Requirements:
 - a) Holds certification as a Rhode Island teacher;
 - b) Three years of teaching experience;
 - c) Has completed an approved program in this certification area;
 - d) Holds an advanced degree from a regionally accredited institution;
 - e) Has completed a minimum of 300 hours of internship in this area;
 - f) Has demonstrated field competencies as prescribed by the International Reading Association (IRA); and
 - g) Has met all knowledge of field testing requirements for this certification area.

12. Substitute Teachers and Athletic Coaches Permits

~~Permits, not certificates, are issued for Athletic Coaches and Substitute Teachers. The following requirements apply to substitute teachers and athletic coaches.~~

12.1 Athletic Coach **Permit**

~~An athletic coaching permit is issued as a general permit for all athletic program coaches.~~

~~1) Validity of Permit:~~

- ~~a) This permit is valid to serve as an athletic coach in Rhode Island Public Schools.~~

~~2) Duration:~~

- ~~a) The Athletic Coach permit is issued for five years.~~

~~3) 1 Conditions for issuance:~~

- ~~a) The applicant has successfully completed the minimum of the following courses within three years prior to the application for the permit:~~

~~i) a Red Cross a First Aid and Cardio Pulmonary Resuscitation (CPR) course or comparable course prior to employment as a coach; and~~

~~i) Meet all additional requirements of the Rhode Island Interscholastic League. approved by the Department of Education; and~~

~~ii) a Fundamentals of Coaching course.~~

~~4) Conditions for renewal:~~

- ~~a) b Evidence of a currently valid Red Cross first aid/CPR card and completion of a course approved by the Rhode Island Interscholastic League.~~

12.2 Substitute Teacher **Permit**

~~1) Validity of Permit:~~

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~~a) This permit is valid to serve as a day-to-day substitute teacher in Rhode Island public schools. It is valid only for teaching areas, not administrative and support professional areas.~~

~~2) Duration:~~

~~a) This permit is valid for one year.~~

~~3) Conditions for Issuance:~~

~~a) The applicant has aa) A bachelor's degree or higher from a regionally accredited college or university. (see additional requirements for specific areas listed below)~~

~~4) Conditions for Renewal~~

~~a) None~~

~~5) Additional Requirements~~

~~a) b) Substitutes for School Nurse Teacher must hold a license as a Registered Nurse.~~

13. Adding New Certificate Areas

Teachers who hold Secondary Grades certification in one area can add certification in another secondary area by demonstrating competency in the content area by holding a major or the equivalent in the area and passing the subject matter examination in the new area. Teachers who are certified in one science area and who want to add a second science area can demonstrate competency in the new area with a minimum of 24 hours of coursework and passing the subject matter examination in the new area.

Teachers who hold All Grades certification in one World Language can add certification in another World Language by demonstrating competency in the new area with a minimum of 24 hours of coursework and passing the subject matter examination in the new area.

The addition of new certification areas in all other circumstance requires educators to complete approved programs of study that are based on the new knowledge and skills to meet the requirements of these regulations for the new area of certification. Preparation programs shall tailor program expectations to acknowledge the commonalities across related certification areas and only require that the candidates develop and demonstrate the additional knowledge and skills required for the new certification area. In certification areas for which there is no approved Rhode Island educator preparation program, the Department of Education will review an applicant's preparation and readiness for certification through the credential review process.

14. Reinstatement

Certificates can be reinstated for two reasons – reinstatement for certificate expiration and reinstatement for performance-related non-renewed certifications. Individuals seeking to reinstate certifications due to active duty while in the United States Military shall renew their certifications as outlined in Rhode Island General Laws 30-20-1.

14.1 Reinstatement for Certificate Expiration

An educator who has met all requirements for certificate renewal but did not renew the certificate(s) prior to its expiration date is eligible to reinstate the certificate(s) for up to five years from the expiration date subject to any changes in regulations that occurred between the expiration of the certificate(s) and the date of reinstatement.

If more than five years has elapsed since the expiration of the certificate(s), the educator must reapply for and meet requirements for an initial certificate, including meeting all competency and assessment requirements as part of an approved program.

Requirements for reinstatement:

- Complete a reinstatement application;
- Submit all documentation necessary to demonstrate conditions for reinstatement have been met; and
- Submit a reinstatement application and the appropriate renewal fees.

14.2 Reinstatement of Performance-related Non-renewed Certifications

An educator whose certificate(s) was non-renewed for performance reasons may request reinstatement of each certificate that was not renewed for performance reasons by providing evidence of meeting the requirements for reinstatement for performance-related non-renewed certificates for up to five years after the non-renewal. RIDE, in collaboration with the Certification Policy Advisory Board (CPAB), will develop the standards for reinstatement of a certification that was not renewed for performance.

Requirements for reinstatement:

- Complete a reinstatement application;
- Submit a reinstatement fee and appropriate certification fees;
- Submit evidence of retraining consistent with the performance-related concerns; and
- Submit evidence of successful supervised practice.

The Department of Education will review the request for reinstatement and will make a determination based upon the evidence submitted.

15. Appeals

All decisions regarding certification under these regulations may be appealed to the Director of the Office of Educator Quality and Certification. Decisions of the Director may be appealed to the Commissioner of Elementary and Secondary Education for hearing pursuant to Rhode Island General Laws 16-39-1.

16. Ongoing Review of Certification Regulations

The Department of Education will review application processes, certification requirements, certification routes, types, and areas, and certification policy on a periodic basis and bring recommendations for changes to the Council on Elementary and Secondary Education~~Board of Regents~~ to assure that the certification regulations remain current and continue to respond to the changing needs of Rhode Island schools and school districts.

**APPENDIX J: ALTERNATIVE CERTIFICATION TEACHER
PREPARATION PROGRAM RFP**

Prepare Rhode Island – Teacher Pipeline

Request for Applications

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Rhode Island's teachers have the ability to introduce our students to the world of work and to the skills needed for success after they've completed their education. Mid-career professionals, with years of industry experience, have the unique opportunity to prepare students to navigate, explore, and develop expertise in that world by serving as career and technical education (CTE) teachers. In order to support the development of high-quality career education programs, we must recognize that teachers are a vital component of our student's success and, in turn, develop pathways that support mid-career professionals in leveraging their professional experience for the benefit of our children.

Currently, no institution of higher education in Rhode Island offers teacher certification programs that prepare educators to teach in the state's CTE programs. Existing out-of-state options require teachers to spend significant time away from their families while incurring debt in order to receive CTE teacher certification. If the goal is to attract and employ mid-career professionals with at least five years of industry experience to teach in Rhode Island's career and technical education programs, then Rhode Island must develop alternative yet realistic pathways for those individuals to enter the teaching profession.

Career and Technical Education and the Role of the CTE Teacher

The "career" part of "college and career readiness" recognizes that some students have postsecondary interests and options that cannot be fulfilled through – or do not require – traditional or purely academic pathways. Career and technical education celebrates these interests and options by preparing students through various practical experiences facilitated by high-quality instructors. CTE teachers deliver career readiness not only through formal courses of study pertinent to a particular field, but by providing real world, hands-on experiences that are informed and guided by years of specific, professional knowledge.

Rhode Island does not view career and technical education as an alternative to academic pathways. Instead, the state sees CTE courses as those in which students can *apply* content knowledge. Consider the CTE electrical teacher who appeals to and activates history, physics, language arts, and mathematics by first discussing Georg Simon Ohm and his accomplishments, then has students test materials for their ability to conduct electricity, and then has students write reports of their observations after calculating electrical current using the law named for the German scientist. Career and technical education, then, is *applied* education.

Career and technical education does more than appeal to students' interests and prepare them for professional options. A study by researchers at Johns Hopkins University found that for ninth-grade students expected to graduate from high school "on-time," "a middle-range mix of exposure to CTE and the academic curriculum can strengthen a student's attachment to or motivation while in school," decreasing the risk of dropping out (Plank, DeLuca, Estacion, 2008). A [2014 report](#) to Congress by the US Department of Education as required under the *Elementary and Secondary Education Act of 1965* (ESEA) found that, per data disaggregated by subgroup, "almost all states reported graduation rates for CTE [students who earned a larger number of credits in a single CTE field] that were higher than the graduation rates they reported for all students under ESEA." In short, career and technical education

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does more than appeal to students' interests and provide them with options. CTE keeps students in school.

For students to participate in practical experiences that prepare them to be productive members of the working world and for the benefits of career and technical education to be realized, Rhode Island must attract and employ mid-career industry professionals as CTE teachers. The current options for CTE teacher certification are less pathways than they are detours or even roadblocks. Creating alternative routes to certification will allow Rhode Island to draw from the most talented and experienced of the state's professionals who are contemplating a career change and are seriously considering education as an option. CTE programs rely on these talented, experienced instructors. If the state takes no action, Rhode Island will be forced to shutter CTE programs due to a lack of certified teachers.

Proposal

Rhode Island will provide teachers, specifically targeting midcareer professionals, several pathways for an individual to receive a professional CTE teaching certification. One of these routes will be through innovative certification program models. To support the development of these pathways RIDE will provide a \$100,000 planning grant to develop an innovative certification program that will provide individuals new to K-12 education the opportunity to teach in public schools while earning their teaching certification on an expedited timeline. The proposal is due December 1, 2016 at 5pm. RIDE anticipates awarding the planning grant in January 2017.

If you have any questions, please reach out to Steve Osborn via email at Stephen.Osborn@RIDE.RI.GOV.

Prepare Rhode Island – Teacher Pipeline
 Request for Applications
 October 2016

PREPARE RHODE ISLAND – DEVELOPING THE TEACHER PIPELINE TO SUPPORT CAREER READINESS		
Amount of funding requested:		
Name of Partnership:		
College or University applying	Name of College/University President:	
	Name of Organization:	
	Mailing Address:	
	Telephone:	
	E-mail Address:	
Program Lead	Name of Person:	
	Name of Organization:	
	Mailing Address:	
	Telephone:	
	E-mail Address:	
Please provide the following information for the primary contact of this application:		
Signatures:		
Title	Signature	Date

**Prepare Rhode Island – Teacher Pipeline
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APPLICATION NARRATIVE

The application narrative should be no longer than five typed pages and should include the following information:

I. Program Design

Provide a brief but thorough overview of the proposed program design, including the criteria that will be met, and information on how the criteria will be met.

II. Teacher Support

Provide a brief but thorough overview of how teachers will be supported as they transition to the profession. Please include information on induction/ mentoring and any other applicable supports that may be provided.

III. Recruitment and Selection

Describe the process that will be used to recruit, screen and select individuals for the program.

IV. Program Evaluation

What are your overall goals for this program? What will be the indicators of success?

V. Program Costs

Provide a per student projection for the cost of participating in the program. Please provide a methodology of how you've arrived at the projection.

VI. Startup Costs

Provide a projection of the one-time cost associated with starting the program. Please provide a methodology of how you've arrived at the projection. This portion of the application will serve as the basis for your grant application if funded through Rhode Island's New Skills for Youth application.

VII. Program Sustainability

Describe the plans for continuing the program through user fees once Prepare Rhode Island grant funding ends.

Proposal Overview

Program Start Date	
Participants per Cohort	
Program Cost per Participant	

**APPENDIX K: DAN ANGELL CAREER READINESS FELLOW
CAPSTONE**

“Recruit, Develop, Retain”
Dan Angell, Electrical Trades Teacher
2016 Career Readiness Capstone

Introduction

The purpose of this report is to explore ways we can improve the process of recruiting, developing, and retaining career professionals as teachers.

Ever changing technology has forced us, as a society, to revisit the way we prepare our students for a successful career. A properly structured program is required to ensure that students are given every opportunity to learn the skills and knowledge necessary for success in the field of their choice. Many skills cannot be learned in a college classroom, and much knowledge cannot be learned “on the job”. Depending on the career pathway, the teacher providing these opportunities must have a very specific background. If we keep trying to make candidates fit the system instead of finding the best candidate for the program of study, then we will continue to do a disservice to our students.

College can prepare us to become nurses, sociologists, biologists, and accountants. It cannot properly prepare us to work on a construction site, a manufacturing floor, or an operational submarine. Some elements overlap, while others are unique to the profession. The only thing all individuals have in common is that we are human beings. We all must learn how to manipulate the information around us in order to exist, survive, and grow. An electrician “wires” a motor with the same precision that a surgeon uses to remove an appendix. Specialized skills and knowledge are required for both. When an engineer envisions a bridge spanning a river, he utilizes the same basic knowledge of universal forces that a cosmetologist uses when designing a customer's hairstyle. The structure, material, color, or various other aspects must be considered. These individuals all understand certain principles that help them adapt the environment to their needs.

Teachers are not isolated islands; we are a team preparing the students for life. I need the English teacher, as much as he needs me. The Automotive teacher would be lost without the History teacher. And the Biology teacher would be lost without the Construction teacher. We all have our own unique passions and interests. We all have been given specific opportunities during our lives. A teacher must have experience performing the tasks required of their students' education. To expose our students to the proper way to process pertinent information, the teacher must have immersed themselves in the principles inherent to that discipline. English teachers must have written essays, Biology teachers must have dissected frogs, and Electrical teachers must have worked on a construction site. We need to look at the outcome that we desire for our students, to properly select the individuals we recruit to teach them.

There is an epidemic shortage of qualified career preparation and Career and Technical Education (CTE) teachers in our state. Career professionals are entering, and then leaving

the teaching profession, or are not taking the jobs at all when offered. These individuals resign from, or refuse the position altogether, for various reasons. The most common are certification requirements, lack of proper support, and financial burden. Becoming a teacher is an arduous process. The current system requires that the professional be treated with less dignity than the students they want to help. We need to make it an honor to become a teacher, not a chore. It is the one profession that makes all others possible.

Research Methods

This report focuses upon three main problem areas; Certification of Career Professionals and CTE teachers; Induction and Preparation; and Externships and Partnerships.

Data was collected by interviewing the teachers who experience the certification requirements, and the administrators who are losing teachers because of them. Research was also conducted by examining certification requirements throughout the country. Information about induction was gathered by interviewing teachers, induction coaches, and administrators. I also researched different induction models in use in other states, and the Chariho Regional School Districts induction program. Externship research was conducted by researching prior RIDE programs, current externship programs in other states, and interviews with teachers and employers.

Challenge

There are a lot of qualified people in RI that are able to teach. These people choose not to teach for many different reasons. The reasons may be financial, due to other obligations, or because of restrictive certification requirements. What can be done to attract these individuals? How can we guide and prepare them? And how do we ensure that they remain employed, and effective? This problem is broken down into three strategic areas: Recruitment, Development, and Retention.

Recruitment

Rhode Island requires a person to hold a bachelors degree to be certified to teach in public school. There are pathways by which an individual can be certified on an emergency or preliminary basis. The holder of this certification must get 24 credits within the first four years of teaching. These classes are very specific and not always available. Along with these classes, individuals without degrees have to work towards a bachelor's degree, and have seven years to complete it. This degree is not required to be in education, or in a field related to the teaching position. The fact that it is not pertinent to the teaching profession or related to the chosen career of the professional undermines the need of having the degree.

According to the directors and superintendents I have spoken with, the requirement of a bachelor's degree for full certification scares most candidates away from teaching in RI. It is not only the time spent in class away from family and the obligations that are inherent to being a teacher (lesson planning, grading, etc.), but also the financial burden. Most professionals with the proper experience have salaries above the average teachers salary, so they are already making a sacrifice just walking into the classroom. Prospective teachers whose career requires a degree will already have it for their program. Some candidates have experience and certifications in industry, but very little of this is considered by the current system. A Master Plumber, Pipefitter, or Electrician can be very knowledgeable, happy, and successful without a degree.

Anyone who has dedicated their life to pursuing a career must have spent some time studying and learning to do their job. Internships, apprenticeships, military, and other "non-traditional" routes can lead to teaching; not just a college classroom. Most of this experience is not counted toward certification. The requirements are too rigid and restrictive. If we are to tell our students that there are many paths to a successful career, we must mirror that in the way we "certify" our teachers.

Development

The move from industry to the classroom is one of the hardest transitions an individual can make. Without proper guidance, new teachers can get overwhelmed by any number of challenges. Some people leave without ever looking back. All of the CTE teachers at the Chariho Area Career and Technical Center agree that the induction program that orients them to the classroom, the district, and the profession of teaching, is invaluable. They are fully adjusted and comfortable in their new positions because of the help they receive. We need to help all districts understand the incredible opportunity they have if they fully embrace the induction program for all CTE and Career Readiness teachers.

Career professionals know their content, but may not understand some of the basic theories of teaching. All new teachers should have some form of preparation classes. The problems arise from time availability, and financial issues. We must find a way to properly prepare individuals for teaching that is flexible, low cost, and targeted to the specific issues common to all teaching professionals. Currently there is no way to properly prepare those individuals new to the teaching profession. Through induction and preparation we can ensure that new teachers are confident, respected, and comfortable in their new career.

Retention

When an individual finally accepts the responsibility of being a teacher, their job is just beginning. Technology changes every day, and a teacher must follow up on recent advances constantly. Teachers must know what types of jobs are available for their students, and what is required to properly prepare their students. If teachers could perform "field work", they could accurately develop a curriculum. Businesses would have

input, qualified employees, and a new understanding of how to educate their own personnel.

There are currently no formal externship programs in this state, nor are there resources to connect teachers with businesses to ascertain current needs. We must create a system to link businesses and education. Many teachers are frustrated by the lack of resources, and the barriers to communication within and outside their profession. There is a stigma about CTE teachers, as well as there is about CTE students. Academic teachers and career teachers are performing the same job; to educate and inspire their students. True teachers want to provide opportunity for their students. If it is impossible to provide the proper education because of misguided or non-existent communication, then the burden begins to wear on the teacher. This causes them to resign from their job. If we make it easy to create a dynamic and adaptable curriculum, teachers will want to remain in their positions.

Opportunity

During my research I have uncovered many programs and models used here in Rhode Island and in other states. Certification requirements in other states have changed to recognize qualification indicators other than a degree. Rhode Island's induction program is very effective, but is not utilized fully by all districts. Opportunities for partnerships and externships are at a premium and need to be expanded as in Tennessee. All of these things combined have the potential to create a system that supports the free flow of information between businesses and our schools. If we open a path for teachers from career to school, then a path will open for students, from school to career.

Certification

As stated before, all teachers in RI need to hold a bachelors degree. Certain programs require that the professional hold a degree in the field they work in. Other programs require a state issued license or other credentials. Rhode Island does not give any credit for the licenses, or any experience. We need to find a way to give credit for experience.

Alabama has a tiered system of certification. When a person from industry applies for certification, they must verify their experience. If the candidate has one of the following they are given a certificate:

Level of Education	and	Work Experience
High School Diploma		14,000 hrs (7 years)
Post-secondary Certificate		10,000 hrs (5 years)
Associates Degree		6,000 hrs (3 years)
Bachelors or higher		2,000 hrs (1 year)

As shown in the table, hours worked “on the job” are counted towards certification. The higher the credential, the less hours working in that field are required. Therefore, Alabama considers hours worked equivalent to a degree, and vice-versa. Alabama has the best CTE Program in the nation. It is because they have found a way to put a value on experience as well as education. We need to realize that every experience is education, and all education is valuable.

Induction

Rhode Island’s induction and mentoring program was formed in 2011 under the “Race to the Top” grant. It is a well-intentioned, and well-structured program that has impacted many new teachers. Chariho requires all new Career and Technical Education (CTE) teachers to be enrolled in the induction program for the first three years. The induction coach meets with the new teacher for 90 minutes per week. They are observed teaching, given opportunities to observe other teachers, and taught to reflect on those experiences with their coach. Certain districts only require one year, or none at all. All districts should use this model, help improve on it, and share it statewide.

From personal experience, speaking with colleagues, and researching the essence of induction, it seems clear that this program helps develop and empower a new teacher coming from an industry background. Induction not only guides, but teaches as well. Knowledge of district policies, teaching strategies, evaluation requirements, classroom management, and lesson planning, are learned through an induction program. There are classes required by regulation, for new teachers to take to cover these specific topics, but they are not counted towards certification. One reason is the Induction Coach is guided by a set of standards, not any established curriculum. Secondly, all districts do not treat Induction the same, therefore regulating the accreditation of each program would be a challenge. We do have a cohort of state trained coaches that reaches into almost all of our districts. Tapping into this already existing system will make it easier to implement for career readiness.

If we can find a way to regulate the program statewide, and develop a tangible way to put a worth on something that is truly priceless, then our teachers will be fully prepared to help our students.

Externships

Almost all businesses and educational organizations require some form of professional development. Electricians must attend update classes on the National Electrical Code. Construction workers must attend “tool box talks” about job safety. Doctors attend seminars, and teachers attend “PD”. In many states PD is required for recertification. In reference to career readiness, the greatest opportunity for meaningful professional development is teacher externship.

In an externship program in Tennessee, teachers are sent for a week to a business where they learn as much as they can about the opportunities for employment, and what their

students would have to know to be employed there. The teacher then brings the information back to the classroom and incorporates it into the curriculum. The teacher gains knowledge and experience, the business owner gets qualified employees, and the students are flooded with opportunity.

Tennessee also has a program designed with incentives for participation. A CTE teacher, and an “Academic” teacher are partnered in an externship program. These teachers collaborate with each other, develop aligned curricula, and open up internship opportunities for their students. The success rate is high, and districts are sharing the results with each other.

Externships should be included in the certification requirements, required by all teachers on a preliminary certification, optional for fully certified teachers, and counted as meaningful professional development.

Values, Key Outcomes, and Design Principles

Values

Everyone wants and needs to feel valued. Teachers want to feel valued for what they can share. Professionals want to be respected for what they have learned. The only thing we can do for them is to help them feel respected. They are respected by industry, so we must show them they are respected in education also, which is accomplished by the following values:

- Validate the professional background of teacher candidates.
- Improve the way we prepare and support new teachers.
- Focus on programs that help retain good teachers.

Key Outcomes

There is an exodus of individuals leaving the teaching profession, caused by the current system. We need to come together to find a way to attract industry professionals. The key outcomes of any strategy should be:

- Realistic and flexible certification requirements.
- Affordable and effective teacher preparation programs.
- Streamlined process to connect educational programs and businesses.

Design Principles

Getting the right teacher for the job is the reason why I chose this topic. I have seen too many teachers leave the profession for fixable reasons. I saw the effect it had on the students of three programs, one of them mine, when a teacher is forced to leave. It is detrimental to the students, the teacher, and the program as a whole. All strategies should be designed with these principles in mind:

- Expand certification requirements to include non-traditional education and experience.
- Create an environment of mutual respect between education and industry.
- Break down the boundaries of communication between schools and local businesses to promote growth.

Career Readiness Strategies

We, as a state, need to do something to help our students find satisfying, lucrative careers. It is the skills and knowledge, passed down from those with experience, which will help them realize their dreams. We need these experts badly. We need to “Recruit, Develop, and Retain” them.

“RECRUIT”

Certification

Changes need to be made to the way we certify career professionals to become teachers. The current model we use requires the candidate to take a battery of classes, and also work toward a bachelor’s degree. Many states do not require degrees for certain subjects; Construction, Electrical, and Automotive are just a few. The following certifications would allow the state to recruit talented professionals:

- One 3-year Emergency Certification - This will allow an individual to focus on developing and teaching the program. Some form of induction should be required.
- One 6-year Preliminary Certification - This also allows teachers to focus on teaching the program without worry of yearly lay-offs. Some form of Professional Development (PD) should be required, along with required classes. A degree should be required for only those industries that require it, or do not have licensure.
- Three new certifications should be established for career preparation teachers:
 - CTE Professional (CTE) - A renewable certification, valid for a period of time, which only includes a certain amount of PD. This certificate is issued after the Emergency and Preliminary, and is the highest certification required of a CTE teacher. It should be valid statewide.

- Career Professional (CP) - Same as above, but for comprehensive or traditional High School teachers. (NON- CTE)
- Career Adjunct (CA) - This certification is for career professionals who teach a highly specialized topic (i.e. EMT, Photo-Voltaics, Inboard Engines), and do not teach full time, or entire programs. It is valid for specific districts and must be renewed yearly.

Salary

The average teacher does not make a very high salary. Industry professionals can make significantly more than even the highest paid teacher. Individuals who want to teach are not doing it for the money. Starting them off at a higher scale, or step would add to the person's sense of worth. In order to make the position more attractive to the candidate, the state could:

- Increase funding to allow districts to start CTE and Career Readiness teachers at a higher step, or salary.
- Allocate funding to ensure all teachers on an Emergency Certification are hired as full time. Time not spent in the classroom would be used for student recruitment and business contacts.

“DEVELOP”

Induction

Individuals new to the teaching profession should have a guide to help them transition into the teaching profession. Utilizing an already established program and expanding it can easily accomplish this. Suggestions include:

- A statewide Induction program for all CTE and CP candidates for three years. This will help to monitor the progress and effectiveness of new teachers on the emergency certificate.
- Participation in the Induction program is accredited toward certification. Candidates can receive credits by participating in the induction program. This alleviates some of the time and cost associated with preparation classes required currently.
- As part of the Induction program, new teachers should be required to teach a Middle School or Elementary school class about their specific career. This will introduce the younger grades to careers, and give the teacher a new perspective on teaching. This will also create an environment of respect between teaching disciplines and grade levels.

Teacher Preparation

Certain classes and assessments are required for certification. Some of these classes are taught at only one place, and by one professor. RI requires teaching candidates to pass the Praxis II test. To create a better assessment the state should do the following:

- Create a more applicable test for career teachers should be adopted or developed.
- Develop a comprehensive program to teach and assess the capabilities of new teachers that is convenient, low-cost, and effective.
- Work with state colleges to create a system of experience credentialing.
- Work with the RI Department of Labor, the RI Department of Health, and the RI Department of Education to accredit state issued licenses and certifications.

“RETAIN”

Externships

Getting out into the local community to see what jobs are available and what employers truly require are the main tenets of externship. A way must be figured out to unite local businesses and teachers to help properly prepare our students for careers.

- Externships should be required for all preliminary certificate holders.
- Externships should count toward Professional Development. PD should be required to help maintain certification. This also increases the effectiveness of a career preparation program.
- Externship/Outreach Coordinator in all CTE/Comprehensive High School to assist teachers with scheduling, and to provide a way for employers to contact applicable programs.

Partnerships

Many companies are willing to provide resources for career preparation programs. Industrial partners can provide internships, presentations, observations, and community service opportunities. Most of them are unaware of ways to contact schools. Schools have problems with transportation, funding, and time constraints, along with the responsibility of keeping the students safe. Local businesses need a conduit for meaningful relationships with career preparation programs, and schools in general. To encourage and create partnerships, the state should:

- Create statewide incentives for businesses to become involved in programs offered in Rhode Island schools.
- Revise regulations to allow for individualized curricula related to career preparation.
- Initiate a campaign to inform business owners of opportunities available to them when they partner with individual schools, entire districts, and whole communities.

Conclusion

Rhode Island is full of talented and qualified individuals. Many of them don't know about the wonderful opportunity teaching provides. Others have tried to enter the profession, only to be discouraged by the antiquated and misguided systems in place. A way must be found to welcome career professionals into teaching, not provide new hoops for them to jump through. Some of these individuals met with more resistance than necessary because they did not have the support of a mentor. The induction program needs to be expanded to properly help these new teachers, and an effective preparation program must be developed. Finally, opportunities for educators and employers alike must be forged to bridge the gap between what is required by industry, and what is taught in school.

We need teachers, not instructors. An instructor shows someone how to perform a specific task; a teacher shows why it needs to be learned. An instructor grades a student in accordance with a set of guidelines and benchmarks; a teacher measures a student on individual progress. An instructor provides information; a teacher provides inspiration. As a foreman, supervisor, and project manager I have had to instruct and teach my subordinates. I may not be able to instruct a student on how to write an essay, but I can teach them how to keep a job. College is not the only path to a career. It should also not be the only path to teaching.

Qualifications of the Researcher

My name is Dan Angell. I am a lifelong resident of RI. I live in Cranston with my wife and two children. I graduated North Providence High School in 1986. After graduation I joined the US Navy Submarine Service for 6 years, where I served onboard two submarines as a Radioman. I was honorably discharged and worked for a few years in manufacturing and as an electronics technician. In 2001, I entered the International Brotherhood of Electrical Workers Local Union 99. After 5 years of apprenticeship, I was appointed to the position of Electrical Instructor for the LU99 Joint Apprenticeship Training Committee, a position I have held for the past 10 years. I worked as an electrician, foreman, estimator, and project manager. I also served as Safety Officer, a member of the Examining Board, the Scholarship Committee, the Joint Safety Committee, and as an adjunct professor at CCRI in the Electrical Utility Technology Program (ETUT). I hold a RI Journeyman Electricians License, and a RI Electrical Contractors (Masters) License. I am a National Joint Apprenticeship and Training Committee Certified Master Instructor.

For the past three years I have been the teacher for the Electrical and Renewable Energy Sources program at the Chariho Area Career and Technical Center. My students have won Gold Medals at the SkillsUSARI competitions, and represented RI in the national competition all three years. I was also the advisor for the Richmond Elementary "Green Squad", an award-winning program designed to teach elementary students about energy efficiency and conservation. I had students from my program assist by creating and teaching lessons to the 2nd, 3rd, and 4th graders in the squad. I met with so much success,

that the Richmond PTO invited my students and I back to teach the enRichmond program. My students created a lesson plan and activities for the 3rd graders to perform. It was a learning experience for both groups.

In March of 2016, I was forced to resign from my teaching position at Chariho. I could not meet the certification requirements due to financial reasons. I made attempts as best I could. Unfortunately, regulations prevented me from continuing to hold my certification. I like to believe that the district administration, school committee, and colleagues wanted me there. I wanted to be there. All the people I spoke with at RIDE understood that I should be there. But regulations were clear, and nobody could do anything. I was then given one of the greatest honors of my life when I was chosen as a Career Readiness Fellow. I realized I could use this opportunity to shed light on this problem. If I couldn't save my job, at least I could help ensure that students were given truly qualified individuals to teach them. The students were always the true focus of my efforts.

I met people from many different backgrounds, different perspectives, and different opinions. I wondered if this would work. I attended meetings of the Career Working Group, the Core Group, the CTE Board and Trust, and others. I held interviews and conversations with members of RIDE, the Governors Workforce Board, government officials, fellow teachers, superintendents, administrators, and parents. I realized that all of us want the same thing. It is the same thing every true teacher wants; the best opportunities for our students to grow. We are responsible for the education of the next generation. We want to give them every opportunity to succeed, we want them to be valued, and we want them to be independent. If we all focus on the students, then we can't help but succeed. I did get my job back!

**APPENDIX L: VALUING CAREER EDUCATION OUTCOMES IN
K-12 ACCOUNTABILITY POLICY**

Prepare Rhode Island – Teacher Pipeline

Request for Applications

October 2016

Rhode Island's teachers have the ability to introduce our students to the world of work and to the skills needed for success after they've completed their education. Mid-career professionals, with years of industry experience, have the unique opportunity to prepare students to navigate, explore, and develop expertise in that world by serving as career and technical education (CTE) teachers. In order to support the development of high-quality career education programs, we must recognize that teachers are a vital component of our student's success and, in turn, develop pathways that support mid-career professionals in leveraging their professional experience for the benefit of our children.

Currently, no institution of higher education in Rhode Island offers teacher certification programs that prepare educators to teach in the state's CTE programs. Existing out-of-state options require teachers to spend significant time away from their families while incurring debt in order to receive CTE teacher certification. If the goal is to attract and employ mid-career professionals with at least five years of industry experience to teach in Rhode Island's career and technical education programs, then Rhode Island must develop alternative yet realistic pathways for those individuals to enter the teaching profession.

Career and Technical Education and the Role of the CTE Teacher

The "career" part of "college and career readiness" recognizes that some students have postsecondary interests and options that cannot be fulfilled through – or do not require – traditional or purely academic pathways. Career and technical education celebrates these interests and options by preparing students through various practical experiences facilitated by high-quality instructors. CTE teachers deliver career readiness not only through formal courses of study pertinent to a particular field, but by providing real world, hands-on experiences that are informed and guided by years of specific, professional knowledge.

Rhode Island does not view career and technical education as an alternative to academic pathways. Instead, the state sees CTE courses as those in which students can *apply* content knowledge. Consider the CTE electrical teacher who appeals to and activates history, physics, language arts, and mathematics by first discussing Georg Simon Ohm and his accomplishments, then has students test materials for their ability to conduct electricity, and then has students write reports of their observations after calculating electrical current using the law named for the German scientist. Career and technical education, then, is *applied* education.

Career and technical education does more than appeal to students' interests and prepare them for professional options. A study by researchers at Johns Hopkins University found that for ninth-grade students expected to graduate from high school "on-time," "a middle-range mix of exposure to CTE and the academic curriculum can strengthen a student's attachment to or motivation while in school," decreasing the risk of dropping out (Plank, DeLuca, Estacion, 2008). A [2014 report](#) to Congress by the US Department of Education as required under the *Elementary and Secondary Education Act of 1965* (ESEA) found that, per data disaggregated by subgroup, "almost all states reported graduation rates for CTE [students who earned a larger number of credits in a single CTE field] that were higher than the graduation rates they reported for all students under ESEA." In short, career and technical education

Prepare Rhode Island – Teacher Pipeline

Request for Applications

October 2016

does more than appeal to students' interests and provide them with options. CTE keeps students in school.

For students to participate in practical experiences that prepare them to be productive members of the working world and for the benefits of career and technical education to be realized, Rhode Island must attract and employ mid-career industry professionals as CTE teachers. The current options for CTE teacher certification are less pathways than they are detours or even roadblocks. Creating alternative routes to certification will allow Rhode Island to draw from the most talented and experienced of the state's professionals who are contemplating a career change and are seriously considering education as an option. CTE programs rely on these talented, experienced instructors. If the state takes no action, Rhode Island will be forced to shutter CTE programs due to a lack of certified teachers.

Proposal

Rhode Island will provide teachers, specifically targeting midcareer professionals, several pathways for an individual to receive a professional CTE teaching certification. One of these routes will be through innovative certification program models. To support the development of these pathways RIDE will provide a \$100,000 planning grant to develop an innovative certification program that will provide individuals new to K-12 education the opportunity to teach in public schools while earning their teaching certification on an expedited timeline. The proposal is due December 1, 2016 at 5pm. RIDE anticipates awarding the planning grant in January 2017.

If you have any questions, please reach out to Steve Osborn via email at Stephen.Osborn@RIDE.RI.GOV.

Prepare Rhode Island – Teacher Pipeline
 Request for Applications
 October 2016

PREPARE RHODE ISLAND – DEVELOPING THE TEACHER PIPELINE TO SUPPORT CAREER READINESS		
Amount of funding requested:		
Name of Partnership:		
College or University applying	Name of College/University President:	
	Name of Organization:	
	Mailing Address:	
	Telephone:	
	E-mail Address:	
Program Lead	Name of Person:	
	Name of Organization:	
	Mailing Address:	
	Telephone:	
	E-mail Address:	
Please provide the following information for the primary contact of this application:		
Signatures:		
Title	Signature	Date

**Prepare Rhode Island – Teacher Pipeline
Request for Applications
October 2016**

APPLICATION NARRATIVE

The application narrative should be no longer than five typed pages and should include the following information:

I. Program Design

Provide a brief but thorough overview of the proposed program design, including the criteria that will be met, and information on how the criteria will be met.

II. Teacher Support

Provide a brief but thorough overview of how teachers will be supported as they transition to the profession. Please include information on induction/ mentoring and any other applicable supports that may be provided.

III. Recruitment and Selection

Describe the process that will be used to recruit, screen and select individuals for the program.

IV. Program Evaluation

What are your overall goals for this program? What will be the indicators of success?

V. Program Costs

Provide a per student projection for the cost of participating in the program. Please provide a methodology of how you've arrived at the projection.

VI. Startup Costs

Provide a projection of the one-time cost associated with starting the program. Please provide a methodology of how you've arrived at the projection. This portion of the application will serve as the basis for your grant application if funded through Rhode Island's New Skills for Youth application.

VII. Program Sustainability

Describe the plans for continuing the program through user fees once Prepare Rhode Island grant funding ends.

Proposal Overview

Program Start Date	
Participants per Cohort	
Program Cost per Participant	

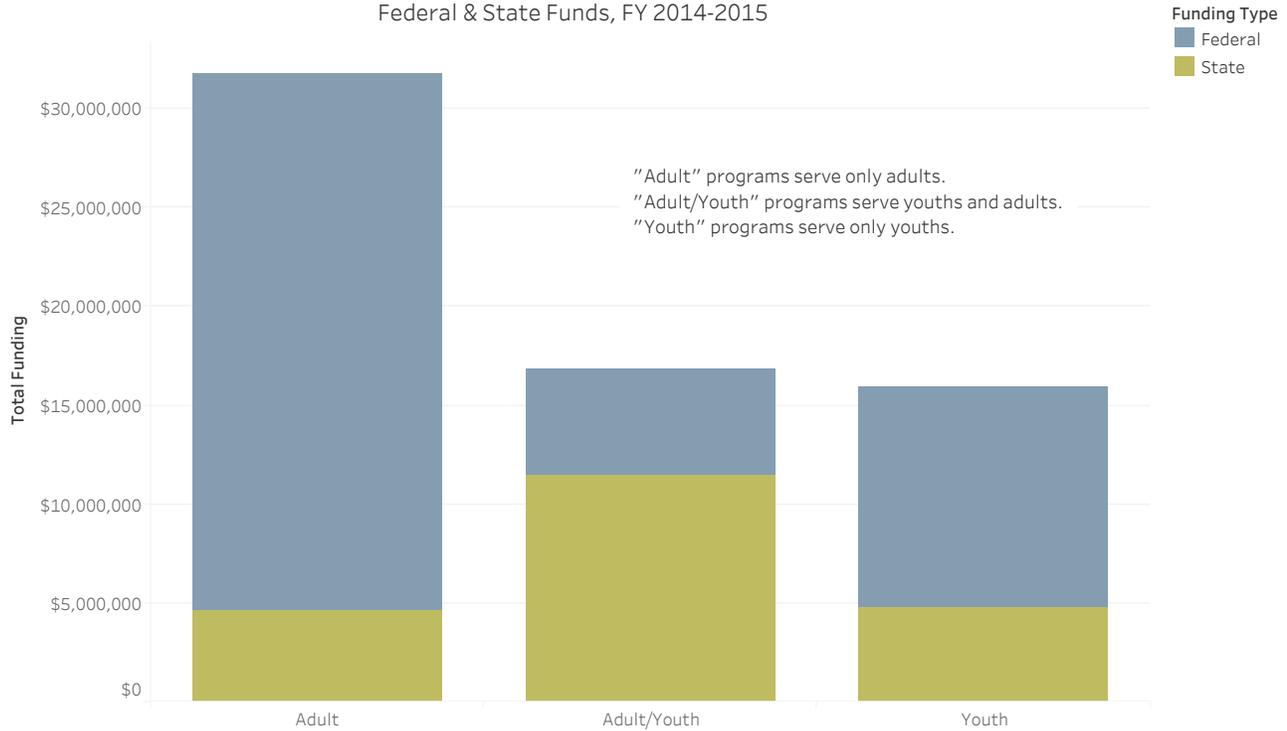
APPENDIX M: PREPARE RI DATA AGGREGATION

Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by..
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Division of Workforce Development Funding Streams
Federal & State Funds, FY 2014-2015



Program Detail

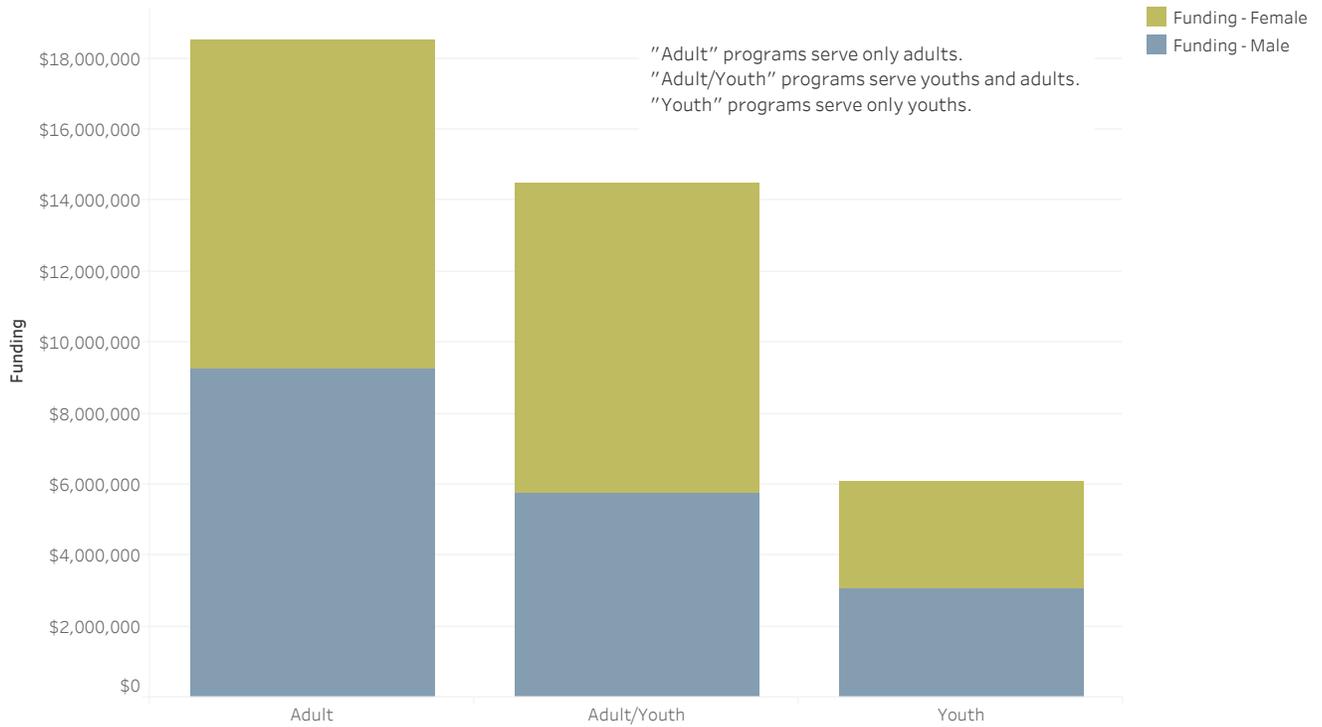
Program Type	Agency	Program	Total Federal Funding	Total State Funding	
Adult	Department of Corrections	Adult Basic Education	\$0	\$666,845	
		Barbering Program	\$0	\$87,006	
		Carpentry/Cabinet Making	\$0	\$134,822	
		ESL	\$0	\$139,610	
		GED	\$0	\$528,650	
		DT-Care-Ment-Serv-Interv-Pr	WA-Adult	\$2,500,000	\$0

Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by..
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Division of Workforce Development Funding Streams (Gender)



Program Detail

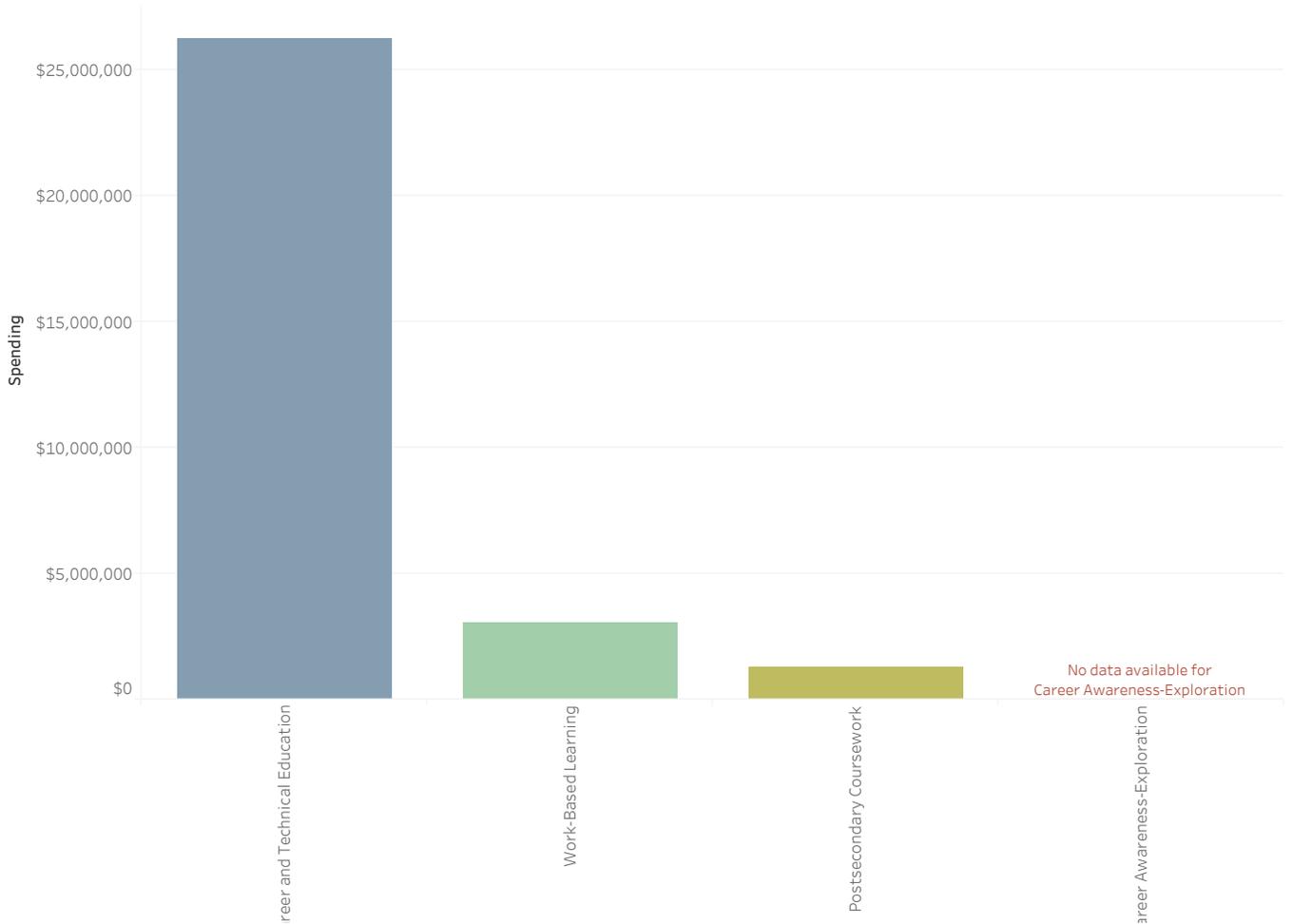
Program Ty..	Agency	Program	Cost Per Pa..	Total Federal	Total State	Male	Female
Adult	Department of Corrections	Adult Basic Education	\$2,790	\$0	\$666,845	212	27
		Barbering Program	\$2,417	\$0	\$87,006	33	3
		Carpentry/Cabinet Maki..	\$1,152	\$0	\$134,822	117	0
		ESL	\$1,745	\$0	\$139,610	80	0
		GED	\$835	\$0	\$528,650	594	39
DLT State Workforce Investment Office		WIA Adult	\$4,619	\$3,584,249	\$0	299	477
		WIA Dislocated Worker	\$3,616	\$3,438,666	\$0	478	473
DLT Workforce Development Services		Disability Employment I	\$6,257	\$1,004,000	\$0	85	60

Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by..
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Youth Career Pathway Experiences: Comparative Funding
Federal & State Funds, FY 2014-2015



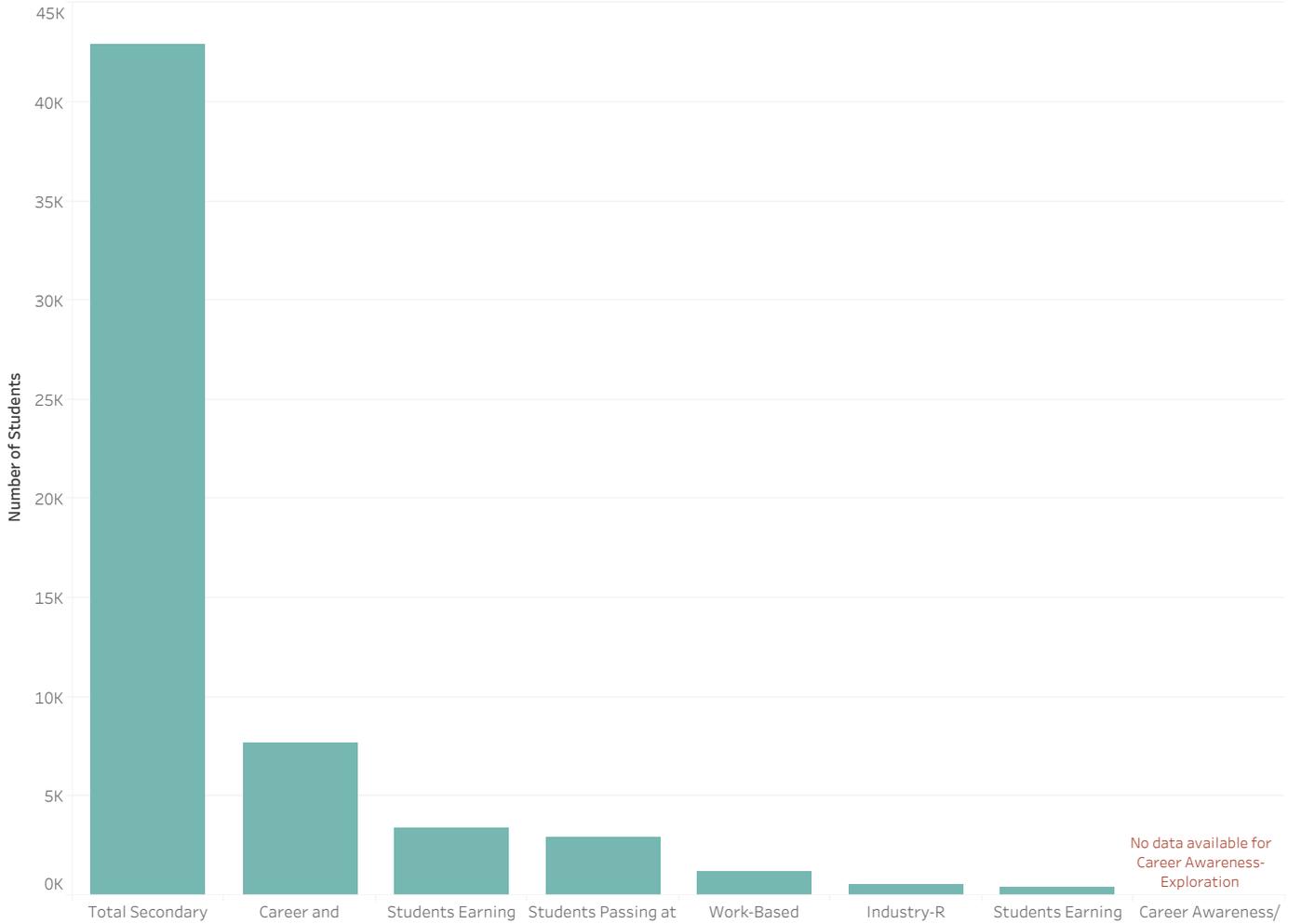
Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field
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Youth Career Pathways Experiences

Overall Participation, FY 2014-2015

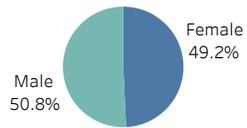


Prepare RI Dashboard

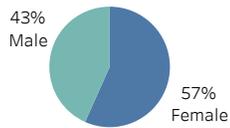
Phase 1

Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field	Career Pathways: Access/Completion by Race/Ethnicity
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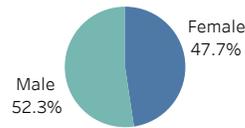
CTE



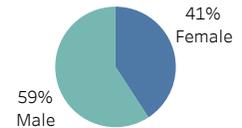
Students Passing at Least 1 AP Exam



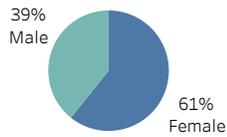
Work-Based Learning



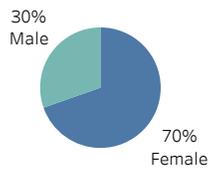
Industry Recognized Credential Earners



Students Earning Cocurrent Credits



Students Earning Dual Credits



Total Secondary



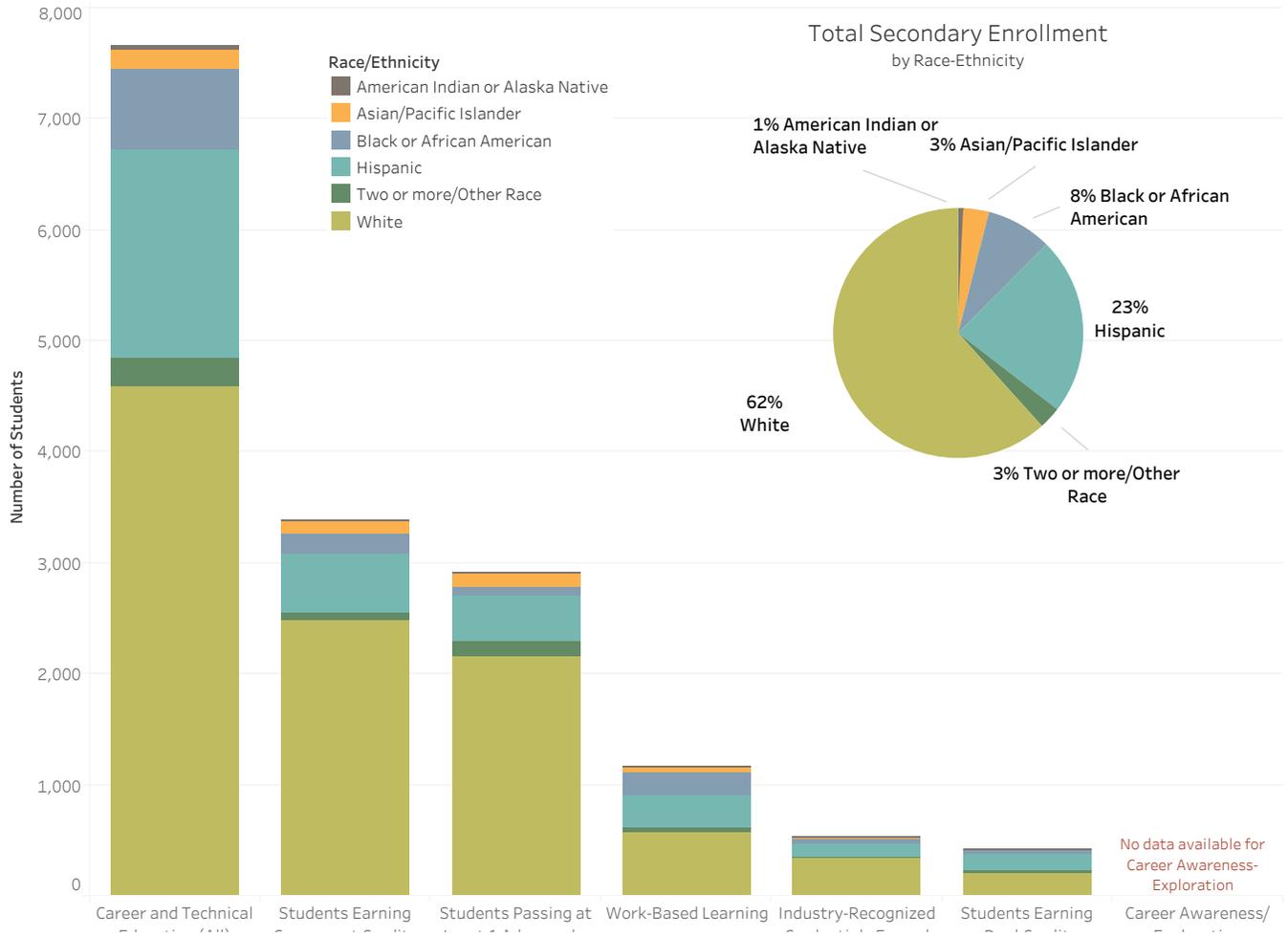
Prepare RI Dashboard

Phase 1

Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field	Career Pathways: Access/Completion by Race/Ethnicity	Postsecondary Credit: Earners by Race/Ethnicity
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Youth Career Pathways Experiences

Participation by Race-Ethnicity, FY 2014-2015



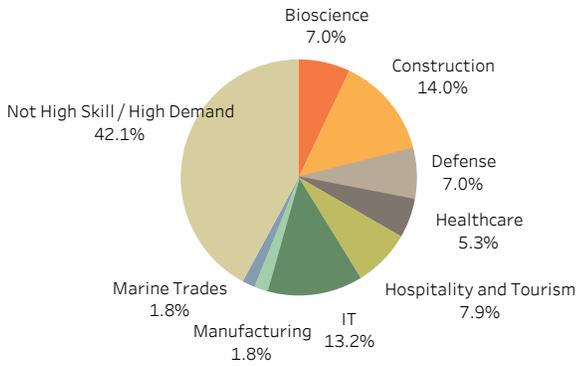
Prepare RI Dashboard

Phase 1

Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field	Career Pathways: Access/Completion by Race/Ethnicity	Postsecondary Credit: Earners by Race/Ethnicity
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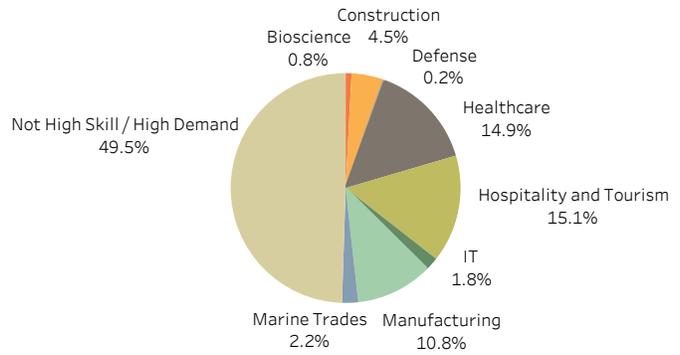
High-Skill, High-Demand Opportunities

CTE Course Offerings by Sector



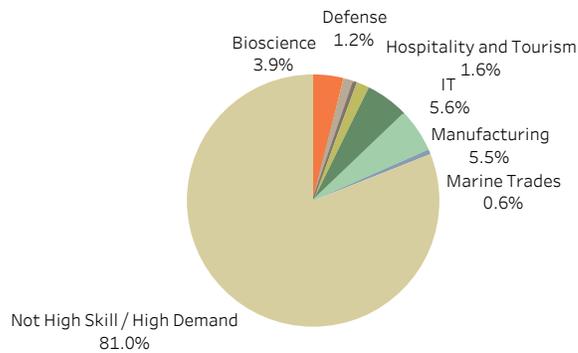
Work-Based Learning

Percent of Employers by Sector



Dual and Concurrent Coursework

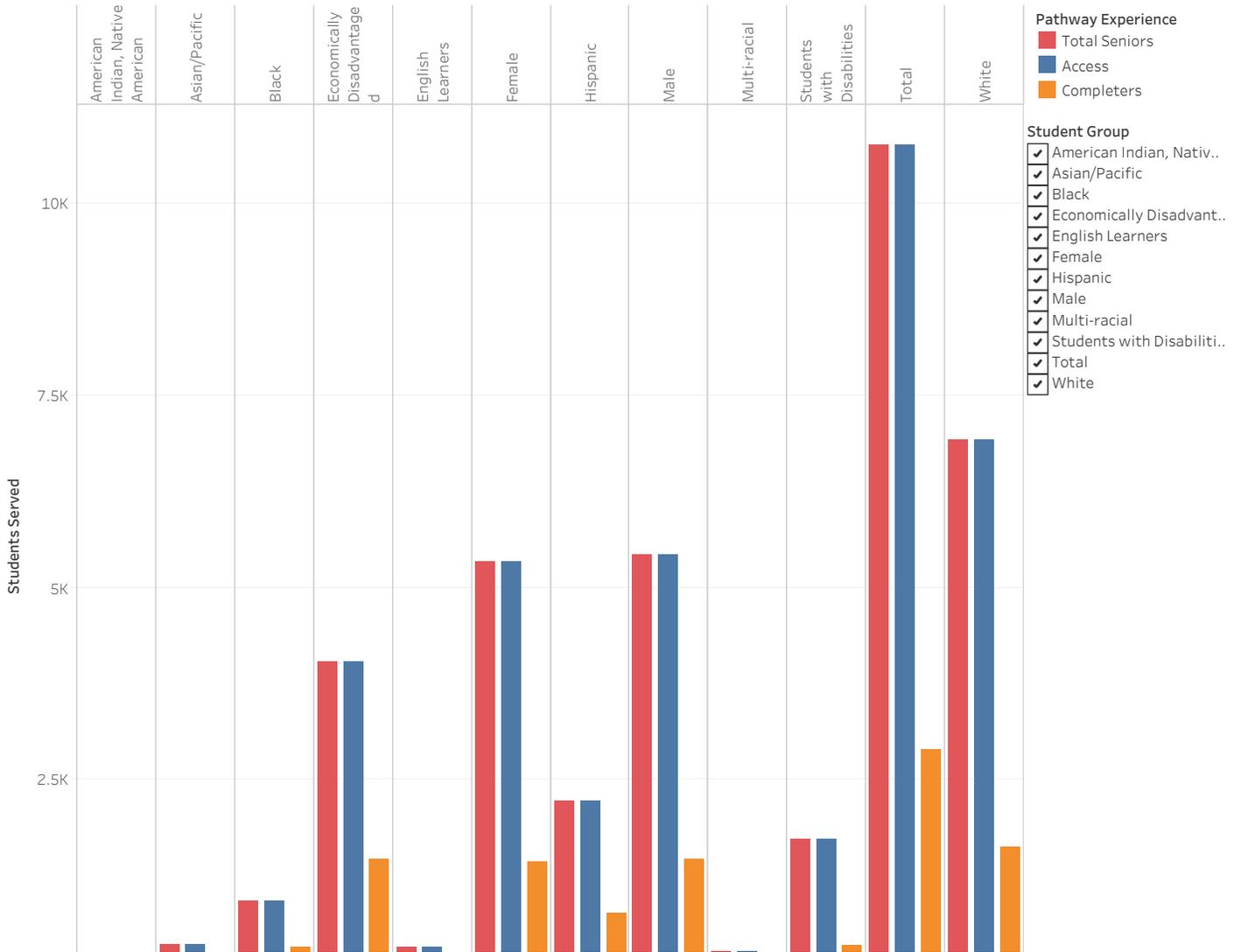
Percent of Students by Sector



Prepare RI Dashboard

Phase 1

Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field	Career Pathways: Access/Completion by Race/Ethnicity	Postsecondary Credit: Earners by Race/Ethnicity
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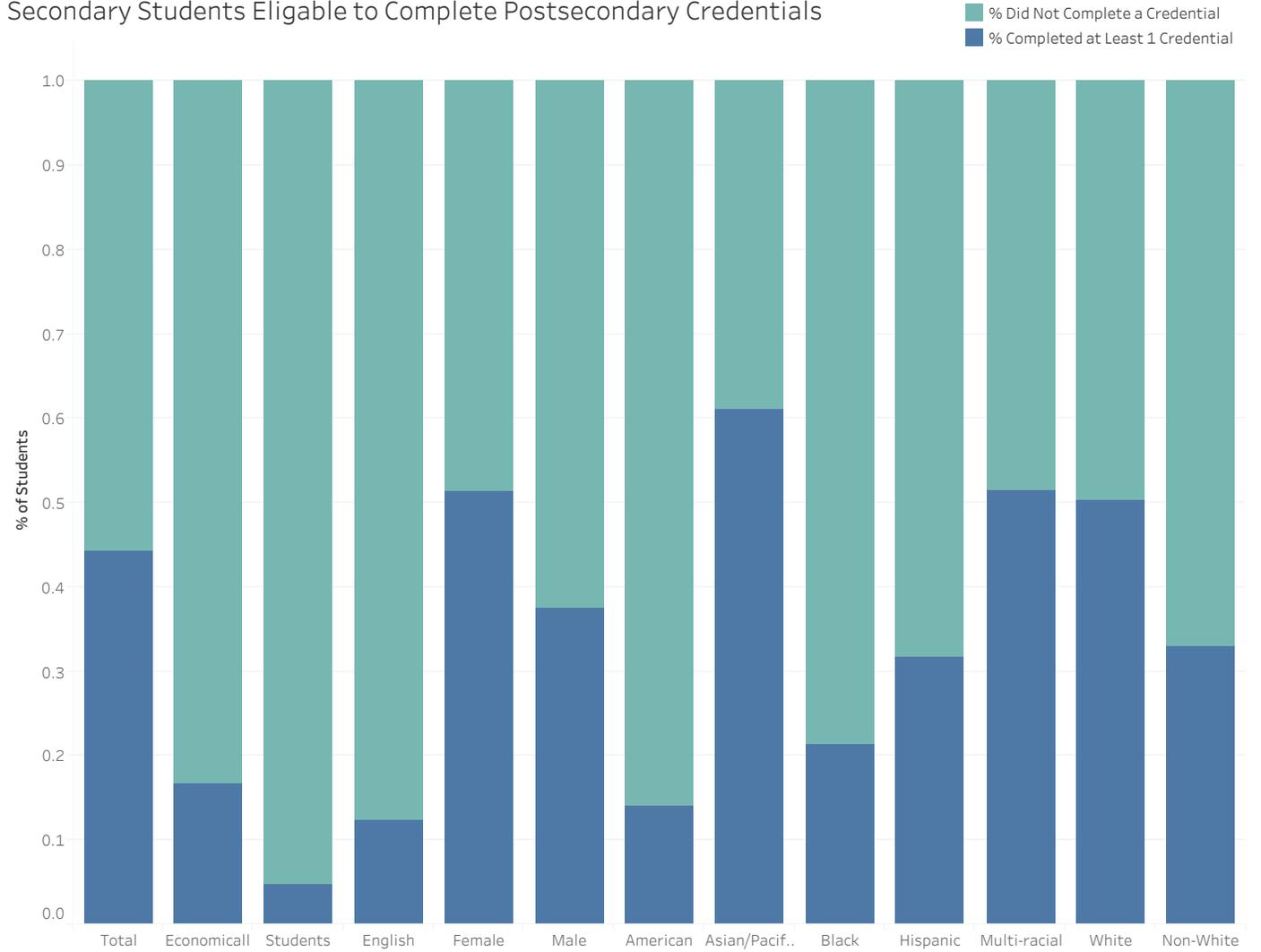


Prepare RI Dashboard

Phase 1

Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field	Career Pathways: Access/Completion by Race/Ethnicity	Postsecondary Credit: Earners by Race/Ethnicity
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Secondary Students Eligible to Complete Postsecondary Credentials



APPENDIX N: SECONDARY SCHOOL REGULATION REVISIONS

Enclosure 6a

September 16, 2016

SECONDARY REGULATIONS & THE RI DIPLOMA SYSTEM

September 20, 2016

Revision Timeline

- Nov. – Feb.: 22 role-alike groups met
- Feb. – Mar.: 4 community meetings held
- Feb., Mar., & Apr.: Council meeting discussions
- May: Council voted for public comment
- May – Jun.: Office of Regulatory Reform review
- Jul. 1st – Sept. 15th: Public comment period
- Oct. 11th: Scheduled Council vote

*Guidance Published by December 2016

Review of Previously Discussed Changes

Extend the intensity of support for literacy skill acquisition to numeracy	Coursework requirements centered on demonstration of LEA-defined proficiency level aligned with high school standards
Maintain 20 course minimum requirement, with flexibility to meet through non-traditional learning experiences	Reduce the number of performance-based diploma assessments from two to one
Shift in state assessment as a statewide graduation requirement, to a Council Designation metric	Introduced Council Designations as an umbrella concept to be further defined by the Council (as Commissioner's Seal and Pathway Endorsement)
Ensure students and parents are notified of graduation requirements by Oct. 1 of 9 th grade year	Utilize ILP as central documentation of student goals, supports, and progress, in place of a multitude of "plans"
Expand allowable personalization strategies beyond the advisory structure for middle schools	Replace mandated monitoring with ensuring appropriate LEA documentation for audits, as determined by the Commissioner.

Public Comment: Who did we hear from?

- **31 comments** submitted during the public comment period through letters, email, and public comment testimony
- **61 attendees** at public hearings, 16 of those gave comment
 - 32 educators or education-related professionals
 - 8 elected officials (including school committee members)
 - 6 parents
- **4 public hearings:**
 - August 22nd: Cumberland
 - August 29th: Newport
 - September 6th: Warwick
 - September 12th: Providence

Comments Mirrored Previous Themes

- The diploma system should be **accessible** for all students.

The Rhode Island English Learner Advisory Council gave their full support to the regulations.

- The diploma system should **validate** student learning and be **valuable** to students, parents, post-secondary institutions and employers.

Comments were evenly split about whether the state assessment should be a graduation requirement.

- Opportunity to learn both broadly and deeply should be **equitable**, to prepare for students for college and career.

Multiple comments in support of the balance of breadth and depth of curriculum, particularly around student support being equal in literacy and mathematics.

- Student learning should be **personalized**, so that all students are engaged and find joy in learning.

Many comments focused on the need for appropriate and uninterrupted support for all students in a personalized environment.

Recommendations Based on Comment

1. Reintroduce the definition of “advisory structures”
2. Consolidate redundant language regarding diplomas for students eligible for the alternate assessment
3. Clarify the need to include Council Designations on both student transcripts and diplomas
4. Clarify intent of alternate recognition of high school accomplishment section
5. Expand PD focus to include literacy and numeracy throughout the curriculum

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
L-6-1.0: Definitions	The revised language removed a paragraph on middle level advisory requirements. While the term "Advisory Structures" appears in section L-6-4.0, "Advisory Structures" is not defined. It is recommended that this term be defined.	Change #1	“(b) Advisory Structure - A structure or structures for stable groups of students to meet regularly throughout the academic year with at least one assigned adult in an environment with sufficient time and opportunity to support student achievement in the academic, career, personal/social domains.”	Language originally existed within the middle level advisory section of the current regulations. The suggested change is to move it from the body of the regulations to the definitions section.
L-6-2.0: Ensuring grade level literacy and numeracy for all secondary RI schools	<p>Ensure students receiving extra support and intervention in core subjects are not precluded from electives (art, music, language, etc.)</p> <p>Support for the extension of numeracy skill acquisition to match that of literacy acquisition.</p> <p>The requirement for a Personal Literacy Plan should be put back into the regulations.</p>	<p>No change.</p> <p>No change.</p> <p>No change.</p>	<p>The Basic Education Program charges each LEA to ensure that its students are provided with a comprehensive program of study that is guaranteed and viable in each content area from pre-kindergarten through grade 12. This will be emphasized in the accompanying secondary school regulations guidance.</p> <p>Comments in support of proposed regulations.</p> <p>State law requires a Personal Literacy Plan for elementary students reading below grade level. The previous regulations continued the PLP through the middle and high school level. Revisions to the regulations utilize the ILP as the central documentation of student goals, support, and progress, in</p>	

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
	Extend support and intervention requirements to all core content areas.	No change.	<p>place of a multitude of plans. LEAs have the authority to maintain the use of a PLP at the middle and high school level, at local discretion.</p> <p>It is critical that state and school based resources are focused on ensuring students have a strong foundation in literacy and numeracy. Literacy and numeracy proficiency are essential to success in college, college and life.</p>	
L-6-2.1: Assessing literacy and numeracy proficiency levels of secondary students				
L-6-2.2: Improving literacy and numeracy for secondary students performing below grade level				
L-6-3.0: RI Diploma System	<p>Reinstate minimum level of achievement on the state assessment as a graduation requirement in literacy and mathematics</p> <p>Opposition to the use of standardized assessment as a graduation requirement and the regulations should disallow</p>	<p>No change.</p> <p>No change.</p>	<p>The regulations shift assessment from a student-based requirement to a school system-based incentive. There is nothing in the regulations that would prevent an LEA from adopting a minimum level of achievement on a state assessment as a graduation requirement. Comments were balanced on the issue of using state assessment for graduation purposes.</p> <p>The regulations shift assessment from a student-based requirement to a school system-based incentive. Comments were balanced on the issue of using state</p>	

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
	<p>LEAs to use state assessment for graduation purposes.</p> <p>Add requirement to implement a comprehensive local assessment system in core content areas for all students</p>	No change.	<p>assessment for graduation purposes.</p> <p>The Basic Education Program states “each LEA shall develop a comprehensive assessment system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area.” RIDE has published Comprehensive Assessment System guidance.</p>	
L-6-3.1: Coursework Requirements	<p>Proficiency level should be defined by the state, not the LEA.</p> <p>Support arts proficiency as one of the core content areas.</p> <p>Support the flexibility in the definition of a course to include non-traditional learning experiences and focus on personalized pathways</p>	<p>No change.</p> <p>No change.</p> <p>No change.</p>	<p>All courses must be aligned to the appropriate state-adopted high school content standards. RIDE plans to publish guidance on proficiency levels for graduation, but acceptable proficiency levels to earn a diploma will be determined locally due to the fact that the LEA confers the diploma.</p> <p>Comments in support of proposed regulations.</p> <p>Comments in support of proposed regulations.</p>	

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
	<p>Require a minimum of two courses in world language as a diploma requirement</p> <p>Support the changes to the provisions for students eligible for alternate assessment to earn a high school diploma; responsive to the ESSA changes.</p>	<p>No change.</p> <p>Change #2</p>	<p>LEAs have the ability to define a world language requirement at the local level, and many do. It is articulated in the regulations as one of the subjects that is presumed to make up a student’s program of study.</p> <p>“Students who achieve modified proficiency standards applied to coursework requirements for students determined to be eligible for the alternate assessment under federal law, state rules and regulations, and as noted in the student’s IEP, may, at LEA discretion, be awarded a diploma for graduation purposes.”</p>	<p>Language appeared twice in proposed regulations. The suggested change is to consolidate to one section of the regulations for clarity.</p>
L-6-3.2: Performance-based diploma assessments	Support changes from two required performance based diploma assessments to one.	No change.	Comments in support of proposed regulations.	
L-6-3.3: Appeals process for graduation decisions				
L-6-3.4: Council designations	<p>Develop specific criteria for Council Designations designed for all students, ensuring opportunity for all students to receive designation</p> <p>Provide state level facilitation of records to ensure equal</p>	<p>No change.</p> <p>Change #3</p>	<p>The language in the regulations state that the Council shall (after initial adoption of the regulations) determine which designations will be available statewide and the level of achievement necessary to earn a Council designation.</p> <p>“LEAs shall include a designation notation <u>on permanent high school</u></p>	<p><i>From proposed regulations:</i> “LEAs shall include a</p>

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
	<p>opportunity to access Council Designations for highly mobile, homeless students and students in DCYF care.</p> <p>PARCC and SAT assessments should not be used to determine student eligibility for the Commissioner’s Seal Council Designation.</p> <p>Support for the use of standardized and state assessment as a Council Designation, the Commissioner’s Seal.</p>	<p>No change.</p> <p>No change.</p>	<p><u>transcripts</u> and on the diplomas of all students who meet Council-defined criteria.” Further guidance will be provided through the accompanying secondary school regulations guidance to ensure compliance with provisions for highly mobile students under ESSA.</p> <p>Council Designation criteria will be determined at a later date, after the initial adoption of the regulations.</p> <p>Comments in support of proposed regulations.</p>	<p>designation notation on the diplomas of all students who meet Council-defined criteria.”</p>
<p>L-6-3.5: Alternate recognition of high school accomplishment</p>	<p>Support the changes to the provisions for students eligible for alternate assessment to earn a diploma and recognize that this is responsive to the Every Student Succeeds Act.</p> <p>Return to original section language; concerned that the new language will incentivize LEAs to encourage underperforming students to</p>	<p>No change.</p> <p>Change #4</p>	<p>Comments in support of proposed regulations.</p> <p>“LEAs are authorized to recognize any student who has satisfactorily completed specific courses or other standards-based activities within the high school course of study, as defined by the LEA.</p>	<p><i>From proposed regulations:</i> “LEAs are authorized to recognize any student <u>who does not meet the diploma requirement but has otherwise</u></p>

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
	leave high school with an alternative recognition, rather than a diploma		<u>Alternate recognition certificates shall not be considered a diploma.</u> "	satisfactorily completed specific courses or other standards-based activities within the high school course of study, as defined by the LEA. <u>Students earning an alternate recognition certificate shall not be considered graduates.</u> "
L-6-3.6: Council approved diploma system	The Commissioner should maintain the right to intervene in failing schools.	No change.	State law maintains the right of the Commissioner to enforce school law and intervene in school identified as needing improvement.	
L-6-3.7: LEA notification to students, families and community members of the requirements for graduation	Parents should be informed of graduation requirements earlier than the 9 th grade, as early as third grade.	No change.	Many students choose to attend a high school outside of their resident district, and LEAs have different local requirements. It would be more confusing for parents and families to communicate a variety of graduation requirements, versus definitive requirements upon entrance to high school.	
L-6-4.0: Middle level and high school support to students	With a greater focus on personalization and the ILP for all students, ensure that the IEP process is fully upheld.	No change.	These regulations work in partnership with the Regulations Governing the Education of Children with Disabilities. LEAs must still comply with IEP requirements and, where appropriate, the IEP should align with the student's ILP.	

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
L-6-4.1: Supports for students	Support the identification of struggling students through the use of an early warning system no later than 6 th grade.	No change.	Comments in support of proposed regulations.	
L-6-4.2: Requirement for personalized learning environments	Not truly personalized, with expectations that teachers teach the same curriculum aligned to the same standards to all students.	No change.	Standards provide clear, consistent expectations about what knowledge, skills, and practices students should have and learn at each grade level so teachers and parents know what they need to do to help students achieve them.	
L-6-4.3: Individualized Learning Plan	Require LEAs to transition to a single statewide ILP document, making school-to-school and district transitions more seamless	No change.	The regulations allow the use of a single, central ILP document to track student goals, supports and progress, but do not mandate the transition The transition will be encouraged in the accompanying secondary school regulations guidance.	
L-6-4.4: Professional development	Extend the professional development priority focus to all core content areas.	Change #5	Current regulations language applies to all certified educators. “All certified educators in middle level and high schools shall participate in at least fifteen hours of ongoing professional development annually, focused on the priority areas <u>of literacy and numeracy throughout the curriculum</u> , graduation by proficiency, and personalization.”	<i>From current regulations:</i> “All certified educators in middle level and high schools shall participate in at least fifteen hours of ongoing professional development annually, focused on the priority areas of <u>literacy, numeracy</u> , graduation by proficiency, and personalization.”

Summary of Public Comment – Middle and High School Learning Environments and the Rhode Island Diploma System Regulations

Regulations Section	Summary of Comments	Change to Section	Suggested Change to Language or Rationale for No Change	Original Language
	Add clause that all students are entitled to expert instruction in all courses.	No change.	Section G-13-2. of the Basic Education Program outlines requirements for effective instruction for all students.	
L-6-4.5: Common Planning time				

Other Related Comments	<p>Review the Regulations Governing Children with Disabilities to ensure ESSA provisions are addressed.</p> <p>Update the Basic Education Program to align language with revised secondary regulations, adopted state standards, and other regulatory changes.</p> <p>Open Secondary School Regulations prior to 2020 to consider enhanced expectations and measures for Rhode Island high school graduation.</p>
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1 STATE OF RHODE ISLAND
2 R.I. Department of Elementary and Secondary Education

3 ~~Council on Elementary and Secondary Education Secondary School Regulations –~~
4 ~~Amendment~~

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6
7 Approved: February 23, 2015

8
9 Effective: March 18, 2015

10
11 REGULATIONS
12 of the
13 COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

14
15 ~~K-12 Literacy, Restructuring of the Learning environment at the Middle and High School~~
16 ~~levels, Learning Environments and proficiency-based graduation requirements (PBGR) at~~
17 ~~High School the Rhode Island Diploma System~~

18
19 TITLE L – SECONDARY DESIGN
20 CHAPTER 6

21
22 TOPIC

23 L-6-1.0. Definitions.

24 L-6-2.0. Ensuring grade level literacy and numeracy for all secondary Rhode Island students.

25 L-6-2.1. Assessing ~~reading~~ literacy and numeracy proficiency levels of secondary
26 students.

27 L-6-2.2. Improving literacy and numeracy for secondary students ~~reading~~ performing
28 below grade level.

29 ~~L-6-2.3. Improving numeracy for all students.~~

30 L-6-3.0. Rhode Island ~~graduation requirements~~ diploma system.

31 L-6-3.1. Coursework requirements.

32 L-6-3.2. Performance-based diploma assessments.

33 L-6-3.3. ~~Use of state assessments for high school graduation.~~

34 ~~L-6-3.4.~~ Appeals process for graduation decisions.

35 L-6-3. ~~5. Diploma commendations and certificates.~~ 4. Council designations

36 L-6-3.5. Alternate recognition of high school accomplishment

37 L-6-3.6. Council on Elementary and Secondary Education approved diploma system.

38 L-6-3.7 Local educational agency notification to students, families and community
39 members of the requirements for graduation.

40 ~~L-6-3.8 Supports to students.~~

41 L-6-4.0. Middle level and high school ~~restructuring~~ supports to students.

42 L-6-4.1. Supports for students

43 L-6-4.2. Requirement for personalized learning environments.

44 L-6-4. ~~2. Middle level advisory.~~

45 L-6-4.3. Individual Learning Plan (ILP).

46 L-6-4.4. Professional development.

47 L-6-4.5 Common planning time.

48
49 **L-6-1.0. DEFINITIONS**

50
51 As used in these regulations, the following words and terms have the following meaning, unless
52 the context indicates another or different meaning or intent:

53
54 (a) Applied Learning Skills - The cross-curricular, skill-based standards students are expected to
55 learn and acquire over the course of their K–12 education, including communication, problem-
56 solving, critical thinking, research, reflection and evaluation, and collaboration.

57
58 (b) Advisory Structure - A structure or structures for stable groups of students to meet regularly
59 throughout the academic year with at least one assigned adult in an environment with sufficient
60 time and opportunity to support student achievement in the academic, career, personal/social
61 domains

62
63 (c) Certificates – documentation ~~or credentials~~ that can be earned by a student and certify his or
64 her mastery of specific skills or sets of skills; completion of training requirements set forth by a
65 certifying body; and/or demonstrated readiness to enter an industry, educational setting,
66 independent living, or the workplace.

67
68 ~~(b) Certificate of Initial Mastery® (CIM) – a CIM represents demonstrated knowledge and skills~~
69 ~~agreed upon by educators, families, business, community, and higher education~~
70 ~~representatives. Attaining CIM involves a combination of standardized tests, performance~~
71 ~~measures, collections of student work over time, and projects or exhibitions.~~

72
73 ~~(d)~~ (d) Commissioner – the commissioner of elementary and secondary education.

74
75 ~~(d) Common Core Standards – standards adopted by a majority of states, including Rhode~~
76 ~~Island, that are robust and relevant to the real world, reflect the knowledge and skills that young~~
77 ~~people need for success in college and careers, and provide a consistent, clear understanding~~
78 ~~of what students are expected to learn.~~

79
80 (e) Common Planning Time – regular ~~weekly~~ scheduled opportunities provided to teachers to
81 work in disciplinary and/or interdisciplinary teams for the purpose of improving student
82 achievement.

83
84 (f) Concurrent Enrollment – enrollment of a student in a dual enrollment course that is offered at
85 the secondary school and taught by a secondary school teacher who is approved by the
86 postsecondary institutions.

87
88 (g) Conjunctive Diploma Requirements – ~~this is~~ the non-compensatory relationship ~~among the~~
89 ~~three~~ between Rhode Island's diploma requirements, commencing in 2021. The required
90 elements, ~~commencing in 2020~~, of Rhode Island's graduation requirements. The three required
91 elements of a diploma include:

92 | 1. ~~Individual student performance on the state assessment or assessments;~~ and
93 | 2. Successful completion of state and local course requirements; and
94 | 3. Successful completion of a performance-based diploma ~~assessments~~ assessment.
95 |
96 | ~~(g)(h) Content Standards - the knowledge and skills associated with a particular subject area that~~
97 | ~~defines what students need to know and be able to do.~~
98 |
99 | (i) Core ~~AcademicContent~~ Areas – English language arts, mathematics, science, social studies,
100 | the arts, and technology.
101 |
102 | ~~(j)~~ Course – a connected series of lessons and learning experiences that:
103 | 1. Establish expectations defined by recognized content standards,
104 | 2. Provide students with opportunities to learn and practice skills, and
105 | 3. Include assessments of student knowledge and skills adequate to determine
106 | proficiency at the level of academic rigor required by relevant content standards.
107 |
108 | ~~(k) Course Catalog – A list of courses offered to students during a given timeframe, typically~~
109 | ~~including course name, description, pre-requisites, and instructor.~~
110 |
111 | ~~(l) Council Designation – a notation on a diploma designating achievement consistent with a~~
112 | ~~standard set for this purpose by the Council on Elementary and Secondary Education.~~
113 | ~~Designations approved by the Council on Elementary and Secondary Education shall include~~
114 | ~~but not be limited to documentation of student achievement of statewide literacy and numeracy~~
115 | ~~standards and documentation of student completion of a defined course of study consistent with~~
116 | ~~a personal learning goal.~~
117 |
118 | (m) Diploma System – the comprehensive set of structures, processes, and policies required in
119 | all secondary schools to ensure access to rigorous programming and appropriate supports that
120 | prepare all students for success in college, careers, and life.
121 |
122 | ~~(n) Dual Enrollment – the concurrent earning enrollment of college credits a student in a~~
123 | ~~secondary school while simultaneously enrolled in high school, part-time or full-time as a non-~~
124 | ~~matriculating student at a postsecondary institution, such as a community college, college or~~
125 | ~~university~~
126 |
127 | ~~(o)~~ Guaranteed and Viable Curriculum – curriculum that provides both the opportunity and time
128 | for students to learn. It ensures that the curriculum is implemented consistently by all teachers
129 | to all students. It is based on a commitment from the districts and its schools that the written,
130 | taught, and learned curriculum is aligned so that all students learn agreed upon standards. See
131 | Basic Educational Program (G-13-1.1).
132 |
133 | (p) Individual Learning Plan (ILP) – a planning and monitoring tool that customizes and directs
134 | students' goals and development in three domains: academic, career, and personal/social.
135 |

136 | ~~(mq)~~ Literacy – the ability to read, write, speak, and listen in order to communicate with others
137 effectively, as well as the ability to think and respond critically and to process complex
138 information across content areas.

139
140 | ~~(rl)~~ Local Education Agency (LEA) – a public board of education/school committee or other
141 public authority legally constituted within the State for either administrative control or direction of
142 one or more Rhode Island public elementary schools or secondary schools.

143
144 | ~~(es)~~ Numeracy – the ability to use and communicate about numbers and measures with a range
145 of mathematical techniques in order to solve quantitative or spatial problems in a range of real-
146 world contexts.

147
148 | ~~(p)~~ Opportunities to Learn – programs, resources, materials, and instruction that schools and
149 teachers must provide in a quantity and of a quality sufficient to enable all students to learn and
150 demonstrate the knowledge and skills set out in state-adopted standards and other relevant
151 content or skill-based standards.

152
153 | ~~(q)(t)~~ Performance-Based Diploma Assessments – elements of a required system of
154 assessments from which LEAs must choose two Assessment – multifaceted assignments that
155 serve as graduation requirements:

156 | ~~1. Comprehensive course assessments – Summative assessments designed to measure~~
157 ~~student skill and ability within a content area. At least fifty percent of this assessment~~
158 ~~must be performance-based and evaluate a student's application of the knowledge and~~
159 ~~skills learned in the course.~~

160 | ~~Exhibition – Demonstration of learning that includes both academic products and oral~~
161 ~~presentations. An exhibition is an independent, in-depth, extended project derived from student~~
162 ~~choice and requiring the simultaneous culminating demonstration of deep content knowledge~~
163 ~~and a student's applied learning skills, and knowledge of one or more content areas.~~

164 | ~~2. Graduation Portfolio – Collection of work that documents a student's academic~~
165 ~~performance over time and demonstrates deep content knowledge and applied learning~~
166 ~~skills. A portfolio typically includes a range of performance-based entries required by the~~
167 ~~local education agency (LEA) and selected by the student, reflections, summary~~
168 ~~statements, and a final student presentation.~~

169
170 | ~~(r)~~

171 | ~~(u)~~ Personalization – environment in which a responsible educator, in addition to a school
172 counselor, meets regularly with and is knowledgeable about the social/emotional, academic,
173 and career goals of each student to whom he or she is assigned. Meetings between the adult
174 and the students may take place in either formal or informal structures.

175
176 | ~~(s)~~ Personal Literacy Plan (PLP) – an individualized record of action describing a diverse variety
177 of educational programs, learning experiences, instructional strategies and supports used to
178 accelerate student learning and move toward grade-level proficiency in literacy.

179
180 | ~~(t)~~ Proficiency – a measure of a student's knowledge and skill in each of the core content areas
181 that are demonstrated in various settings over time. The specific knowledge and skills are
182 defined by state-adopted standards, other content standards, and/or career readiness and life
183 skills.

184
185 ~~(u) Progress Plan—a documented approaches and academic support program required for~~
186 ~~students who do not meet the Council on Elementary and Secondary Education defined~~
187 ~~minimum level of achievement on the state assessment. Progress Plans must include the types~~
188 ~~and duration of academic and educational supports and academic performance targets~~
189 ~~necessary for graduation. Progress plans may be incorporated into the ILP and may strategies~~
190 ~~that are intended to address academic weakness in the areas of course performance and/or~~
191 ~~performance-based diploma assessments; the distinct learning needs, interests, aspirations or~~
192 ~~cultural backgrounds of individual students~~

193
194 ~~(v) Progress Toward Proficiency—meaningful, quantifiable improvement of academic. A defined~~
195 ~~level of knowledge and skills in those areas in which that are expected to be learned signaling~~
196 ~~that a student has academic gaps as evidenced through state assessments. The Council on~~
197 ~~Elementary and Secondary Education establishes the calculation and expression of the amount~~
198 ~~of student level is well prepared to progress necessary for students to meet state graduation~~
199 ~~requirements on the state assessment.~~

200
201 ~~(w) Council on Elementary and Secondary Education Commendation—an emblem affixed to~~
202 ~~student diplomas designating academic achievement at or above levels set by the Council on~~
203 ~~Elementary and Secondary Education for this purpose.~~

204
205 ~~(x) Scaffolded Literacy System—three levels of support for improving all students' reading that~~
206 ~~include:~~

- 207 ~~1. A school-wide discipline-specific program for all students,~~
- 208 ~~2. Targeted literacy supports for students reading more than one and up to two years~~
209 ~~below the next lesson, course, grade level, and~~
- 210 ~~3. Intensive literacy intervention for students reading more than two years below grade~~
211 ~~level.~~

212
213 ~~(y) Student Advisory—or to receive a structure or structures for stable groups of students to~~
214 ~~meet regularly throughout the academic year with at least one assigned adult, in an~~
215 ~~environment with sufficient time and opportunity to support student achievement in the~~
216 ~~academic, career, personal/social domains. diploma.~~

217
218 ▲ ~~-----~~ **Formatted: Font: Bold**

220 **L-6-2.0 ENSURING GRADE LEVEL LITERACY AND NUMERACY FOR ALL SECONDARY** 221 **RHODE ISLAND STUDENTS.**

222 Each local education agency (LEA) shall ensure that all of its secondary students are proficient
223 in literacy and numeracy. LEAs shall ensure student proficiency by providing access to a
224 guaranteed and viable curriculum, monitoring each student's progress toward proficiency in
225 literacy and numeracy, and providing sufficient academic, career, and personal/social supports
226 to ensure that all secondary students become proficient. ~~The Commissioner shall ensure that~~
227 ~~each LEA has adequate mechanisms in place to develop and monitor student proficiency in~~
228 ~~reading and mathematics. All programs, services, supports, and accommodations in these~~

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229 | ~~regulations shall be construed as affirmative obligations of the LEA and can be enforced via~~
230 | ~~Chapter 16-39 of Rhode Island General Laws.~~

231

232 | **L-6-2.1 Assessing reading literacy and numeracy proficiency levels of secondary**
233 | **students.**

234 | (a) Each LEA in Rhode Island shall evaluate the reading literacy and numeracy levels of all
235 | secondary students. All LEAs, ~~in compliance with the Rhode Island PreK-12 Literacy Policy,~~
236 | shall develop a screening/review process that utilizes state and local assessments to identify
237 | students in need of additional diagnostic assessments and instructional support.

238

239 | (b) LEAs shall diagnostically assess all secondary students who have been identified through
240 | the screening process described herein as performing below grade level to determine and
241 | assign appropriate instructional strategies and interventions. ~~LEAs shall report the number of~~
242 | ~~secondary students reading below grade level at a time and in a manner established by the~~
243 | ~~Commissioner.~~ The LEAs shall be responsible for costs associated with test procurement,
244 | administration, and interpretation. The Commissioner may authorize the use of suitable state or
245 | federal funds for such purposes. ~~Based on the results of reading assessments at all grade~~
246 | ~~levels, the Commissioner may exercise the authority provided under Title 16 to intervene in a~~
247 | ~~school or LEA to ensure that the literacy needs of all students, as indicated by these~~
248 | ~~assessments, are effectively addressed.~~

249

250 | **L-6-2.2 Improving literacy and numeracy for secondary students reading performing**
251 | **below grade level.**

252 | (a) ~~LEAs~~ Each LEA shall initiate reading interventions for every student reading one or more
253 | years functioning below levels of expected performance for their grade level based on the
254 | assessments required under section L-6-2.1 of these regulations. Any student who continues to
255 | fall below grade level ~~in reading~~ and/or fails to attain proficiency in literacy or numeracy in
256 | subsequent years ~~on assessments designated by the Commissioner~~ shall continue to receive
257 | specialized reading intervention and supports.

258

259 | (b) Ensuring grade level literacy and numeracy is the responsibility of ~~all LEAs.~~ ~~At the secondary~~
260 | ~~level, reading instruction each LEA, and~~ shall include scaffolded literacy instruction, ~~providing~~
261 | ~~and the provision of~~ school-wide, targeted and intensive supports ~~including Personal Literacy~~
262 | ~~Plans (PLPs) that document.~~ Intervention and support for students reading performing one or
263 | more years below grade level.

264

265 | ~~(c) In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall~~
266 | ~~provide evidence of the effectiveness of the specific reading strategies and programs that are in~~
267 | ~~place in middle level schools and high schools to ensure that all students reading below grade~~
268 | ~~level will attain and maintain grade level literacy skills. All Rhode Island LEAs shall have~~
269 | ~~mechanisms in place that (1) identify and support students reading below grade level and (2)~~
270 | ~~support the implementation of literacy programming at all levels to address the student needs~~
271 | ~~identified through the screening requirements set forth in section L-6-2.1 of these regulations.~~
272 | ~~LEAs shall have mechanisms in place that ensure that all levels work collaboratively to~~

273 | ~~transition students between schools and across LEAs be documented within the student's~~
274 | ~~Individualized Learning Plan (ILP).~~

275

276 | **~~L-6-2.3 Improving numeracy for all students.~~**

277 | ~~(a) LEAs shall ensure grade level numeracy for all students. LEAs shall initiate numeracy~~
278 | ~~interventions for every student functioning below expected performance for their grade. Any~~
279 | ~~student failing to attain proficiency shall receive specialized supports in a manner, format, and~~
280 | ~~schedule to be prescribed by the Commissioner, all LEAs shall provide evidence of the~~
281 | ~~effectiveness of specific mathematics strategies and programs that they have implemented to~~
282 | ~~ensure all students who are not demonstrating proficiency against state adopted math(c). Each~~
283 | ~~LEA shall ensure that all students who are not demonstrating proficiency as measured by state-~~
284 | ~~adopted math and literacy standards will attain and maintain performance that allows them to~~
285 | ~~engage in grade appropriate curriculum. All Rhode Island LEAs shall have mechanisms in place~~
286 | ~~that: (1) identify and support students who are not making progress in literacy and mathematics~~
287 | ~~as measured by local and state assessment data; and (2) provide universal student access to a~~
288 | ~~guaranteed and viable curriculum aligned to state adopted mathematics standards. LEAs shall~~
289 | ~~have mechanisms in place that ensure that all grade levels work collaboratively to transition~~
290 | ~~students between schools within and across LEAs.~~

291

292 | ~~(d) All LEAs shall maintain documentation of the effectiveness of specific literacy and~~
293 | ~~mathematics strategies and programs that have been implemented.~~

294 | **~~L-6-3.0 RHODE ISLAND GRADUATION REQUIREMENTS DIPLOMA SYSTEM.~~**

295 | ~~Commencing with the graduating class of 2020, each LEA shall create a composite measure of~~
296 | ~~each student's overall proficiency in the six core academic areas: English language arts, math,~~
297 | ~~science, social studies, the arts, and technology. These six core content areas shall be aligned~~
298 | ~~to state adopted standards and locally adopted national standards in those content areas for~~
299 | ~~which there are no state standards. This composite measure Diploma eligibility shall be derived~~
300 | ~~from a conjunctive review of threetwo sources of evidence: (1) individual student results on the~~
301 | ~~state assessment in content areas designated by the Council on Elementary and Secondary~~
302 | ~~Education successful course completion in conformance with Section L-6-3.1; and (2) successful~~
303 | ~~course completion; and (3) successful completion of twot least one performance-based~~
304 | ~~diploma assessments. These requirements are set forth in sections L-6-3.1, assessment as~~
305 | ~~described in section L-6-3.2 and L-6-3.3 of these regulations.~~ In order to be eligible for a
306 | ~~diploma, students must meet state and local requirements in all threethese two areas.~~

307

308 | ~~Prior to 2020 but~~ No earlier than the class of 2017, LEAs may choose to include the state
309 | assessment or other standardized assessment as a graduation requirement in addition to ~~(21)~~
310 | and ~~(32)~~ above.

311

312 | LEAs shall provide students with multiple opportunities and appropriate supports to meet
313 | ~~these local~~ graduation requirements adopted in compliance with these regulations and to
314 | prepare for post-secondary academic and career goals.

315

316 Each Rhode Island school committee shall adopt graduation requirements consistent with L-6-
317 3.1, L-6-3.2, L-6-3.3, L-6-3.4 and L-6-3.45 of these regulations in LEA policy and ~~submit~~
318 ~~evidence of their adoption as part of the Commissioner's review set forth in section L-6-3.6~~ shall
319 ~~maintain documentation~~ of these ~~regulations.policies.~~

320
321 **L-6-3.1. Coursework requirements.**

322 (a) LEAs shall formally adopt coursework graduation requirements that: (1) apply to all students
323 within the LEA; and, (2) require successful completion of at least twenty ~~academic courses or~~
324 ~~the equivalent that. The twenty courses must~~ include ~~demonstrations~~ demonstration of
325 proficiency, as defined by the LEA and aligned with appropriate high school content standards,
326 in the six core content areas: English language arts, math, science, social studies, the arts, and
327 technology. All courses shall be aligned to state adopted high school standards, or locally
328 adopted national standards in those content areas for which there are no state standards. All
329 courses must be of scope and rigor sufficient to allow students to achieve high school level
330 proficiency, as determined by the LEA. Successful completion of a course shall include
331 demonstration of the knowledge, skill and competencies outlined in the course learning
332 objectives.

333
334 Students who achieve modified proficiency standards applied to coursework requirements for
335 students determined to be eligible for the alternate assessment under federal law, state rules
336 and regulations, and as noted in the student's IEP, may, at LEA discretion, be awarded a
337 diploma for graduation purposes.

338
339 ~~(b.)~~ The twenty courses must include the following content-area courses: four courses of
340 English Language Arts, four courses of mathematics ~~(three mathematics courses and one math-~~
341 ~~related course),~~ three courses of science, and three courses of history/social studies. The
342 additional six required courses are presumed to include, but not limited to, world languages, the
343 arts, technology, physical education and health, ~~and technology~~ pursuant to LEA policies and
344 applicable state law. Designation as a content-area course, e.g. "mathematics" or "science,"
345 shall be an LEA decision based upon alignment to relevant state adopted standards ~~and/or~~, in
346 those content areas not defined by state-adopted standards, other recognized content
347 standards. ~~All courses must be of scope and rigor sufficient to allow students to achieve the~~
348 ~~minimum level of proficiency required by section L-6-3.0 of these regulations.~~

349
350 LEAs may integrate multiple core or other content areas and associated learning standards into
351 a single course for the purpose of meeting coursework requirements.

352 (c) The selection and scheduling of courses shall be consistent with the needs of the individual
353 ~~students~~ student and, to the maximum degree possible, students' individual learning plans
354 ~~(ILPs). LEAs shall provide students with additional opportunities beyond the minimum required~~
355 ~~in accordance with students'~~ the student's individual learning ~~plans (ILPs)~~ plan (ILP). LEA
356 graduation requirements must satisfy all curricular requirements set forth in General Laws and
357 applicable Council on Elementary and Secondary Education regulations.

358

359 | (~~bd~~) Students can meet the requirements set forth in this section, inclusive of the fourteen
360 | content-area course requirements, through ~~enrollment in a~~courses within state-approved career
361 | and technical ~~program~~programs, expanded learning opportunities, dual enrollment, concurrent
362 | enrollment, on-line learning, experiential learning opportunities, and other non-traditional
363 | academic and career-readiness ~~program~~learning experiences. Recognition of these learning
364 | opportunities as fulfilling the coursework graduation requirements in this section is a local
365 | decision and shall be predicated on alignment to state adopted content-area standards and/or
366 | other relevant national and/or industry standards. Course catalogs should clearly indicate
367 | courses that can fulfill content-area course requirements.

368 |
369 | **L-6-3.2. Performance-based diploma assessments.**

370 | Students shall successfully complete at least ~~two of the following one~~ performance-based
371 | diploma ~~assessments: graduation portfolios, exhibitions, comprehensive course assessments,~~
372 | ~~or Certificate of Initial Mastery~~©. Each student exiting a Rhode Island high school with a diploma
373 | ~~shall exhibit proficiency in a comprehensive set of applied learning skills including~~
374 | ~~communication, problem-solving, critical thinking, research, reflection and evaluation, and~~
375 | ~~collaboration~~assessment. Successful completion of performance-based diploma assessments
376 | shall include demonstrations of both applied learning skills and ~~core content proficiency~~.
377 | ~~Students shall be required to present their portfolio or exhibition work to a review panel that will~~
378 | ~~evaluate the student's presentation using a state-approved rubric~~proficiency in one or more
379 | content areas. All performance-based diploma assessments shall be evaluated utilizing an LEA-
380 | defined scoring criteria aligned with high school level state-adopted content standards and
381 | applied learning standards and/or other relevant nationally-recognized content standards.

382 |
383 | ~~Districts shall develop performance-based diploma assessments and associated processes in~~
384 | ~~accordance with these regulations. The diploma assessment process, including oral~~
385 | ~~presentations, must be scheduled in a manner and time so as to allow students adequate~~
386 | ~~opportunities to acquire the skills and content mastery required for graduation.~~

387 |
388 | **L-6-3.3. Use of state assessments for high school graduation.**

389 | ~~(a) Commencing with the class of 2020, students shall be required to reach a minimum~~
390 | ~~achievement level on the state assessment or assessments in content areas designated by the~~
391 | ~~Council on Elementary and Secondary Education. The Council shall (1) designate the content~~
392 | ~~areas in which the state assessment serves as a graduation requirement and (2) establish the~~
393 | ~~minimum student achievement levels on the state assessment necessary for graduation. The~~
394 | ~~Council will determine the minimum level of required achievement; however, LEAs may set~~
395 | ~~higher levels of student achievement as a requirement to receive a diploma. LEAs may choose~~
396 | ~~to use the state assessment or other standardized assessment as one of the local graduation~~
397 | ~~requirements prior to the 2020 date set forth above but no earlier than for the class of 2017.~~

398 |
399 | ~~In content areas in which the Council on Elementary and Secondary Education has not~~
400 | ~~approved a state assessment for the purpose of determining student eligibility for graduation,~~
401 | ~~the LEA shall use successful course completion and student performance on performance-~~
402 | ~~based diploma assessments and other local evidence to satisfy state graduation requirements.~~

403 |
404 | ~~Commencing with the graduating class of 2014, state assessment results shall be included on~~
405 | ~~each student's permanent high school transcript.~~

406
407 ~~(b) Students who do not meet the Council on Elementary and Secondary Education-established~~
408 ~~minimum level of achievement on the state high school assessment(s) shall be provided~~
409 ~~additional opportunities to demonstrate their proficiency and meet graduation expectations~~
410 ~~through the processes as determined by the Commissioner related to:~~

411
412 ~~*Retaking the state assessment:* If a student does not meet the level of minimum achievement~~
413 ~~on a state assessment designated by the Council on Elementary and Secondary Education, the~~
414 ~~student shall be required to retake the relevant portion of the state assessment. Through an~~
415 ~~additional administration or administrations of the state assessment, students can meet the~~
416 ~~requirements set forth in this section by either reaching the Council-defined minimum level of~~
417 ~~achievement or by demonstrating progress toward proficiency. The Council shall establish the~~
418 ~~means of calculation and expression of the minimum requirements for student-level~~
419 ~~improvement necessary to achieve progress toward proficiency.~~

420
421 ~~Testing alternatives: If, after retaking the state assessment, a student does not meet the~~
422 ~~required level of achievement or make progress toward proficiency, the student may~~
423 ~~demonstrate graduation readiness through successful completion of a Council-approved~~
424 ~~alternative assessment.~~

425
426 ~~Waivers: If a student is unable to demonstrate graduation readiness through the state~~
427 ~~assessment or a Council-approved testing alternative, the student may apply to his or her LEA~~
428 ~~for a waiver of the state assessment portion of the graduation requirements. LEAs are~~
429 ~~authorized to grant waivers from the state assessment requirement set forth in this section only~~
430 ~~in those rare cases in which the state assessment is not a valid means of determining the~~
431 ~~proficiency of individual students. Waiver eligibility will be considered only for those students for~~
432 ~~whom: (1) there is a preponderance of evidence of academic content mastery consistent with L~~
433 ~~6-3.0 of these regulations and (2) the student has completed the sequence of testing~~
434 ~~requirements set forth in this section.~~

435
436 ~~Local management of the waiver processes set forth herein, as well as the results of said waiver~~
437 ~~process, shall be monitored through the Commissioner's review set forth in section L-6-3.6 of~~
438 ~~these regulations.~~

439
440 **~~L-6-3.3.~~ L-6-3.4. Appeals process for graduation decisions.**

441 Students and families shall have the right to appeal graduation decisions through locally
442 managed appeals policies and processes. Locally managed appeals processes shall consider
443 all valid sources of evidence that demonstrate and document student proficiency at a level
444 commensurate with the requirements set forth in ~~section L-6-3.0 of these regulations.~~ LEAs
445 shall maintain documentation on locally managed appeals criteria, processes, and outcomes.

446
447 ~~L-6-3.4. Locally managed appeals criteria, processes, and outcomes shall be monitored through~~
448 ~~the Commissioner's review set forth in section L-6-3.6 of these regulations.~~

449
450 **~~L-6-3.5.~~ L-6-3.5. Diploma commendations and certificates.**

451 **~~(a).~~ Council designations**

452 Commencing with the graduating class of ~~2020~~2021, LEAs ~~are authorized to recognize shall~~
453 ~~include a designation notation on permanent high school transcripts and on the diplomas of all~~
454 ~~students who achieve above the minimum achievement level required for graduation with a~~

455 ~~Council on Elementary and Secondary Education commendation meet Council-defined criteria.~~
456 The Council shall ~~establish the minimum criteria (1) determine designations available statewide,~~
457 ~~and (2) determine the level of achievement necessary to earn a Council's commendation and~~
458 ~~shall provide LEAs with a means of appending the commendation to eligible students' diplomas.~~
459 ~~Student eligibility for a Council's commendation will be contingent upon successful completion~~
460 ~~of local graduation requirements. LEAs may set additional or higher academic requirements for~~
461 ~~students to earn a Council's commendation. LEAs may establish local guidelines that govern for~~
462 ~~a Council Designation. Designations approved by the Council shall include, but not be limited to~~
463 ~~documentation of student opportunities to retake the state assessment for the purposes of~~
464 ~~earning a Council's commendation.~~

465
466 ~~(b) achievement of a statewide literacy and numeracy standard and documentation of student~~
467 ~~completion of a course of study consistent with a personal learning goal. LEAs shall provide~~
468 ~~students with multiple opportunities and appropriate supports to meet designation requirements.~~
469 LEAs are authorized to award ~~certificates of academic and technical skill achievement and work~~
470 ~~readiness and life skills to additional locally-developed designations.~~

471 472 473 **L-6-3.5. Alternate recognition of high school accomplishment.**

474 ~~LEAs are authorized to recognize~~ any student who has satisfactorily completed specific ~~course~~
475 ~~workcourses~~ or other standards-based activities ~~that indicate a recognized level of knowledge~~
476 ~~and/or skills. Certificates within the high school course of study, as defined by the LEA. Alternate~~
477 ~~recognition certificates shall not be considered a diploma. Alternate recognition certificates shall~~
478 ~~document academic achievement, technical skills, work readiness and life skills of the student~~
479 ~~and~~ may be included as part of a student's transition plan to post-secondary
480 academic or work training programs.

481 482 **L-6-3.6. Council on Elementary and Secondary Education approved diploma system.**

483 The Commissioner ~~shall review all LEA high school reserves the right to establish protocols and~~
484 ~~criteria for reviewing LEA~~ diploma systems to ensure that they are in compliance with all
485 elements of these regulations. ~~The Commissioner shall establish the protocols and the criteria~~
486 ~~for diploma system review and accountability. The LEA is responsible for maintaining all~~
487 ~~records that demonstrate compliance with these regulations.~~ The Commissioner shall ~~maintain~~
488 ~~a detailed record of LEA implementation status and report that status regularly to the Council on~~
489 ~~Elementary and Secondary Education. LEAs must demonstrate, through the Commissioner's~~
490 ~~review and approval process, that all of the elements of these regulations are fully implemented.~~
491 ~~Districts will be subject to develop~~ a progressive system of ~~incentives monitoring~~ and
492 ~~interventions according accountability to their respective levels of ensure LEA~~ implementation
493 and compliance with these regulations. ~~Should the Commissioner find, through the review~~
494 ~~process, that an LEA has failed to comply fully with these regulations, the Commissioner shall~~
495 ~~utilize the full authority granted to the office, up to and including rescinding the diploma-granting~~
496 ~~authority of LEAs.~~

497 498 **L-6-3.7. Local educational agency notification to students, families, and community** 499 **members of the requirements for graduation.**

500 (a) LEAs shall provide full and effective notice of the state and local graduation requirements to
501 administrators, teachers, students, families, and members of the community. ~~This information~~
502 ~~must be provided to all members of each class upon their entry to sixth grade and again upon~~
503 ~~their entry to ninth grade (or at the time of enrollment into the LEA). Full and effective notice of~~
504 ~~the minimum achievement level on designated statewide assessments for graduation purposes,~~
505 ~~as described in section L-6-3.3 of these Regulations.~~ Full and effective notice of the
506 requirements for graduation and Council designations must be provided to students and their
507 families no later than October 1 in the year in which said students enter the ninth grade (or at
508 the time of enrollment into the LEA), ~~after which the local and state diploma system~~
509 ~~requirements shall not be altered for the affected class.~~ LEAs shall provide notice of the
510 requirements to students enrolled by the LEA in non-public schools or programs and to students
511 attending school in juvenile correction programs.

512
513 (b) ~~LEAs shall provide~~ notification ~~processes and evidence that~~ annually of the process by
514 which parents/guardians ~~have been provided~~ can access to their child's individual learning plans
515 and/or personal literacy plan(s) shall be monitored through the Commissioner's review set forth
516 in section L-6-3.6 of these regulations, including information regarding their child's progress
517 toward graduation and Council designation requirements.

518
519 (c) In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a
520 record of multiple and timely individual notices to the student and his/her family that include: (1)
521 clear notification of the student's academic status; and (2) the opportunity to meet and discuss
522 the student's academic program, support, and planned interventions; and (3) regular updates of
523 student performance and progress. All such communications must be provided in a format
524 accessible to families and students. LEA failure to provide student and family notifications in the
525 manner set forth in these regulations may be addressed through locally managed appeals
526 processes but shall not be presumed to result in the awarding of a diploma.

527
528 **L-6-3.8.4.0. MIDDLE LEVEL AND HIGH SCHOOL SUPPORTS TO STUDENTS**

529 **L-6-4.1 Supports for students.**

530 Every student enrolled in Rhode Island public schools has the right to an appropriate and
531 individualized opportunity to achieve proficiency as ~~measured~~ defined the LEA and in
532 accordance with ~~section L-6-3.0 of~~ these regulations. For many students, that opportunity will
533 require additional research-based supports from the LEA.

534
535 The range of necessary support mechanisms must include:

536
537 (a) Beginning no later than entry into sixth grade, each student shall have an individual learning
538 plan (ILP) as described in section L-6-4.3 of these regulations. The ILP shall coordinate with the
539 following documents, programs, and plans as appropriate: Individual Educational Program
540 (IEP),¹ Section 504 Plan, Personal Literacy Plan (PLP),¹ Response to Intervention (RtI),¹
541 transition plans, and English language learner services.

542

543 | (b) LEAs shall utilize a ~~state-developed research-based~~ early warning system to identify students
544 | at risk for academic failure and dropout. Identification of students at risk shall occur no later than
545 | the sixth grade year (or at the time of enrollment for students enrolling into the LEA after the
546 | sixth grade year). LEAs shall communicate regularly with the families of students identified
547 | through the early warning system, including providing them with information about the support
548 | provided to and progress being made by the student. ~~as described in section L-6-3.7(c) of~~
549 | these regulations.

550 |
551 | (c) LEAs shall be responsible for providing additional academic and instructional support and
552 | research-based interventions for all students not on track to meet the graduation diploma
553 | requirements established by section L-6-3.1, ~~L-6-3.2,~~ and L-6-3.32 of these regulations.
554 | Students failing to reach the required level of ~~achievement on the state assessment proficiency~~
555 | as established ~~by section L-6-3.3 of locally and in accordance with~~ these regulations shall be
556 | provided a progress support plan. ~~Progress plans must include, including~~ the types and duration
557 | of academic and educational supports and academic performance targets necessary for
558 | graduation. Progress earning a diploma. Support plans ~~may shall~~ be incorporated
559 | into documented in the ILP and may address academic weaknesses in course performance
560 | and/or performance-based diploma ~~9~~ assessments. Other academic and instructional supports
561 | shall also be documented in the student's ~~individual learning plan (ILP).~~

562 |
563 | (d) ~~Students with disabilities~~ All students are expected to present evidence of successful
564 | completion of the applicable graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.34
565 | of these regulations. ~~to be eligible for a diploma or Council designation, respectively.~~ Students
566 | with disabilities have the right under federal law to remain in school until the age of 21.

567 |
568 | ~~(e) Students identified as English language learners are expected to present evidence of the~~
569 | ~~successful completion of the graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.3~~
570 | ~~of these regulations. The Commissioner shall identify an alternative assessment or set of~~
571 | ~~assessments appropriate to determine the academic proficiency of English language learners~~
572 | ~~that (1) have low levels of English proficiency, (2) have been served by Rhode Island public~~
573 | ~~schools for fewer than four years, and (3) have had uninterrupted formal schooling prior to~~
574 | ~~entering Rhode Island public schools. English language learners may continue working toward~~
575 | ~~successful completion of Rhode Island graduation requirements beyond the equivalent of the~~
576 | ~~12th grade year.~~

577 |
578 | ~~(f)~~(e) LEA failure to provide the supports set forth in this section may be addressed through
579 | locally managed appeals processes but shall not be presumed to result in the awarding of a
580 | diploma.

581 | 582 | **~~L-6-4.0. MIDDLE LEVEL AND HIGH SCHOOL RESTRUCTURING.~~**

583 | **~~L-6-4.1-L-6-4.2. Requirement for personalized learning environments.~~**

584 | All middle level schools and high schools shall implement strategies for creating personalized
585 | learning environments, including the provision of a structure by which every student is assigned
586 | a responsible adult, in addition to a school counselor, who is knowledgeable about that
587 | student's academic, career, and social/personal goals. These personalization strategies must
588 | ensure a collective responsibility for individual students ~~and shall include approaches such as~~

589 ~~student advisories, schools within schools, academies, and or interdisciplinary grade,~~
590 ~~Structures for personalization at the middle level teams organized around a common group shall~~
591 ~~be an integral component of students, etc. Evaluation~~ the student program in each LEA,
592 ~~inclusive of but not limited to advisory structures. LEAs shall maintain documentation~~ of the
593 effectiveness of such personalization strategies ~~shall be conducted in a manner, format, and~~
594 ~~schedule to be determined by the Commissioner.~~

595
596 **~~L-6-4.2. Middle level advisory.~~**

597 ~~Student advisory structures at the middle level shall be an integral component of the middle~~
598 ~~level program in each LEA, regardless of the additional personalization structures that are~~
599 ~~employed. For purposes of these regulations, advisories shall be defined as a structure or~~
600 ~~structures for stable groups of students to meet regularly throughout the academic year with at~~
601 ~~least one assigned adult in an environment with sufficient time and opportunity to support~~
602 ~~student achievement in the academic, career, personal/social domains.~~

603
604 **~~L-6-4.3 Individual Learning Plan (ILP).~~**

605 (a) LEAs are responsible for developing a student ILP process beginning no later than the sixth
606 grade to help students identify and meet their academic, career, and personal/social goals. The
607 ILP shall document the student's ~~college~~ academic and ~~career~~ applied learning interests and
608 learning supports that culminate in graduation, Council designation and preparation for post-
609 secondary success. The ILP shall document additional educational opportunities ~~such as dual~~
610 ~~enrollment, alternative pathways, career and technical education, transition placements and/or~~
611 ~~employment training provided~~ to help students reach their goals.

612
613 (b) The ILP process shall provide regular and ongoing opportunities for students to review and
614 revisit their goals with the guidance of responsible adults, including parents or legal guardians.
615 In order to ensure the use of the ILP in coordinating appropriate supports, access to courses,
616 and additional learning opportunities necessary to support students in meeting their goals, ILP
617 reviews must occur not less than ~~bi-annually~~ twice in each school year and ~~10~~ during key
618 transition periods including middle to high school and high school to post-secondary placement.
619 LEAs shall ~~provide evidence~~ maintain documentation of the effectiveness of their ILP process ~~in~~
620 ~~a manner and format to be prescribed by the Commissioner.~~

621
622 **~~L-6-4.4. Professional development.~~**

623 All certified educators in middle level and high schools shall participate in at least fifteen (15)
624 hours of ongoing professional development annually, focused on the priority areas of literacy,
625 ~~and~~ numeracy throughout the curriculum, graduation by proficiency, and personalization.
626 Professional development ~~must~~ shall be informed by student achievement data and guided by
627 best practice in curriculum, instruction and assessment.

628
629 **~~L-6-4.5. Common planning time.~~**

630 Common planning time shall be used by teams of teachers, administrators, and other educators
631 for the substantive planning of instruction, looking at student ~~work~~ achievement data, addressing
632 student needs, and group or embedded professional development. ~~By the school year 2011-~~
633 ~~2012~~; Common planning time must provide for at least one hour per week at the high school

634 | level and at least two hours per week at the middle level. Pursuant to the requirements of this
635 | section, LEAs shall provide evidence of the manner in which these requirements are
636 | implemented, as well as the means by which administrators and teachers will receive
637 | professional development in the effective use of common planning time. This common planning
638 | time must be in addition to individual faculty planning time and the professional development
639 | requirements set forth in these regulations, focused on the priority areas of vertical articulation,
640 | literacy, numeracy, graduation by proficiency, and personalization.

641 |
642 | This common planning time must be in addition to individual faculty planning time and locally
643 | determined professional development requirements. As established in Section G-4-11 of the
644 | Board of Regents Council on Elementary and Secondary Education Regulations Governing the
645 | School Calendar and School Day, common planning time does not qualify as “instructional time”
646 | for the purposes of compliance with the required length of the school day.

APPENDIX O: DATA SHARING AGREEMENT

**DATA SHARING AND CONFIDENTIALITY
FRAMEWORK AGREEMENT**

This Data Sharing and Confidentiality Framework Agreement (this “Agreement”) is entered into as of September 29, 2016, by and between the following parties:

Name of Entity: Rhode Island Department of Elementary and Secondary Education (“RIDE”)
Address: 255 Westminster Street, Providence, RI 02903
Name of Contact Person: Peg Votta
Contact Person Phone #: (401) 222-8412
Contact Person Email: Margaret.Votta@ride.ri.gov

Name of Entity: Rhode Island Office of the Postsecondary Commissioner (“RIOPC”)
Address: 560 Jefferson Boulevard, Warwick, RI 02886
Name of Contact Person: Andrea Spargo
Contact Person Phone #: (401) 736-1163
Contact Person Email: andrea.spargo@riopc.edu

Name of Entity: RI Department of Labor and Training (“RIDLT”)
Address: 1511 Pontiac Ave., Cranston, RI 02920
Name of Contact Person: Lisa DAgostino
Contact Person Phone #: (401) 462-8870
Contact Person Email: Lisa.Dagostino@dlt.ri.gov

Name of Entity: Governor’s Workforce Board Rhode Island (“GWBRI”)
Address: 1511 Pontiac Avenue, Bldg 73, Cranston, RI 02920
Name of Contact Person: Heather Hudson
Contact Person Phone #: (401) 462-2425
Contact Person Email: Heather.W.Hudson@dlt.ri.gov

Name of Entity: Executive Office of Commerce (“EOC”)
Name of Contact Person: c/o Dan Sutton
Contact Person Address: 315 Iron Horse Way, Suite 101, Providence, RI 02908
Contact Person Phone #: (401) 278-9100
Contact Person Email: Daniel.Sutton@commerceri.com

Name of Entity: Rhode Island Department of Revenue (together with RIDE, RIOPC, RIDLT, GWBRI, and EOC, “State Agencies” and individually, “State Agency”)
Address: One Capitol Hill, Providence, RI 02908
Name of Contact Person: Heather L. Martino, Esq.
Contact Person Phone #: (401) 574-9907
Contact Person Email: heather.martino@revenue.ri.gov

Name of Entity: The Providence Plan (together with the State Agencies, “Parties,” and individually, “Party”)
Address: 10 Davol Square, Suite 300, Providence, RI 02903
Name of Contact Person: Kim Pierson
Contact Person Phone #: (401) 443-4308
Contact Person Email: kpierson@provplan.org

WHEREAS, on or about March 30, 2016, Governor Gina M. Raimondo began bringing representatives across state government together for the purposes of devising a plan to increase career readiness education and pathway opportunities for youth to enter high-demand, high-wage fields in Rhode Island's economy (the "Initiative");

WHEREAS, the Initiative has two overarching goals: (a) to dramatically increase the number of students who successfully complete career pathways that begin in secondary school and culminate in postsecondary degrees and/or industry credentials with labor market value; and (b) to catalyze transformational approaches to the design and implementation of programs and policies to increase students' career-readiness in communities across the state;

WHEREAS, the State Agencies wish to share data and coordinate among the Parties to implement the Initiative and for the undertaking of studies, analyses, and other research that could implement corresponding programs, policies, services, and facilities in the State of Rhode Island ("Project");

WHEREAS, the purpose of this Agreement is to authorize the sharing of data and records between the Parties for the legally authorized uses, including:

- To comply with 20 C.F.R. § 603.5(E), which requires a state agency disclosing confidential unemployment compensation data to a public official to enter into an agreement with the public official which contains the requirements set forth in 20 C.F.R. §§ 603.9 and 603.10;
- To comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and its implementing regulations in 34 C.F.R. part 99;
- To provide assurances that the receiving Parties will comply with all of the applicable requirements of 20 C.F.R. part 603 and 34 C.F.R. part 99 and Rhode Island law regarding data security, confidentiality, and cost reimbursement;
- To facilitate the need to enter into data-sharing agreements, such as in connection with the preparation and submission by the GWBRI of the annual unified workforce development system reports pursuant to R.I. Gen. Laws § 42-102-6(f), to obtain information regarding the effectiveness of education and training programs and to evaluate these programs as permissible under state law;
- To authorize the sharing of data and records for the purposes of satisfying federal performance measurement requirements under the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 (Public Law 105-332), the Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128), and R.I. Gen. Laws § 35-3-24.1 regarding program performance measurement; and
- For other uses as allowed by law.

NOW, THEREFORE, the Parties agree as follows:

1. The Parties will collaborate and cooperate on the Project by sharing data and records that are available and able to be produced (the "Agency Information") to create reports, analyses, and other presentations (collectively, "Products") via databases and data linkage capacity.
2. With regard to the described database and data linkage capacity, to the extent the data contains confidential information that legally requires specific assurances not expressly contained in this Agreement, the disclosing State Agency will provide the information under a separate agreement

with the recipient Party. Agency Information that includes personal identifiers that identify a particular individual or group of individuals (such as first and last name or first initial and last name, residence address, social security number, government-issued identification number, etc.) will be deemed to be confidential information.

3. Agency Information shall be consolidated with information obtained from other sources in a centralized database. Confidential information shall be removed from the consolidated data and placed in a single database not containing personal identifiers. This non-confidential consolidated data base is referred to in this Agreement as the "Statistical Information."
4. Each State Agency agrees that the Agency Information may be used for the Project and that Statistical Information derived from the Agency Information may be used for the Project and incorporated into any Product. Statistical Information may be disclosed to third parties without limitation.
5. Each Party acknowledges the sensitive nature of confidential information and agrees that:
 - a. Confidential information will not be released to any third party (including any subcontractors or affiliates of a Party) unless there exists a separate agreement between disclosing State Agency and the third party or between the recipient Party and the third party with respect to the confidential information.
 - b. The recipient Party will limit access to the confidential information to its employees and contractors to the extent necessary for the Project.
 - c. The recipient Party shall use the confidential information only for purposes of the Project.
 - d. No Product will include confidential information, nor shall any Product present Statistical Information in any manner that would directly or indirectly reveal nonpublic or personal information that identifies an individual or group of individuals.
6. The Parties shall comply with all State and federal laws and regulations governing the confidentiality of the confidential information.
7. The recipient Party shall obtain no ownership right in the Agency Information, which shall at all times remain the property of the disclosing State Agency. Upon completion of the Project or termination of any working relationship between the disclosing State Agency and the recipient Party, the recipient Party shall return all Agency Information to disclosing State Agency and/or shall destroy all Agency Information (including all computer or electronic files) in the recipient Party's possession. This paragraph shall not be deemed to require that the recipient Party return or destroy any Statistical Information derived from such Agency Information.
8. Notices and other communications required or permitted to be given pursuant to this Agreement shall be in writing and shall be deemed to have been duly given if: (a) delivered in hand; or (b) sent by commercial overnight courier; or (c) sent by e-mail with confirmation of transmission by the transmitting equipment; or (d) sent postage prepaid by registered or certified mail, return receipt requested, in any event addressed to the recipient party at the address set forth in the preamble to this Agreement, and to the attention of the specified Contact Person, or to such other address or addressee as shall have been communicated by notice given in accordance with this paragraph. All

notices shall be deemed to have been received on the actual date of receipt or three (3) days after given as provided above, whichever is sooner.

9. The obligations set forth in this Agreement shall survive the completion of the Project and the termination of any working relationship between disclosing State Agency and the recipient Party.
10. This Agreement contains the entire understanding of the Parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, representations or letters of intent between the Parties with respect to such subject matter.
11. Nothing contained in this Agreement shall be construed to create any agency, partnership, or other form of joint enterprise between the Parties. Each Party acts as an independent contractor. No Party is authorized to, or will, make any representation, contract, or commitment on behalf of any other Party.
12. This Agreement shall be governed by and construed in accordance with the laws of the State of Rhode Island.
13. This Agreement shall be binding upon, and shall inure to the benefit of, the Parties and their respective successors and permitted assigns.
14. In no event shall any Party be liable for any special, incidental or consequential damages whatsoever arising out of or in any way related to this Agreement.
15. This Agreement may be executed in any number of counterparts, each of which shall be an original but such counterparts shall together constitute one and the same instrument.

* * *

[Remainder of this page intentionally left blank.]

IN WITNESS WHEREOF, duly authorized representatives of the Parties have executed this Agreement as of the date first written above.

Rhode Island Department of Elementary and Secondary Education



Ken Wagner
Commissioner

Rhode Island Office of the Postsecondary Commissioner

James Purcell
Commissioner

RI Department of Labor and Training

Scott Jensen
Director

Governor's Workforce Board Rhode Island

Heather Hudson
Interim Executive Director

Executive Office of Commerce

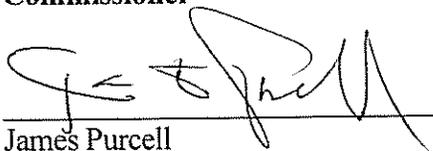
Stefan Pryor
Secretary of Commerce

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**Rhode Island Office of the Postsecondary
Commissioner**



James Purcell
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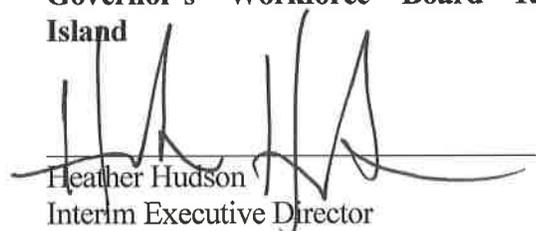
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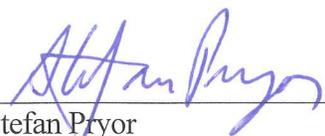
RI Department of Labor and Training

Scott Jensen
Director

**Governor's Workforce Board Rhode
Island**

Heather Hudson
Interim Executive Director

Executive Office of Commerce



Stefan Pryor
Secretary of Commerce

Rhode Island Department of Revenue



Robert Hall
Director

The Providence Plan

James Bryson
Interim Executive Director

Robert Hill
Director

The Providence Plant


James Benson
Interim Executive Director

**APPENDIX P: EVE BONATATI CAREER READINESS FELLOW
CAPSTONE**

CAREER READINESS

BY EVE BONITATI

2016 CAREER READINESS FELLOW

OCTOBER 4, 2016



INTRODUCTION

School counselors in the 21st century face many challenges and obstacles in preparing students for the world of work. Over the past 25 years there have been vast changes in technology, college expectations and school accountability. The changing needs of the workforce, in addition to personal challenges for students and expectations of parents and families, have had an impact on the counseling service provided to students.

At a time when the American economy is demanding a more highly-educated workforce with a sophisticated and transferable set of skills, our schools are not able to provide the tools to all students to make the leap from school to the world of work-- letting our students down during the process. As a school counselor this is very distressing to me. The impact of not preparing students to be college/career ready is unacceptable. We must transform our career preparation system.

As a career ready fellow this summer, I had the opportunity to interview many professionals - superintendents, principals, psychologist, teachers, business leaders, students and former students. There is one interview that I would like to highlight. This story is real and chilling at the same time. As a school counselor, this young man's story became my desire and fury to change a system that is not working for all students.

I met Dario earlier this summer on a chance encounter during a walk, and we began to talk about his son and education in general. He is 27 years old and a former student of the Providence School System. He told me that he had an early interest in medicine when he was in elementary school, but he was not exposed to anything in school that related to his interest. When he entered middle school everything changed. By 6th grade, he had lost all interest in school, felt disconnected, and was repeatedly sent out of class for getting into trouble. There was no one to counsel him or show him the path to success, so he dropped out of school. He ended up serving time in prison where he earned his GED. After his release, attaining a job was difficult with a criminal past. He thought about his life. At this point in time, all his friends were in jail or dead at 25 years of age. He wanted to make a difference for himself and his son. After 13 years, Dario is now finally pursuing his elementary passion and is enrolled at the Community College of Rhode Island (CCRI) in the medical technology field.

What if he had a counselor that encouraged him along the way? Why did he feel disconnected in middle school? Why are so many students feeling like Dario? We need to take a long hard look t our public school system and not disappoint and fail our students

We must transform our K-12 academic standards to a college- and career-ready level and ensure that

these standards prepare ALL students to make a successful transition from our schools to the world of work.

RESEARCH METHODS

During my summer fellowship, I researched several states and districts that are redefining their career and technical educational programs and pathways with a transparent eye toward enabling students to continue their education and training to earn meaningful credentials and develop transferable skills. I interviewed business people, school counselors, students, principals, superintendents, and community service workers.

State accountability systems that values career readiness are:

Virginia

Virginia has developed its own Work Readiness certificate that measures students' abilities with respect to work ethic, conflict resolution, and customer service. "It disaggregates results on this measure as well as the number of students earning state licensure, industry certifications, and passing competency assessments."¹ Virginia also reports attainment levels of their Advanced Studies diploma, which requires students to complete a college prep course of study. Virginia's state report card includes CTE, dual enrollment and AP indicators.

Missouri

Missouri Career Education combines academics and occupational skill training to prepare students of all ages. Training programs are offered in Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering and Marketing and Cooperative Education. School counselors are provided resources and technical assistance to fully implement this program.

The vision of the Missouri School Counseling Staff is to work with schools to ensure that each school has a fully implemented comprehensive counseling program. Professional school counselors spend 100 percent of their time working in the program assisting all students to complete a college and career ready curriculum that prepares them for their successful transition to postsecondary education or the world of work. This is accomplished through the full implementation of a comprehensive, K-12 school counseling program.

Louisiana

In 2009 the Louisiana Legislature passed the Louisiana College and Career Readiness Act, which requires the Board of Elementary and Secondary Education in collaboration with post-secondary

¹ CCSSO Task Force on Improving Career Readiness

management boards to transform their education system to fit with the current times while preparing for a rapidly evolving future. They state that “Louisiana’s students are even more dependent on an education that prepares them for success in the global marketplace.”² They show that college ready and career ready are the same and the stakes for students’ futures are even higher.

California and Massachusetts

California and Massachusetts have both made a significant commitment to redesigning career pathways in partnership with business and education communities. These states are part of a larger network called Pathways to Prosperity that is providing support to states and districts developing grades 9-14 pathways.

In Massachusetts, Governor Deval Patrick established a Career Pathways Committee in 2012. The committee operates within the state’s Workforce Investment Board to align the efforts of K-12 and postsecondary systems, as well as workforce and economic development authorities, and engage in a coordinated state effort to improve the readiness of young adults for the skills demand of business and industry.

Massachusetts has partnered extensively with its community colleges, workforce investment boards, and employer community to develop and offer demand-driven career pathways in healthcare, information technology, and advanced manufacturing that are tightly aligned with the labor market needs of three specific regions of the state. These partnerships prepare students to graduate from high school and earn credentials with labor market value, while helping them transition to the world of work and prepare them to be successful in postsecondary education and training opportunities.

In California, a number of districts have embraced a high school transformation initiative known as Linked Learning that uses career pathways as its vehicle for wholesale change. This approach links rigorous academics, strong technical instruction, work based learning and personalized supports, all of which are aligned to 15 major sectors to prepare students for postsecondary education and careers in high-demand and high-wage industry sectors as varied as engineering, arts and media, and health sciences.

CHALLENGES

The barriers that public school counselors are confronted with on a daily basis are monumental. The counselor’s role is to deliver the academic, social/emotional and career readiness to all of their students. Unfortunately, some school administrators view school counselors as an added secretary instead of an essential need for the student population. School counselors are assigned on a regular basis to perform non-guidance tasks that may include covering classes, office assignments, bus duty, cafeteria duty, hall coverage, truancy referrals, home-tutoring, and scheduling. Each school counselor may have a caseload of more than 300 students. How is it possible for school counselors to play their important role with so

² CCSSO Task Force on Improving Career Readiness

many assigned duties and caseloads over 300 students?

According to a recent survey, from the U.S. Department of Labor, “54% of American companies report having openings for which they cannot find qualified workers.” Our education system is clearly not keeping up with the skills demands of our knowledge-based economy.

A 2009 report published by the ACT, called the “The Forgotten Middle” highlights the critical point that middle school students face in their educational development. The report states that in the current educational environment if a student is not college or career ready by 8th grade, the impact may be irreversible. The report cites that the level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school.” The report also reveals that students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance.”³

As RI continues on the path to make every student college/career ready they must clarify what is mean by “career ready”. The implementation of quality career -technical education programs have to keep up with the pace and demand of the evolving needs of the current labor markets. The “Career Readiness Initiative” in RI is a beginning with a renewed focus on this issue. A task force including state leaders, postsecondary leaders, business leaders and career-technical education experts need to come together to process this initiative to make it work for ALL students. This is not a suggestion this is a need.

OPPORTUNITES

Some of the bright spots that have been discovered during my fellowship are as follows:

In Rhode Island, Principals that I have interviewed are involved and want to collaborate with businesses and the labor market. They are enthusiastic and there are some wonderful new ideas that are blossoming in the Cranston Public School System. Michele David is the Principal at Arlington elementary school in Cranston RI and has reached out to several businesses within the community. Since Arlington Elementary School is a Title I school serving a diverse population making up 95% minority students, their principal saw the need and formed partnerships with local businesses-- Joanne Fabrics and Alliance Security. They begin mentoring students in the third grade with interests and desires of the students that want to be part of the mentoring program. Joanne Fabrics also donates funds and materials to help with field trips and guest speakers to bring the world of work to the primary grades.

Career Days, which I have implemented, are a key component to bringing the world of work to the

³ ACT report January, 2009 page 3

school. Students become involved through curriculum and helping define the Career Day. They take part in all involvement in the Career Day Process. Welding has also been added to the Career and Tech School in Cranston, RI.

Nationally, The US Chamber of Commerce Foundation has launched a talent pipeline initiative to help employers more actively partner with their school system to close the skills gap. The Pathways to Prosperity Network through Jobs for the Future is working with a group of states to build stronger systems of career pathways for students.

For Rhode Island to succeed in this task, they must enlist the employer community as leader to refocus schools' career preparation efforts to ensure that they are responsive to the labor market and effectively prepare ALL students for the expectations of the 21st Century workplace. They need to raise the bar for the quality of career preparation programs and ensure that all programs are embedded in pathways that are tightly aligned with the needs of the labor market and culminate in a meaningful postsecondary credential. Make career preparation matter to schools and students by incorporating career readiness indicators into accountability systems and incentivizing students to earn postsecondary or industry certification credentials in high skill high demand fields.

Rhode Island needs to harness the teamwork of all these efforts to dramatically increase the likelihood of success in preparing all of our students for success in the 21st Century

VALUES, KEY OUTCOMES & DESIGN PRINCIPLES

As I continued on this journey this summer to understand and explain the role of a school counselor; I needed to view what my role was and how to design it. I came up with Values, Key Outcomes and Design Principles:

Values

- Academic, emotional and social connection engagement
- Awareness and Exploration
- Communication
- Reach every child

Key Outcomes

- Students and parents feel personal to- and involved in—school community
- Parents and students aware of school/college career resources and opportunities
- School partnerships with state leaders, businesses and community leaders

For Design Principles, every strategy should have the guideposts of creating academic, social and emotional engagement.

CAREER READINESS STRATEGIES

1. Reduce counselor caseloads to increase individual student counseling and career planning.

Due to lack of funding and equity issues, there is less time for individual counseling. School counselors in Title I schools carry out more non-guidance tasks than school counselors in higher income schools. For example, if a teacher is absent, school counselors are assigned coverage of the class. This is distressing because these students need more individualized attention when it comes to college and career readiness because it is not provided for them at home.

2. Create curriculum for the 21st century students that integrate career readiness skills and awareness, particularly in elementary and middle schools.

College preparedness and career readiness do not happen automatically in high school or when a student graduates. This is a journey that begins in elementary school continuing through high school. College and career readiness is not a high school issue - it's a K-12 issue.

Students who leave eighth grade without the essential skills they need to be on target for college and career readiness too often leave high school or drop out of school. They are not ready for any kind of meaningful future. Career awareness and exploration are needed for our students to reach their potential, and it has to start in elementary and middle schools.

3. Design a set of career readiness tools and resources for teachers and counselors focused on awareness and exploration.

College and Career Awareness continues from elementary school with the middle school curriculum. ILP (Individual Learning Plans) is introduced in 6th grade. ILP has an emphasis on college/career awareness. Students meet with an advisor three times a week and work on their ILP folder that follows them through 12th grade. During this process students are using interest inventory tools, developing their own learning plan. What do they value? What are their likes/dislikes? What are their goals/aspiration? What do they need to do to meet goal? School counselors are connected with their students during these Advisory periods. Unfortunately, as stated above - school counselors are given many non-guidance tasks and are taken from these advisories for ancillary assignments. I knew my students needed a connection to both their school and to their future. I saw it as my job to implement the positive, so I convinced my principal to let me arrange a Career Day so students could explore career options and be exposed to professionals in their community. Planning and executing this event is both rewarding...and exhausting. Resources were limited but it was a start. This endeavor continued and students were engaged and involved. It became a "whole" school project with integration of the

curriculum aligned with Career Day.

One suggestion would be to create an online portal that includes resources and toolkits for counselors and educators that want to integrate career-focused material into their lessons or implement Career Days in their schools.

4. Realizing that everyone is a stakeholder, built outreach programs for the school that involve teachers, staff, families, businesses and students.

Community partnerships in elementary are vital to the career readiness initiative, and business partnerships with schools that include mentoring should be incentivized. Students at Arlington Elementary School in Cranston are partnered with Alliance Security. Students at this elementary school are in a low socioeconomic group. Students of a lower socioeconomic status typically rely on teachers and their schools to introduce and reinforce college preparedness and career readiness. Students at Arlington beginning in the third grade are given an interest inventory and then are matched with a mentor. The mentor meets with the student once a week and they work together. Students at this level experience the school to community/work world in their environment. Arlington is a Title I school with a 90% minority population. It is indicative that they recognize school to world of work connection at a young age.

Conclusion

Preparing students for their futures is our most important job as educators. However, educators cannot do this task alone. Effectively preparing students to develop and thrive in today's economy requires a collective effort of K-12 postsecondary and business leaders to be involved within the school structure. We must all work together in unparalleled ways and challenge our old assumptions about where one's responsibility begins and the other's ends.

We must now make a joint commitment to supporting all of our young people and providing them with multiple pathways to fulfilling careers. But in order to make this happen, we need to ensure that: Counselors have manageable case loads, and can on counseling and career planning with each student, counselors and other educators have tool kits and resources available to us for career planning, the ability to create partnership with local businesses, and making our schools ready for the 21st Century.

Qualifications of the Researcher

Eve Bonitati is a school counselor with Cranston Public Schools at the elementary and middle school level. She has served as a counselor for 22 years. She also served as an elementary ESL teacher and a social worker. She has created career readiness curriculum and facilitated career fairs and career days at the elementary and middle school level. She received a Bachelor's Degree in Human Development

Counseling and Family Studies/Education from the University of Rhode Island and a Master of Education with a focus on Guidance and Counseling from Providence College. She also has an Associate's Degree in Special Education from the Community College of Rhode Island.

**APPENDIX Q: RHODE ISLAND PARTNERSHIP WITH COLLEGE
MEASURES/AMERICAN INSTITUTES FOR RESEARCH (AIR)**



AMERICAN INSTITUTES FOR RESEARCH®

September 27, 2016

Arthur Nevins
Office of the Governor
82 Smith Street
Providence, RI 02903

Dear Mr. Nevins:

On behalf of American Institutes for Research (AIR), it is my pleasure to offer this letter of commitment to the State of Rhode Island to develop *LaunchMyCareerRI.org*, based upon AIR's proprietary *LaunchMyCareer* web platform.

For the past five years, College Measures at American Institutes for Research™ has developed web-based applications that allow students and families to discover the certificates and degrees that open the door to the middle class, exploring the wage outcomes of graduates from different college majors, both statewide and at individual institutions. In 2016, two new tools, *LaunchMyCareerTN* and *LaunchMyCareerColorado* were released. *LaunchMyCareerRI* will help Rhode Islanders discover their own best course through college, focusing on:

- **Hot jobs** in demand state-wide and in different parts of Rhode Island;
- **Hot skills** shared across growth occupations in the state; and
- **Return on investment** that helps identify programs in Rhode Island with the highest payoff.

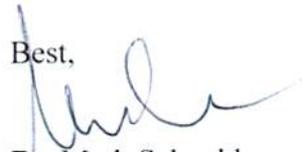
After receipt of graduates' aggregated wage data, AIR can deploy *LaunchMyCareerRI* within four months. The total price for building and deploying the site in Year 1 of the project is \$75,000.

We are excited to partner with Rhode Island in this endeavor and are ready to begin work at the State's convenience.

We understand that the State of Rhode Island has contracting processes that we will need to meet. We can provide a basic statement of work next week and will await further instructions about how to begin the state contracting process and what materials you might need.

I am available at mschneider@air.org or 202-403-5510 as questions arise.

Best,

A handwritten signature in blue ink, appearing to read 'Mark Schneider', written over the word 'Best,'.

Dr. Mark Schneider
Vice President and Institute Fellow, AIR
President, College Measures

Statement of Work (SOW)
For American Institutes for Research
Launch My Career Rhode Island Partnership
October 2016

Background:

This document outlines the proposed partnership between the American Institutes for Research (AIR) and the State of Rhode Island (RI) to develop *LaunchMyCareerRI* based upon AIR's proprietary *LaunchMyCareer* web platform. For the past five years, College Measures at American Institutes for Research™ has developed web-based applications that allow students and families to discover the certificates and degrees that open the door to the middle class, exploring the wage outcomes of graduates from different college majors, both statewide and at individual institutions.

Scope & Objective:

Under this partnership, AIR and its subcontractors will develop *LaunchMyCareerRI* using aggregated wage data of graduates from Rhode Island institutions of higher education (IHE) provided by the state, as well as publically available data from across multiple sources. Once created, *LaunchMyCareerRI* will be publically available for use by RI high school and postsecondary students, returning workers, secondary and postsecondary advisors, and other stakeholders to discover their best course through college. AIR will host and manage the site on behalf of RI.

Tasks:

The tasks included in this work include:

- Developing and hosting a *LaunchMyCareerRI* web environment
- Data discovery and ingestion of:
 - o State-provided aggregate wage data of RI IHE graduates 1, 3, 5, and 10 years after graduation (as available)
 - o Publically available RI occupation wage and employment data
 - o RI living expense data by county/metropolitan statistical area
 - o Publically available RI IHE data on enrollment, completions, financial aid, debt, among others, through the Department of Education's Integrated Postsecondary Education Data System (IPEDS) and College Scorecard
 - o State-specific Classification of Instructional Programs (CIP) to Standard Occupational Classifications (SOC) crosswalks, "Hot Job" determinations, and other ancillary data sources, as appropriate
- Data cleaning, formatting, and management
- Calculation and testing of key tool functionality, such as the "Years to Launch" and "Years to Breakeven" analyses.
- Minor site and data customization to reflect established branding guidelines, state-developed data sources, etc.
- Limited Testing and refinement of data, data presentation, and/or user experience based on RI user feedback

Delivery:

AIR will provide data specifications to appropriate RI state partners for sharing relevant graduate wage data. Within four (4) months of receipt of graduates' aggregated wage data from Rhode Island, AIR will deploy a fully functional *LaunchMyCareerRI* webtool in the style and functionality of existing *LaunchMyCareer* state tools.

Data Security:

All data used to develop *LaunchMyCareerRI* shall be aggregate data and therefore will not face any risks related to the unauthorized sharing of personally identifiable information.

Period of performance:

This partnership between the American Institutes for Research and the State of Rhode Island shall begin on November 15, 2016, endure one (1) calendar year, and conclude on November 15, 2017.

**APPENDIX R: ERIC HALL CAREER READINESS FELLOW
CAPSTONE**

Career Readiness Fellowship Capstone

Strategies for change to improve career/college pathways in RI

Eric Hall, Ph.D.

Rhode Island College

Career Readiness Fellow, Summer 2016

I have over 20 years of experience as a scientist, educator and administrator in higher education. In my role as a career readiness fellow I have been charged with exploring flexible pathways to career and college preparedness. The New Skills for Youth initiative is challenged with creating solutions for ongoing problems with the education system in Rhode Island. The focus of this report proposes solutions that will help inform K-12 students of the opportunities in the job market and public colleges and facilitate those pathways after they graduate from high school.

Challenges

Rhode Island is a small state with 300 public schools in 36 school districts, as well as 30 charter schools supplying primary and secondary education for over 140,000 students¹. In addition, RI is home to three public post-secondary colleges with enrollments exceeding 42,000 students per semester². The collection of public primary, secondary and higher education institutions should provide a robust pipeline of educated employees to support the Rhode Island Economy. However, there is a serious disconnect between the education system and the job market. Many companies have difficulty filling jobs with qualified candidates--54% of American companies have job vacancies--and it is predicted that by 2020, 70% of the high demand, high skill jobs in RI will require post-secondary education or certification while only 45% of Rhode Islanders meet that standard today³. There is a huge gap between employer personnel resource needs and the educational pipeline in the state of RI.

¹ <http://www.ride.ri.gov/Home.aspx>

² https://riopc.edu/page/system_data/

³ U.S. Department of Labor. "The Employment Situation, September 2014". Bureau of Labor Statistics (Oct. 2014).

Opportunity

We have an opportunity to utilize our compact size and the expertise of our teachers and professors to dramatically narrow this gap and guide RI youth into those high demand, high paying jobs. The available opportunities for students to take college credits along with current advising strategies in our public institutions of higher education can be easily integrated into cohesive and transparent maps which high school students, parents and school counselors can use to plan high school and college educational opportunities leading to successful careers and professions.

Research Methods

The proposals outlined in this report have been informed by a series of interviews with elementary school teachers, school counselors, high school teachers and a number of professionals in higher education. I have focused on four possible strategies to inform and encourage pathways to successful careers for the youth of Rhode Island. These four strategies include Increasing rigor and college prep opportunities for CTE students, within career and technical education (CTE) programs, expanding concurrent enrollment and advanced placement opportunities, standardizing assessment of prior learning, and improving testing the test taking skills of our students.

Values, Key Outcomes, Design Principles

A number of key issues or values quickly became evident as I looked for possible solutions to the issues outlined in the New Skills for Youth competition guidelines. Four values became evident with possible outcomes and guiding principles that lead to the strategies outlined below.

1. Increase the rigor in CTE programs in RI high schools allowing students in traditional CTE programs to complete college preparatory coursework as part of their high school degree. This should lead to increased flexibility with students now being empowered with the ability to choose CTE or 4 year college career paths. This will allow students to find their way while they mature and learn, as well as preserving their choices.
2. Increase vertical articulation between high schools and public colleges. The outcome here is to integrate high school plans of study with post-secondary plans, which lead directly into high demand careers in RI. The guiding principle of this initiative is communication at all levels so students have the information they need to apply their skills productively efficiently.
3. Improve and standardize college level prior learning assessment. High school students or adult learners who have valid experience in business or industry should get college credit for these

experiences when they are equivalent to classroom or internship experiences. The guiding principle is to maintain the integrity of the college credit while granting students the credit they deserve.

4. Improve high school test preparation. Increasing student testing skills will improve student's abilities to gain college admission and successfully complete credentialing examinations in whatever career they choose. We need to maintain the integrity of the educational process while including necessary skills in test taking.

Strategy 1 Increasing rigor and college prep opportunities for CTE students

Traditional Career and Technical Education programs in RI have been the default choice for students who didn't demonstrate the academic skills needed to attend college. This must change. Conversations with instructors in CTE courses as well as admissions officers and teachers make it clear that current admissions criteria will block the motivated, successful CTE student from admission to Rhode Island College or the University of Rhode Island because of a lack of the college preparatory academic courses that these institutions currently require. Many of these students have the potential to succeed in rigorous college programs but would need to attend a community college such as CCRI for at least 2 semesters before being able to transfer to a four-year school. This is a viable option, however, it is just as likely to convince students that they aren't college material and dissuade them from ever applying.

It is far more productive and nurturing to give the student the opportunity to take the college prep courses they need but in the context of the CTE program they may be passionate about while they are in high school. Simultaneously there is great benefit in exposing college preparatory high school students to traditionally vocational (CTE) experiences. RI high schools need to break down the barriers between CTE and college prep tracks within the schools. Every student should take at least one entry level CTE course and every student should have the opportunity to take the college prep courses they will need if they believe that they will at any time apply for admission to a four year college or university.

This strategy will require:

- a. *Changing high school requirements to include at least one CTE or college prep course.*

This, of course, will necessitate an increase in the number of CTE courses being offered and may create some infrastructure stress on many school districts. However, if the CTE courses are chosen with the direct input from local industries or businesses this approach will

potentially dramatically increase the recruitment of students into those high demand, high skill jobs.

- b. Recruiting high school guidance counselors to broaden their advice to students and thus potentially increase their impact on student career paths.*

Guidance counselors do an amazing job with limited resources and sometimes limited information. Let's supply every guidance counselor in the state with the information they need to advise students about career opportunities. These opportunities will include CTE as well as careers that require post-secondary certifications, associate degrees, bachelor's degrees, master's degrees and doctorates. Let's give them the resources and tools they need to inform our students of the potential pathways available to them. How? The institutions of higher education have two very relevant meetings every year that inform colleges of changing opportunities amongst the schools:

1. A meeting of admissions officers and counselors from all three institutions to present current trends and any new programs being established at CCRI , RIC or URI.
2. A meeting of program directors and department chairs from all three schools in order to discuss course and program articulation agreements.

Let's approach the above issue in two ways:

1. Similar to the two meetings mentioned above, we should convene a yearly meeting or conference of school guidance counselors, college admissions officers and college program directors. An academic conference of this nature might supply continuing education opportunities for HS guidance while providing a direct pipeline of information from the primary and secondary schools into the schools of higher education and vice versa. Plus, this conference can also be opened up to the business community for their contributions.
2. There needs to be a state supervised website such as ritransfers.org that provides a rapid and easily located resource for guidance counselors, students, parents and faculty which lists the available career pipelines, high school requirements and college requirements for such career pathways in the state.

- c. Expanding and redefining CTE courses as college prep courses.*

Many CTE careers require applied mathematics, chemistry, biology or physics knowledge that is equivalent to the knowledge or skills obtained in the traditional college preparatory science or math course. If the existing CTE courses don't meet the standards of a college

preparatory course, let's encourage collaboration between the science faculty and the CTE faculty to design courses that can give students these skills in a context which will keep them engaged and on task. This effort requires more than just the involvement of the high school teachers (both CTE and college prep), it requires the concurrent involvement of the institutions of higher education which need to recognize that such courses do meet college prep requirements. We need to get CCRI, RIC and URI admissions directors and officers involved in these discussions to insure that the new, more rigorous, science/math enriched CTE courses are considered college prep by the colleges. This may require some evaluation of course materials by faculty in the appropriate departments of CCRI, RIC and URI or a new committee of faculty from each institution which has the power to vet these decisions at a state level.

Strategy 2. Expand concurrent enrollment and advanced placement opportunities

The Community College of Rhode Island, Rhode Island College and the University of Rhode Island currently offer a variety of college level courses at high schools throughout the state. These courses include a college curriculum approved by the sponsor institution and are taught by high school teachers whose qualification to teach a college course are established by the sponsoring institution. The students taking these classes then graduate from high school already having college credit. Rhode Island College accepted a student into the Medical Imaging Intended major as a new student in the Fall of 2015. The student was interested in applying for admission into the Diagnostic Medical Sonography program, which typically would have started in January of 2018 allowing her to graduate in May of 2019. However, with good SAT scores and 38 credits from AP courses on her transcript when she started at RIC, she is actually starting in the DMS program in January of 2017 and should graduate in May of 2018. With wise decisions before attending college this student will save a full year of college tuition and be able to enter the job market a full year early.

The key to her success was of course her own motivation and ability. Her motivation and academic success in high school (Somerset, MA) illustrates how a student can make wise use of their high school opportunities to leverage their college career. Not every student should or can complete 38 college credits in high school, but these opportunities are available to our students in Rhode Island.

Create resources for students, parents and guidance counselors that map out the contributions of the Early Enrollment Program (EEP) and Advanced Placement (AP) courses that are both offered in

high school and can be used for college credit. Every department, every program at CCRI, RIC or URI or any other institution of higher education produces a document (“advising form”) which lists the courses required to successfully complete a degree. For RI’s public institutions of higher education let’s expand on these documents to include available AP or EEP credit. Each program can list the available “Gateway” courses available in high school which will plug directly into a given college program. When/where it is appropriate, high school counselors should have access to these expanded advising forms that logically guide the highly motivated student on a career path that directly transitions from High School into College. For example, a student interested in majoring in Biology at Rhode Island College will be given an advising form, which lists all of the courses needed for that student to graduate. Many of the freshman courses listed in that form are actually available as EEP, AP or College Level Examination Program (CLEP) courses. We could produce a new version of the Biology Advising Worksheet, which lists these available options for the high school student (see appendix A). These forms should then be published both on the college/university website as well as a central statewide website available to students, parents and guidance counselors.

This strategy requires another piece. College professors are skeptical of a student coming in as a freshman with test credits for an introductory course in their discipline since the student didn’t actually learn the skills needed to master a college course in that discipline. They presumably mastered the content, but it might not be in the student’s best interest to put them into the next required course if they don’t have those skills. Every EEP and AP course offered by a RI high school should think about (if they don’t already) specifically teaching those course taking skills as part of the curriculum. College courses are not taught in the same way that high schools courses are taught. The time frame is different, the freedoms are different, and the responsibilities for the student are different. The EEP and AP course opportunities need to prepare students for the shock of entering that next level college course – if you are in the course, the professor is going to assume you learned those skills in the prerequisite course. This does put more demand on the high school teacher, but they have been through those courses themselves. The college professor of these same courses also needs to interact more directly with their high school counterparts to insure that students receive the content as well as the skills needed to progress in a college major.

Strategy 3. Assessment of Prior Learning (APL)

Assessment of prior learning involves granting college credit for work experience or credentials that a student may have gained outside of the traditional classroom. For example, a student applying to

Rhode Island College who is a certified, licensed radiographer will receive 60 credits at RIC based upon the credit requirements to gain the same certification through our BS in Medical Imaging. There are many examples of this certificate/credential based credit evaluation, which can be granted to an incoming student but often a student's experiences don't result in a credential or certificate. This doesn't mean that those experiences don't have great educational value, it only means that we need to establish what the college credit value of that experience might be. For example, a high school teacher working under a temporary teacher's certification learns a great deal by teaching and, if they have an induction coach they are actively being taught how to teach. These experiences need to be rewarded with college credit towards a teaching degree. The problem isn't that the credit can't be granted, the problem is that the options for the student are not easily understood or easily available.

This strategy proposes a statewide agreement on the evaluation of prior learning experiences. Definitions of what appropriate experiences are, how much college credit should accrue and then publication of those standards so they are available to adult learners, high school students, guidance counselors and college faculty and staff. Let's make the path to APL evident and seamless. These options can also be posted on the same website as mentioned previously. All of the options should be easily understood and widely accessible.

Strategy 4. Testing and Career/College readiness

PARCC, PSAT, SAT, AP, and CLEP are just some of the tests that high school students should be aware of and confident in their ability to sit down and successfully complete. In addition to high school course testing, there are college proficiency exams, licensure exams, MCAT, LSAT and GRE tests. Testing doesn't end with the SAT nor does it just begin with PARCC. Our students need to know how to take an exam and feel confident in doing so. There needs to be a more concerted and hopefully successful mechanisms to prepare our students. RI ranks very low in SAT test results⁴. Let's change this. We have great teachers, so let's give them a mandate to improve the testing ability of their students. It should start with elementary school and continue through secondary school. Let's consciously prepare students with strategies for taking tests. To find time in a teacher's already full curriculum, let's decrease the quantity of tests students need to take in school but increase the quality of the preparation. Teachers will be charged with finding their own new and creative ways and build them into existing curricula. For CTE testing, content and process in context are important in striving towards a

⁴ College Board

common goal. A student who is confident in their knowledge, confident in their skills and can prove his or her confidence and competence when they take the tests.

Let's change the whole testing paradigm by moving away from rewarding teachers, schools or school districts based on test success and reward improving test results and-- more importantly-- emphasize the benefit of the testing experience to each and every individual student. The importance of the testing isn't an index of how good a teacher you are. The importance lies in guiding a student in what they should be working on with you. Let's get the teachers to use testing as a tool to get involved with their students in a highly specific and focused way but we need to let the teachers decide how to do this.

In addition, after discussion with Dr. Frank Sanchez, President of Rhode Island College about some initiatives he has been involved with in NY, we can use summer programs in a new way. We can use CCRI, RIC and URI facilities to increase student engagement and simultaneously build in test taking skills. Let's divide the state into collections of somewhat similar and geographically located school districts and create summer programs (length to be determined) focused on a curriculum specific to each region with the curriculum designed to engage students in the appropriate socio-economic and cultural group. For example, inner city schools could utilize a "hip-hop education"⁵ curriculum to engage students in science. The programs could be day programs and offered at the various CCRI campuses or they could be more involved boarding programs at RIC or URI. Students who successfully complete such programs could then become ambassadors in the schools to encourage other students to pursue one of our "pathways to success" in CTE or college prep. Ideally, such programs could begin in the 9th grade and become a yearly activity for these students until they graduate. The RI Nursing Institute (RINI), a charter high school whose curriculum is wholly based on nursing school preparation has had success, but it is only the start. Summer camps can effectively do the same thing using context based learning to engage a wider audience and simultaneously improving test taking skills.

Summary and Final Conclusions

Improving career and college readiness and aligning state employment needs with education is an enormous task, which will involve all levels of the educational system as well as government. We need to design solutions that are logical, attractive and economically wise. Teachers, politicians, parents and students all need to be engaged and willing to be active participants in the effort. The four strategies

⁵ <http://hiphopeducation.org/>

that I have addressed with regard to career and college pathways provide a means of addressing a small portion of the needed changes. The tools for implementing these changes already exist, but they require a change in attitude and focus on the part of the educational infrastructure. Approving CTE courses as college prep needs the support of institutions of higher education as well as the high schools, changing test preparation will require a fundamental change in curricula, the creation of new and innovative educational opportunities that include test taking skills and possible career development opportunities for the state's high school teachers. We have great teachers, so let's give them the tools to be creative and aggressive in teaching content and skills to our youth. Regardless of the strategies that are eventually included in the final New Skills for Youth proposal, my final suggestion is that the state hold an annual educational summit bringing representatives of primary, secondary, postsecondary education and industry together to discuss ongoing efforts to maintain and sustain the educational and career success of Rhode Island's youth.

Qualifications of the Researcher

Education: 1977 graduate of Burrillville High School, 1981 BS in Biology from Rhode Island College, 1987 PhD in Biology from Wesleyan University.

Experience: Post-doctoral research experiences at Worcester Foundation for Experimental Research, NY State Department of Health, Brown University Department of Pathology and Laboratory Medicine. Teaching experience at SUNY, Albany, CCRI, Assumption College, Northeastern University, Rhode Island College. Student life experience: Served as an Admissions Officer for 1 year at Rhode Island College, Participated in freshman orientation programs at Rhode Island College and have served as a faculty adviser since 1999. Curriculum Development: Participated in the revision of the RIC Biology BA program to a BS degree, spearheaded the creation of the BS in Medical Imaging programs including concentrations in radiologic technology, diagnostic medical sonography, magnetic resonance imaging, nuclear medicine technology, certified medical imager management, and certified medical imager computed tomography. This is a collaborative program with the Lifespan School of Medical Imaging that required articulation agreements with both the Lifespan school and CCRI. In addition, I spearheaded the creation of the Health Sciences degree program, which includes concentrations in human services, medical laboratory sciences, food safety, respiratory therapy completion and dental hygiene completion. The food safety program was created in collaboration with Danielle, Inc. and the respiratory therapy and dental hygiene programs were created in collaboration with CCRI. I served 5 years as the Chair of Biology at RIC and now serve as the Director of Health Related Programs.

Appendix. Advising Worksheet Designed for HS to College Transition.

The following document is the BS in Biology advising “RhodeMap” that we use when advising our Biology majors at Rhode Island College. Please note that this is a draft document and additional entries are possible.



GENERAL EDUCATION: A complete listing of General Education courses can be found at the Office of Academic Support and Information Services (OASIS) or online at <https://www.ric.edu/recordsoffice/catalog.php>; look at catalog for year you enrolled. For Gen Ed courses, aside from Second Language requirement, which varies depending on where you are placed, you need ONE course from each category. Second Language 101/102 options are: American Sign, Arabic, French, German, Italian, Japanese, Latin, Portuguese, or Spanish. For other ways to satisfy the second language requirement look under the Gen Ed. section of the catalog. Any courses marked (F) offered Fall only; (Sp) Spring; (Su) Summer (some with session number included). All courses marked with an asterisk * have a prerequisite.

Academic Major Checklist	Course	Academic Major Checklist	Course
BIOL 111 Introductory Biology I*		TWO 300 level or above BIOL (one of these may consist of three or more credits in BIOL 491-494 Research*)	
BIOL 112 Introductory Biology II*		CHEM 103 General Chemistry I* (F, Sp, Su)	
BIOL 213 Intro. Physiology of Plants and Animals (Sp)*		CHEM 104 General Chemistry II* (Sp, Su)	
BIOL 221 Genetics (F)*		CHEM 205 Organic Chemistry I* (F, Su)	
BIOL 241 Biology Research Colloquium* x 2		CHEM 206 Organic Chemistry II* (Sp, Su)	
BIOL 318 Ecology (F)*		MATH 240 or BIOL 240 Statistics*	
BIOL 320 Cell and Molecular Biology (Sp)*		MATH 209 or MATH 212 (Pre)Calculus*	
BIOL 460 Biology Senior Seminar*		PHYS 101 and PHYS 102* (Sp, Su) Gen. Physics I & II or PHYS 200 Mechanics* and PHYS 201 Electricity & Magnetism*	
ONE from BIOL 300 Developmental Biology of Animals (Sp)*, 321 Invertebrate Zoology*, 324 Vertebrate Zoology*, 329 Comparative Vertebrate Anatomy*, 353 The Plant Kingdom*, or 354 Plant Growth and Development*			

The above list includes the courses required to earn a BS degree in Biology from Rhode Island College in conjunction with the courses in the general education program and a total of 120 credits. Gateway courses that you may complete while in High School which directly substitute for courses in the Biology major include:

GATEWAY COURSES AVAILABLE to HS STUDENTS

RIC Required Course	HS equivalents
BIOL 111 Introductory Biology I BIOL 112 Introductory Biology II	EEP BIOL 111 + 112 AP Biology with 3 or better on Exam CLEP Biology
CHEM 103 General Chemistry I CHEM 104 General Chemistry II	EEP CHEM 103 + 104 AP Chemistry with 3 or better on Exam CLEP Chemistry
PHYS 101 General Physics I PHYS 102 General Physics II	EEP PHYS 101 + 102 AP Physics with 3 or better on Exam CLEP Physics
MATH 209 Precalculus Mathematics or MATH 212 Calculus I	EEP MATH 209 or MATH 212 AP Calculus CLEP Calculus

This map is a semester-by-semester plan to help you toward graduation in four years. Not everyone graduates in four years as it depends on how many courses you can take, and how you do in those

courses. This map is not your only route; it is a suggestion. While there are many courses in your major that have prerequisites that will need you to take them in a special order, there is some flexibility in this map. All courses that have prerequisites are marked with an asterisk* in the checklists above and in the map.

The column to the left on the other side of this page suggests the ideal courses for you to take each semester. There are times when those courses may be full or unavailable the semester you plan to take them, in which case consider another course from a different semester with which you can switch. The column on the right has "Checkpoints" for each semester that show where you should be by the end of that semester. You should work from this map as you plan each semester's schedule with your advisor. You should plan to see your advisor in late September for the Spring Semester and in February for the Fall. The Map is designed primarily for freshmen coming to college for the first time, but transfer students may also use the RhodeMap with the understanding that they have most likely completed several requirements through transfer of credit, and will be starting further into the program. Maps assume a Fall start.

GRADUATION REQUIREMENTS: The following requirements must be completed by undergraduate degree candidates at Rhode Island College in order to graduate:

- General Education program, including a second language requirement
- College Math Competency (which is separate from the Gen Ed math requirement)
- College Writing Competency (satisfied by FYW with a minimum grade of C)
- Academic Major—see check chart below.
- A minimum of 120 credit hours, with a minimum of 45 credit hours taken at RIC. Of the 45 credit hours, a minimum of 15 credit hours must be in the major (12 of which must be at the 300- or 400-level).
- A minimum overall grade point average of 2.0
- A minimum grade point average of 2.0 in your major

Approved by Department Chair: Lloyd Matsumoto Date 3/1/2016

Approved by Undergraduate Curriculum Committee: Date 3/10/2016

Revised:

SEMESTER 1	CR	SEMESTER 1 CHECKPOINTS ü □
First Year Writing (FYW 100) or First Year Seminar (FYS 100).	4	FYW 100P is a 6 credit option. To decide which FYW to take, see Directed Self-Placement test at www.ric.edu/firstyearwriting
CHEM 103 General Chemistry I (F, Su)* satisfies Gen Ed Natural Science (NS) Lecture and Lab.	4	Math competency MUST be completed in order to take ALL science courses. If not, will need to take MATH 010 this semester
BIOL 111 Introductory Biology I* Lecture and Lab.	4	<input type="checkbox"/> Must complete with C- or better to proceed to BIOL 112
Gen Ed--Second Lang 101 (based on placement, a course higher than 101/102 may be taken). If language requirement already satisfied: Any Gen Ed Distribution course.	4	<input type="checkbox"/> Language placement test with Dept. of Modern Languages (optional) <input type="checkbox"/> Complete Second Lang 101 (if needed)
Requirements and GPA		Aim for 16 earned credits (While 12 is fulltime, 16 credits are preferred to stay on track to graduate in 4 years) <input type="checkbox"/> Minimum 2.0 GPA
# CREDITS EARNED	16	Make appointment with advisor to discuss your schedule for next semester in Sept.

SEMESTER 2	CR	SEMESTER 2 CHECKPOINTS ü □
FYW 100 or FYS 100	4	<input type="checkbox"/> Complete FYS and FYW, for FYW, grade C or better
BIOL 112 Introductory Biology II* Lecture and Lab.	4	<input type="checkbox"/> Must complete BIOL 112 sequence with a C or better
CHEM 104 General Chemistry II (Sp, Su)* Lecture and Lab (Gen Ed ASQR)	4	<input type="checkbox"/> Gen Ed- Advanced Quantitative/ Scientific Reasoning completed
Gen Ed--Second Lang 102* (if needed), or Gen Ed	3-4	Complete Second Language 102*, grade C or better (if needed)
Requirements and GPA		<input type="checkbox"/> Aim for minimum of 32 earned credits <input type="checkbox"/> Minimum 2.0 GPA
# CREDITS EARNED	15-16	Make appointment with advisor to discuss your schedule for next semester in Feb.

SEMESTER 3	CR	SEMESTER 3 CHECKPOINTS ü □
BIOL 221 Genetics* (F) Lecture and Lab	4	<input type="checkbox"/> Prereqs are BIOL 111 and BIOL 112 with a C or better
CHEM 205 Organic Chemistry I*(F,Su) Lecture and Lab	4	<input type="checkbox"/> Prereqs are CHEM 105 and 106
MATH 209* or 212* Pre/Calculus. Either one satisfies Gen Ed Math (M)	4	<input type="checkbox"/> MATH 209 has MATH 120 as prereq; MATH 212 has MATH 209 as Prereq.
Gen Ed Distribution course from one of these GE categories: Arts (A); Literature (L); History (H), or Social and Behavioral Sciences (SB).	4	

Requirements and GPA		<input type="checkbox"/> Aim for minimum of 48 earned credits, <input type="checkbox"/> Minimum of 2.0 GPA overall and in major
# CREDITS EARNED	13-16	<input type="checkbox"/> Make appointment with advisor to discuss your schedule for next semester and discuss possible minor in Sept. <input type="checkbox"/> Also discuss opportunities for research and Independent study

SEMESTER 4	CR	SEMESTER 4 CHECKPOINTS ü □
BIOL 241 (0.5) – Colloquium	0.5	<input type="checkbox"/> Prereqs are BIOL 111 and BIOL 112
MATH 240 or BIOL 240 Statistics*	4	<input type="checkbox"/> Prereqs are MATH 120 for MATH 240; C or better in BIOL 100, 108 or 112 for BIOL 240
BIOL 213 Intro. Physiology of Plants and Animals (Sp)* Lecture and Lab	4	<input type="checkbox"/> Prereqs are BIOL 111 and BIOL 112 with a C or better
CHEM 206 Organic Chemistry II* (Sp, Sull) Lecture and Lab	4	<input type="checkbox"/> Prereq CHEM 205
Gen Ed., elective, or course toward minor/major	3-4	
Requirements and GPA		<input type="checkbox"/> Aim for minimum of 64 earned credits <input type="checkbox"/> Minimum of 2.0 GPA overall and in major
# CREDITS EARNED	15.5-16.5	Make appointment with advisor to discuss your schedule for next semester in Feb. Discuss opportunities for research and Independent study with your advisor if you have not already done so

SEMESTER 5	CR	SEMESTER 5 CHECKPOINTS ü □
BIOL 318 Ecology (F)	4	<input type="checkbox"/> Prereqs are BIOL 111 and BIOL 112 with a C or better
PHYS 101 General Physics I* or PHYS 200 Mechanics* Lecture and Lab	4	<input type="checkbox"/> If doing double major in Biology and Chemistry select PHYS 200
BIO 300/400 Biology Elective OR first Independent Study (BIOL 49X)*		<input type="checkbox"/> Check specific Prereqs for each course <i>Note: a 49X Independent study (research) can be taken any semester. See your advisor EARLY to inquire about opportunities in the Biology department</i>
Gen Ed., elective, or course toward minor/major	3-4	<i>Note: You need ONE from each Gen Ed. category</i>
Requirements and GPA		<input type="checkbox"/> Aim for minimum of 80 earned credits <input type="checkbox"/> Minimum of 2.0 GPA overall and in major
# CREDITS EARNED	15-16	Make appointment with advisor to discuss your schedule for next semester in Sept.

SEMESTER 6	CR	SEMESTER 6 CHECKPOINTS ü □
Choose 1 Connections course (Gen Ed-C)	4	<input type="checkbox"/> Prereqs are 45 completed credits and FYW and FYS.
PHYS 102 General Physics II* (Sp, Su) or PHYS 201 Electricity and Magnetism*	4	<input type="checkbox"/> Prereqs: PHYS 101 for PHYS 120; PHYS 200 for PHYS 201
BIOL 320 Cell and Molecular Biology (Sp)* Lecture and Lab	4	Prereqs are BIOL 111 and BIOL 112 with a C or better and CHEM 205

Gen Ed., elective, or course toward minor/major	3-4	f pursuing minor or second major make sure you have registered for this with the relevant department prior to audit
Requirements and GPA		<input type="checkbox"/> All ten GE courses and second lang. req. completed <input type="checkbox"/> Aim for minimum of 96 earned credits <input type="checkbox"/> Minimum of 2.0 GPA overall and in major <input type="checkbox"/> Apply for degree audit online through MyRIC
# CREDITS EARNED	14-16	Make appointment with advisor to discuss your schedule for next semester in Feb.

SEMESTER 7	CR	SEMESTER 7 CHECKPOINTS ü <input type="checkbox"/>
BIOL elective (300/400) with or without lab* OR second Independent Study (BIOL 49X)	3-4	<input type="checkbox"/> May use three or more credits in BIOL 491-494 Research in Biology*
Choose ONE organismal elective from BIOL 300 (Sp), 321, 324, 329, 353, or 354* Lecture and Lab	4	Minimum Prereqs: BIOL 111 and BIOL 112 with C or better (note BIOL 300 also requires BIOL 221 and 320)
Gen Ed., elective, or course toward minor/major	3-4	
Gen Ed., elective, or course toward minor/major	3-4	
Requirements and GPA		<input type="checkbox"/> Aim for minimum of 108 earned credits <input type="checkbox"/> Minimum of 2.0 GPA <input type="checkbox"/> Minimum GPA of 2.0 in major <input type="checkbox"/> All ten GE courses and second lang. req. completed
# CREDITS EARNED	13-16	Make appointment with advisor to discuss your schedule for next semester in Sept.

SEMESTER 8	CR	SEMESTER 8 CHECKPOINTS ü <input type="checkbox"/>
BIOL elective (300/400) with or without lab* OR second Independent Study (BIOL 49X)	3-4	<input type="checkbox"/> TWO BIOL 300/400 electives completed <input type="checkbox"/> May use three or more credits in BIOL 491-494 Research*
BIOL 460 Senior Seminar*	3	<input type="checkbox"/> Prereqs: 90 credit hours, BIOL 111, 112, with C or better, BIOL 221, 318, 320, or consent of chair
BIOL 241 Colloquium	0.5	<input type="checkbox"/> Prereqs are BIOL 111 and BIOL 112 <input type="checkbox"/> 2 semesters of BIOL 241 completed
Elective, or course toward minor/major	3-4	
Elective, or course toward minor/major	3-4	
Requirements and GPA		<input type="checkbox"/> Need minimum of 120 earned credits <input type="checkbox"/> Minimum of 2.0 GPA <input type="checkbox"/> Minimum GPA of 2.0 in major
# CREDITS EARNED	12.5-15.5	Attend Gradfest and Commencement

For more information, check the BIOLOGY Department website: <http://www.ric.edu/biology>

**APPENDIX S: PROPOSED OFFICE OF THE POSTSECONDARY
COMMISSIONER TRANSFER POLICY**

**POLICY FOR ARTICULATION AND TRANSFER BETWEEN
PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN RHODE ISLAND**

**COUNCIL ON POSTSECONDARY EDUCATION
State of Rhode Island and Providence Plantations**

ACTION ON POLICY	adopted	November 29, 1979
	amended	January 7, 1982
	amended	November 7, 1985
	amended	July 16, 1987
	amended	June 16, 1988
	amended	June 2, 1994
	amended	June 18, 1998
	amended	XXXXX, 2016

I. Introduction

Articulation between the educational programs of the Rhode Island public institutions of higher education is a matter of considerable importance. The relationships among the academic disciplines and between levels of coursework require clear understandings about content and purpose so that students will make progress toward their educational objectives without unnecessary disruption or duplication. Institutions within the system, therefore, are obliged to observe these guidelines and procedures for course and program articulation, and the transfer of credit.

II. Purpose

Articulation and transfer guidelines facilitate cooperation between higher education institutions for the purpose of accommodating the needs and interests of students who earn credit at one institution and choose to transfer to another. Successful transfer minimizes loss of time, duplication of coursework and added financial impact for students and optimizes the use of institutional and system resources. The policy recognizes that each institution has a separate and distinct mission, and that each has the responsibility to establish and to maintain academic quality within that mission. Underlying the policy is an attitude of mutual respect and cooperation among the institutions, and recognition that the primary objective of articulation agreements is to benefit students.

III. Guiding Principles

- A. Each higher education institution has responsibility for establishing, maintaining and communicating requirements for students seeking to complete courses and programs and to earn certificates and degrees at the institution.
- B. Each college and university has the responsibility and the authority to determine the requirements and course offering of its programs in accordance with its institutional role, internal shared governance practices, and scope and mission as established by Rhode Island statutes and the policies of the Council on Postsecondary Education.

- C. Colleges will treat home institution and transfer students equitably. Transfer students and home institution students will not be advantaged or disadvantaged as a result of the transfer process. Transfer students shall meet comparable program requirements as are required of home institution students. No other or additional means of assessment will be mandated for admission to the bachelor's degree institution or for the acceptance of credit, if not required of home institution students.
- D. Presidents of the public institutions of higher education shall ensure that effective transfer and articulation are considered to be an institutional priority and that all members of the academic community and staff will honor all agreements approved by their institutions.
- E. Students attending the community college with the intent of pursuing a bachelor's degree shall be encouraged by the sending and receiving institutions to complete the associate degree and to transfer into baccalaureate study immediately after completing the associate degree.

IV. Coordination of the Curriculum

- A. As an addition to the institutional process for the development or revision of the curriculum, representatives of the sending and receiving institutions shall engage in discussion of curriculum changes that are likely to have an impact on existing transfer and articulation agreements. Discussions should take place allowing sufficient lead time to provide an orderly change.
- B. When new lower division courses are developed at the community college, the Community College of Rhode Island must assure that the courses articulate to Rhode Island College and the University of Rhode Island as meeting general education, major prerequisite or major requirements. Courses developed to meet major requirements for career and technical programs may be exempt from this requirement if a completion bachelor's degree is not available.
- C. Prior to implementation, any changes that will impact on existing transfer and/or articulation agreements should include mutual consultation by receiving and sending institutions and notification shall be made to all academic departments and advising offices when new agreements are reached.
- D. Once changes in lower division degree requirements are implemented, the baccalaureate institutions shall allow at least two years before the changes become effective for transfer students. This policy will apply to course and degree requirements of institution, school or college, and department.
- E. In instances where a department chair or other designated administrator has concerns regarding the articulation agreement or to a proposed change to an agreement, an appeal may be initiated in accordance with the stated Appeal Process.

V. Transfer Student Admission

- A. The receiving institution will determine the admission of transfer students following an assessment of academic performance and standing as well as eligibility for entrance to a specific program. Students holding an associate degree (AA, AS, AFA, AAS, ATS) with at least a grade point average of 2.4 from the Community College of Rhode Island shall be guaranteed admission to Rhode Island College and to the University of Rhode Island. However, acceptance to an institution does not guarantee admittance into a particular degree-granting program, major, minor, or field of concentration.
- B. Transfer students will be held responsible for meeting the same criteria as home institution students for admission to the college or university or into specific degrees, programs, tracks or minors. Some programs have secondary admissions requirements (such as a higher grade point average). These additional program admissions requirements will be the same for transfer students as for home institution students. Transfer students will not be required to take additional assessment or evaluation or demonstrate a grade point average if this is not required for home institution students.
- C. If the number of transfer students seeking admission to a particular program exceeds the number that can be accommodated, program admission decisions will be based on criteria developed and promulgated by the receiving institution; these criteria shall provide fair treatment for home institution students and for transfer students.

VI. Academic records and transcripts

- A. Transfer of Grades
 - 1. Courses completed with a grade of 'D' or above shall be accepted and applied in the same way as home courses.
 - 2. The grades assigned by the sending institution shall not be calculated into the Grade Point Average (GPA) earned at the receiving institution.
- B. Academic Transcript

Institutions shall keep a complete student academic transcript. The transcript shall clearly identify each student and include all academic work for which the student was enrolled during each semester, the end-of-semester status in each course, grade and credit awarded. The transcript shall clearly indicate the source of credit (e.g., examination, course, assessment of experiences). A statement explaining the grading policy of the institution shall be part of each transcript.

VII. Transfer of Credits

- A. Direction of Credits

The direction of student transfer (two-year to four-year college or university, four-year to two-year, and four-year to four-year) shall not affect the transferability of credit, unless so noted.

B. Numerical value of credits

The numerical value of credits shall be maintained in transfer. The receiving institution shall grant the same total number of credits as originally assigned by the sending institution. In some cases there may be a difference in the number of credits assigned to the course by each institution. In those cases, the course will receive the number of credits assigned by the sending institution with any remaining number of credits assigned as elective credits.

C. Age of credits

Credit earned in a transferable course will be granted without regard to the date when the course was completed. In degree programs, specifically in scientific or professional programs, students may be required to take another course or otherwise obtain current knowledge. Courses that cannot be applied to requirements for the major, minor, track or concentration will be applied to general education requirements and if not applicable to general education, as elective credit. This policy applies to home credit and transfer credit.

D. Remedial/Developmental course credit

Credit hours earned in remedial or developmental courses are institutional credit and are not applicable to credit hours required for any certificate, associate or bachelor's degree.

E. Earned Credits

College-level credit earned with a grade of 'D' or higher at one public higher education institution shall be transferable to another as earned credit. In those instances when home institution students are required to earn a specific grade in a course that is a program prerequisite or requirement, transfer students shall meet the same requirement.

F. Pass/Fail Credit

The application of pass/fail grading systems to transfer students shall be consistent with the application of those systems to students who entered the institution as freshmen. Transfer students should consult the catalog of the institution to which they are transferring regarding these policies.

G. Graduate and Advanced Professional Credit

Decisions regarding the transfer of credit toward advanced degrees (master's, CAGS, doctorate) or advanced professional degrees rests with the faculty of the degree-granting division.

VIII. Transfer of Courses

A. Course Prerequisites

All requirements and prerequisites for entrance into courses and programs shall be stated in the official catalog in a consistent manner. The determination of such requirements and prerequisites is the responsibility of the institution awarding the degree. Transfer students who have completed equivalent prerequisite courses and achieved an acceptable grade should not be required to repeat such prerequisite courses.

B. Transferability of Courses

College-level courses awarded credit at one institution shall be granted credit at the receiving institution. The sending institution shall determine which courses are college-level on the basis of

three standards: 1) the courses are not remedial or developmental; 2) the course carries one or more credit hours; and 3) the credit hours are eligible to be counted toward graduation at the sending institution

C. Transfer of Technical/Vocational courses and programs

1. Technical/vocational courses offered by the community college that are comparable to courses in baccalaureate programs or are applicable to baccalaureate degree requirements as determined by the receiving institution shall be granted transfer credit. In addition, the development of articulation agreements which allow students to apply technical courses toward baccalaureate degree requirements is encouraged.
2. Technical/vocational secondary school courses that are comparable to courses in the associate degree programs or are applicable to associate degree requirements as determined by the community college shall be granted credit as appropriate. The community college is encouraged to develop articulation agreements which will allow students to apply technical/vocational courses toward associate degrees. In addition, some courses may be awarded credit through separate articulation agreements with secondary schools and career/technical schools or training entities.

IX. Extra-institutional Learning and Evaluation for Credit

- A. The determination of the credit value of non-traditional learning for credit, course waiver, or advanced standing is typically achieved through examinations or other standardized or institutionally-accepted forms of assessing prior learning.
- B. The acceptance of extra-institutional learning must be in compliance with the standards of the New England Association of Schools and Colleges (NEASC)¹.
- C. The institutions will employ best practices in the awarding of credit and in providing services to students. In awarding credit for extra-institutional credit, the institutions should use recognized guides and procedures which may include but are not limited to: national standardized examinations (e.g., CLEP, DSST, Excelsior/UExcel, Advanced Placement Program); National College Credit Recommendation Service (NCCRS) or American Council on Education (ACE) guides; credit by departmental or institutional exam or review; degree-relevant extra-institutional learning credit awarded and transcribed by the Joint Services Transcripts (JST) for the Army, Coast Guard, Marines or Navy, or CCAF for the Air Force; subject matter experts, not members of the institution, who evaluate extra-institutional learning at the request of the institution; or individual portfolio assessment using the Council for Adult and Experiential Learning (CAEL) or other standardized procedures authorized with permission of the institution.

¹ 4.35 Credit for prior experiential or non-collegiate sponsored learning is awarded only with appropriate oversight by faculty and academic administration and is limited to 25% for credentials of 30 credits or fewer. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

- D. The public higher education institutions shall clearly state their criteria for measuring and awarding credit and publish information about its credit by examination/assessment policies in its official catalog and website.
- E. For credit by examination, information must be available that includes names of tests for which credit by examination is given (Advanced Placement, general and subject matter CLEP, ACT, institutional, etc.), and score levels which indicate that coursework requirements comparable to classroom situations have been met. For the College-Level Examination Program (CLEP), the receiving institution will accept the American Council on Education (ACE) recommended credit-granting score for the year in which the examination was taken.
- F. Credit awarded through examination or other forms of assessment shall be identified as such on the transcript. These transcribed credits will be honored by the receiving institution; credits accepted at a state institution of higher education through any form of prior learning assessment will be accepted by the receiving institution and to the extent appropriate shall be applied toward meeting degree requirements.

X. Applicability of Transfer Credit

- A. All degrees consist of credits that are applied toward the major, general education requirements and elective credits. Some students choose to use elective credits toward a second major, minor, track or concentration.
- B. When students transfer after completing a designated transfer Associate of Arts, Associate of Science, or Associate of Fine Arts degree, the courses which have been approved with the intent of meeting bachelor's degree requirements will be accepted fully and will apply toward bachelor's degree requirements. When students transfer without having earned a transfer Associate of Arts, Associate of Science or Associate of Fine Arts degree, the courses will be evaluated as comparable courses to home courses.
- C. Transfer courses that are identified as comparable or equivalent to home courses shall be applicable toward prerequisites and requirements in the same way as home courses.
- D. Nonequivalent courses that have been evaluated as meeting the intent of general education courses by the receiving institution will be accepted as meeting general education requirements.
- E. Courses that are college-level courses (not remedial or developmental) that are not accepted as equivalent courses or as meeting general education requirements will receive elective credit.

XI. Transfer of Associate Degrees

- A. Associate of Arts, Associate of Fine Arts, Associate of Science Degrees (AA; AFA; AS)
 - 1. Transfer associate degrees will be developed to eliminate obstacles in transferring from the Community College of Rhode Island to Rhode Island College and the University of Rhode Island. These degrees are intended for students who plan to complete the first two years of college at the community college prior to transferring. Students who graduate with the

- Associate of Arts, Associate of Fine Arts and Associate of Science degrees that are designated as transfer degrees will earn sixty (60) credits that transfer and apply to a baccalaureate degree program, thereby, enabling them to transfer with junior status. These programs shall include thirty-four (34) credits of a common general education core, eighteen (18) credits toward the common area of emphasis (major and prerequisites for the major or programmatic field of study) and eight (8) credits to be selected from transferable electives (courses toward the major or unmet general education requirements).
2. Transfer associate degrees shall be developed for all majors that require a bachelor's degree for first careers and for all majors that are popular with transfer students as determined by the community college in consultation with the baccalaureate institutions. The community college may develop separate transfer and career-focused tracks; each option shall be clearly identified in the catalog and in the institution's student information system and a career and transfer pathway provided for each.
 3. The general education core shall be common to all Rhode Island public higher education institutions and shall be fully transferable as a block to satisfy lower-division general education requirements. A completed category within general education (natural sciences, social sciences, humanities) shall transfer as a block without further review.
 4. The community college will develop transfer degrees which include, in addition to the general education core, 18 credits of common prerequisites and lower-division courses toward the baccalaureate requirements in the major. Where there is a difference in the prerequisite and lower-division major requirements, the baccalaureate institutions will be responsible for developing a common list of prerequisites and lower-division courses applicable to the major.
 5. The baccalaureate institutions will fully accept all sixty (60) credits in the designated transfer degree programs and shall not require any additional lower-division courses in general education. Students will enter with junior status conditional upon meeting the same requirements for specific grades as home institution students with the same number of credits.
 6. For students who transfer without having earned a transfer Associate of Arts, Associate of Fine Arts or an Associate of Science degree, courses will be evaluated on an individual basis. Advising materials shall be developed to guide these students toward the completion of courses toward general education and lower-division major requirements at the baccalaureate institutions.
 7. The Associate of Arts, Associate of Fine Arts and Associate of Science degree programs that are designed for transfer will be clearly identified in the catalog. The community college will prominently identify career programs in the catalog that are not intended for students who plan to transfer into a bachelor's degree program; however, some of the courses in these degrees may be applicable toward baccalaureate degree requirements.
 8. Associate of Arts, Associate of Fine Arts, and Associate of Science degree programs that are not designated as transfer degrees shall have program transfer plans which will show how the courses required in specific community college degree programs will transfer to specific

majors at the baccalaureate institutions. Further, wherever there are course options, courses that are transferable and applicable to degree requirements will be recommended.

9. For those associate degrees for which there is no corresponding bachelor's degree available, the colleges will establish transfer pathways for students seeking a bachelor's degree in another or related field.

B. Associate of Applied Science, Associate of Technical Studies

1. The Associate of Applied Science (AAS) and the Associate of Technical Studies (ATS) are oriented toward career and professional preparation; the primary intent of these programs is to prepare a student for entry into a particular occupation. The curricular design differs from the Associate of Arts or the Associate of Science in intentionally having more technical courses and fewer general education courses. While not intended strictly for transfer, changes in the needs of the workplace and opportunities for career growth may require the pursuit of a bachelor's degree.
2. Every effort should be made to ensure that students with an AAS shall transfer successfully either through the development of completion baccalaureate degrees (i.e., Bachelors in Technical Studies or Applied Technology) or by development of program-to-program articulation agreements.
3. When the Associate of Applied Science or Technical Studies is used as the first two years toward a bachelor's degree, careful planning with the assistance of an advisor is required. Students who transfer with an Associate in Applied Science or Applied Technology Studies will be required to take additional general education courses.

C. Programmatic Pathway Maps

1. When a community college major does not have a completion degree or a matching bachelor's degree, the colleges are encouraged to develop programmatic field transfer maps which will provide guidance to students on the best alternatives for maximizing transfer.
2. The institutions of higher education shall develop program pathway maps for all undergraduate majors at the baccalaureate institutions. These program pathway maps shall provide guidance for community college students by listing term-specific courses that are applicable to general education requirements, prerequisites for the major and major requirements and will include other related milestones.
3. The colleges are encouraged to develop Joint Admissions Transition Plans which provide students with a course of study at the community college which will transfer and apply toward general education and major requirements at the baccalaureate institutions.

D. Completion Degrees

1. To meet the goal of increased baccalaureate attainment and support of a prepared workforce as stipulated in the Council on Postsecondary Education's strategic plan, the public baccalaureate institutions are encouraged to work with the community college to develop completion degrees for students graduating with an Associate in Applied Science, Associate

in Technical Studies and other applied or technical degrees; these applied bachelor's degrees may include a Bachelor of Applied Technology, Bachelor of Technical Studies or other bachelor's degrees. These degrees will build upon the technical skills earned in the associate degree, from industry-certified credentials, technical courses taken in career-technical secondary education, or through prior learning assessment.

2. When a completion degree or program-to-program articulation agreement does not exist, students with an Associate in Applied Science, Technical Studies or other applied degree will have courses individually evaluated for transfer.

XII. General Education

- A. General education programs are determined by individual institutions, each of which has the continuing responsibility for determining the character of its own program and for its own degree purposes. General education program requirements shall be clearly stated in the institutional catalog and in the guide. Students who intend to transfer to another institution should review that institution's general education requirements and discuss their plans with admissions counselors or advisors in their intended majors.
- B. In order to promote liberal learning, through a common body of knowledge and academic skills, and to assist in the efficient progression to the baccalaureate degree, all associate of arts, science and fine arts degrees and all bachelor's degrees will have a minimum of 34 credits of a common core of balanced general education. Students completing the Rhode Island Transfer General Education Core courses will not be required to take any additional lower-division general education courses upon transfer to the senior institution. The senior institutions may require an additional two courses (6-8 credits) in upper division, or capstone general education courses.²
- C. Each higher education institution shall design, develop, and implement a general education program that includes a minimum of thirty-four (34) semester hours of credits that will be considered as equivalent to the corresponding blocks of general education at the other public institutions. The faculty of the public higher education institutions will be responsible for determining which courses will meet the requirements at all of the institutions.

Category	Credits
Writing/Communication Skills	3-6 credits
Humanities	3-6 credits
Arts & Design	3-4 credits
Quantitative/Symbolic Reasoning	3-4 credits
Behavioral and Social Science	3-6 credits
Life and Physical Sciences	4-7 credits
Global Knowledge & Responsibilities	3-4 credits
Diverse Perspectives/Civic Responsibilities	3-6 credits
Total credits required	34 credits

² NEASC standard 4.18: *The institution ensures that all undergraduate students complete at least the equivalent of 40 semester credits in a bachelor's degree program, or the equivalent of 20 semester credits in an associate's degree program in general education.*

Students will take at least one course and not more than two courses in any category. The 34 credits core will be understood to meet all of the lower division general education requirements at the baccalaureate institutions. Students who transfer before earning a degree but who have completed subject-area categories within the General Education Core, have fulfilled the general education requirement in that subject category. The baccalaureate institutions shall be able to require up to 6 additional credits of general education at the upper division or as a capstone course.

XIII. Course Listing

- A. Courses and programs that are not intended for transfer will be clearly designated and published with a clear notation in the catalog and online.
- B. Common Course Numbering
1. All undergraduate courses in each institution must be common-course numbered with equivalent courses offered throughout institutions. To be assigned a new and unique course number at least 20 percent (20%) of the proposed course content must be unique and not found in a current or pending course.
 2. Any additions or changes to undergraduate course prefixes, numbers, titles, and/or credits must follow the procedures established by the Office of the Postsecondary Commissioner and may not be included in class schedules or catalogs until written approval is received from the Office of Postsecondary Commissioner.
 3. The common course numbering information shall be maintained by the Office of Postsecondary Commissioner in the online Transfer Guide accessed at *RI Transfers* (www.ritransfers.org).
 4. Each institution shall include in its official catalog of undergraduate courses a section stating all lower-division prerequisites for each upper-division specialization or major program.
 5. A system-wide course numbering rubric for all institutions shall be maintained so that baccalaureate transfer courses are clearly identified for student reference prior to registration under the following general course numbering parameters:

a. Remedial/developmental courses	001-099
b. Lower-division courses	100-299
c. Upper-division courses	300-499
d. Master's-level	500-699
e. Doctoral-level	699-799
 6. Course selection for students who plan to seek a baccalaureate degree at another public higher education institution shall be based on degree requirements published in the Transfer Guide and in the governing course catalog of the institution.
 7. The Community College of Rhode Island must utilize a suffix for course numbers to alert students that the course may be non-transferable for a baccalaureate degree.

8. Within the college's information system, non-transferable courses must be appropriately identified for students and advisors during the registration process.

XIV. Resolution of Equivalency Disputes

From time to time there may be interinstitutional disagreements among the faculty of subject matter disciplines. These disagreements will normally be resolved at the chairperson level. Conflicts not resolved by the chairperson will be referred to the Articulation/Transfer Committee. The committee will resolve the dispute or forward a recommendation to the Commissioner of Postsecondary Education. The Commissioner of Postsecondary Education may accept the recommendation or seek an alternate resolution.

XV. Communication of Transfer Information

- A. Interinstitutional agreements on course and program equivalencies shall be compiled regularly; the information shall be made available at the state's transfer web portal, *RI Transfers* (www.ritransfers.org) and shall appear in appropriate institutional publications. The transfer information available at *RI Transfers* constitutes the Transfer Guide for Students. The Transfer Guide is an integral part of the articulation/transfer policy and procedures and shall be regarded as the official resource for transfer information, along with the transfer information made available in the college catalogs, for use by students, faculty and staff.
- B. Course Equivalencies
The institutions shall identify specific courses that are equivalent. This identification shall be on a discipline-by-discipline basis and shall appear in the Transfer Guide. Information about course additions, changes or deletions by an institution shall be communicated by the appropriate chairperson to the corresponding chairpersons at other institutions for equivalency evaluation before or during the annual meeting of departmental chairs.
- C. Program Transfer Plans
The institutions shall specify transfer agreements on a program-to-program basis; these agreements shall appear in the Transfer Guide. Program transfer plans will consist of the sequence of courses to be completed to fulfill associate degree requirements at the community college and the equivalent sequences at the college and the university, where appropriate. Chairpersons shall agree on program-to-program equivalencies before or during the annual meeting of department chairs.
- D. Program Pathway Maps
Program Pathway Maps will be developed and will include the courses required for general education, major prerequisites and the major for bachelor's degree programs. The Program Maps will be updated annually and shall be accessible at *RI Transfers* (www.ritransfers.org).
- E. Non-transferable Courses
Non-transferable courses will be noted in the guide.

XVI. Student Rights and Responsibility

- A. Students who intend to transfer must inform themselves of the transfer admission requirements, and the program and degree requirements of the institution to which they expect to transfer. Students are responsible for seeking out the information and advice needed to develop a course of study for transferring. Delay in choosing a major and a senior institution or in following the course of study may affect the applicability of transfer credit.
- B. Students who encounter legitimate difficulties in transferring from one institution to another must seek resolution of these difficulties through institutional procedures, with the assistance of academic advisors. Students who have exhausted all administrative remedies available at the institution to which transfer credit is being sought and who have been unable to resolve the problem satisfactorily may appeal in writing to the articulation/transfer officer at the institution that awarded the credit. The articulation/transfer officer shall receive and consider all relevant materials and shall review the cases with appropriate representatives of the receiving institution so that a determination may be made as to the transferability of the courses or earned credits being contested. Cases which cannot be resolved satisfactorily may be reviewed by the Interinstitutional Articulation/Transfer Committee; the decision of the Interinstitutional Articulation/Transfer Committee shall be final. The transfer appeals process is accessible at *RI Transfers* (www.ritransfers.org).
- C. When a student transfers under the course-to-course option, the articulation/transfer agreement in place when that student initiates the second half of the associate degree program (31 credit hours or more) will be the agreement that governs course equivalencies for that student.
- D. When a student transfers under a program-to-program transfer agreement, the student is governed by the requirements in effect at the beginning of the academic year in which the student was officially matriculated into the program. These requirements will remain in effect for that student for five years regardless of changes to individual course equivalencies.

XVII. Reporting and Assessing Transfer Outcomes

- A. The Office of the Postsecondary Commissioner will be responsible for establishing monitoring and reporting systems based on uniform data collection and reporting methods to facilitate the assessment of the effectiveness of transfer policies and ensure compliance with statewide articulation and transfer policies.
- B. Data collected on transfer from the community college to a public institution of higher education shall include:
 - 1. The number and percentage of students who enroll in transfer associate degree programs.
 - 2. The number and percentage of students who complete transfer associate degrees.
 - 3. The number of students earning transfer associate degrees that transfer to public baccalaureate institutions.
 - 4. For students who transferred from the community college with an associate degree or without an associate degree to a public baccalaureate institution:
 - a. The total number of credits earned at community college at point of transfer
 - b. The number of credits transferred

- c. The number of students who were awarded the bachelor's degree
 - d. The students' majors at the point of transfer
 - e. The students' majors at the point of graduation from baccalaureate institution
 - f. The time to degree completion
 - g. The total number of credits earned at graduation
 - h. Comparative final cumulative grade point average earned at Community College of Rhode Island with the final cumulative grade point average earned at time of graduation from the baccalaureate institution.
- C. Data collected on students who transferred from one public Rhode Island baccalaureate institution to another system baccalaureate college or university:
1. The number who transferred
 2. The total number of credits earned at point of transfer
 3. The number of students who were awarded a degree or certificate
 4. The students' major at home institution
 5. The students' major at the point of graduation at transfer institution
 6. Total number of credits at graduation
 7. Comparative final cumulative grade point average earned at home institution with the final cumulative grade point average earned at time of graduation from the transfer institution.
- D. Data collected on students who transferred from a Rhode Island baccalaureate institution to the community college:
1. The number who transferred
 2. The total number of credits earned at point of transfer
 3. The number of students who transferred after earning a postsecondary certificate or degree
 4. The number of students who completed a degree or certificate at the community college
 5. The students' major at home institution
 6. The students' major at the point of graduation at the transfer institution
 7. Total number of credits at graduation
 8. Comparative final cumulative grade point average earned at home institution with the final cumulative grade point average earned at time of graduation from the transfer institution.
- E. A report will be prepared annually on the transfer outcomes and will include strategies for making further progress in assisting transfer students to complete the bachelor's degree efficiently.

XVIII. Interinstitutional Articulation Transfer Committee

A. Composition of the Committee

To assure compliance with and the continuing viability of the Articulation/Transfer Policy, a permanent interinstitutional committee on articulation/transfer was established. This Articulation/Transfer Committee is comprised of eleven members: three from each of the three public institutions of higher education plus a chairperson and a staff person from the Rhode Island Office of the Postsecondary Commissioner (RIOPC). The institutional representatives are appointed by the president of the respective institutions and are to include the institutional articulation/transfer officer. The chairperson is appointed by the Commissioner of Postsecondary Education. Committee appointments shall be reviewed every three years.

B. Committee Responsibilities

1. The committee is responsible to the Postsecondary Commissioner for the following tasks:
 - Soliciting suggestions from administrators, faculty and students concerning matters of articulation/transfer;
 - Providing continuous evaluation and review of institutional programs, policies and procedures, and interinstitutional relationships affecting transfer of students;
 - Recommending such revisions as are needed in institutional programs, policies, and procedures to promote the success and general well-being of the transfer student.

2. The committee shall fulfill these responsibilities in the following ways:
 - Recommending policy or procedural changes that would improve articulation/transfer in higher education institutions;
 - Recommending resolution of course equivalency disputes between cooperating institutions;
 - Conducting reviews as needed of the Articulation/Transfer Policy;
 - Planning and executing the annual meeting of department chairpersons and assisting in the production of the guide.
 - Preparing a report with recommendations for developing institutional strategies that recognize the importance of transfer students, creating tailored advising support and establishing clear transfer pathways.

C. Committee Meetings

1. The Articulation/Transfer Committee shall be convened, as necessary, by its chairperson.

Definition of Key Terms

1. Extra-institutional learning: study or learning conducted outside of programs or courses formally sponsored for credit by colleges and universities such as non-sponsored experiential learning or prior life or work experience.
2. General Education program: A required component of all degrees developed by each institutions of higher education by the faculty and approved by the administration and by the Council on Postsecondary Education. The general education program is intended to ensure that all graduates of an institution have a balanced core of competencies and knowledge.
3. Home credit: credit awarded by a college or university for completion of its own courses or other academic work.
4. Lower division credit: credits at a freshman or sophomore level.
5. Home institution student: a degree-seeking student who entered a given college or university as a first-time freshman from high school without first matriculating at another college.
6. New England Association of Schools and Colleges (NEASC) – the regional organization for institutional accreditation. An institutional accrediting agency evaluates the institution as a whole, applying the standards in light of the institution’s mission. Besides assessing educational programs, it evaluates areas such as governance and administration, financial stability, physical resources, library and technology, admissions, and student services. Institutional accreditation encompasses the entire institution.
7. Prior learning assessment: prior learning assessment (PLA) is the term used for the means used by higher education institutions and other organizations to assess learning for the purposes of granting college credit or advanced standing in a postsecondary education program. (The Council on Adult and Experiential Learning)
8. Receiving institution: college or university attended by transfer student after transfer to another college.
9. Sending institution: college or university attended by transfer student before transfer.
10. Transfer credit: credit granted by a college or university for courses or other academic work completed at another institution.
11. Transfer Student: A student who enters one college or university after completing credits at another college or university after high school graduation.
12. Upper division credit: credit at a junior and senior level.

**POLICY FOR ARTICULATION AND TRANSFER BETWEEN
PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN RHODE ISLAND**

Board of Governors for Higher Education Council on Postsecondary Education
State of Rhode Island and Providence Plantations

Adopted: 11/29/79 (BG) Amended: 07/16/87
01/07/82
11/07/85
06/16/88
06/02/94
06/18/98
XX/XX/16

I. Introduction

Articulation between the educational programs of the Rhode Island public institutions of higher education is a matter of considerable importance. The relationships among the academic disciplines and between levels of coursework require clear understandings about content and purpose so that students may make progress toward their educational objectives without unnecessary disruption or duplication. Institutions within the system, therefore, are obliged to observe these guidelines and procedures for course and program articulation, and the transfer of credit.

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II. Purpose

Articulation and transfer guidelines facilitate cooperation between higher education institutions for the purpose of accommodating the needs and interests of students who earn credit at one institution and choose to transfer to another. Successful transfer minimizes loss of time and duplication of coursework and added financial impact for students and optimizes the use of institutional and system resources. The policy recognizes that each institution has a separate and distinct mission, and that each has the responsibility to establish and to maintain academic quality within that mission. Underlying the policy is an attitude of mutual respect and cooperation among the institutions, and recognition that the primary objective of articulation agreements is to benefit students.

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Guidelines and Procedures

Institutional Requirements

Each higher education institution has the responsibility of establishing, maintaining and communicating requirements to students seeking to complete courses and programs and to earn certificates and degrees at the institution.

Transfer Student Admission

Admission of transfer students will be determined by the receiving institution following an assessment of academic performance and standing as well as eligibility for entrance to a

~~specific program. Students holding associate of arts degrees oriented toward the baccalaureate degree with a grade point average of 2.4 from the Community College of Rhode Island shall be assured admission to Rhode Island College and the University of Rhode Island. If the number of transfer students seeking admission to a particular program exceeds the number that can be accommodated, program admission decisions will be based on criteria developed and promulgated by the institution; these criteria shall provide for fair treatment for institutional students and for transfer students.~~

Direction of Transfer

~~The direction of student transfer (two-year to four-year college or university, four-year to two-year, and four-year to four-year) shall not affect the transferability of credit, unless so noted.~~

Academic Transcript

~~Institutions shall keep a complete student academic transcript. The transcript shall clearly identify each student and include all academic work for which the student was enrolled during each semester, the end-of-semester status in each course, grade and credit awarded. The transcript shall clearly indicate the source of credit (e.g., examination, course, assessment of experiences). A statement explaining the grading policy of the institution shall be part of each transcript.~~

Course Prerequisites

~~All requirements and prerequisites for entrance into courses and programs shall be stated in the official catalog in a consistent manner. The determination of such requirements and prerequisites is the responsibility of the institution awarding the degree. Transfer students who have completed equivalent prerequisite courses and achieved an acceptable grade should not be required to repeat such prerequisite courses.~~

Earned Credits

~~College-level credit earned with minimally acceptable grades at one public higher education institution shall be transferable to another as earned credit. Specified prerequisite—equivalent courses may require a “C” grade to serve as the equivalent prerequisite at the receiving institution; for non-equivalent prerequisite courses, a higher grade may be required.~~

Pass/Fail Credit

~~The application of pass/fail grading systems to transfer students shall be consistent with the application of those systems to students who entered the institution as freshmen. Transfer students should consult the catalog of the institution to which they are transferring regarding these policies.~~

Non-Traditional Learning and Evaluation for Credit

~~The determination of the credit value of non-traditional learning is typically achieved through an examination or other standardized or institutionally accepted form of assessing prior learning. An institution which examines or otherwise assesses extra-institutional learning shall clearly state its criteria for measuring and awarding credit and publish information about its credit by examination/assessment policies in its official catalog.~~

~~For credit by examination, information must be available that includes names of tests for which credit by examination is given (Advanced Placement, general and subject matter CLEP, ACT, institutional, etc.), and score levels which indicate that course work requirements comparable to classroom situations have been met. For the College-Level Examination Program (CLEP), the receiving institution will accept the American Council on Education (ACE) recommended credit-granting score for the year in which the examination was taken.~~

~~Credit awarded through examination or other forms of assessment shall be identified as such on the transcript. These transcribed credits will be honored by the receiving institution.~~

Graduate and Advanced Professional Credit

~~Decisions regarding the transfer of credit toward advanced degrees (master's, CAGS, doctorate) or advanced professional degrees rests with the faculty of the degree-granting division.~~

Resolution of Equivalency Disputes

~~From time to time there may be interinstitutional disagreements among the faculty of subject matter disciplines. These disagreements will normally be resolved at the chairperson level. Conflicts not resolved by the chairperson will be referred to the Articulation/Transfer Committee. The committee will resolve the dispute or forward a recommendation to the Postsecondary Education Executive Council (PEEC). PEEC may accept the recommendation or seek an alternate resolution.~~

III. Guiding Principles

- A. Each higher education institution has responsibility for establishing, maintaining and communicating requirements for students seeking to complete courses and programs and to earn certificates and degrees at the institution.
- B. Each college and university has the responsibility and the authority to determine the requirements and course offering of its programs in accordance with its institutional role, [internal shared governance practices](#), and scope and mission as established by Rhode Island statutes and the [policies of the Council on Postsecondary Education](#).
- C. Colleges will treat home and transfer students equitably. Transfer students and home [institution](#) students will not be advantaged or disadvantaged as a result of the transfer process. Transfer students shall meet comparable program requirements as are required of home students. No other or additional means of assessment will be mandated for admission to the bachelor's degree institution or for the acceptance of credit, if not required of home institution students.

- D. Presidents of the public institutions of higher education shall ensure that effective transfer and articulation are considered to be an institutional priority and that all members of the academic community and staff will honor all agreements approved by their institutions.
- E. Students attending the community college with the intent of pursuing a bachelor's degree shall be encouraged by the sending and receiving institutions to complete the associate degree and to transfer into baccalaureate study immediately after completing the associate degree.

IV. Coordination of the Curriculum

- A. As an addition to the institutional process for the development or revision of curriculum, representatives of the sending and receiving institutions shall engage in discussion of curriculum changes that are likely to have an impact on existing transfer and articulation agreements. Discussions should take place allowing for sufficient lead time to provide an orderly change.
- B. When new lower division courses are developed at the community college, Community College of Rhode Island must assure that the courses articulate to Rhode Island College and the University of Rhode Island as meeting general education, major prerequisite, or major requirements. Courses developed to meet major requirements for career and technical programs, may be exempt from this requirement if a completion bachelor's degree is not available.
- C. Prior to implementation, any changes that will impact on existing transfer and/or articulation agreements should include mutual consultation by receiving and sending institutions and notification shall be made to all academic departments and advising offices when new agreements are reached.
- D. Once changes in lower division degree requirements are implemented, the baccalaureate institutions shall allow at least two years before the changes become effective for transfer students. This policy will apply to course and degree requirements of institution, school or college, and department.
- E. In instances where a department chair or other designated administrator has concerns regarding the articulation agreement or to a proposed change to an agreement, an appeal may be initiated in accordance with the stated Appeal Process.

IV—V. Transfer Student Admission

- A. Admission of transfer students will be determined by the receiving institution. The receiving institution will determine the admission of transfer students following an assessment of academic performance and standing as well as eligibility for entrance to a specific program. ~~Students holding associate of arts degrees oriented toward the baccalaureate degree~~ Students holding an associate degree (AA, AS, AFA, AAS, ATS) with at least a grade point average of 2.4 from the Community College of Rhode Island shall be guaranteed admission to Rhode Island College and to the University of Rhode Island. However, acceptance to an institution does not guarantee admittance into a particular degree-granting program, major, minor, or concentration.

B. Transfer students will be held responsible for meeting the same criteria as home institution students for admission to the college or university or into specific degrees, programs, tracks or minors. Some programs have secondary admissions requirements (such as a higher grade point average). These additional program requirements will be the same for transfer students as for home institution students. Transfer students will not be required to take additional assessment or evaluation or demonstrate a grade point average if this is not required for home institution students.

C. If the number of transfer students seeking admission to a particular program exceeds the number that can be accommodated, program admission decisions will be based on criteria developed and promulgated by the institution; these criteria shall provide fair treatment for institutional students and for transfer students.

VI. Academic records and transcripts

A. Transfer of Grades

1. Courses completed with a grade of 'D' or above shall be accepted and applied in the same way as home courses.
2. The grades assigned by the sending institution shall not be calculated into the Grade Point Average (GPA) earned at the receiving institution.

B. Academic Transcript

Institutions shall keep a complete student academic transcript. The transcript shall clearly identify each student and include all academic work for which the student was enrolled during each semester, the end-of-semester status in each course, grade and credit awarded. The transcript shall clearly indicate the source of credit (e.g., examination, course, assessment of experiences). A statement explaining the grading policy of the institution shall be part of each transcript.

VII. Transfer of Credits

A. Direction of Transfer

The direction of student transfer (two-year to four-year college or university, four-year to two-year, and four-year to four-year) shall not affect the transferability of credit, unless so noted.

B. Numerical value of credits

The numerical value of credits shall be maintained in transfer. The receiving institution shall grant the same total number of credits as originally assigned by the sending institution. In some cases there may be a difference in the number of credits assigned to the course by each institution. In those cases, the course will receive the number of credits assigned by the sending institution with any remaining number of credits assigned as elective credits.

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C. Age of credits

Credit earned in a transferable course will be granted without regard to the date when the course was completed. In degree programs, specifically in scientific or professional programs, students may be required to take another course or otherwise obtain current knowledge. Courses that cannot be applied to requirements for the major, minor, track or concentration will be applied to general education requirements and if not applicable to general education, as elective credit. This policy applies to home credit and transfer credit.

D. Remedial/Developmental course credit

Credit hours earned in remedial or developmental courses are institutional credit and are not applicable to credit hours required for any certificate, associate or bachelor's degree.

E. Earned Credits

College-level credit earned with ~~minimally acceptable grades a grade of 'D' or higher~~ at one public higher education institution shall be transferable to another as earned credit. ~~Specified prerequisite equivalent courses may require a "C" grade to serve as the equivalent prerequisite at the receiving institution; for non-equivalent prerequisite courses, a higher grade may be required.~~ In those instances when home institution students are required to earn a specific grade in a course that is a program prerequisite or requirement, transfer students shall meet the same requirement.

A-F. Pass/Fail Credit

The application of pass/fail grading systems to transfer students shall be consistent with the application of those systems to students who entered the institution as freshmen. Transfer students should consult the catalog of the institution to which they are transferring regarding these policies.

B-G. Graduate and Advanced Professional Credit

Decisions regarding the transfer of credit toward advanced degrees (master's, CAGS, doctorate) or advanced professional degrees rests with the faculty of the degree-granting division.

VIII. Transfer of CoursesA. Course Prerequisites

All requirements and prerequisites for entrance into courses and programs shall be stated in the official catalog in a consistent manner. The determination of such requirements and prerequisites is the responsibility of the institution awarding the degree. Transfer students who have completed equivalent prerequisite courses and achieved an acceptable grade should not be required to repeat such prerequisite courses.

B. Transferability of Courses

College-level courses, awarded credit at one institution, shall be granted credit at the receiving institution. The sending institution shall determine which courses are college-level on the basis of three standards: 1) the courses are not remedial or developmental; 2) the courses carries one or more credit hours; 3) the credit hours are eligible to be counted toward graduation at the sending institution.

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C. Transfer of Technical/Vocational courses and programs

1. Technical/vocational courses offered by the community college that are comparable to courses in baccalaureate programs or are applicable to baccalaureate degree requirements as determined by the receiving institution shall be granted transfer credit. In addition, the development of articulation agreements which allow students to apply technical courses toward baccalaureate degree requirements are encouraged.
2. Technical/vocational secondary school courses that are comparable to courses in the associate degree programs or are applicable to associate degree requirements -as determined by the community college shall be granted transfer credit as appropriate. The community college is encouraged to develop articulation agreements which will allow students to apply technical/vocational courses toward associate degrees. In addition, some courses may be accepted through separate articulation agreements with secondary schools and career/technical schools or training entities.

IX. Non-Traditional Learning Extra-institutional Learning and Evaluation for Credit

A. The determination of the credit value of non-traditional learning for credit, course waiver, or advanced standing is typically achieved through an examination or other standardized or institutionally-accepted form forms of assessing prior learning. An institution which examines or otherwise assesses extra-institutional learning shall clearly state its criteria for measuring and awarding credit and publish information about its credit by examination/assessment policies in its official catalog.

B. The acceptance of extra-institutional learning must be in compliance with the standards of the New England Association of Schools and Colleges (NEASC)¹.

C. The institutions will employ best practices in the awarding of credit and in providing services to students. In awarding credit for extra-institutional credit, the institutions should use recognized guides and procedures which may include:- national standardized examinations (e.g., CLEP, DSST, Excelsior/UExcel, Advanced Placement Program), National College Credit Recommendation Service (NCCRS) or American Council on Education (ACE) guides, credit by departmental exam or review, degree-relevant extra-institutional learning credit awarded and transcribed by the Joint Services Transcripts (JST) another accredited institution or transcribed by ACE AARTS for the Army, Coast Guard, Marines or Navy, or CCAF for the Air Force; subject matter experts, not members of the institution, who evaluate extra-institutional learning at the request of the institution; individual portfolios using the Council for Adult and Experiential Learning (CAEL) or other standardized procedures authorized with permission of the institution.

¹ 4.35 Credit for prior experiential or non-collegiate sponsored learning is awarded only with appropriate oversight by faculty and academic administration and is limited to 25% for credentials of 30 credits or fewer. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

A.D. The public higher education institutions shall clearly state its criteria for measuring and awarding credit and publish information about its credit by examination/assessment policies in its official catalog and website.

E. For credit by examination, information must be available that includes names of tests for which credit by examination is given (Advanced Placement, general and subject matter CLEP, ACT, institutional, etc.), and score levels which indicate that course work requirements comparable to classroom situations have been met. For the College-Level Examination Program (CLEP), the receiving institution will accept the American Council on Education (ACE) recommended credit-granting score for the year in which the examination was taken.

F. Credit awarded through examination or other forms of assessment shall be identified as such on the transcript. These transcribed credits will be honored by the receiving institution; credits accepted at a state institution of higher education through any form of prior learning assessment will be accepted by the receiving institution-and to the extent appropriate, shall be applied toward meeting degree requirements.

X. Applicability of Transfer Credit

A. All degrees consist of credits that are applied toward the major, general education requirements and elective credits. Some students choose to use elective credits toward a second major, minor, track or concentration.

B. When students transfer after completing a designated transfer Associate of Arts, Associate of Science, or Associate of Fine Arts degree, the courses which have been approved with the intent of meeting bachelor's degree requirements will be accepted fully and will apply toward bachelor's degree requirements. When students transfer without having earned a transfer Associate of Arts, Associate of Science or Associate of Fine Arts degree, the courses will be evaluated as comparable courses to home courses.

C. Transfer courses that are identified as comparable or equivalent to home courses shall be applicable toward prerequisites and requirements in the same way as home courses.

D. Nonequivalent courses that have been evaluated as meeting the intent of general education courses by the receiving institution will be accepted as meeting general education requirements.

E. Courses that are college-level courses (not remedial or developmental) that are not accepted as equivalent courses or as meeting general education requirements will receive elective credit.

XI. Transfer of Associate Degrees

A. Associate of Arts, Associate of Fine Arts, Associate of Science Degrees (AA; AFA; AS)

1. Transfer degrees will be developed to eliminate obstacles in transferring from the Community College of Rhode Island to Rhode Island College and the University of Rhode Island. These degrees are intended for students who plan to complete the first two years of college at the community college prior to transferring. Students who graduate with the Associate of Arts, Associate of Fine Arts and Associate of Science degrees that are designated as transfer degrees will earn sixty (60) credits that transfer and apply to a baccalaureate degree program, thereby, enabling them to transfer with junior status. These programs shall include thirty-four (34) credits of a common general education core, eighteen (18) credits toward the common area of emphasis (major and prerequisites for the major or programmatic field of study) and eight (8) credits to be selected from transferable electives (courses toward the major or unmet general education requirements).
2. Transfer associate degrees shall be developed for all majors that require a bachelor's degree for first careers and for all majors that are popular with transfer students as determined by the community college in consultation with the baccalaureate institutions. The community college may develop separate transfer and career-focused tracks; each option shall be clearly identified in the catalog and in the institution's student information system and a career and transfer pathway provided for each.
3. The general education core shall be common to all Rhode Island public higher education institutions and shall be fully transferable as a block to satisfy lower-division general education requirements. A completed category within general education (natural sciences, social sciences, humanities) shall transfer as a block without further review.
4. The community college will develop transfer degrees which include, in addition to the general education core, 18 credits of common prerequisites and lower-division courses toward the baccalaureate requirements in the major. Where there is a difference in the prerequisite and lower-division major requirements, the baccalaureate institutions will be responsible for developing a common list of prerequisites and lower-division courses applicable to the major.
5. The baccalaureate institutions will fully accept all sixty (60) credits in the designated transfer degree programs and shall not require any additional lower-division courses in general education. Students will enter with junior status conditional upon meeting the same requirements for specific grades as home institution students with the same number of credits.
6. For students who transfer without having earned a transfer Associate of Arts, Associate of Fine Arts or an Associate of Science, courses will be evaluated on an individual basis. Advising materials shall be developed to guide these students toward the completion of courses toward general education and lower-division major requirements at the baccalaureate institutions.
7. The Associate of Arts, Associate of Fine Arts and Associate of Science degree programs that are designed for transfer will be clearly identified in the catalog. The community college will prominently identify career programs in the catalog that are not intended for students who plan to transfer into a bachelor's degree program; however, some of the courses in these degrees may be applicable toward baccalaureate degree requirements.

8. Associate of Arts, Associate of Fine Arts, and Associate of Science degree programs that are not designated as transfer degrees shall have program transfer plans which will show how the courses required in specific community college degree programs will transfer to specific majors at the baccalaureate institutions. Further, wherever there are course options, courses that are transferable and applicable to degree requirements will be recommended.
9. For those associate degrees for which there is no corresponding bachelor's degree available, the colleges will establish transfer pathways for students seeking a bachelor's degree in another or related field.

B. Associate of Applied Science, Associate of Technical Studies

1. The Associate of Applied Science (AAS) and the Associate of Technical Studies (ATS) are oriented toward career and professional preparation; the primary intent of these programs is to prepare a student for entry into a particular occupation. The curricular design differs from the Associate of Arts or the Associate of Science in intentionally having more technical courses and fewer general education courses. While not intended strictly for transfer, changes in the needs of the workplace and opportunities for career growth may require the pursuit of a bachelor's degree.
2. Every effort should be made to ensure that students with an AAS shall transfer successfully either through the development of completion baccalaureate degrees (i.e., Bachelors in Technical Studies or Applied Technology) or by development of program-to-program articulation agreements.
3. When the Associate of Applied Science or Technical Studies is used as the first two years toward a bachelor's degree, careful planning with the assistance of an advisor is required. Students who transfer with an Associate in Applied Science or Applied Technology Studies will be required to take additional general education courses.

C. Programmatic Pathway Maps

1. When a community college major does not have a completion degree or a matching bachelor's degree, the colleges are encouraged to develop programmatic field transfer maps which will provide guidance to students on the best alternatives for maximizing transfer.
2. The institutions of higher education shall develop program pathway maps for all undergraduate majors at the baccalaureate institutions. These program pathway maps shall provide guidance for community college students by listing term-specific courses that are applicable to general education requirements, prerequisites for the major and major requirements and will include other related milestones.
3. The colleges are encouraged to develop Joint Admissions Transition Plans which provide students with a course of study at the community college which will transfer and apply toward general education and major requirements at the baccalaureate institutions.

D. Completion Degrees

1. To meet the goal of increased baccalaureate attainment and support of a prepared workforce as stipulated in the Council on Postsecondary Education’s strategic plan, the public baccalaureate institutions are encouraged to work with the community college to develop completion degrees for students graduating with an Associate in Applied Science, Associate in Technical Studies and other applied or technical degrees; these applied bachelor’s degrees may include a Bachelor of Applied Technology, Bachelor of Technical Studies or other bachelor’s degrees. These degrees will build upon the technical skills earned in the associate degree, from industry-certified credentials, technical courses taken in career-technical secondary education, or through prior learning assessment.
2. When a completion degree or program-to-program articulation agreement does not exist, students with an Associate in Applied Science, Technical Studies or other applied degree will have courses individually evaluated for transfer.

XII. General Education

- A. General education programs are determined by individual institutions, each of which has the continuing responsibility for determining the character of its own program and for its own degree purposes. General education program requirements shall be clearly stated in the institutional catalog and in the guide. Students who intend to transfer to another institution should review that institution's general education requirements and discuss their plans with admissions counselors or advisors in their intended majors.
- B. In order to promote liberal learning, through a common body of knowledge and academic skills, and to assist in the efficient progression to the baccalaureate degree, all associate of arts, science and fine arts degrees and all bachelor’s degrees will have a minimum of 34 credits of a common core of balanced general education. Students completing the Rhode Island Transfer General Education Core courses will not be required to take any additional lower-division general education courses upon transfer to the senior institution. The senior institutions may require an additional two courses (6-8 credits) in upper division, or capstone general education courses.²
- C. Each higher education institution shall design, develop, and implement a general education program that includes a minimum of thirty-four (34) semester hours of credits that will be considered as equivalent to the corresponding blocks of general education at the other public institutions. The faculty of the public higher education institutions will be responsible for determining which courses will meet the requirements at all of the institutions.

<u>Category</u>	<u>Credits</u>
<u>Writing/Communication Skills</u>	<u>3-6 credits</u>
<u>Humanities</u>	<u>3-6 credits</u>
<u>Arts & Design</u>	<u>3-4 credits</u>
<u>Quantitative/Symbolic Reasoning</u>	<u>3-4 credits</u>
<u>Behavioral and Social Science</u>	<u>3-6 credits</u>

² NEASC standard 4.18: The institution ensures that all undergraduate students complete at least the equivalent of 40 semester credits in a bachelor’s degree program, or the equivalent of 20 semester credits in an associate’s degree program in general education.

<u>Life and Physical Sciences</u>	<u>4-7 credits</u>
<u>Global Knowledge & Responsibilities</u>	<u>3-4 credits</u>
<u>Diverse Perspectives/Civic Responsibilities</u>	<u>3-6 credits</u>
<u>Total credits required</u>	<u>34 credits</u>

Students will take at least one course and not more than two courses in any category. The 34 credits core will be understood to meet all of the lower division general education requirements at the baccalaureate institutions. Students who transfer before earning a degree but who have completed subject-area categories within the RI General Education Core, have fulfilled the general education requirement in that subject category. The baccalaureate institutions shall be able to require up to 6 additional credits of general education at the upper division or as a capstone course.

XIII. Course Listing

A. Courses and programs that are not intended for transfer will be clearly designated and published with a clear notation in the catalog and online.

B. Common Course Numbering

1. All undergraduate courses in each institution must be common-course numbered with equivalent courses offered throughout institutions. To be assigned a new and unique course number at least 20 percent (20%) of the proposed course content must be unique and not found in a current or pending course.
2. Any additions or changes to undergraduate course prefixes, numbers, titles, and/or credits must follow the procedures established by the Office of the Postsecondary Commissioner and may not be included in class schedules or catalogs until written approval is received from the Office of Postsecondary Commissioner.
3. The common course numbering information shall be maintained by the Office of Postsecondary Commissioner in the online Transfer Guide accessed at *RI Transfer (www.ritransfers.org)*.
4. Each institution shall include in its official catalog of undergraduate courses a section stating all lower-division prerequisites for each upper-division specialization or major program.
5. A system-wide course numbering rubric for all institutions shall be maintained so that baccalaureate transfer courses are clearly identified for student reference prior to registration under the following general course numbering parameters:

<u>a. Remedial/developmental courses</u>	<u>001-099</u>
<u>b. Lower-division courses</u>	<u>100-299</u>
<u>c. Upper-division courses</u>	<u>300-499</u>
<u>d. Master's-level</u>	<u>500-699</u>
<u>e. Doctoral-level</u>	<u>699-799</u>

6. Course selection for students who plan to seek a baccalaureate degree at another public higher education institution shall be based on degree requirements published in the Transfer Guide and in the governing course catalog of the institution.
7. The Community College of Rhode Island must utilize a suffix for course numbers to alert students that the course may be non-transferable for a baccalaureate degree.
8. Within the college's information system, non-transferable courses must be appropriately identified for students and advisors during the registration process.

XIV. Resolution of Equivalency Disputes

From time to time there may be interinstitutional disagreements among the faculty of subject matter disciplines. These disagreements will normally be resolved at the chairperson level. Conflicts not resolved by the chairperson will be referred to the Articulation/Transfer Committee. The committee will resolve the dispute or forward a recommendation to the Commissioner of Postsecondary Education ~~Executive Council (PEEC).~~ ~~PEEC.~~ The Commissioner of Postsecondary Education may accept the recommendation or seek an alternate resolution.

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XV. ~~Transfer Guide~~ Communication of Transfer Information

~~A.~~ A. Interinstitutional agreements on course and program equivalencies shall be compiled regularly; the information shall be made available at the state's transfer web portal, RI Transfers (www.ritransfers.org) and shall appear in appropriate institutional publications, and be compiled regularly in a single document entitled: The transfer information available at RI Transfers constitutes the Transfer Guide for Students. (hereafter, the guide). ~~The guide- Transfer Guide~~ is an integral part of the articulation/transfer policy and procedures and shall be ~~made available for use by students, faculty and staff, regarded as the official resource for transfer information, along with the transfer information made available in the college catalogs, for use by students, faculty and staff.~~

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B. Course Equivalencies

The institutions shall identify specific courses that are equivalent. This identification shall be on a discipline-by-discipline basis and shall appear in the ~~guide~~ Transfer Guide. Information about course additions, changes or deletions by an institution shall be communicated by the appropriate chairperson to the corresponding chairpersons at other institutions for equivalency evaluation before or during the annual meeting of departmental chairs.

C. Program Equivalencies-Transfer Plans

The institutions shall specify transfer agreements on a program-to-program basis; these agreements shall appear in the ~~guide~~ Transfer Guide. Program transfer plans will consist of the

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sequence of courses to be completed to fulfill associate degree requirements at the community college and the equivalent sequences at the college and the university, where appropriate. Chairpersons shall agree on program-to-program equivalencies before or during the annual meeting of department chairs.

D. Program Pathway Maps

Program Pathway Maps will be developed and will include the courses required for general education, major prerequisites and the major for bachelor's degree programs. The Program Maps will be updated annually and shall be accessible at RI Transfers (www.ritransfers.org).

E. Non-transferable Courses

Non-transferable courses will be noted in the guide.

General Education Requirements

~~General education programs are determined by individual institutions, each of which has the continuing responsibility for determining the character of its own program, for its own degree purposes. General education program requirements shall be clearly stated in the institutional catalog and in the guide. Students who intend to transfer to another institution should review that institution's general education requirements and discuss their plans with admissions counselors or advisors in their intended majors.~~

XVI. Student Rights and Responsibilities

A. Students who intend to transfer must inform themselves of the transfer admission requirements, and the program and degree requirements of the institution to which they expect to transfer.

Students are responsible for seeking out the information and advice needed to develop a course of study for transferring. Delay in choosing a major and a senior institution or in following the course of study may affect the applicability of transfer credit.

B. Students who ~~through no fault of their own~~ encounter legitimate difficulties in transferring from one institution to another must seek resolution of these difficulties through institutional procedures, with the assistance of academic advisors. Students who have exhausted all administrative remedies available at the institution to which transfer credit is being sought and who have been unable to satisfactorily resolve the problem may appeal in writing to the articulation/transfer officer at the institution that awarded the credit. The articulation/transfer officer shall receive and consider all relevant materials and shall review the cases with appropriate representatives of the receiving institution so that a determination may be made as to the transferability of the courses or earned credits being contested. Cases which cannot be satisfactorily resolved may be reviewed by the Interinstitutional Articulation/Transfer Committee; the decision of the Interinstitutional Articulation/Transfer Committee shall be final. The transfer appeals process is accessible at RI Transfers (www.ritransfers.org).

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C. When a student transfers under the course-to-course option, the articulation/transfer agreement in place when that student initiates the second half of the associate's degree program (31 credit hours or more) will be the agreement that governs course equivalencies for that student.

D. When a student transfers under a program-to-program agreement, the student is governed by the requirements in effect at the beginning of the academic year in which the student was officially accepted into the program. These requirements will remain in effect for that student for five years regardless of changes to individual course equivalencies.

XVII. Reporting and Assessing Transfer Outcomes

A. The Office of the Postsecondary Commissioner will be responsible for establishing monitoring and reporting systems based on uniform data collection and reporting methods to facilitate the assessment of the effectiveness of transfer policies and ensure compliance with statewide articulation and transfer policies.

B. Data collected on transfer from the community college to a public institution of higher education shall include:

1. The number and percentage of students who enroll in transfer associate degree programs.
2. The number and percentage of students who complete transfer associate degrees.
3. The number of students earning transfer associate degrees that transfer to public baccalaureate institutions.
4. For students who transferred from the community college with an associate degree or without an associate degree to a public baccalaureate institution:
 - a. The total number of credits earned at community college at point of transfer
 - b. The number of credits transferred
 - c. The number of students who were awarded the bachelor's degree
 - d. The students' majors at the point of transfer
 - e. The students' majors at the point of graduation from baccalaureate institution
 - f. The time to degree completion
 - g. The total number of credits earned at graduation
 - h. Comparative final cumulative grade point average earned at the [Community College Of Rhode Island](#) with the final cumulative grade point average earned at time of graduation from the baccalaureate institution.

C. Data collected on students who transferred from one public Rhode Island baccalaureate institution to another system baccalaureate college or university:

1. The number who transferred
2. The total number of credits earned at point of transfer
3. The number of students who were awarded a degree or certificate
4. The students' major at home institution
5. The students' major at the point of graduation at transfer institution

6. Total number of credits at graduation
7. Comparative final cumulative grade point average earned at home institution with the final cumulative grade point average earned at time of graduation from the transfer institution.

D. Data collected on students who transferred from a Rhode Island baccalaureate institution to the community college:

1. The number who transferred
2. The total number of credits earned at point of transfer
3. The number of students who transferred after earning a postsecondary certificate or degree
4. The number of students who completed a degree or certificate at the community college
5. The students' major at home institution
6. The students' major at the point of graduation at the transfer institution
7. Total number of credits at graduation
8. Comparative final cumulative grade point average earned at home institution with the final cumulative grade point average earned at time of graduation from the transfer institution.

E. A report will be prepared annually on the transfer outcomes as and will include strategies for making further progress in assisting transfer students to complete the bachelor's degree efficiently.

XVIII. Interinstitutional Articulation/Transfer Committee

A. Composition of the Committee

To assure compliance with and the continuing viability of the Articulation/Transfer Policy, a permanent interinstitutional committee on articulation/transfer was established. This Articulation/Transfer Committee is comprised of eleven members: three from each of the three public institutions of higher education plus a chairperson and a staff person from the Rhode Island ~~Office of Higher Education (RIOHE)~~ Office of the Postsecondary Commissioner (RIOPC). The institutional representatives are appointed by the president and are to include the institutional articulation/transfer officer. The chairperson is appointed by the Commissioner of ~~Higher~~ Postsecondary Education. Committee appointments shall be reviewed every three years.

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B. Committee Responsibilities

1. The Committee is responsible to the Postsecondary ~~Commissioner Education Executive Council (PEEC)~~ for the following tasks:
 - Soliciting suggestions from administrators, faculty and students concerning matters of articulation/transfer;
 - Providing continuous evaluation and review of institutional programs, policies and procedures, and interinstitutional relationships affecting transfer of students;
 - Recommending such revisions as are needed in institutional programs, policies, and procedures to promote the success and general well-being of the transfer student.

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2. The Committee shall fulfill these responsibilities in the following ways:

- Recommending policy or procedural changes that would improve articulation/transfer in higher education institutions;
- Recommending resolution of course equivalency disputes between cooperating institutions;
- Conducting reviews as needed of the Articulation/Transfer Policy;
- Planning and executing the annual meeting of department chairpersons and assisting in the production of the guide.
- Preparing a report with recommendations for developing institutional strategies that recognize the importance of transfer students, creating tailored advising support and establishing clear transfer pathways.

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C. Committee Meetings

1. The Articulation/Transfer Committee shall be convened, as necessary, by its chairperson.

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Definition of Key Terms

1. Extra-institutional learning: study or learning conducted outside of programs or courses formally sponsored for credit by colleges and universities such as non-sponsored experiential learning or prior life or work experience.
2. General Education program: A required component of all degrees developed by each institutions of higher education by the faculty and approved by the administration and by the Council on Postsecondary Education. The general education program is intended to ensure that all graduates of an institution have a balanced core of competencies and knowledge.
3. Home credit: credit awarded by a college or university for completion of its own courses or other academic work.
4. Lower division credit: credits at a freshman or sophomore level.
5. Home institution student: a degree-seeking student who entered a given college or university as a first-time freshman from high school without first matriculating at another college.
6. New England Association of Schools and Colleges (NEASC) – the regional organization for institutional accreditation. An institutional accrediting agency evaluates the institution as a whole, applying the standards in light of the institution’s mission. Besides assessing educational programs, it evaluates areas such as governance and administration, financial stability, physical resources, library and technology, admissions, and student services. Institutional accreditation encompasses the entire institution.
7. Prior learning assessment: prior learning assessment (PLA) is the term used for the means used by higher education institutions and other organizations to assess learning for the purposes of granting college credit or advanced standing in a postsecondary education program. (The Council on Adult and Experiential Learning)
8. Receiving institution: college or university attended by transfer student after transfer to another college.
9. Sending institution: college or university attended by transfer student before transfer.
10. Transfer credit: credit granted by a college or university for courses or other academic work completed at another institution.
11. Transfer Student: A student who enters one college or university after completing credits at another college or university after high school graduation.
12. Upper division credit: credit at a junior and senior level.

APPENDIX T: RIPEC ASSET MAPPING

New Skills for Youth 2016 - Rhode Island Asset Mapping

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
Adult Basic Education	Adult basic education for inmates at the Adult Correctional Institution (ACI)	Department of Corrections	State	General Revenue		\$ 922,017	\$ 666,845		239	\$ 2,790		Adult		Inmates at the Adult Correctional Institution (ACI)	Total Served; Total Trained; Certificates Received	
ESL	ESL for inmates at the Adult Correctional Institution (ACI)	Department of Corrections	State	General Revenue		\$ 144,929	\$ 139,610		80	\$ 1,745		Adult		Inmates at the Adult Correctional Institution (ACI)	Total Served; Total Trained; Certificates Received	
Carpentry/ Cabinet Making	Occupational skill development in preparation for those transitioning out of prison (Adult Correctional Institution, ACI) and into the workforce	Department of Corrections	State	General Revenue		\$ 123,320	\$ 134,822		117	\$ 1,152		Adult		Inmates at the Adult Correctional Institution (ACI)	Total Served; Total Trained; Received Work Readiness Training; Certificates Received	
Barbering Program	Occupational skill development in preparation for those transitioning out of prison (Adult Correctional Institution, ACI) and into the workforce	Department of Corrections	State	General Revenue		\$ 81,719	\$ 87,006		36	\$ 2,417		Adult		Inmates at the Adult Correctional Institution (ACI)	Total Served; Total Trained; Received Work Readiness Training; Credentials Obtained	
GED	GED classes/training for inmates at the Adult Correctional Institution (ACI)	Department of Corrections	State	General Revenue		\$ 784,053	\$ 528,650		633	\$ 835		Adult		Inmates at the Adult Correctional Institution (ACI)	Total Served; Total Trained; Credentials Obtained	
WIA/Adult Basic Education	The core mission of adult education is to provide adults with the basic academic knowledge and skills they need to participate in civic life and the workforce. Adult education programs serve students who have educational objectives such as learning to speak English; passing the oral and written exams for U.S. citizenship; earning a high school diploma; receiving job training; and obtaining proficiency in reading, writing, and mathematics to succeed in college, careers and community life.	RIDE: Adult Education	Federal	WIOA Title 1 - Federal Funds (US Department of Labor)	Workforce Innovation and Opportunity Act, 2014, Title 1; Adult Education and Family Literacy Act; 20 U.S.C. 9201 et seq.; CFR PART 34; EDGAR as applicable; 2 CFR as applicable	\$ 1,936,550	\$ 1,726,500		1131	\$ 1,527	Annual Funding (may be used for 27 months)	Youth & Adult		Have attained 18 years of age; Are not enrolled or required to be enrolled in secondary school under state law; and Lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or Are unable to speak, read or write the English language.	Total Served; Total Trained; Entered Employment; Retained Employment; Entered Postsecondary Education or Training; Advanced Educational Functioning Level; Diplomas or GEDs Received	
WIA/English Literacy and Civics Education	The core mission of adult education is to provide adults with the basic academic knowledge and skills they need to participate in civic life and the workforce. Adult education programs serve students who have educational objectives such as learning to speak English; passing the oral and written exams for U.S. citizenship; earning a high school diploma; receiving job training; and obtaining proficiency in reading, writing, and mathematics to succeed in college, careers and community life.	RIDE: Adult Education	Federal	WIOA Title 1 - Federal Funds (US Department of Labor)	Workforce Innovation and Opportunity Act, 2014, Title 1; Adult Education and Family Literacy Act; 20 U.S.C. 9201 et seq.; CFR PART 34; EDGAR as applicable; 2 CFR as applicable	\$ 256,603	\$ 210,000		311	\$ 675	Annual Funding (may be used for 27 months)	Youth & Adult		Have attained 18 years of age; Are not enrolled or required to be enrolled in secondary school under state law; and Lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or Are unable to speak, read or write the English language.	Total Served; Total Trained; Entered Employment; Retained Employment; Entered Postsecondary Education or Training; Advanced Educational Functioning Level; Diplomas or GEDs Received	
DHS TANF/Project Opportunity	To assist needy families with children so that children can be cared for in their own homes; to reduce dependency by promoting job preparation, work, and marriage; to reduce and prevent out-of-wedlock pregnancies; and to encourage the formation and maintenance of two-parent families	RIDE: Adult Education	Federal	Temporary Assistance to Needy Families (TANF) Block Grant - Federal funds	TANF Statute, Social Security Act, Title IV (Part A of Title IV); TANF Regulations, CFR Title 45 Chapter II (Parts 260 through 265); Personal Responsibility and Work Opportunity Reconciliation Act of 1996; RI DHS Rhode Island Works Rules & Regulations	\$ 1,000,000	\$ 1,000,000		415	\$ 2,410		Youth & Adult		RI Works Parents	Total Served; Total Trained; Entered Employment; Retained Employment; Entered Postsecondary Education or Training; Advanced Educational Functioning Level; Diplomas or GEDs Received	TANF/Project Opportunity funding and outcomes also reported under DHS section.

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
General Revenue ABE	Programs in Adult Education, GED, Workforce Training and English for Speakers of Other Languages	RIDE: Adult Education	State	General Revenue	Board of Education	\$ 2,000,000	\$ 1,815,000		1706	\$ 1,064	Annual funds, July 1 - June 30	Youth & Adult		RI adults (18 years or older); out-of-school youth (16 or 17 with an approved Alternative Learning Plan, has been home-schooled, and/or is detained in a juvenile facility/incarcerated); RI resident; member of the Armed forces stationed in RI	Total Served; Total Trained; Entered Employment; Retained Employment; Entered Postsecondary Education or Training; Advanced Educational Functioning Level; Diplomas or GEDs Received	
GWB Job Development Funds	To fund investments consistent with the Governor's Workforce Board (GWB) Strategic Plan goals and objectives which seek to align, promote and improve access to adult education services and programs.	RIDE: Adult Education	State	Job Development Funds (pass-through funds to RIDE from RI Human Resource Investment Council)	State Statute - Chapter 42-102 Human Resource Investment Council	\$ 3,500,000	\$ 3,300,000		2394	\$ 1,378	Annual funds, July 1 - June 30	Youth & Adult		Post-secondary school students 18 or older and unemployed adults; RI resident; non-RI resident attending a higher ed institute located in RI	Total Served; Total Trained; Employer Partners; Received Work Readiness Training; Entered Employment; Retained Employment; Credentials Obtained; Entered Postsecondary Education or Training; Advanced Educational Functioning Level; Diplomas or GEDs Received	Job Development Funds and outcomes also reported under GWB detail
Regional Transition Centers	Educational Collaboratives to provide transition services to Secondary Special Education students to move to post-secondary education or training or employment	RIDE: Adult Education	Federal	US Department of Education	PL 108-446 Part B Individuals with Disabilities Education Act, Special Education-Grants to States		\$ 345,000				Annual funds, July 1 - June 30	Youth & Adult		Secondary special education students	Not Available	
Child Care Development Fund	To provide training and professional development of the child care workforce in order to comply with the State requirements for licensing, inspection, monitoring, and health and safety through the provision of a high quality GED/High School Equivalency (HSE) class that supports home-based child care providers in passing the GED/HSE test in Spanish	RIDE: Adult Education	Federal	Child Care Development Fund (pass-through funds to RIDE from RI DHS)	Child Care and Development Block Grant Act; Section 418 of the Social Security Act; 45 CFR Parts 98 and 99	Not Applicable	\$ 30,000				2/1/16-9/30/16	Adult		Licensed Family Child Care providers in RI		
Race to the Top - Early Learning Challenge	To improve early learning and development programs for young children by supporting States' efforts to: (1) increase the number and percentage of low-income and disadvantaged children Birth-5 who are enrolled in high-quality early learning programs; (2) design and implement an integrated system of high-quality early learning programs and services; and (3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood. These funds are appropriated to help offset the higher than average costs associated with facilities, equipment maintenance and repair, and supplies necessary for maintaining the quality of highly specialized programs that are a priority for the state. A portion of this categorical fund is designated to provide financial relief for school districts administering high-cost career preparation programs. LEAs that receive offset funding currently operate a career preparation program that has been formally designated as "provisionally approved" by RIDE.	RIDE: Adult Education	Federal	Race to the Top - Early Learning Challenge	American Recovery and Reinvestment Act of 2009 (ARRA), Sections 14005, 14006, and 14013, Title XIV, (Public Law 112-10)	Not Applicable	\$ 2,500,000				1/1/16-12/31/16	Adult		RI residents currently working or seeking employment in the field of early childhood education		
CTE Categorical Part I		RIDE: CTE	State	CTE Categorical Fund (approved by General Assembly)	The Education Equity and Property Tax Relief Act, RIGL § 16-7.2-6: Categorical programs, state funded expenses.	\$ 2,371,338	\$ 2,500,000		7190	\$ 347.71	Annual funds, July 1 - June 30	Youth		Offset funds may only be spent on provisionally approved career preparation programs; may not be used to pay for the salary or fringe of core instructional staff (core teachers and core technical aides).	Total Served; Total Trained	This funding source is also reported under total funding by CTE HS Program

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
CTE Categorical Part II	These funds are appropriated to help meet initial career and technical education investments to transform existing or create new comprehensive career and technical programs and pathways in critical and emerging industries. Awards are competitively distributed. Priority growth sectors are determined by the Governor's Workforce Board (GWB).	RIDE: CTE	State	CTE Categorical Fund (approved by General Assembly)	The Education Equity and Property Tax Relief Act, RIGL § 16-7.2-6: Categorical programs, state funded expenses.	\$ 1,181,075	\$ 1,000,000		Not Applicable	Not Applicable	Annual funds, July 1 - June 30	Youth		Start-up funds may only be spent for planning, developing, equipping and implementing identified high quality career preparation programs in state priority sectors; may not be used to pay for the salary or fringe of core instructional staff (core teachers and core technical aides).		This funding source is also reported under total funding by CTE HS Program
Incarcerated Populations - ACI	Incarcerated adults at the Adult Correctional Institute (ACI) prepare for reentry into society and work while incarcerated	RIDE: CTE	Federal	Carl D. Perkins Career and Technical Act		\$ 168,452	\$ 78,006		45	\$ 1,733		Adult		Incarcerated Adults	Total Served; Total Trained; Received Occupational Skills Training	
Incarcerated Populations - DCYF	Incarcerated youth prepare for reentry into society and work while incarcerated	RIDE: CTE	Federal	Carl D. Perkins Career and Technical Act		\$ 78,006	\$ 78,006		24	\$ 3,250		Youth		Incarcerated Youth	Total Served; Total Trained; Received Occupational Skills Training	
Perkins Adult Skills Training	Adults interested in skills training attend evening classes offered at career centers, high schools and the Community College of Rhode Island (CCRI)	RIDE: CTE	Federal	Carl D. Perkins Career and Technical Act		\$ 300,000	\$ 450,000		614	\$ 733		Adult			Total Served; Total Trained; Received Occupational Skills Training	Adult Skills Training funding and participant data also reported in Community College of Rhode Island
Postsecondary Programs	Postsecondary students obtain CTE through public two-year institutions	RIDE: CTE	Federal	Carl D. Perkins Career and Technical Act		\$ 271,023	\$ 271,023		95	\$ 2,853		Adult			Total Served; Total Trained; Received Work Readiness Training; Received Occupational Skills Training	
Secondary School Concentrators	High school students access CTE in comprehensive high schools and centers	RIDE: CTE	Federal	Carl D. Perkins Career and Technical Act		\$ 3,791,348	\$ 4,334,389		7361	\$ 589		Youth	CTE		Total Served; Total Trained; Received Occupational Skills Training	This funding source is also reported under total funding by CTE HS Program
On-Ramps		RIDE: CTE	Federal & State			\$ 31,700						Youth			Total Served; Total Trained; Work Readiness; Credentials	
CTE HS Programs: Drafting	5 districts offer Drafting programs, with 266 students enrolled statewide in FY15; includes programs in CADD and Architecture & Design Technology.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 16	\$ 555,561			266	\$ 2,088.58	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Automotive	8 districts offer Automotive programs, with 414 students enrolled statewide in FY15; includes programs in Diesel Technology, Auto; Collision Repair; and Automotive Technology.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 17	\$ 1,795,327			414	\$ 4,337	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Construction	Construction is classified as a High Wage/High Demand sector in RI. 10 districts offer Construction programs, with 374 students enrolled statewide in FY15; includes programs in Carpentry; Construction Technology, Solar; and Heating, Facilities Management & Operations.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 18	\$ 2,476,620			374	\$ 6,622	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.

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						FY2014	FY2015	FY2016 (projected/ budgeted)								
CTE HS Programs: Graphic Design	Graphic Design falls into the IT sector, which is classified as a High Wage/High Demand sector in RI. 10 districts offer Graphic Design programs, with 493 students enrolled statewide in FY15; includes programs in Digital Printing; Advertising; Design & Digital Technology; and Digital Media Production.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 19		\$ 2,102,961	493	\$ 4,266	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.	
CTE HS Programs: Electricity	Electricity falls into the Construction sector, which is classified as a High Wage/High Demand sector in RI. 4 districts offer Electricity programs, with 175 students enrolled statewide in FY15; includes programs in Electrical Technology & Renewable Energy Sources; and Electrical/Telecommunications.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 20		\$ 1,075,628	175	\$ 6,146	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.	
CTE HS Programs: Child Development & Education	10 districts offer Child Development & Education programs, with 473 students enrolled statewide in FY15; includes programs in Child Studies; Human Services; Early Childhood/Elementary Education; and the Teacher Academy.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 21		\$ 1,144,936	473	\$ 2,421	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.	
CTE HS Programs: Fashion Merchandising	1 district offers a Fashion Merchandising program with 13 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 22		\$ 122,088	13	\$ 9,391	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.	
CTE HS Programs: Business	6 districts offer Business programs, with 261 students enrolled statewide in FY15; includes programs in Entrepreneurship; the Finance Academy; Business Education; and Marketing and Marketing/Career Readiness.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 23		\$ 794,837	261	\$ 3,045	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.	
CTE HS Programs: Computer Technology and Systems	Computer Technology and Systems falls in the IT sector, which is classified as a High Wage/High Demand sector in RI. 6 districts offer Computer Technology and Systems programs, with 416 students enrolled statewide in FY15; includes programs in Computer & Game Design Technology; Interactive Digital Media; Academic Info Technology; Business Technology; the CISCO Academy; and Networking Cyber Security & Forensics.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 24		\$ 847,529	416	\$ 2,037	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.	

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						FY2014	FY2015	FY2016 (projected/ budgeted)								
CTE HS Programs: Cosmetology	7 districts offer Cosmetology programs, with 412 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 25		\$ 1,714,518		412	\$ 4,161	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Health Careers	Healthcare is classified as a High Wage/High Demand Sector in RI. 7 districts offer Health Career programs, with 531 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 26		\$ 1,294,420		531	\$ 2,438	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Engineering	Engineering falls into the Defense sector, which is a High Wage/High Demand sector in RI. 7 districts offer Engineering programs, with 375 students enrolled statewide in FY15; includes programs in Pre-Engineering, Electronics, Robotics, and Digital and Audio Technology.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 27		\$ 1,327,985		375	\$ 3,541	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Culinary Arts & Hospitality	Culinary Arts & Hospitality falls into the Hospitality & Tourism sector, which is classified as a High Wage/High Demand sector in RI. 10 districts offer Culinary Arts & Hospitality programs, with 608 students enrolled statewide in FY15; includes programs in Travel & Tourism; Bakery; Food Services; Hospitality; Davies Hospitality Career Program; Pastry Arts; and Commercial Foods.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 28		\$ 2,289,041		608	\$ 3,765	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: HVAC & Plumbing	HVAC & Plumbing falls into the Construction sector, which is classified as a High Wage/High Demand sector in RI. 2 districts offer HVAC & Plumbing programs, with 125 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 29		\$ 519,225		125	\$ 4,154	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Law, Public Safety, Security	6 districts offer Law, Public Safety & Security programs, with 437 students enrolled statewide in FY15; includes programs in Criminal Justice; Forensics; and Government & Administration.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 30		\$ 475,990		437	\$ 1,089	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.

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						FY2014	FY2015	FY2016 (projected/ budgeted)								
CTE HS Programs: Environmental and Life Sciences	Environmental and Life Sciences falls into the Bioscience sector, which is classified as a High Wage/High Demand sector in RI. 6 districts offer Environmental and Life Sciences programs, with 329 students enrolled statewide in FY15; includes programs in Aquaculture and Agriculture.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 31		\$ 887,414		329	\$ 2,697	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Biotechnology	Biotechnology falls into the Bioscience sector, which is classified as a High Wage/High Demand sector in RI. 3 districts offer Biotechnology programs, with 118 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 32		\$ 480,193		118	\$ 4,069	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Manufacturing	Manufacturing is classified as a High Wage/High Demand sector in RI. 2 districts offer Manufacturing programs, with 136 students enrolled statewide in FY15; includes programs in Machine Technology.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 33		\$ 314,426		136	\$ 2,312	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Marine Technology	Marine Technology falls into the Marine Trades sector, which is classified as a High Wage/High Demand sector in RI. 2 districts offer Marine Technology programs, with 57 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 34		\$ 280,290		57	\$ 4,917	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Arts	4 districts offer Arts programs, with 399 students enrolled statewide in FY15; includes programs in Visual and Performing Arts.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 35		\$ 1,059,881		399	\$ 2,656	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: TV Production/ Journalism	3 districts offer TV Production/Journalism programs, with 225 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private	Federal Perkins funds; State	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 36		\$ 101,372		225	\$ 451	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
CTE HS Programs: Aviation	1 district offers an Aviation program, with 6 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private	Categorical funds; tuition from sending districts based on sending district's per-pupil expenditure; local unrestricted aid for education; private funding	Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 37		\$ 93,069		6	\$ 15,511	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
CTE HS Programs: Air Force Jr. ROTC	1 district offers an Airforce Jr. ROTC program, with 59 students enrolled statewide in FY15.	RIDE: CTE	Federal, State, Local & Private		Carl D. Perkins Vocational and Applied Technology Act; R.I.G.L. Title 38		\$ 114,858		59	\$ 1,947	Annual funding	Youth	CTE	Secondary school aged youth	Total Served; Total Trained; Received Occupational Skills Training; Credentials Obtained; Diplomas or GEDs Received	Includes any portion of the following funding sources that is allocated to these specific programs: CTE Categorical Part I, CTE Categorical Part II, and Perkins funding for Secondary School Concentrators.
AP Test Fee Waivers	Offers AP test fee waivers for low-income students.	RIDE	Federal					\$ 79,320			Annual grant program (FY2016 includes \$18,878 rolling over from the 2014-15 grant)	Youth	Postsecondary Credential			FY2016 data refers to the 2015-16 academic year.
WayToGoRI.org	WaytogoRI.org is a web portal for college and career planning. Elementary through college students, adult learners, parents, and educators can create a free account for career exploration, high school planning, college information, financial aid tools, and scholarships advice.	OPC	State	General Revenue			\$ 1,100,000	\$ 1,100,000			General revenues appropriated annually.	Youth & Adult		Students in elementary school through college, adult learners, parents, and educators can create a free account to explore college and career planning.		
Prepare RI	Prepare RI provides state funding to pay for high school students to take college courses to earn credit at both the secondary school and the postsecondary institution. The program includes funding for both dual and concurrent enrollment. Dual enrollment courses are taught on the college campus by college faculty and taken alongside other undergraduate students; concurrent enrollment classes are taught by high school teachers who have been approved by a postsecondary institution to teach a college-level course for credit at the high school location. Legislation during the 2015 session replaced the state's need-based scholarship and grants program formula and eligibility requirements with a more flexible state grant program under the direction of the Commissioner of Postsecondary Education.	OPC	State	PrepareRI Dual Enrollment Fund	R.I.G.L. 16-100	Not Applicable	Not Applicable	\$ 1,300,000	3807*	\$ Annual 341* appropriation		Youth	Postsecondary Credential	Qualified high school students	Total Served; College Credits Earned	* Total Served and Cost per Participant data for the 2015-16 academic year
WIA/WIOA Adult	Programs consist of three levels of services: Core, Intensive, and Training. Those participants who are unable to obtain employment through core services alone are eligible to receive Intensive Services. Training services may be made available to those participants who, after receiving Core and Intensive services, are unable to secure employment. The participant must be determined to be in need of the training services and to have the skills and qualifications to successfully complete the training programs.	DLT: State Workforce Investment Office	Federal	WIA Title I-B	U.S.C. Title 29, Chapter 32, Subchapter I	\$ 3,097,125	\$ 3,584,249		776	\$ 4,619	Annual funding	Adult		Adults who receive services must be 18 years of age or older, authorized to work in the United States and be registered with Selective Service (when applicable).	Total Served; Entered Employment; Retained Employment; Credentials Obtained	

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
WIA/WIOA Dislocated Worker	Programs consist of three levels of services: Core, Intensive, and Training. Those participants who are unable to obtain employment through core services alone are eligible to receive Intensive Services. Training services may be made available to those participants who, after receiving Core and Intensive services, are unable to secure employment. The participant must be determined to be in need of the training services and to have the skills and qualifications to successfully complete the training programs.	DLT: State Workforce Investment Office	Federal	WIA Title I-B	Workforce Investment Act of 1998 Title I; Workforce Innovation and Opportunity Act Title I	\$ 2,828,518	\$ 3,438,666		951	\$ 3,616	Annual funding	Adult		Dislocated Workers must be 18 years of age or older, authorized to work in the United States, be registered with Selective Service (when applicable), and, generally speaking, have been laid off or received a notice of layoff.	Total Served; Entered Employment; Retained Employment; Credentials Obtained	
WIA/WIOA Youth	The Youth Program provides the following 10 services, as required under WIA: 1. Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies; 2. Alternative secondary school offerings; 3. Summer employment opportunities directly linked to academic and occupational learning; 4. Paid and unpaid work experiences, including internships and job shadowing; 5. Occupational skills training; 6. Leadership development opportunities; 7. Supportive services; 8. Adult mentoring for 12 months; 9. Follow-up services; and 10. Comprehensive guidance and counseling	DLT: State Workforce Investment Office	Federal	WIA Title I-B	Workforce Investment Act of 1998 Title I; Workforce Innovation and Opportunity Act Title I	\$ 4,345,054	\$ 3,663,370		747	\$ 4,904	Annual funding	Youth		Youth must be between the ages of 14 and 21, authorized to work in the United States, be registered with Selective Service (when applicable), qualify as low-income and have one additional barrier to employment.	Total Served; Received Work Readiness Training; Entered Employment; Retained Employment; Credentials Obtained	
Wagner-Peyser Act (WP)	Wagner Peyser is the major funding source for the one-stop system. The WP act of 1933 established a nationwide system of employment offices known as Employment Service. The Employment Service provides employment-related labor exchange services including but not limited to job search assistance, job referral and placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff-assisted service delivery approaches.	DLT: Workforce Development Services	Federal	Wagner-Peyser	Wagner-Peyser Act of 1933, as amended by Workforce Investment Act of 1998	\$ 2,130,232	\$ 2,435,762	\$ 2,437,864	38065	\$ 64	Annual funding	Youth & Adult		All employers seeking workers and all individuals legally authorized to work in the US and seeking work for any reason regardless of current employment status are eligible for services under WP. Veterans receive priority referral to jobs and training as well as special employment services and assistance. The system provides specialized attention and service to individuals with disabilities, migrant and seasonal farm-workers, ex-offenders, youth, minorities and older workers.	Total Served; Entered Employment; Retained Employment	Wagner Peyser encompasses Trade, JVSG, REA and WIA participants

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
Jobs for Veterans State Grants (JVSG)	The JVSG Program serves eligible veterans, and other eligible spouses in finding sustainable and meaningful careers by providing employment, training, and placement services at local netWORKri career centers. JVSG funds are provided to the states to fund two different staffing positions; Disabled Veterans Outreach Program (DVOP) Specialists and Local Veterans Employment Representative (LVER) Staff. Disabled Veterans Outreach Program (DVOP) provides intensive career services and community outreach focusing efforts on special disabled veterans, disabled veterans, economically or educationally disadvantaged veterans, and veterans with other barriers to employment (especially homeless & formally incarcerated veterans). The Local Veterans Employment Representative (LVER) Program is responsible for conducting outreach to employers in the area to assist veterans in gaining employment, including conducting seminars for employers and conducting job search workshops and establishing job search groups.	DLT: Workforce Development Services	Federal	Jobs for Veterans State Grants	Title 38 U.S.C., Chapters 41 and 42	\$ 569,021	\$ 703,730	\$ 641,457	1593	\$ 442	Annual funding	Adult		Unemployed Veterans meeting eligibility criteria	Total Served; Entered Employment; Retained Employment	
Trade Adjustment Assistance (TAA)	TAA is a federal program that provides a path for employment growth and opportunity through aid to US workers who have lost their jobs as a result of foreign trade. The TAA program seeks to provide these trade-affected workers with opportunities to obtain the skills, resources, and support they need to become reemployed. The TAA program provides special benefits to those who were laid off or had hours reduced because their employer was adversely affected by increased imports from other countries. These benefits include paid training for a new job, financial help in making a job search in other areas, or relocation to an area where jobs are more plentiful. Those who qualify may be entitled to a weekly trade readjustment allowance (TRA) after their unemployment compensation is exhausted.	DLT: Workforce Development Services	Federal	Trade Act of 1974 Title II	Trade Adjustment Assistance (TAA) Extension Act of 2011; Trade Act of 1974, title II, chapter 2, as amended in 2011 by the TAAEA; 20 CFR, Part 618, 617, 90; 29 USC §2801 Workforce Investment Act of 1998	\$ 2,070,225	\$ 592,393	\$ 286,718	116	\$ 5,107	Timeframe and duration of benefits varies depending on petition and group eligibility. State has three years to expend funds.			Individuals displaced by international competition	Total Served; Total Trained; Entered Employment; Retained Employment; Credentials Obtained	
RI Works (RIW)	This partnership between the RI Department of Labor and Training and the RI Department of Human Services provides intensive employment services to cash assistance beneficiaries under the TANF program. Under RI Works, participants engage in job search as a first and primary activity in their plan. Cash benefit and SNAP recipients must participate in approved job search activities.	DLT: Workforce Development Services	Federal	TANF	RI General Laws 40-5.2; Title 42 U.S.C., Chapter 7, Subchapter IV, Part A (Title VI of Personal Responsibility and Work Opportunity Reconciliation Act of 1996)	\$ 953,279	\$ 1,026,255	\$ 1,000,000	595	\$ 1,725	Annual funding	Adult		Eligible recipients must be pregnant or responsible for a child under 19; low or very low income; and under-employed, unemployed or about to become unemployed.	Total Served; Received Work Readiness Training; Entered Employment; Retained Employment	RI Works Funding and participants also reported in DHS section

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						FY2014	FY2015	FY2016 (projected/ budgeted)								
Disability Employment Initiative (DEI)	<p>This program provides an integrated service system that creates a "One-Stop" entry point for individuals with disabilities to gain entrance to competitive and/or self-employment. This is accomplished by improving coordination and collaboration among employment and training programs implemented at state and local levels, including the "Ticket to Work" program that enables disabled individuals to access employment services at an employment network site and other effective community partnerships that leverage public and private resources to better serve individuals with disabilities and improve employment outcomes. The array of services provided to DEI participants include:</p> <ul style="list-style-type: none"> - Placement in suitable jobs; - Job search workshops; - Counseling; - Core, intensive and training services; - Referral to supportive services; - Outreach to employers; and - Outreach to individuals with disabilities by providing services at various locations around the state 	DLT: Workforce Development Services	Federal	DEI Grant	Workforce Investment Act of 1998 Title I-D; Workforce Innovation and Opportunity Act, Title I-D		\$ 1,094,909		175	\$ 6,257	3-year grant (project year 2012- Adult 2015)		Persons with disabilities interested in employment	Total Served; Received Work Readiness Training; Entered Employment; Retained Employment		
Reemployment and Eligibility Assessment (REA)	<p>The Reemployment Services and Eligibility Assessment (RESEA) Program is a program funded by the US Department of Labor to help Unemployment Insurance claimants return to work faster. The Division of Unemployment Insurance determines which claimants are most likely to exhaust their benefits and mandates they attend the RESEA program. Claimants are required to attend a Career Center Seminar and meet other program requirements, which include completing a Career Action Plan, conducting labor market research, tracking your work search activities, providing a resume, and participating in ongoing reemployment services.</p>	DLT: Workforce Development Services	Federal	REA/RESEA grant	Annual Unemployment Insurance Program Letters, UI REA/RESEA Grants from USDOL	\$ 1,183,687	\$ 1,240,117	\$ 1,249,242	10738	\$ 115	1-year grant supported by annual federal appropriations; application for continuing grant submitted annually		UI Claimants most likely to exhaust benefits selected by the Division of Unemployment Insurance	Total Served		
Senior Community Service Employment Program (SCSEP)	<p>SCSEP is a service and work-based program for low-income persons aged 55 and older funded through the U.S. Department of Labor. RI SCSEP serves Rhode Island seniors in their efforts to return or remain in the workforce. Seniors participate in community service and work-based training programs. Companies provide sites for these experiences and ideally employ seniors after their community service or training.</p>	DLT: Workforce Development Services	Federal	Grants authorized by the Older Americans Act	Older Americans Act, Title 42 U.S.C. Chapter 35, Subchapter III	\$ 456,934	\$ 457,429	\$ 465,000	60	\$ 7,624	Annual funding, reauthorized through FY 2019	Adult	Unemployed seniors over 55	Total Served; Total Trained; Employer Partners; Entered Employment; Retained Employment		

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						FY2014	FY2015	FY2016 (projected/ budgeted)								
Rapid Response (RR)	<p>The state provides RR services through the Business Workforce Center (BSC), a pro-active, business-focused and integrated strategy to assist the business community through all phases of the business cycle to achieve hiring needs or a smooth transition through a reduction in workforce. RR services serve as a primary gateway to the workforce system for both dislocated workers and employers. Services to employers include:</p> <ul style="list-style-type: none"> - Assisting with early intervention to allow employers and workers to communicate about their concerns - Improving morale and productivity and lowering absenteeism due to reduced stress; - Assisting in managing human resource needs; - Counseling affected workers in their efforts to return to work; - Educating employers on such topics as Worker Adjustment and Retraining Notification (WARN) Act, Trade Adjustment Assistance (TAA) Act, Workforce Investment Act (WIA), and other programs; and - Helping to maintain a good corporate relationship with the community. 	DLT: Workforce Development Services	Federal	WIOA Dislocated Worker Funding	Workforce Investment Act of 1998 Title I; Workforce Innovation and Opportunity Act Title I	\$ 968,662	\$ 1,122,054	\$ 1,383,313	387	\$ 2,899	Annual funding		Adults and Dislocated Workers	Total Served; Employer Partners	Funding allocated from WIOA dislocated worker funding.	
Work Opportunity Tax Credit (WOTC)	<p>The WOTC is also provided through the BWC. Employers that hire individuals from certain target groups that have consistently faced significant barriers to employment may be eligible to receive a tax credit of \$2,400 per individual. Target groups include:</p> <ul style="list-style-type: none"> - Qualified Temporary Assistance to Needy Families (TANF) recipients; - Some veterans - Recipients of vocational rehabilitation services - Food stamp recipients; - Qualified ex-offenders; and - Supplemental Security Income (SSI) recipients. 	DLT: Workforce Development Services	Federal	Federal tax credit	Protecting Americans from Tax Hikes Act of 2015 section 142	\$ 121,044	\$ 96,003	\$ 66,000	10017	\$ 10	Reauthorized through 2019		Unemployed Veterans (including disabled veterans) Temporary Assistance for Needy Families (TANF) Recipients, Food Stamp (SNAP) Recipients, Designated Community Residents (living in Empowerment Zones or Rural Renewal Counties), Vocational Rehabilitation Referred Individuals, Ex-Felons Supplemental Security Income Recipients, Summer Youth Employees (living in Empowerment Zones)	Total Served		
Self-Employment Assistance Rhode Island (SEARI)	<p>SEA is designed as a fast track to entrepreneurship for Unemployment Insurance (UI) claimants interested in starting their own business. Participants receive entrepreneurial training and mentoring services, focusing on those individuals who are currently collecting Emergency Unemployment Compensation (EUC). Regular UI claimants may also apply if they have been identified as most likely to benefit from specialized reemployment services. Entrepreneurial training and mentoring services include:</p> <ul style="list-style-type: none"> - Personal qualities and finances required for business; - Long- and short-term goal setting; - Various forms of business organization, business plan development; - Marketing; - Financing, cash flow projections and financial statements, record keeping; and - Taxes, legal and insurance information 	DLT: Workforce Development Services	State	General Revenue	R.I.G.L 28-44-70	\$	61,096		122	\$ 501		Adult	Unemployment Insurance (UI) claimants interested in starting their own business	Total Served; Total Trained; Credentials Obtained		

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Migrant and Seasonal Farmworker Program (MSFW)	The National Farmworker Jobs Program (NFJP) provides funding to community-based organizations and public agencies to assist migrant and seasonal farmworkers (MSFWs) and their dependents attain greater economic stability. Farmworkers also receive training and employment services through the nationwide network of American Job Centers, also called One-Stop Career Centers. The Monitor Advocate system, with responsibilities at the national, regional, and state levels, helps ensure that farmworkers are served equitably through workforce programs.	DLT: Workforce Development Services	Federal	WIA/WIOA Title I-D MSFW grants	WIA Title I-D; WIOA Title I-D			\$ 76,145	59					Migrant seasonal farm workers	Total Served; Entered Employment; Retained Employment	
Foreign Labor Certification (FLC)	The foreign labor certification process allows employers to bring foreign workers, who are temporarily authorized by the U.S. Citizenship and Immigration Service, to live and work in the United States on a temporary basis. The USDOL provides annual grants to state workforce agencies for the administration of FLC activities.	DLT: Workforce Development Services	Federal	FLC state grants	U.S. Citizenship and Immigration Service		\$ 88,956	\$ 74,844	106					A qualifying business must demonstrate its inability to fill the position with a qualified citizen at prevailing wages.	Total Served	
Job-Driven National Emergency Grant (JD NEG)	Rhode Island proposes to enhance and expand existing structures, processes, and relationships to support the state's long-term unemployed residents. The State will deliver work-based training through contextualized learning to train participants for welding occupations, particularly with General Dynamics Electric Boat, by expanding an existing training program to include a contextualized instructional format thereby reaching lower literacy individuals. It will also establish a CNC manufacturing apprenticeship program through the state's new CNC apprenticeship program; and expand supports for long-term unemployed workers entering existing work-based learning initiatives which include paid and unpaid work experiences. Each strategy is rooted in the needs of employers and long-term unemployed workers and grows from existing workforce development programming in Rhode Island. The two manufacturing strategies have strong support from one of the state's largest manufacturers, General Dynamics Electric Boat. The existing work-based learning initiatives benefit from a year of building employer engagement in a number of industries and are poised to serve significant numbers of individuals in the coming two years.	DLT: Workforce Development Services	Federal	National Emergency Grant	WIA Title I-D	Not Applicable	Not Applicable	\$ 3,853,796			One-time grant available for expenditure through June 30, 2016	Youth & Adult		Dislocated workers that are long-term unemployed with priority to recently separated veterans. Key industries: hospitality/tourism; manufacturing; and marine trades		

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Sector Partnership National Emergency Grant	Sector partnerships are fundamental to effective sector strategies, and the Department has structured the SP NEGs opportunity to advance and complement the more integrated and comprehensive dislocated worker services envisioned by WIOA. The SP NEGs are intended to provide new services and flexibilities that can be integrated with WIOA, not simply to supplement or replenish regular WIA Dislocated Worker formula funds. The specific activities targeted by these grants serving dislocated workers include regional sector planning and strategies, enhanced career services to dislocated workers, and work-based training opportunities.	DLT: Workforce Development Services	Federal	National Dislocated Worker Grant	WIOA Title I-D	Not Applicable	Not Applicable	\$ 5,250,000						Dislocated workers		
Supported Employment	BHDDH oversees the supported employment activities provided by community based organizations including job readiness, placement and training services to Rhode Islanders with developmental disabilities, mental health and substance use disorders, and chronic long-term medical and psychiatric conditions.	EOHHS: BHDDH	Federal & State				\$ 653,976		432	\$ 1,514					Total Served	
Clubhouse		EOHHS:	Federal & State				\$ 213,750		149	\$ 1,435					Total Served	
Developmental Disabilities	Individuals eligible for services through the Division of Developmental Disabilities are assessed and authorized a level of services and are able to choose from 34 licensed developmental disability organizations to provide these services or individuals may choose to "Self-Direct" services and hire employees to work directly for them to provide services. Supported Employment Services are included in an array of 24 services, specifically the services include job development, job coaching and job retention, as well as vocational assessments and training.	EOHHS: BHDDH	Federal & State			\$ 1,974,086	\$ 3,863,826		1393	\$ 2,774					Total Served; Entered Employment; Retained Employment	
Adult Basic Education	Adult Basic education for youth at the Rhode Island Training School (RITS)	EOHHS: DCYF	State			\$ 280,000	\$ 280,000		26	\$ 10,769	Youth		Residents at the Rhode Island Training School (RITS)	Total Served; Credentials Obtained		
Barbering/ Cosmetology	The Rhode Island Training School (RITS) contracts with licensed personnel to provide classroom instruction and practicum sessions for residents. Residents begin the 1200 hours of classroom instruction and practicum required by the RI Department of Health while residing at the RITS but also have the opportunity to complete these hours in the community through our contracted instructors.	EOHHS: DCYF	Federal			\$ 43,000	\$ 43,000		49	\$ 878	Youth		Residents at the Rhode Island Training School (RITS)	Total Served		
Harvest Kitchen	The Harvest Kitchen Project is a culinary and job-readiness training program for youth within the Division of Juvenile Corrections both for youth on Probation and for youth at the Rhode Island Training School (RITS). The youth will create a line of high-quality preserved foods using ingredients sourced from local farmers at a certified kitchen in Providence.	EOHHS: DCYF	Federal & State			\$ 36,244	\$ 18,000		8	\$ 2,250	Youth		Youth within the Division of Juvenile Corrections (youth on probation and youth at the RITS)	Total Served; Total Trained; Received Work Readiness Training; Credentials Obtained		

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RITS Harvest Kitchen	The Harvest Kitchen Project inside the Rhode Island Training School (RITS) utilizes the same recipes and procedures used in the community. The program is intended to introduce youth detained at the RITS to the Harvest Kitchen Project to better prepare them for the application and interview, as well as the training and internship opportunities the Harvest Kitchen has to offer in the community.	EOHHS: DCYF	State			\$ 150,000	\$ 182,853		38	\$ 4,812		Youth		Residents at the Rhode Island Training School (RITS)	Total Served; Total Trained; Credentials Obtained	
CCRI REACH	Customers attend CCRI programs, and are assigned to a coordinator to provide case management and support in order to successfully attain their educational goals. Participants must have a High School Diploma, or a GED and a minimum of 10th grade TABE scores. Outcomes vary based on the educational goals of each individual. At the end of the program, the participants are one step closer to employability than beforehand.	EOHHS: DHS	Federal			\$ 433,534	\$ 441,171		2452	\$ 180		Adult			Total Served; Total Trained	CCRI Reach funding and outcomes also reported under CCRI detail section
Project Opportunity	This program provides intensive adult education for customers at or below a fourth grade reading level. The program provides: English as a second language and/or literacy instruction; life skills, cultural adjustment, confidence building, leadership development; work readiness and work exposure activities; computer skills and financial literacy; job skills training modules; and life skills related case management. Participants receive certificates of progress for increased educational levels, computer skills, and financial literacy. The desired outcome of this program is to bring customers up to a level at which they are ready to look for work.	EOHHS: DHS	Federal			\$ 1,000,000	\$ 1,000,000		324	\$ 3,086			Individuals at or below a fourth grade reading level		Total Served; Entered Employment	Project Opportunity participants also reported under RIDE - Project Opportunity TANF
Pre-Certified Vendor Trainings	Rhode Island Works recipients are able to attend one appropriate training, from the list of pre-certified vendors, paid for by DHS. The types of training programs include CNA, Office Assistant, Auto Services, Bookkeeping and accounting, Building, Custodial, CDL, Computer Skills, Customer Service, Homemaker, Insurance Tech, Medical Billing and Coding, Recycling/Green services, Security, and Teachers' Assistant training. Desired outcomes are completion or graduation, and ultimately employment and retention.	EOHHS: DHS	Federal			\$ 1,004,352	\$ 1,135,913		331	\$ 3,432		Adult		Rhode Island Works recipients	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment	
Support Services		EOHHS: DHS	Federal			\$ 1,004,352	\$ 1,236,617		2201	\$ 562		Youth			Total Served	
Job Search (DLT, SER, South Shore, On-Ramps)	Customers who receive cash assistance and are ready to look for work are referred to these programs for assistance with job search and job readiness activities, including work experience, subsidized employment, and on-the-job training opportunities. The desired outcomes for participants in these programs are employment and job retention.	EOHHS: DHS	Federal			\$ 3,015,718	\$ 3,300,435		5694	\$ 580		Adult		Individuals who receive cash assistance and are ready to look for work	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment; Credentials Obtained	SER DLT participants also reported under WDS (RI Works) section

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OJT (South Shore, Workforce Solutions, CCA)	DHS sponsors three OJT programs for TANF recipients, during which they participate in work readiness activities and are then placed as employees into training with employers who are reimbursed for 50% of the participants' wages. At the end of the training period, most participants are retained by the employers as unsubsidized employees. The desired outcome of OJT is full-time unsubsidized employment.	EOHHS: DHS	Federal			\$ 575,140	\$ 692,027		298	\$ 2,322		Adult			Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment	
Youth Success	Provides case management services to all pregnant and parenting teens requiring or requesting them. The objectives are to improve academic and other life skills including parenting skills, improve social skills/character development, and reduce repeat pregnancy. Also, Youth Success assists customers with establishing paternity, child support, finding adult-supervised living arrangements if necessary, and opportunities for career exploration, work experience and community service.	EOHHS: DHS	Federal			\$ 1,304,436	\$ 1,725,612		392	\$ 4,402		Youth	Pregnant and parenting teens		Total Served; Received Work Readiness Training	
OnRamps	Through OnRamps, customers receive career coaching and can earn a National Career Readiness Certificate (NCRC+).	EOHHS: DHS	Federal				\$ 62,500		105	\$ 595		Adult	Individuals who receive cash assistance and are ready to look for work		Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Credentials Obtained	
SNAP E&T	SNAP has 5 locations which provide services to participants, including Adult Education, Vocational or skills training, and job search and job readiness activities. Trainings include but are not limited to: construction, carpentry, healthcare, office skills, culinary, and janitorial. To participate in the programs, one must be an active SNAP recipient who does not also receive cash assistance. The desired outcome of these programs is employment.	EOHHS: DHS	Federal & State			\$ 423,216	\$ 2,442,856		722	\$ 3,383			SNAP Participants		Total Served; Total Trained	
TANF		EOHHS: DHS														
TITLE I: General Vocational Rehabilitation	The VR program consists of a team of professionally trained and qualified Masters Level Vocational Rehabilitation Counselors who tailor services to the individualized needs of the individual with a disability. Services may include: vocational evaluation and assessment, vocational counseling and guidance, situational assessments in the community, summer work, skill specific training, assistive technology, vehicle and home modification, job preparation/work readiness, job development and placement, including services that support individuals with disabilities to obtain and maintain employment in integrated competitive employment settings at or above the prevailing minimum wage.	EOHHS: ORS	Federal & State	U.S. DOE Vocational Rehabilitation State Grant (state matching requirement: 21.3%)	Rehabilitation Act of 1973 as amended by Title IV of WIOA; WIOA		\$ 11,774,969			\$ 3,473	Annual funding	Adult	To be eligible for Vocational Rehabilitation (VR) services, an individual must meet four criteria: 1. Have a medical disability - defined as a physical, emotional, intellectual or psychological diagnosed condition; 2. Have functional limitations imposed by that medical condition that present a barrier to employment; 3. Have a desire to work; and 4. Be able to benefit from VR services with an integrated competitive employment outcome.		Total Served;	
TITLE VI: Supported Employment	Supported employment grant funds are used to supplement funds provided under the state VR grants program for the costs of providing supported employment services. Program funds may be used to supplement assessments under the Title I program and supplement other VR services necessary to help individuals with the most significant disabilities find work in the integrated labor market.	EOHHS: ORS	Federal	U.S. DOE Supported Employment State Grants	Rehabilitation Act of 1973 as amended by Title IV of WIOA; WIOA		\$ 455,016			\$ 2,097	Annual funding; unobligated funds may be carried over to the next fiscal year		Individuals with significant functional limitations		Total Served;	

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
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Transitional Services	Outreach and services for disabled youth in transition from school to adult life The VR Program partnered with 7 employers to provide on-the-job (OJT) training opportunities. On the Job Training was provided by the VR Program to 13 individuals with 6 (67%) culminating in employment with average hours per week of 28 and an average wage of \$ 9.73).	EOHHS: ORS									Youth		Youth with disabilities in transition from school to adult life	Total Served;		
On-the-Job Training		EOHHS: ORS	Federal & State			\$ 59,292			13				Individuals with a disability	Total Served; Total Trained; Employer Partners; Entered Employment; Credentials Obtained; Diplomas or GEDs Received		
Employer based Assessments	The VR Program partnered with 1 employer to conduct EBSA. These assessments are a unique opportunity for VR to assess an individual's work skills and behaviors within a business environment. The employer provides feedback to VR and the client about their skills and potential. Some of these assessments have resulted in a job match while others have provided information to justify on-going education/training in the field or in some cases exploration of alternate careers.	EOHHS: ORS							1				Individuals with a disability	Total Served; Employer Partners		
Employer Development		EOHHS: ORS											Individuals with a disability	Employer Partners		
College: Associate: Fees, Tuition, Books		EOHHS: ORS	Federal & State			\$ 41,927			49				Individuals with a disability	Total Served; Employer Partners; Entered Employment		
College: BA/BS: Fees, Tuition, Books	VR funds clients to attend educational institutions based on the employment goal of the client's Individualized Plan for Employment (IPE).	EOHHS: ORS	Federal & State			\$ 692,424			117				Individuals with a disability	Total Served; Employer Partners; Entered Employment		
College: Graduate: Fees, Tuition, Books		EOHHS: ORS				\$ -							Individuals with a disability			
Short Term/Skills Training	VR funds clients to attend training programs based on the employment goal of the client's Individualized Plan for Employment (IPE). The VR program has a wide array of fee for service training options for clients that include but are not limited to: culinary arts, pet grooming, tractor trailer driver, green recycling, auto repair, pharmacy technician, etc. Client participation in these programs is based on an assessment of the client's skills, interests and labor market need.	EOHHS: ORS	Federal & State			\$ 1,762,903			434				Individuals with a disability	Total Served; Total Trained; Employer Partners; Entered Employment; Credentials Obtained; Entered Postsecondary Education or Training; Degrees Awarded; Diplomas or GEDs Received		
Vocational Evaluation		EOHHS: ORS	Federal & State			\$ 1,247,095			788				Individuals with a disability	Total Served; Employer Partners; Entered Employment; Credentials Obtained; Entered Postsecondary Education or Training; Degrees Awarded; Diplomas or GEDs Received		
Job Preparation	VR provides several options for Work Readiness/Job Preparation. Through the general and supported employment components of VR, a 4 week job preparation program is tailored for clients to learn about the demands of employment, interviewing and job retention. In addition, the VR Work Force Development Supervisor conduct interviewing workshops for clients.	EOHHS: ORS	Federal & State			\$ 43,125			116				Individuals with a disability	Total Served; Employer Partners; Received Work Readiness Training		
Situational Assessments		EOHHS: ORS	Federal & State			\$ 475,100			301				Individuals with a disability	Total Served; Employer Partners; Received Work Readiness Training		

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						FY2014	FY2015	FY2016 (projected/ budgeted)								
Summer Work	ORS has been funding and coordinating summer work program for in-school and out of school youth in the community since 2010. Last year ORS funded summer work experiences to 355 students with a range of disabilities. Eleven ORS approved agencies assisted in developing independent integrated community employment sites where participants worked 20 hours per week over a 4 week period receiving stipends equivalent to minimum wage for their work. ORS is currently administering and funding pilot Job Preparation projects with 6 school districts.	EOHHS: ORS	Federal & State			\$ 405,552			245				Individuals with a disability	Total Served; Employer Partners; Received Work Readiness Training		
LEAP		EOHHS: ORS	Federal & State			\$ 165,199			86				Individuals with a disability	Total Served; Employer Partners; Received Work Readiness Training		
Journey to Success		VR, Goodwill Industries of Rhode Island and the Department of Human Services (DHS) agreed to provide intensive support services with an expected employment outcome to RIWork's clients who are also eligible for ORS services. This collaboration provided an array of intensive, coordinated services to assist RIWork clients with disabilities to achieve employment success and self-sufficiency. The Journey to Success Program began in 2013.	EOHHS: ORS	Federal & State			\$ 98,000			26				Individuals with a disability	Total Served; Employer Partners; Entered Employment; Diplomas or GEDs Received	
Youth Programs	JDF funds allocated to Rhode Island's two local Workforce Investment Boards support both summer youth employment programs and year-round youth services through the YouthWorks 411 system. Youth can access comprehensive counseling, workforce, and education services at the youth centers. Through the unique alignment of JDF and WIA funding, youth can be served regardless of status. All youth receive intake, work readiness, and case management services. Youth in need of the intensive array of WIA services can go on to access those.	Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 1,917,068	\$ 1,816,916		2706	\$ 671 Annual Funding	Youth			Total Served; Total Trained; Employer Partners; Received Work Readiness Training; Entered Employment; Certificates Received; Entered Postsecondary Education or Training; Received Occupational Skills Training; Diplomas or GEDs Received		
Adult Education		Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 3,500,000	\$ 3,300,000		2394	\$ 1,378		Youth & Adult		Total Served; Total Trained; Employer Partners; Received Work Readiness Training; Entered Employment; Retained Employment; Credentials Obtained; Entered Postsecondary Education or Training; Advanced Educational Functioning Level; Diplomas or GEDs Received		

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						FY2014	FY2015	FY2016 (projected/ budgeted)									
Work Immersion	The GWB launched the Work Immersion program in FY 14, which was enacted into law by the RI General Assembly in FY13. The Work Immersion Program offers 50% wage reimbursement to any RI business that provides a temporary paid work experience (a.k.a., internship) of up to 200 hours to a RI college student or unemployed adult. An additional 25% reimbursement is paid to the employer if the participant is permanently hired upon completion of the program. The GWB developed user-friendly guidelines and online application forms for the program, and conducted extensive outreach and promotion to businesses, colleges and universities, and pre-employment and training service providers.	Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 79,815	\$ 1,183,705		726	\$ 1,630		Adult			Total Served; Employer Partners; Retained Employment		
Work Immersion CTE Youth	The Work Immersion Program offers 50% wage reimbursement to any RI business that provides a temporary paid work experience (a.k.a., internship) of up to 400 hours to students who are enrolled in Career and Technical Education in RI.	Governor's Workforce Board	State	General Revenue, Job Development Fund					158,073*	98**	\$ 1,613**	Annual Funding	Youth	Work-Based Learning Experience	Students enrolled in Career and Technical Education in RI	Job Placements; Employer Partners	*Amount expended in 2016 **Total Served and Cost per Participant refers to FY2016 data
Work Immersion College Students	The Work Immersion Program offers 50% wage reimbursement to any RI business that provides a temporary paid work experience (a.k.a., internship) of up to 400 hours to a RI college student. An additional 25% reimbursement is paid to the employer if the participant is permanently hired upon completion of the program.	Governor's Workforce Board	State	General Revenue, Job Development Fund					245,342*	325**	\$ 755**	Annual Funding	Youth	Work-Based Learning Experience	Rhode Island college students	Job Placements; Employer Partners	*Amount expended in 2016 **Total Served and Cost per Participant refers to FY2016 data
Work Immersion for Unemployed Adults (18-24)	The Work Immersion Program offers 50% wage reimbursement to any RI business that provides a temporary paid work experience of up to 400 hours to an unemployed individual. An additional 25% reimbursement is paid to the employer if the participant is permanently hired upon completion of the program.	Governor's Workforce Board	State	General Revenue, Job Development Fund					245,724*	71**	\$ 3,461**	Annual Funding	Youth	Work-Based Learning Experience	Unemployed adults (data reported for those aged 18-24)	Job Placements; Employer Partners	*Amount expended in 2016 **Total Served and Cost per Participant refers to FY2016 data
Real Jobs Rhode Island	Real Jobs RI is a demand driven, workforce and economic development initiative that is collaborative, flexible and business-led. It is designed to ensure that Rhode Island employers have the talent they need to compete and grow while providing targeted education and skills training for Rhode Island workers. The goal of Real Jobs RI is to develop Real Jobs Partnerships (RJPs) that convene industry employers, key stakeholders and groups in partnerships that build alliances to address business workforce demands.	Governor's Workforce Board	Federal & State	Job Development Fund, WIOA Set-Aside, WIA Incentive Grant, Sector NEG							Annual Funding with the option to renew for up to 3 years	Youth & Adult	Work-Based Learning Experience		Job Placements; Employer Partners		
Youth Summer Employment	Implemented through the two local workforce investment boards, provides summer work experience and work-readiness training to thousands of youth. Through a competitive RFP process, vendors throughout Rhode Island are selected to provide work-readiness activities, as well as to assist the youth in securing a subsidized job with various public, private and non-profit businesses.	Governor's Workforce Board	State	Job Development Fund					1,472,814*	1,057**	\$ 1,393**	Annual Funding	Youth	Work-Based Learning Experience		Job Placements; Employer Partners	*Amount expended in 2016 **Total Served and Cost per Participant refers to FY2016 data

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Workforce Innovation Grantees (2)	Partnerships between employers and training & education providers that increase the alignment between business needs and workforce development strategies so that businesses have access to appropriately skilled employees, and that job seekers have the skills, training and support they need to meet employer demand in vital sectors of the Rhode Island economy	Governor's Workforce Board	State	Job Development Fund				\$ 211,310*	102**	\$ 2,072**	Annual Funding	Youth	Work-Based Learning Experience			*Amount expended in 2016
Innovative Partnerships	Innovative Partnership grants bring employers and educational providers together to provide work-readiness, experiential learning, and career opportunities for students, out-of-school youth and unemployed or underemployed adults. Innovative Partnership grants are awarded based on a competitive Request for Proposals.	Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 1,177,330	\$ 1,441,934		532	\$ 2,710		Youth & Adult			Total Served; Total Trained; Employer Partners; Received Work Readiness Training; Entered Employment; Certificates Received; Received Occupational Skills Training	**Total Served and Cost per Participant refers to FY2016 data
Workforce On-Ramps		Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102				646						Total Served; Total Trained; Entered Employment; Credentials Obtained	
Industry Partnerships: Core Activities	GWB Industry Partnerships are a group of trade and non-profit organizations that work to align the state's training and education resources with the workforce needs of vital sectors of the Rhode Island economy. Industry partners actively engage employers and labor organizations to identify skills gaps, provide labor market projections, identify training and education resources, promote career opportunities and train current and future workers.	Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 1,266,566	\$ 1,064,402								Employer Partners	
Industry Partnerships: Pre-Employment Training	In FY15, the GWB supported industry partners in the following sectors: Health Care, Construction, Hospitality, Marine Trades, Defense, Information Technology, Bioscience, and Manufacturing.	Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 251,253	\$ 234,920		252	\$ 932		Youth & Adult			Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Credentials Obtained; Received Occupational Skills Training	
Incumbent Worker Training: Annual & Express Grants	Incumbent Worker training grants are made available to employers through an annual competitive RFP process, as well as through rolling Express grants, to increase the skills of current employees and increase the competitiveness and productivity of RI businesses and workers. Through the competitive RFP, individual businesses may be awarded between \$5,000 and \$40,000 in matching funds. In addition, businesses may be awarded up to \$5,000/year in matching Express Grants, which must be used within 90 days of approval. Bonus funds are available to further reduce employers' training costs for companies that provide a youth with a subsidized summer job or school-year internship.	Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 1,168,525	\$ 1,370,091		7407	\$ 185	Annual: awarded annually, contracts from July 1 to June 30. Express: rolling awards, must be used within 90 days.	Youth & Adult	Businesses must pay into the JDF to be eligible.		Total Served; Total Trained; Employer Partners; Credentials Obtained	
Incumbent Worker Training: Export Assistance	The GWB also supports export assistance training for incumbent workers through a grant to CommerceRI.	Governor's Workforce Board	State	Job Development Funds	R.I.G.L. 42-102	\$ 35,700	\$ 55,298		79	\$ 700					Total Served; Total Trained; Employer Partners	

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Westerly Area Rest & Meals (WARM)	The program was launched in March, 2015 and provides training (focused on the restaurant and hospitality industry) to homeless men and women, low/moderate- income members of the community, as well as disabled adults through a partnership with the Olean Center. Trainees work with WARM's cook in the agency's commercial grade kitchen to learn basic cooking and hospitality skills. WARM's Job Developer/Case Manager provides supportive case management, training in soft skills, and forges alliance with local restaurants and resorts to place trainees. To date, 87% of participants have obtained local employment. CDBG funding enables WARM to pay for program expenses including staffing and ServSafe certification for each participant.	Office of Housing and Community Development	Federal	Community Development Block Grant	Housing and Community Development Act of 1974	Not Applicable	\$ 33,000		96	\$ 344		Adult	Homeless individual, low/moderate-income community members and disabled adults	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Credentials Obtained	Please note OHCD has defined expenditures as it's annual program obligations with beneficiaries taken from the most recent application (Program Year 2016). CDBG provided \$33,000 in support of this program in Program Year 2015 through the towns of Charlestown, Exeter, Hopkinton (Lead), Narragansett, Richmond and Westerly.	
PolarisMEP	Polaris MEP is a statewide non-profit organization that provides competitive manufacturing business improvement programs to grow RI's manufacturing industry. Polaris MEP is an affiliate of the National Institute of Standards and Technology's Manufacturing Extension Partnership (NIST MEP) and a business unit of the University of Rhode Island Research Foundation.	Commerce RI	Federal	Grant from NIST/MEP	NIST/MEP requires quarterly impact reports based on a third party survey of Polaris' clients, and requires standard CRF regulations including annual financial audits.	\$ 750,000	\$ 750,000	\$ 750,000	184	\$ 4,076.09	Polaris is in year 4 of a federal grant from NIST/MEP. This grant renews annually for 5 years in the amount of \$750,000 per year, and is based on expense reimbursements.	Adult	The NIST/MEP guidelines are focused around supporting the growth of small and medium manufacturing companies which meet the required NAICS codes.	Total Served; Total Trained; Credentials Obtained		
State Trade Expansion Promotion (STEP)	The Chafee Center for International Business in partnership with the Commerce Corporation offers assistance to eligible Rhode Island small businesses who are interested in increasing their exports. The assistance is available through the SBA STEP (State Trade Expansion Promotion) Program which is funded through a federal grant from the US Small Business Administration (SBA). The goal of the STEP program is to create economic growth by expanding the state's export trade. A variety of services and programs will be offered to eligible companies that are interested in expanding their existing international business into new markets as well as to companies that do not currently export but plan to do so.	Commerce RI	Federal	Grant from US Small Business Administration (SBA)	Trade Facilitation and Trade Enforcement Act of 2015 (HR 644), which authorized the State Trade Expansion Program (STEP).	\$ 300,000	\$ 373,000		1336	\$ 224.55	The grant operates on a federal fiscal year basis, with grant running from October 1 to September 30	Adult	RI businesses must meet SBA definition of small business and complete a self-certification form. They must also demonstrate ability and resources to be able to successfully export. Other eligibility criteria include: - Registered in RI as a for-profit business - Meets the SBA definition of a "small business" - Demonstrates an understanding of exporting - Been in business for one year - Profitable in USA	Total Served; Total Trained; Employer Partners		
Procurement Technical Assistance Program (PTAC)	The Rhode Island Procurement Technical Assistance Program is a partnership between the Department of Defense's (DoD) Defense Logistics Agency (DLA) and Commerce RI. It is one of 97 programs throughout the U.S. The program's purpose is to provide technical assistance to RI businesses to help them navigate the government contracting process at the local, state and federal levels. Assistance may be one-on-one counseling, training workshops, matchmaking opportunities, subcontracting assistance, market research, proposal assistance or post-award contract administration guidance.	Commerce RI	Federal & State	The program is funded annually by DLA and it requires a funding commitment from a host agency, in our case Commerce RI. Commerce RI commits in-kind and financial support to leverage a 1-1 match for federal dollars.	The program falls under the DoD's Grant Agreement Regulations, Federal Acquisition Regulations and DLA's Procurement Technical Assistance Program General Terms and Conditions.	\$ 890,000			367	\$ 2,425.07	The program is funded annually. It is structured with one base year and two option years. The program year runs May 1 – April 30.	Adult	In order to be eligible for PTAC services a business must be a RI business registered with the Secretary of State's office and have potential to perform on government contracts.	Total Served; Total Trained	Data reported for program year running from May 1, 2014 through April 30, 2015	

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Science & Technology Advisory Council (STAC) Internship Grant Program	The STAC Internship Grant Program provides grants of up to \$3,000 to assist companies in the life sciences and engineering sectors defray the cost of providing internships and mentoring to eligible Rhode Island residents attending a Rhode Island college or university. The program is supported by the Innovate Rhode Island Small Business Fund (IRISBF), created by the General Assembly in 2013 to foster job creation, facilitate small business development and enhance the workforce pipeline.	Commerce RI	State	Innovate Rhode Island Small Business Fund (IRISBF)	Chapter 42-64.16 The Innovate Rhode Island Small Business Program. § 42-64.16-3 Establishment of bioscience & engineering internship program.		\$ 59,788		20	\$ 2,989.40	Began in 2013; funding appropriated annually	Youth		To be eligible, interns must be: - A Rhode Island resident attending a Rhode Island college or university; and - Enrolled in a community college, and enrolled in an Associate's degree or Certificate program or completed one within the past year; or - Enrolled in a four year college or university, and completed at least sophomore year the semester before the internship, completed or be in their sophomore year of a biotechnology program, or have graduated; or - A graduate student enrolled in a graduate program or completed one within the last year. To be eligible, companies must be: - A for-profit Rhode Island-based business with 50 or fewer employees; - Primarily engaged in a biosciences or engineering field and able to demonstrate its ability to conduct research in these fields.	Total Served; Total Trained; Received Work Readiness Training; Employer Partners	
Pathways in Technology Early College High School (P-TECH) Initiative	The P-TECH initiative forges long-term partnerships between high schools, colleges, industry associations, and businesses to provide students with the education and skills they need to succeed and employers with a pipeline to the workforce of the future. Students enrolled in P-TECH programs take college-level courses while in high school, benefit from internships and mentoring, and graduate with a high school diploma and an industry-approved associate degree. Business partners have a seat at the table in designing the program and ensure that changing industry needs are addressed in the curriculum. The P-TECH initiative creates opportunity for Rhode Island's students and a steady stream of talented, trained workers for its businesses. Three school districts received \$200,000 each in start-up funding from Commerce RI in FY2016: 1) Newport: Cybersecurity program 2) Providence: IT program 3) Westerly: Advanced manufacturing program	Commerce RI (in partnership with RIDE and CCR)	State	Commerce RI - High School, College, and Employer Partnerships grant	R.I.G.L 42-64.31	Not Applicable	Not Applicable	\$ 600,000		Commerce RI grant supports initial startup costs; additional and ongoing funding provided through multiple other sources (see Other Important Information). High School, College and Employer Partnerships grant program sunset date: Dec. 31, 2018	Youth		Eligible students: must enter program in 9th grade. Eligible employer/industry partners: must have willingness to provide mentors, internships, input on curriculum and workplace readiness course, and/or funding for industry liaison position.	FY2016: Employer Partners Additional metrics to be collected once programs are operational: Total Served; Employer Partners; Entered Employment; Credentials Obtained; Entered Postsecondary Education or Training; Degrees Awarded (Associates degrees); Diplomas or GEDs Received; Took College Courses (Dual/Concurrent Enrollment); Engaged in Internship; Academic Performance Metrics	Number of P-TECH programs expected to increase; start-up funding through Commerce to be awarded on a competitive basis. P-TECH supported by multiple funding streams beginning FY2017: Start-up costs: High School, College, and Employer Partnerships grants (Commerce), CTE Categorical Fund (RIDE) Interim support for industry liaison position: DLT Day-to-day operations: funding formula per pupil allocation College-level coursework costs for Associates degree: Prepare RI Dual Enrollment Fund (OPC) Long-term support for industry liaison position: industry partners	

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Credit Degree	Community College of Rhode Island grants the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), the Associate in Applied Science in Technical Studies (A.A.S.-T.S.) and the Associate in Fine Arts (A.F.A.) degrees. Programs of study include Administrative Office Technology, Biotechnology, Business Administration, Chemistry, Communication, Computer Studies and Information Processing, Engineering and Technology, Fine Arts, General Studies, Health Sciences, Human Services, Legal Studies, Liberal Arts, Science and Technical Studies.	Community College of RI	State; Self-Paid or Tuition & Fees			\$ 97,464,762	\$ 97,240,699		16195	\$ 6,004					Total Served; Certificates Received; Degrees Awarded; Diplomas or GEDs Received	
Non-Credit Training: Certified Nursing Assistant	CCRI's Center for Workforce and Community Education (CWCE) assists workforce development efforts through collaborative planning, workforce development programs, career noncredit education and training and technical assistance to business and governmental agencies. Many of the programs are developed in response to the needs of the Rhode Island community and educate, train and certify individuals for successful careers in an increasingly complex economy. Providing high-quality customized training programs to organizations, CWCE is a comprehensive resource addressing the workforce development needs of businesses in Rhode Island. Training programs can be offered at any college campus or facility or on site. CWCE also offers several grant-funded programs that enable qualified participants to receive skill training, remedial education and job search skills.	Community College of RI	Federal; Self-Paid or Tuition & Fees			\$ 175,335	\$ 133,181		157*	\$ 848				Total Trained; Credentials Obtained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Customized Training		Community College of RI	Self-Paid or Tuition & Fees			\$ 99,969	\$ 106,822		289*	\$ 370				Total Trained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Dental Continuing Education		Community College of RI	Self-Paid or Tuition & Fees			\$ 4,974	\$ 6,230		11*	\$ 566				Total Trained; Credentials Obtained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Distance Learning		Community College of RI	Self-Paid or Tuition & Fees			\$ 45,771	\$ 42,555		269*	\$ 158				Total Trained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Electrical Apprenticeship		Community College of RI	Self-Paid or Tuition & Fees			\$ 83,316	\$ 83,740		160*	\$ 523				Total Trained; Credentials Obtained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Environmental Safety Training		Community College of RI	Self-Paid or Tuition & Fees			\$ 4,438	\$ 10,361		124*	\$ 84				Total Trained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Food Safety Manager		Community College of RI	Self-Paid or Tuition & Fees			\$ 14,320	\$ 6,220		86*	\$ 72				Total Trained; Credentials Obtained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Leadership Development Training		Community College of RI	Self-Paid or Tuition & Fees			\$ 16,460	\$ 6,322		22*	\$ 287				Total Trained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Massage Therapy Continuing Education		Community College of RI	Self-Paid or Tuition & Fees			\$ 4,974	\$ 6,230		30*	\$ 208				Total Trained; Credentials Obtained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Office Skills Training		Community College of RI	State; Self-Paid or Tuition & Fees			\$ 20,000	\$ -		7*	\$ -				Total Trained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Pharmacy Technician		Community College of RI	Federal; Self-Paid or Tuition & Fees			\$ 80,947	\$ 64,093		13*	\$ 4,930				Total Trained; Credentials Obtained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Plumbing Apprenticeship		Community College of RI	Self-Paid or Tuition & Fees			\$ 39,987	\$ 42,729		36*	\$ 1,187				Total Trained	*Total Served data refers to "Total Trained"	
Non-Credit Training: SHRM Learning System		Community College of RI	Self-Paid or Tuition & Fees			\$ 16,460	\$ 6,322		7*	\$ 903				Total Trained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Teacher Assistant		Community College of RI	Self-Paid or Tuition & Fees			\$ 42,009	\$ 42,499		135*	\$ 315				Total Trained; Credentials Obtained	*Total Served data refers to "Total Trained"	
Non-Credit Training: Veterinary Assistant	Community College of RI	Federal; Self-Paid or Tuition & Fees				\$ 49,037		22*	\$ 2,229				Total Trained	*Total Served data refers to "Total Trained"		

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Talent Search	The Rhode Island Educational Talent Search (RIETS) provides free help to students in grades 6-12 who want to complete high school and enroll in a post-secondary institution. Services include study skills, test-taking information, PSAT/SAT information and preparation, college information and tours, college admission application assistance and fee waivers, career counseling and tutorial referrals, financial aid information, assistance completing financial aid forms, and scholarship information. ETS counselors are available at 10 middle and high schools in Rhode Island.	Community College of RI	Federal	TRIO	- Higher Education Act of 1965, as amended, Subpart 2, Chapter 1, Sections 402A and 402B - 20 U.S.C. Sec. 1070a-12	\$ 476,854	\$ 476,854		1038	\$ 459	5-year grant cycle, renewed in FY2016	Youth		The RIETS program serves the entire state, while providing extensive services in 10 target schools in Central Falls, Providence, and Woonsocket. More than 40 percent of the families in these communities live at or below 150 percent of poverty, and 76 percent of adults age 25 and older have not attained a bachelor's degree in these cities.	Total Served; Secondary School Persistence; Secondary School Graduation; Secondary School Graduation/Rigorous; Postsecondary Education Enrollment	
Student Support Services (a)	Access to Opportunity is a Trio Student Support Services program, funded by the U.S. Department of Education. ACCESS serves 440 students each year across CCRI's four campuses. ACCESS offers individualized support to students from the time they are accepted into the program through graduation from CCRI. The goal of Access is to increase college retention and graduation rates and facilitate the transfer process to a 4-year degree granting institution. Services include academic, career, transfer advising and financial aid advising and financial literacy. Professional tutoring also is available in several subject areas. Counselors offer workshops designed to address academic skill building and college adjustment.	Community College of RI	Federal	TRIO	- Higher Education Act of 1965, as amended; Title IV, Part A, Subpart 2, Chapter 1, Sec. 402D - 20 U.S.C. 1070a-14	\$ 334,742	\$ 334,742		300	\$ 1,116	5-year grant cycle, most recently awarded in FY2015	Youth		Eligible students must be enrolled in an associate degree program. Additionally, they must be first generation in college (neither parent completed a baccalaureate degree), low-income and/or have a documented disability. Selection for participation in ACCESS is competitive and decisions are made on the strength of an interview and on a first-come, first-served basis.	Total Served; Persistence; Good Academic Standing; Earned Associates Degree or Certificate; Associate's Degree/Certificate and Transfer	
Student Support Services (b)						\$ 213,180	\$ 220,000		140	\$ 1,571	5-year grant cycle, most recently awarded in FY2015					
Educational Opportunity Center (RIEOC)	The R.I. Educational Opportunity Center (RIEOC) is a TRIO program that provides comprehensive, individualized support to Rhode Island adults aged 19 and older who want to continue their education. RIEOC services include financial aid application assistance, admissions application assistance and fee waivers, career counseling, GED® and ESL information, default loan counseling, transfer information and postsecondary placement. RIEOC serves more than 3,000 individuals each year and has offices on all four campuses and maintains a presence in community-based organizations statewide.	Community College of RI	Federal	TRIO	- Higher Education Act of 1965, as amended, Subpart 2, Chapter 1, Sections 402A and 402F - 20 U.S.C. 1070a-16	\$ 758,950	\$ 758,950		2913	\$ 261	5-year grant cycle, renewed in FY2016	Youth & Adult		EOC assists anyone who requests services regardless of income, as long as two-thirds of EOC clients are low-income first generation students.	Total Served; Secondary School Completion (HS/GED); Application for Student Financial Aid; Application for Postsecondary School Admission; Postsecondary Education Enrollment	
Undergraduate	Rhode Island College (RIC), founded in 1854, is Rhode Island's first public institution of higher education. RIC contributes to workforce development in Rhode Island through its general role in enhancing educational attainment of the state's residents at the undergraduate and graduate levels and through programs designed to meet specific workforce needs. Degree programs are offered in a variety of fields related to the helping professions and occupational areas in which labor market demand is greatest in Rhode Island, including nursing, social work, education, management, and the arts and sciences.	Rhode Island College	State; Self-Paid or Tuition & Fees				\$ 91,502,614		8547	\$ 10,706					Total Served; Degrees Awarded	
Graduate		Rhode Island College	State; Self-Paid or Tuition & Fees				\$ 17,236,365		1610	\$ 10,706					Total Served; Degrees Awarded	

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
Medical Assistant	A comprehensive 24-week certificate program designed to teach students to become well-qualified medical assistants. We offer classroom instruction for medical assisting, job skills training, resume writing, and computer skills, we also offer individual tutoring and case worker assistance as needed. The program includes a twelve-week internship designed to meet industry expectations with experienced and qualified Medical Assistants.	Rhode Island College, Office of Professional Studies and Continuing Education	State				\$	220,000		50				RIC Outreach Programs are available to qualified students in need of training and employment, including clients of the Rhode Island Department of Labor & Training, the Department of Human Services Family Independence Program, and the Office of Rehabilitative Services. Other private funding is also available.	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment	
Contextualized Medical Assistant	The Medical Assisting program is offered with an additional six weeks of ESL remediation services to aid in English language comprehension. The PLUS programs are contextually designed to prepare ESOL students for classroom instruction and include tutoring, case management, distance-learning via Chromebook, and daily exercises to aid in English language comprehension in preparation for the workforce.	Rhode Island College, Office of Professional Studies and Continuing Education	State				\$	40,832		10				RIC Outreach Programs are available to qualified students in need of training and employment, including clients of the Rhode Island Department of Labor & Training, the Department of Human Services Family Independence Program, and the Office of Rehabilitative Services. Other private funding is also available.	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment	
Bookkeeping & Accounting	A comprehensive 24-week certificate program that prepares students for entry-level careers in the Accounting and Bookkeeping field. The course is designed to train students in Accounting & Bookkeeping principles and procedures used to record, classify, and summarize financial data. We offer classroom instruction, job skills training, resume writing, computer skills, individual tutoring, and caseworker assistance. The program includes a twelve-week internship designed to meet industry expectations with well-qualified and experienced paraprofessionals.	Rhode Island College, Office of Professional Studies and Continuing Education	State	DLT, DHS and ORS provide financial assistance for qualified clients. Additional state funding: RIDE. Other sources: United Way, Emma Harris, AJ			\$	110,000		24				RIC Outreach Programs are available to qualified students in need of training and employment, including clients of the Rhode Island Department of Labor & Training, the Department of Human Services Family Independence Program, and the Office of Rehabilitative Services. Other private funding is also available.	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment	
Contextualized Bookkeeping & Accounting	The Bookkeeping & Accounting program is offered with an additional six weeks of ESL remediation services to aid in English language comprehension. The PLUS programs are contextually designed to prepare ESOL students for classroom instruction and include tutoring, case management, distance-learning via Chromebook, and daily exercises to aid in English language comprehension in preparation for the workforce.	Rhode Island College, Office of Professional Studies and Continuing Education	State	Write, International Institute			\$	40,832		11				RIC Outreach Programs are available to qualified students in need of training and employment, including clients of the Rhode Island Department of Labor & Training, the Department of Human Services Family Independence Program, and the Office of Rehabilitative Services. Other private funding is also available.	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment	
Social & Human Service Assistant	Prepares students for entry level practice by providing knowledge-based and value-informed education concerned with improving social conditions as well as individual well-being of people. As with all components of the School of Social Work, the Certificate in social and human service assistance emphasizes preparing practitioners to work with oppressed groups; seek to alleviate injustice, discrimination and poverty; create social policies and resources that meet basic human needs and enhance the quality of life; create accessible, responsible, accountable human service programs, and to deliver quality helping services to those in need of assistance and support.	Rhode Island College, Office of Professional Studies and Continuing Education	State				\$	65,000		17				RIC Outreach Programs are available to qualified students in need of training and employment, including clients of the Rhode Island Department of Labor & Training, the Department of Human Services Family Independence Program, and the Office of Rehabilitative Services. Other private funding is also available.	Total Served; Total Trained; Received Work Readiness Training; Entered Employment; Retained Employment	

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
Upward Bound	The Rhode Island College Upward Bound Program is designed to instill in low-income, potential first-generation college students the skills and motivation to complete high school and to enter and graduate from college. The goal of Upward Bound is to increase the high school and college graduation rates of program participants. The program provides a full range of academic support services and interventions, including remedial instruction, rigorous courses aligned to state standards, personal counseling and advising, test-taking strategies, and tutorial assistance.	Rhode Island College	Federal	TRIO	- Higher Education Act of 1965, as amended; Title IV, Part A, Subpart 2, Chapter 1, Sec. 402C - 20 U.S.C. 1070a-13	\$ 589,470	\$ 622,001			5-year grant cycle, most recently awarded in FY2012	Youth		Eligible applicants must be: - A US citizen or permanent resident; - An individual whose parents do not have a 4-year college degree; and/or - From a family that meets low-income requirements set by the federal government; - In grade 9, 10, or 11 in a target high school (Central Falls, East Providence, Pawtucket, or Providence)	Total Served; Entered Post-Secondary Education or Training; Persisting		
Baccalaureate		University of Rhode Island														
Master's		University of Rhode Island														
Doctoral - PhD		University of Rhode Island				\$ 375,616,627										
Professional (PharmD)		University of Rhode Island														
Certificate		University of Rhode Island														
Indian and Native American Program (INAP)		Rhode Island Indian Council, Inc.	Federal	U.S. Department of Labor		\$ 2,945,831		\$ 1,603,439		\$2,945,831 awarded on 4/1/2014 with an end date of 6/30/2018. \$1,603,439 awarded on 4/1/2016 with an end date of 6/30/2018.					Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.	
Dislocated Worker National Reserve Funds for WIOA Implementation Activities		Rhode Island Indian Council, Inc.	Federal	U.S. Department of Labor				\$ 39,851		Awarded on 7/1/2015 with an end date of 6/30/2018.					Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.	
American Apprenticeship Initiative		The Providence Plan	Federal	U.S. Department of Labor				\$ 5,000,000		Awarded on 10/1/2015 with an end date of 9/30/2020.					Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.	
YouthBuild		The Providence Plan	Federal	U.S. Department of Labor		\$ 1,100,000		\$ 1,100,000		First \$1,100,000 awarded on 7/15/2013 with an end date of 11/14/2016. Second \$1,110,000 awarded on 10/1/2015 with an end date of 1/31/2019.					Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.	

Program Name	Program Description	Overseeing Agency/Org.	Funding Source	Funding Source - name/type of funds	Guiding Laws/ Regulations	Annual Funding			Total Served FY2015	Cost per Participant FY2015	Timeframe/ Duration	Youth or Adult	Type of Youth Programing	Eligibility Requirements/ Limitations	Performance Metrics	Other Important Info.
						FY2014	FY2015	FY2016 (projected/ budgeted)								
H-1B Ready to Work Partnership Grants		City of Providence	Federal	U.S. Department of Labor												Limited information available, received from the RI Congressional delegation.
Linking Employment Activities Pre-Release Specialized American Job Centers (AJCS) - 2		City of Providence	Federal	U.S. Department of Labor												*Total amount of funds listed actually awarded in FY2017 (7/1/2016). Limited information available, received from the RI Congressional delegation.
Trade Adjustment Assistance Community College and Career Training Grants Program		New England Institute of Technology	Federal	U.S. Department of Labor		\$ 2,500,000										*Total amount of funds listed actually awarded in FY2013 (10/1/2012). Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.
Trade Adjustment Assistance Community College and Career Training Grants Program		Community College of RI	Federal	U.S. Department of Labor		\$ 2,507,461										Limited information available, received from the RI Congressional delegation.
Office of Naval Research Grant	This 3-year grant will provide up to \$600,000 in professional development and instructional materials in physics, engineering, and robotics for teachers and students in the East Bay Collaborative High Schools.	East Bay Educational Collaborative	Federal	Office of Naval Research												Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.
Defense Industry Diversification Initiative	Grants support advancement of the Defense Industry Cluster. The program works with Defense companies to pursue market diversification through intensive use of industrial design, engineering, and innovation.	Commerce RI	Federal	U.S. Department of Defense, Office of Economic Adjustment		\$ 1,570,000										Limited information available, received from the RI Congressional delegation.
Environmental Workforce Development and Job Training grant	Groundwork Providence plans to train 52 students and place at least 39 graduates in environmental jobs. . Groundwork Providence is targeting unemployed and underemployed residents of the urban communities of Providence, Pawtucket, Central Falls, and Woonsocket. Key partners include the Providence Housing Authority, Rhode Island Department of Environmental Management, Workforce Solutions of Providence/Cranston, and several environmental and community-based organizations.	Groundwork Providence	Federal	EPA Brownfields Program												Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.
Veterans Business Outreach Center (VBOC)	Grant to establish a Veterans Business Outreach Center (VBOC) in Rhode Island to support veterans and transitioning service members by providing free one-on-one business counseling, training conferences, and business workshops.	Center for Women & Enterprise	Federal	SBA Grant												Overseeing Agency/Organization is a non-state entity. Limited information available, received from the RI Congressional delegation.

APPENDIX U: RIPEC MOU

Memorandum of Understanding (MOU)

By and between the State of Rhode Island (State)

And

Rhode Island Public Expenditure Council (RIPEC)

This Memorandum of Understanding ("MOU") is made and entered into effective as of September 30, 2016 ("Effective Date"), by and between the Governor's Office of the State of Rhode Island, with offices located at 82 Smith Street, Providence, RI 02903 ("State") and the **Rhode Island Public Expenditure Council**, a Rhode Island independent, nonprofit and nonpartisan public policy research and education organization dedicated to the advancement of effective, efficient and equitable government in Rhode Island located at 86 Weybosset Street, Providence, RI 02903. ("RIPEC").

RECITALS

WHEREAS, the State has entered into the preparation of its Career Readiness Initiative (CRI) to put together a three-year action plan that will transform its system of career preparations through cross sector partnerships aimed at increasing career readiness education and pathway opportunities for youth to enter high-demand, high-wage fields in Rhode Island's economy (the "Initiative");

WHEREAS, the Initiative has two overarching goals: (a) to dramatically increase the number of students who successfully complete career pathways that begin in secondary school and culminate in postsecondary degrees and/or industry credentials with labor market value; and (b) to catalyze transformational approaches to the design and implementation of programs and policies to increase students' career-readiness in communities across the state;

WHEREAS, the State seeks to engage the services of RIPEC to assist with the implementation of the Initiative, including certain action items contained within the three year plan as outlined within the attached scope of services submitted by RIPEC at the State's request;

WHEREAS, because it fits within RIPEC's mission to aid in the efficient and effective management of state government, RIPEC desires to consult with the State, the Rhode Island Department of Education, Governor's Workforce Board and others to undertake an analysis of career pathways and education; and to improve the coordination, alignment, employer engagement and systems that provide a key function of state government;

NOW, THEREFORE, in consideration of the mutual promises herein contained, the parties hereto agree to the following:

1. Scope of work and services. The State has engaged RIPEC to provide services in connection with the State's request for consulting services as contained in the attached scope of services.

RIPEC will provide the scope of services and such other services as described in the attachments (collectively, the "consulting services"). RIPEC shall be available to consult with the State and its designated representatives at reasonable times, concerning matters contained in the scope of services. RIPEC shall not represent the State, or any other members of the State in any transactions or communications unless so authorized by the State, nor shall RIPEC make claim to do so.

RIPEC is a nonpartisan, not for profit organization under Section 501(c)3 of the IRS code. RIPEC shall be solely responsible for content of its work.

The quality and timeliness of the report depends upon the quantity and quality of the data that is provided by the State and other stakeholders. Timely and complete information exchange is necessary for a comprehensive report. It is the expectation of RIPEC that the State and its departments and affiliates including, but not limited to, RIDE, Governor's Workforce Board, Commerce Corporation and others that will be participating in the development and execution of the Initiative and will provide relevant and timely data to RIPEC to the best of their abilities. The State shall designate a project leader and project team who will manage handling such things as data collection, meeting scheduling and review of the report

2. Term. The respective duties and obligations of the parties shall be for a time period commencing on the date of this MOU and shall terminate on June 30, 2020, unless extended by mutual agreement in writing.

3. Liability. With regard to the services to be performed by RIPEC pursuant to the terms of this agreement, RIPEC shall not be liable to the State, or to anyone who may claim any right due to any relationship with the State, for any acts or omissions in the performance of services on the part of RIPEC or on the part of the agents or employees of RIPEC, except when said acts or omissions of RIPEC are due to willful misconduct or gross negligence.

4. Compensation. RIPEC shall provide the consulting services on a pro bono basis and will not charge a fee for the consulting services.

5. Confidentiality. RIPEC shall treat as confidential, and shall not disclose or use for the benefit of any person other than the State, any and all information made available or disclosed to RIPEC as a result of, or related to, this agreement unless authorized by the State; however, RIPEC shall have no obligation hereunder as to any portion of such information disclosed by the State to others without any restriction on use and disclosure.

6. Termination. This Agreement may be terminated by either party upon written notice if the other party breaches any of its obligations hereunder and the breaching party fails to cure such breach within thirty (30) days after receipt of notice of such breach.

7. Notices. Any notices or other communications required or permitted under this Agreement shall be in writing and shall be deemed to have been duly given and delivered when delivered in person, two (2) days after being mailed postage prepaid by certified or registered mail with return receipt requested, or when delivered by overnight delivery service to the recipient at the following address,

or to such other address as to which the other party subsequently shall have been notified in writing by such recipient:

If to the State:

Kevin Gallagher
Deputy Chief of Staff, Office of the Governor
State House—82 Smith St. Providence RI 02903

If to RIPEC:

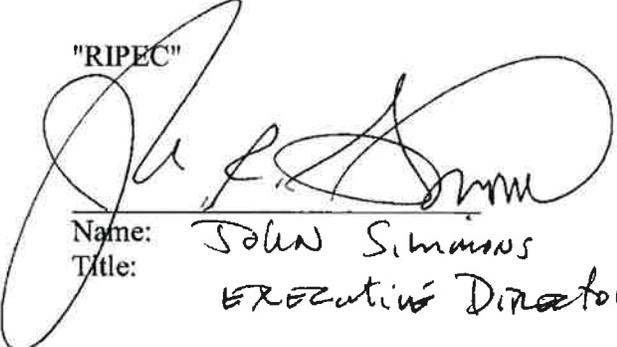
John C. Simmons
Executive Director
86 Weybosset St. Providence RI 02903

8. Entire Agreement. With respect to its subject matter, this Agreement and its Attachments and Exhibits constitute the entire understanding of the parties superseding all prior agreements, understandings, negotiations and discussions between them whether written or oral, and there are no other understandings, representations, warranties or commitments with respect thereto.

IN WITNESS WHEREOF, the parties have hereunto executed this Agreement as of the Effective Date;

"Governor's Office"


Name: Kevin J. Gallagher
Title: Deputy Chief of Staff

"RIPEC"

Name: John Simmons
Title: Executive Director

Scope of Work

Background:

Since securing the phase one New Skills for Youth (NSFY) grant in March, the state has partnered with the Rhode Island Public Expenditure Council (RIPEC) to help build a comprehensive catalogue of all funding sources that can be utilized for career education, training, and workforce development purposes. RIPEC assisted in the creation of an "Asset Map," which outlines all identifiable career training programs and initiatives throughout the state, where they are located within the state's administrative infrastructure (i.e. K-12, Workforce Training Board, Commerce Corporation, Health and Human Services, etc.), various measures of outcomes/success for each program, the sources and uses of career-preparation funds, etc. This Asset Map was then used to inform the career preparation action plan and to help identify what aspects of the career preparation system are working, which areas need additional support or programs, and where there may be duplication or a need for better coordination.

During the process of compiling the Asset Map, it was found that no formalized or uniform process currently exists for collecting relevant career preparation and workforce development data from across all agencies and organizations in the state. The most comprehensive process currently in existence is the one undertaken by the Governor's Workforce Board, which collects select data from a selected group of agencies each year for the purpose of producing the annual Unified Workforce Development Expenditure and Program Report (UEP). However, the UEP leaves out several important career preparation and workforce development funding streams, programs and state agencies. For the purpose of the Initiative, as well as good practice, a more comprehensive data collection and asset mapping process is necessary.

A second limitation is the lack of uniformity in the data that is currently available. At present, the data collection process has not been standardized across the agencies and programs that the GWB is required to include in the UEP.

Work:

RIPEC, in conjunction with the State, GWB, Commerce Corporation, RIDE and others, will:

- A. Assist in developing a process and a common template for information to be collected from all state agencies and supplied to a single source to create a comprehensive and meaningful asset map. This process will help create a standard and common set of definitions of terms, outcome measures and other agreed upon relevant information, which can be used to develop an asset map that will illustrate the sources and uses of funds, demographics, metrics and other information that will help develop a comprehensive and unified career pathways system. It will include a plan for

standardizing the data collection process to ensure that the same information is collected across all relevant agencies, organizations, programs and funding streams.

- B. Update annually the asset map for the state. Working with state partners, RIPEC will assist in the updating of the asset map and assist in analyzing the information generated to ensure fullness and completeness of the relevant data and sources.
- C. Analyze the data generated from the asset mapping to help determine gaps in data, gaps in services, duplications or overlaps in services, areas that are underserved and other ways to improve the effective and efficient delivery of services.
- D. Work with the Rhode Island Business Coalition and the Career and Technical Education Board to ensure employer participation and awareness. This process will include review of outcomes, alignment, involvement and other agreed upon tasks.
- E. Provide suggestions regarding legislation or regulatory reform to institutionalize the process around the asset mapping and other issues.
- F. Provide its input to the State, RIDE, GWB and others on issues pertaining to the career pathways process direction and other policy goals.

RIPEC Organizational Profile & Personnel

The Rhode Island Public Expenditure Council (RIPEC) is an independent, non-profit, non-partisan voice and catalyst for effective, efficient and equitable government in Rhode Island. Since its founding in 1932, RIPEC has worked to develop solutions to critical challenges facing the Ocean State by providing accurate, objective research and focusing public attention on those issues. RIPEC is recognized as a source for unbiased research and analysis on a wide range of topics. The ability to provide rich and diverse public policy assistance, focusing on the most pressing topics of the day, has helped place RIPEC at the forefront of the major issues facing State and local government for almost eight decades.

RIPEC Mission Statement

Through in-depth research, program monitoring, advocacy and public information activities, RIPEC:

- Suggests approaches to help improve the effectiveness and efficiency of government agencies;
 - Promotes fiscal responsibility and sound management practices;
 - Assists elected officials and their staffs in the development of sound policies and programs;
 - Enhances understanding between the private sector and state and local governments;
 - Provides objective information and conducts educational programs for the benefit of Council members, public officials, and the general public;
 - Builds coalitions with other community groups to promote sound public policies; and
 - Promotes a public policy agenda to foster a climate for economic opportunity.
-

APPENDIX V: CTE FUNDING WORKING GROUP

Osborn, Stephen

From: McCarthy, Lauren
Sent: Thursday, September 29, 2016 2:55 PM
To: Ricci, Barry; Barnes, Michael; ColleenJermain@newportrischools.org; 'william.mccaffrey@warwickschools.org'; 'gauth@cpsed.net'; 'sdoyle@WWTA1017.org'; 'scottconley@gmail.com'
Cc: Osborn, Stephen; Wagner, Ken
Subject: SAVE THE DATE - OCTOBER 18 @ 3:30pm - CTE Funding Workgroup

Folks,

Commissioner Wagner would like to ask you to be part of a small workgroup to advise RIDE on funding models for CTE programs, including instances when students attend CTE programs:

- + in their home district,
- + in their local region, but not in their home district,
- + in another region when there is no other available CTE program in their region, and
- + in another region when there is another available CTE program in their region.

Please join him and Steve Osborn on Tuesday, October 18th at 3:30pm. The meeting will be held at RIDE, 255 Westminster Street, Providence in Room 501. Please report to the 4th floor reception area to sign in. We can validate parking at the RI Convention Center parking garage(s).

Please RSVP at your earliest convenience and feel free to contact me (lauren.mccarthy@ride.ri.gov) with any questions.

Thank you,

Lauren

APPENDIX W: PREPARERI COMMUNICATIONS PLAN

PrepareRI Short-Term Communications Plan

Overview:

On April 4, 2016, Rhode Island Governor Gina Raimondo announced a state commitment to developing a detailed Career Readiness action plan as part of the New Skills For Youth initiative that will serve two overarching goals:

- 1) dramatically increase the number of students in Rhode Island who successfully complete college and career pathways that begin in secondary school and culminate in postsecondary degrees and/or industry credentials with labor market value; and
- 2) catalyze transformational approaches to the design and implementation of programs and policies to increase students' career-readiness in Rhode Island and disseminate lessons learned to the rest of the country.

This communications plan is the result of the review of the needs assessment, stakeholder interviews, meetings (including educators and employers), and feedback and strategic planning. It lays the groundwork to raise visibility for educators, students and families, employers, policymakers and other national organizations doing similar work.

A key part of this plan is the call for the development of a Long-Term Plan (Phase II), discussed in more detail below. This Long-Term Communications Plan would include the roll out of a large-scale statewide marketing campaign that increases awareness of and enthusiasm for career education and career pathways among students, families, and educators. Similar efforts have been undertaken in Massachusetts and Utah around STEAM and the employment opportunities available in STEAM-intensive industries. This campaign would include STEAM, but more broadly focus on the education and employment opportunities available in Rhode Island's high-skill, high-demand sectors.

Communications approach:

PrepareRI is a significant expansion of the Career and Technical Education work begun in 2012, as well as the original PrepareRI Dual Enrollment Fund that allows high school students to receive both high school and college credits at no cost to them or their families. The expansion ensures PrepareRI is about more than dual and concurrent enrollment or CTE, including providing comprehensive academic opportunities, life skills, and career preparation to *all* RI students through programs, pathways, and work-based experiences that develop their passions, potential, and promise.

An online portal; a cross-sector social media campaign; a robust long-term advertising buy; and targeted media placements, will help create a positive cadence of visibility for PrepareRI that will culminate in widespread knowledge of the college and career readiness options newly available to students, families, educators, and employers, as well as flip the negative narrative/perception about career readiness.

Communications objectives:

When discussing overall goals and objectives for the next three years, stakeholders have raised three most frequently:

- Define and re-brand the new career readiness as much more than CTE and NOT about tracking students. PrepareRI is about creating limitless opportunities for Rhode Island students to pursue, concurrently, college and career goals that lead to jobs that pay.

- Build visibility, cohesion, and understanding of myriad options available to students, families, teachers, and employers to pursue career readiness pathways and partnerships. You can't leverage opportunities of which you are not aware.
- To help recruit mid-professional career changers to become teachers.

Target audiences for communications:

Audience	Primary Objective
Educators	To provide awareness and professional development around new career readiness pathways
Students	To ensure understanding of the universal, reciprocal career readiness programs and pathways available to them as well as raise visibility of what are the high-skill, high-paying industries in RI
Families	To drive awareness of college-cost savings through students taking college courses in high school
Employers	To build mutually beneficial partnerships between K-12, postsecondary, and career for pipelines to jobs that pay and support local businesses
Policymakers	To provide the latest research and information that ensures their support of career readiness initiatives and any necessary policy changes
National ed orgs	To share best practices for mutual benefit

Key Spokespeople:

Governor Raimondo will serve as the key spokesperson for this initiative. She will be supported in this effort by her Skills Cabinet members: Ken Wager (Elementary and Secondary Education Commissioner), Jim Purcell (Postsecondary Education Commissioner), Stefan Pryor (Secretary of Commerce), Scott Jensen (Director of Labor and Training), Barbara Cottam (Chair, Board of Education), Bill Foulkes (Chair, Council on Postsecondary Education), and Meghan Hughes (CCRI President).

The State's Congressional Delegation will also be available to serve as spokespeople for the initiative. In particular, Congressman Jim Langevin (D-RI), co-chair of the Congressional Career and Technical Education Caucus.

In addition, the long-term plan should leverage the 60+ employers, educators, district and school leaders, non-profit leaders, and other stakeholders who have been engaged in this effort from the beginning.

Particular focus should be given to leveraging the four Career Readiness Fellows to serve as ambassadors and spokespeople to their respective colleagues. Fellows spent the summer developing policy around increasing career readiness opportunities for RI students, offering recommendations for short-term and long-term policy changes to best support career readiness initiatives in our state, and conducting research on best practices in promoting career readiness.

- **Elizabeth Dwyer**, a mathematics teacher at the Rhode Island Nurses Institute Middle College
 - Creates rigorous Algebra 2 and Geometry curriculum aligned to medical math
 - Provides course in career education for students on nursing pathways
 - Honored as an Amgen Fellow – a STEM educator who exemplifies achievement, perseverance, and leadership

- **Dan Angell**, an electrician teacher at Chariho Career and Technical Center
 - A certified National Joint Apprenticeship Committee instructor
 - A licensed electrical contractor and journeyman
 - Served in the United States Navy
- **Eric Hall** Eric is a professor of medical imaging at Rhode Island College
 - Has a PhD in biology from Wesleyan University
 - Worked with URI and CCRI to create degree-granting programs in particular areas of medical imaging
 - Established Food Safety concentration in Health Sciences at Daniele, Inc.
- **Eve Bonitati** Eve is a school counselor Hugh B. Bain Middle School and Arlington Elementary School.
 - Has an MA in education with a concentration in school counseling
 - Develops career readiness curriculum and facilitates career fairs
 - Firm believer in developing student’s individual voices and talents

Key Message:

It’s the goal of PrepareRI to ensure all Rhode Island students have access to the skills necessary to fulfill their promise and potential. PrepareRI will unlock a world of opportunity for Rhode Island’s youth to pursue educational paths to jobs that pay without limiting their choices or passions. PrepareRI will combine core academics, life skills, and career training into one cohesive experience for all Rhode Island youth with programs, pathways, and experiences that enhance everyone and limit no one.

PrepareRI is committed to making career readiness available to all students through two central pathways:

- **Embedded pathways:** Programming opportunities in career awareness and exploration, advanced coursework linked to high-wage high-demand careers, and work-based learning experiences *that are embedded into* the existing educational experience.
- **Intensive pathways:** Enrollment in “intensive” CTE schools or programs including Davies, the Met, the Nurses Charter School, or expanding [P-Tech programs](#).

Key Messages Segmented by Key Audience:

Students

- Every student in Rhode Island will have universal access to college and career preparation programs across the State, ensuring equity of opportunity for all young people to be successful.
- Students with a passion for particular industries, businesses, and skills can complete college-ready coursework while also exploring their career interests through pathways to postsecondary employment, internships, and job-embedded experiences.

Families

- At no cost to families, RI students can earn college credits for free exploring their career interests while earning their high school diploma, considerably cutting the costs of a postsecondary degree and easing the financial burden on families.

- Career education has historically signaled a path of less rigor, ability, or opportunity. This is no longer true. Career education has nothing to do with tracks or limits. It merges academics, technical, and hands-on learning that opens up greater opportunities for youth.
- Through PrepareRI, your child will have received an enhanced educational experience that will serve them better no matter what path they may choose.

Educators

- Educators will have comprehensive access to professional development opportunities and externships that expose them to the latest advancements in the career field pathways offered to their students.

Employers

- PrepareRI is an employer-driven initiative that is responsive to industry needs and is aligned to the specific workforce needs of today and tomorrow
- PrepareRI will provide a one-stop, online portal for the information employers need to connect with schools and students for mutually beneficial partnerships

Short-Term Tactics (By November 2016)

- Preparation
 - A communications consultant procured to assist with branding, marketing, and communications; consultant will attend Working Group and Skills Cabinet Group meetings – Completed July 2016
 - The Skills Cabinet Group that comprises leadership from local businesses, K-12, post-secondary, the Governor’s office, and the RI Department of Education will take part in branding and message development exercises– Completed August/September 2016
 - A short-term communications plan - Completed August 2016
- Branding
 - A name for the Career Readiness Initiative, with input from cross-sector key stakeholders– Completed August 2016
 - Leverage existing logo, color palette, and branding guidelines of PrepareRI brand— Completed August 2016
- Messaging
 - A high-level messaging document, with input from cross-sector key stakeholders– Completed August 2016
 - An audience segmented messaging document for review by key stakeholders – Completed August 2016
 - Concise elevator pitches for Working Group and Core Team – September 2016
- Website
 - A soft Phase 1 website will be created on the Governor’s website with information about the Career Readiness Initiative, Working Group meeting dates, Career Readiness Fellows information, and feedback opportunities, as well as the Draft Action Plan – Completed September 2016

- Social Media
 - A Twitter hashtag for PrepareRI – Completed September 2016
 - Draft email for Core Group to send out to constituents alerting them to new website, to give feedback to 3-year plan, and draft Tweet - Completed September 2016
 - Twitter, Facebook, and LinkedIn messages drafted for Core Group to post on their own channels highlight the program, website, 3-year feedback – Completed September 2016

Longer-Term Tactics

- Preparation
 - Full 3-year plan and schedule – Winter 2016
- Website
 - A Phase 2 Career Readiness portal that is centralized, cohesive, and simple for all to understand and access new pathways and opportunities, latest research, best practices
 - Partner with developer and designer for creation
 - Platform for webinars
- Social Media
 - Establish PrepareRI-branded social media accounts: Facebook, Twitter
 - Create social media messaging calendar – content, schedule
 - Develop budget for paid, targeted elevation/sponsorship of social media posts for maximum impact: Facebook and Twitter
 - Blogging – Education Post
- Earned Media Strategy to include:
 - Press Release
 - Target RI NPR for Story
 - Providence Journal Story
 - Op-eds and Letters to the Editor
- Paid Media Strategy to include:
 - Bid for Creative Firm to develop creative, targeted advertising campaign
 - Radio campaign on RI NPR, 92 Pro FM, LITE 105, and Spanish radio
 - Ad campaign – TV, Billboards, newspaper, trade/union newsletters
 - Bus campaign—key routes for Providence in particular
 - Social media
- E-mail Campaigns
 - Monthly internal information emails
 - Monthly external information emails
 - Calendar of content/schedule
- Print Strategy to include:
 - Posters for all schools on high-paying industry sectors
 - Posters for all schools on PrepareRI pathways
 - Fliers for all offices, govt., K-12, postsecondary, employers on PrepareRI
 - 1-page overview of PrepareRI
 - 1-page distillation of Brookings Report into Hot Jobs/Industries

- Direct Mail campaign to every home in RI with school-aged children
- Branding
 - Logo development
 - Brand guidelines
- Content Development
 - Case studies
 - Fellow spotlights
 - Videos
 - Photography
- Events
 - Quarterly Summits
 - Annual Convening
 - Career Readiness Day at the State House
 - Speaker Series

Potential Challenges

- Public Perceptions of CTE — There is a negative existing perception of CTE that includes the belief that it is a tracking mechanism, for lower skilled students.
 - Advertising campaigns that flip the narrative
- Districts loss of funding as money follows the child – Universal access to state career readiness programs by lottery may have similar challenges and pushback as charter schools. Due to the money follows the child funding and the additional cost of educating through a CTE program, there may be some perceived district “winners” and “losers.”
 - We are confident that our strong cross-sector partnerships, labor buy-in, and the momentum amongst all stakeholders for this initiative will mitigate any of these concerns.
 - Messaging will get ahead of this challenge by stressing that we are one Rhode Island serving *all students* in our public schools equitably, with equal access of opportunity

APPENDIX X: INITIATIVE BUDGET DETAIL

APPENDIX Y: SAMPLE PERFORMANCE MANAGEMENT DASHBOARD

PrepareRI Performance Dashboard

This performance dashboard serves as a sample for what will be created through the State’s Performance Management Process.

Measure	Description (Each indicator will be broken out and analyzed by subgroup)	Baseline (15/16)	Year 1 (16/17)	Year 2 (17/18)	Year 3 (18/19)	Year 4 (19/20)
Primary Indicator	The percentage of the 12 th grade cohort who are “Career Pathway Completers” and earn a Career Pathway Diploma Endorsement	27%	30%	40%	60%	100%
Primary Outcomes	The percentage of youth working or studying in a high-skill, high-demand sector 12 months post-graduation	TBD	TBD	TBD	TBD	TBD
Indicator 1	The percentage of the 12 th grade cohort who participate in a work-based learning experience that meets career pathway standards	~10%	15%	20%	60%	100%
Indicator 2	The percentage of the 12 th grade cohort who receive a postsecondary credit or industry credential in a high-skill, high-demand field	44%	50%	66%	75%	100%
Indicator 3	The percentage of the 12 th grade cohort who are completers of CTE programs that meet industry standards	~27%	30%	35%	40%	45%
Indicator 4	The percentage of 10 th graders that receive career awareness and exploration programming at some point in grades 3-10 that meets career pathway standards	N/A	N/A	25%	60%	100%
# Enrolled by Career Awareness and Exploration Initiative						
	Real Jobs Rhode Island	N/A	N/A	500	1,000	1,500
	CBO Providers (After-School Programs, Junior Achievement, etc)	N/A	N/A	1,000	2,000	3,000
	CTE Coursework	2,890	3,000	3,500	4,000	4,500
	PrepareRI Ambassador Designed Programming	N/A	N/A	500	1,500	2,000
	Total	2,890	3,000	5,500	8,500	11,000
# Enrolled by Work-Based Learning Initiative						
	Real Jobs Rhode Island	N/A	N/A	500	1,000	1,500
	Summer Youth Employment	~1,000	1,000	1,500	2,000	2,500
	Youth Apprenticeships	400	400	600	800	1,000
	CBO Providers (After-School Programs, Junior Achievement, etc)	N/A	N/A	1,000	2,000	3,000
	PrepareRI Ambassador Youth Work Connections	0	0	1,000	2,000	4,000
	Total	1,400	1,400	4,100	7,800	11,000

**APPENDIX Z: CAREER AND TECHNICAL EDUCATION
FUNDING POLICY**



Ken Wagner, Ph.D.
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 6c
August 17, 2016

August 17, 2016

TO: Members of the Rhode Island Board of Education
FROM: Ken Wagner, Ph.D., Commissioner 
RE: Career and Technical Education Funding Policy

The purpose of the attached draft Career and Technical Education Funding Policy is to describe how the Rhode Island Department of Elementary and Secondary Education (RIDE) will allocate state categorical funding to support career and technical education in accordance with R.I.G.L. §16-7.2-6(b).

This policy is intended to ensure that funding results in high-quality programs for students in preparation for career success. This policy will take effect on July 1, 2017.

**Career and Technical Education
Funding Policy
PK-12 Council on Elementary and Secondary Education**

The purpose of this policy is to describe how the Rhode Island Department of Elementary and Secondary Education (RIDE) will allocate state categorical funding to support career and technical education (CTE) in accordance with RIGL §16-7.2-6(b). This policy is intended to ensure that funding results in high-quality programs for students in preparation for career success. This policy will take effect on July 1, 2017.

- High Cost Categorical CTE Funding: High Cost Categorical Funding shall provide supplemental funding to CTE programs to offset the increased expenses associated with supporting high-quality CTE programs.
- To be eligible for funding, CTE programs shall prepare students for high-skill high-demand career pathways and either:
 - a) meet the program standards adopted by the Career and Technical Education Board of Trustees (CTEBOT); or,
 - b) demonstrate progress toward meeting these standards consistent with an implementation plan approved by RIDE. Programs that have previously been RIDE approved but do not have standards adopted by the CTEBOT shall be grandfathered in until the time that standards have been adopted by the CTEBOT and that programs have been provided appropriate time to meet the new program standards. The appropriate phase in period will be determined by the Commissioner of Education but will not exceed 24 months. Programs that do not meet the standard and fail to make progress to meet the standard will not be funded.
- Innovative Categorical CTE Funding: Innovative Categorical CTE Funding shall support the incubation, transformation or expansion of CTE programs that specifically prepare students for high-skill high-demand career pathways. Annually, RIDE and the CTEBOT, in conjunction with the Governor's Workforce Board and the Department of Labor and Training, will review real-time Labor Market Information to determine CTE Programs that prepare students for high-skill and high-demand career pathways. To be eligible for funding, supported programs must both:
 - a) align to high-skill and high-demand career pathways; and,
 - b) meet program standards approved by the CTEBOT, if adopted.

RIDE CTE investments are intended to supplement rather than supplant local CTE investments. To be eligible for funding, districts must provide annual documentation of continuity of local funding or maintenance of effort.

MEMORANDUM OF AGREEMENT

DISTRIBUTION OF CATEGORICAL FUNDING PURSUANT TO R.I.G.L. 16-7.2-6

Between

Rhode Island Department of Elementary and Secondary Education (RIDE)

And

_____ (LEA)

Parties:

The parties to this Memorandum of Agreement are the Rhode Island Department of Elementary and Secondary Education (hereinafter "RIDE") and _____ (hereinafter "LEA").

Purpose:

The Rhode Island General Assembly has appropriated career and technical education funds (hereinafter "categorical funds") in the amount of \$3,500,000.00 for fiscal year 2016 to be allocated, in part, to help offset the higher-than-average costs associated with facilities, equipment maintenance and repair, and supplies necessary for maintaining the quality of highly specialized programs that are a priority for the state.

The parties hereby agree that the LEA has been allocated and will receive from RIDE \$_____ of the aforementioned categorical funds in fiscal year 2016. The LEA agrees that it will use such funds for reimbursement of costs associated with its career and technical preparation programs under the following terms and conditions.

Terms and Conditions:

1. The expenditure of categorical funds is restricted in purpose and shall be used only to provide direct support to eligible career preparation programs, i.e. for reimbursement of costs associated with the LEA's approved and/or provisionally-approved career and technical preparation programs. Categorical funds may not be used for any other purpose.
2. Categorical funds shall not be used to pay for salaries and/or fringe benefits of current CTE instructional staff and/or technical aides. Categorical funds shall not be used for facility upgrades / improvements that benefit the school as a whole (unless the facility is used exclusively for approved career preparation programs).

3. Unexpended Categorical funds may be carried over into the next fiscal year.
4. The programs, services and activities of all recipients of categorical funds must adhere to the Regulations Governing Career and Technical Education in Rhode Island (effective July 1, 2012) and all other applicable provisions of state and federal law.
5. All expenditures of categorical funds must be coded under UCOA Fund/Subfund # 23581001.
6. Recipients of categorical funds must comply with any and all RIDE requests for CTE program, data, and expenditure records and requests for written explanation regarding any expenditures within five (5) business days of the request.
7. LEA fiscal controls and fund accounting procedures must be employed to assure the proper disbursement of, and accounting for, categorical funds.
8. All expenditures and purchases must adhere to all applicable LEA procurement protocols as required by state and federal law and municipal ordinance.
9. Categorical funds will be released and disbursed to the LEA upon receipt by RIDE's business office of a fully executed copy of this Memorandum of Agreement.

AGREED TO:

_____ Date: _____
Ken Wagner, Ph.D
Commissioner on behalf of RIDE

_____ Date: _____
Superintendent/Director on behalf of LEA

APPENDIX AA: ADOPTED REVERSE TRANSFER POLICY



State of Rhode Island and Providence Plantations
Council on Postsecondary Education
OFFICE OF THE POSTSECONDARY COMMISSIONER

560 Jefferson Boulevard Suite 100
Warwick, Rhode Island 02886-1304

Enclosure 8a
July 27, 2016

Barbara S. Cottam
Chair

**Council on Elementary and
Secondary Education**

Daniel P. McConaghy
Chair

Amy Beretta, Esq.

Colleen A. Callahan, Ed.D.

Karin Forbes

Jo Eva Gaines

Marta V. Martinez

Lawrence Purtill

Joyce L. Stevos, Ph.D.

**Council on Postsecondary
Education**

William Foulkes
Chair

Michael Bernstein

Heather Crosby

Timothy J. DelGiudice

Dennis Duffy, Esq.

The Honorable Thomas Izzo

Rachelle R. Green, Esq.

Dr. Jeffery A. Williams

TO: Members of the Council on Postsecondary Education
FROM: Jim Purcell, Ed.D, Commissioner for Postsecondary Education
DATE: July 18, 2016 
RE: **Approval of the Reverse Transfer Policy**

The proposed Reverse Transfer Policy was introduced at the June 22, 2016 Council meeting; during the discussion interrelated questions were raised by Chair Foulkes and Mr. DelGiudice, including:

Are students able to apply credit awarded through Prior Learning Assessment (PLA) or CLEP exams toward the requirements of a degree earned through reverse transfer?

Response to questions from Council

PLA and CLEP

According to the Council on Adult and Experiential Learning (CAEL), "Prior learning assessment (PLA) is the term used for the various ways in which higher education institutions and other organizations assess an individual's learning for the purposes of granting college credit, certification, or advanced standing in a postsecondary education program." This learning may have been acquired through work experience, employer training, military service, independent study, non-credit courses, volunteer or community service, or non-college courses or seminars. Methods used to evaluate prior learning include: evaluation of military or corporate training and courses; standardized tests such as CLEP, course challenge exams, and student portfolios. The College-Level Examination Program (CLEP), developed by the College Board, is the most widely accepted credit by exam program. CLEP offers 33 exams in five subject areas related to covering material in courses generally taken in the first two years of a college education.

Students may use prior learning assessment, including CLEP Exams, to earn academic credit which will be applied toward degree requirements. If the credit was awarded by one of the Rhode Island public institutions of higher education, these credits will be accepted as transfer credit by the other two in accordance with the Council's *Policy for Articulation and Transfer Between Public Institutions of Higher Education in Rhode Island*. However, credits awarded through prior learning do not apply toward meeting the 15 credit residency requirement at CCRI.

Telephone: (401)736-1100 Fax: (401)732-3541 TDD: (401)734-9481 Website: www.riopc.edu

The Council on Postsecondary Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.

Overview of the reverse transfer policy

Rhode Island students may begin their postsecondary education at one of the public institutions of higher learning but for a multitude of reasons may not complete the associate or bachelor's degree. These students are left with earned college credits but without a postsecondary credential. Some of these students may have a significant number of credits and may have the credits needed to meet the requirements for an associate degree or certificate. Reverse transfer is a policy initiative that promotes transferring applicable coursework completed at a baccalaureate-granting institution back to a community college for purposes of awarding the associate degree or certificate. The policy on reverse transfer complements existing institutional and system transfer policies and practices. Nationally, the development of a reverse transfer policy often has been the result of a state mandate. In Rhode Island, Senate Resolution 1046 requested that a reverse transfer policy be developed¹. The purpose of the legislation is to enable the state to maintain a competitive workforce and to increase degree attainment of adults in Rhode Island.

Eligibility to participate

This policy applies to students who began their postsecondary education at the Community College of Rhode Island (CCRI), Rhode Island College (RIC), or the University of Rhode Island (URI) but who have not completed a degree or certificate. Students may have transferred from CCRI, or may have begun their postsecondary education at RIC or URI. All of the students earning a degree through reverse transfer will transfer credit back to CCRI which is the degree-granting institution for the associate degree. Students who have accumulated 60 college-level credits at any of the Rhode Island public postsecondary institutions, have a combined GPA of 2.0 or higher, and have no outstanding financial obligations, are eligible to have their transcripts evaluated to determine if an associate degree or certificate may be awarded.

Eligibility for a degree or certificate awarded through reverse transfer

To earn an associate degree through reverse transfer, students must meet CCRI degree requirements, including meeting the college residency requirement and the NEASC standard that at least 25% of the degree (15 credits) or certificate will have been taken at the degree-granting institution. On the basis of the transcript review, students who have met all of the requirements for a specific degree or certificate program at CCRI will be notified that they will be awarded an associate degree or certificate. Some students will need to take additional courses at CCRI to meet degree or residency requirements.

Key elements of the policy and implementation

- The reverse transfer policy requires that the degree-granting institution (CCRI) accept up to 75% of the total credits required for the degree or certificate (45 of 60 credits).
- The specific degree and graduation requirements at the Community College of Rhode Island must be met for the associate degree or certificate to be awarded.
- In implementing the policy, CCRI is encouraged to increase the transparency and flexibility in accepting "old" credits and credits earned through prior learning assessment (PLA); particularly, in applying the credits toward meeting degree requirements.
- Student records at CCRI, RIC, and URI will be queried to identify possible completers and the data sent to CCRI for outreach to students.
- Those students who have not met associate degree or certificate requirements when their transcripts are initially evaluated will be advised on degree and course options.

¹ Text of Senate Resolution 1046 can be accessed at <http://webserver.rilin.state.ri.us/BillText13/SenateText13/S1046.pdf>

Council approval item

At the July 27, 2016 meeting of the Council on Postsecondary Education, the proposed Reverse Transfer Policy will be presented for further discussion and a motion to approve will be considered. It is recommended that the following motion be approved:

Motion:

THAT the Council on Postsecondary Education (CPE) approves the Reverse Transfer Policy as presented.

REVERSE TRANSFER POLICY
Council on Postsecondary Education
State of Rhode Island

Adopted: (TBD)

Amended:

PURPOSE

Moving the Needle, a report prepared by the Senate Policy Office and the Rhode Island Public Expenditure Council (RIPEC), noted that greater attainment of postsecondary degrees and training would result in workers better prepared for the workforce and a stronger state economy. The Rhode Island Senate, recognizing the economic and quality-of-life benefits of having the associate degree, passed Senate Resolution S1046¹ that requested that the Board of Education implement a reverse transfer policy that allows students to use credits earned at the four-year institution toward the attainment of an associate degree at a public two-year institution. The reverse transfer policy sets out the conditions for eligibility to participate in the reverse transfer initiative and the conditions applicable for the granting of the certificate or degree through reverse transfer.

POLICY

Students who attend the Community College of Rhode Island, Rhode Island College or the University of Rhode Island may qualify for the conferral of the associate degree or certificate from the Community College of Rhode Island through the reverse transfer policy if the following conditions are met:

Eligibility to participate

1. The students eligible for conferral of the associate degree through reverse transfer have earned cumulatively, a minimum of 60 college-level credits combined from the Community College of Rhode Island, and/or from Rhode Island College and the University of Rhode Island.
2. The students have not earned an associate or bachelor's degree.
3. Students have a GPA greater than or equal to a 2.0.
4. Students have resolved any financial issues at the sending or receiving institutions.
5. Students agree to the exchange of educational data requested in compliance with Family Educational Rights and Privacy Act (FERPA) regulations.

Eligibility for Associate Degree or Certificate

1. The students will complete a minimum of 15 college-level credits at the Community College of Rhode Island (or one-fourth of the number of credits required for the associate degree or certificate). The New England Association of Schools and Colleges (NEASC) standards require

¹ The text of S 1046 can be accessed at (<http://webservice.rilin.state.ri.us/BillText13/SenateText13/S1046.pdf>).

that at least one-fourth of the total number of credits (15 credits) be earned at the degree-granting institution.²

2. The specific degree and graduation requirements of the Community College of Rhode Island must be met for the associate degree or certificate to be awarded.
3. Students who have completed graduation requirements at the Community College of Rhode Island once the courses are transferred back from the college or university, will have the degree or certificate awarded after the transcripts have been evaluated.
4. Students who have a grievance regarding the awarding of a degree through reverse transfer will follow the procedure identified in the section on Student Rights and Responsibilities in the Council on Postsecondary Education's policy on Articulation and Transfer.

Responsibilities of Community College of Rhode Island (the Degree-Granting Institution)

1. The Community College will determine which associate degrees and certificates will be available through reverse transfer.
2. The community college will accept up to 75% of the total credits required for the degree (45 out of 60 credits) or certificate in transfer credit.
3. The community college is responsible for the review and evaluation of the transcripts and, with reference to Council on Postsecondary Education's policy, has the authority to determine whether the associate degree or certificate may be conferred.

Responsibilities of Rhode Island College and the University of Rhode Island (Host Institutions)

1. The host institutions shall make available information on the reverse transfer option on the institutions' websites, and in advising offices, and enrollment management/records offices.
2. The host institutions will make contact information on potential completers available to the degree-granting institution.
3. The host institutions shall make transcripts available upon request by students if all financial and other provisions required by the host institution for release of transcripts to students are met.

Responsibilities of the Office of the Postsecondary Commissioner

1. The Office of the Postsecondary Commissioner will have oversight of the system-wide reverse transfer program and will review the policy and the outcomes of the reverse transfer initiative annually. Oversight will include, but not be limited to, assessment and evaluation of the policy, recommendations for changes to procedures and implementation, and review of reports on the policy's outcomes.

²NEASC Standard on Integrity in the Award of Academic Credit.

4.46 Students complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. In accepting transfer credit, the institution exercises the responsibility to ensure that students have met its stated learning outcomes of programs at all degree levels. The acceptance of transfer credit does not substantially diminish the proportion of intermediate and advanced coursework in a student's academic program.

2. The Office of the Postsecondary Commissioner will collect data from the public institutions of higher education and prepare reports on the degrees awarded through this policy as required.

DRAFT 6/7/16

**APPENDIX AB: K-12 COUNCIL ADOPTED FY18 BUDGET
INCLUDING PREPARE RI AMBASSADORS**



**Council on Elementary and Secondary Education
Meeting**

Tuesday, September 20, 2016

5:30 p.m.

255 Westminster Street, Providence - RIDE – Room 501

1. ACCEPTANCE OF THE AGENDA

2. APPROVAL OF THE MINUTES

a. Minutes of the August 9, 2016, Meeting

Enclosure 2a

b. Minutes of the August 30, 2016, Work Session

Enclosure 2b

3. PRESENTATION OF AWARD CERTIFICATES

4. OPEN FORUM

5. REPORT OF THE COMMISSIONER

6. DISCUSSION ITEMS

a. Secondary School Regulations – Feedback from Public Review and Comment **Enclosure 6a**

b. Charter Schools – Overview of the R.I. Charter School Renewal Timeline and Performance Framework **Enclosure 6b**

c. Overview of the Proposed Revisions to the Regulations Governing the Education of English Language Learners for the Purpose of Public Review and Comment **Enclosure 6c**

d. Fiscal Year 2017 Revised Budget and Fiscal Year 2018 Current Service Level Budget Proposals **Enclosure 6d**

7. ACTION ITEMS

a. Approval of the Fiscal Year 2017 Revised Budget and Fiscal Year 2018 Current Service Level Budget Proposals **Enclosure 7a**

b. Approval of the ETS Teacher Certification Tests and Cut-Scores (ESL, ASL, Braille) **Enclosure 7b**

8. UPCOMING MEETINGS

The next meeting of the Council on Elementary and Secondary Education is on Tuesday, October 11, 2016, 5:30 p.m., at RIDE

Needs Assessment Key Findings: Strengths

⌘ *Public Enthusiasm and Engagement*

- Several majority employer boards meet regularly and are well attended, including the Career and Technical Education Board and Trust and Governor's Workforce Board
- There are multiple active nonprofits, including Skills USA, Junior Achievement, PASA and others already leading this work

⌘ *Universal Access to Advanced Coursework*

- Dual and Concurrent Coursework
- Advanced Coursework Network (ACN)
- CTE Program Choice through portable school funding formula

⌘ *Leadership*

- The new administration has started several new programs (P-Tech, CS4RI, Electric Boat) all aimed at equipping youth with the skills they need for jobs that pay
- The Governor convenes an internal Skills Cabinet monthly to review adult and youth workforce development priorities

Data Analysis Key Findings: Strengths

⌘ *The number and percentage of all students who participated and completed dual and concurrent coursework more than doubled in one year.*

Unique Course Enrollments	14-15	15-16	1 Year Growth
Dual Coursework	599	985	64%
Concurrent Coursework	2,241	4,900	119%
Total	2,840	5,885	107%

⌘ *The number of students earning all postsecondary credentials (industry certificates, AP, Dual and Concurrent Enrollment) in high schools all continue to climb steadily.*

Needs Assessment Key Findings: Gaps

⌘ *Fragmented System*

- Multiple employer structures are not aligned behind a coherent theory of change, including the Governor's Workforce Board and CTE Board
- Lots of programs, little connection

⌘ *No Comprehensive Work-Based Learning System*

- Too few students are supported and there are not enough connections in existing opportunities to employers and to schools

⌘ *Little Focus on Career Awareness and Exploration*

- Students, and educators, are often unaware of the changing economy
- Most students lack focused career advising

⌘ *Limited Availability of Data and Information*

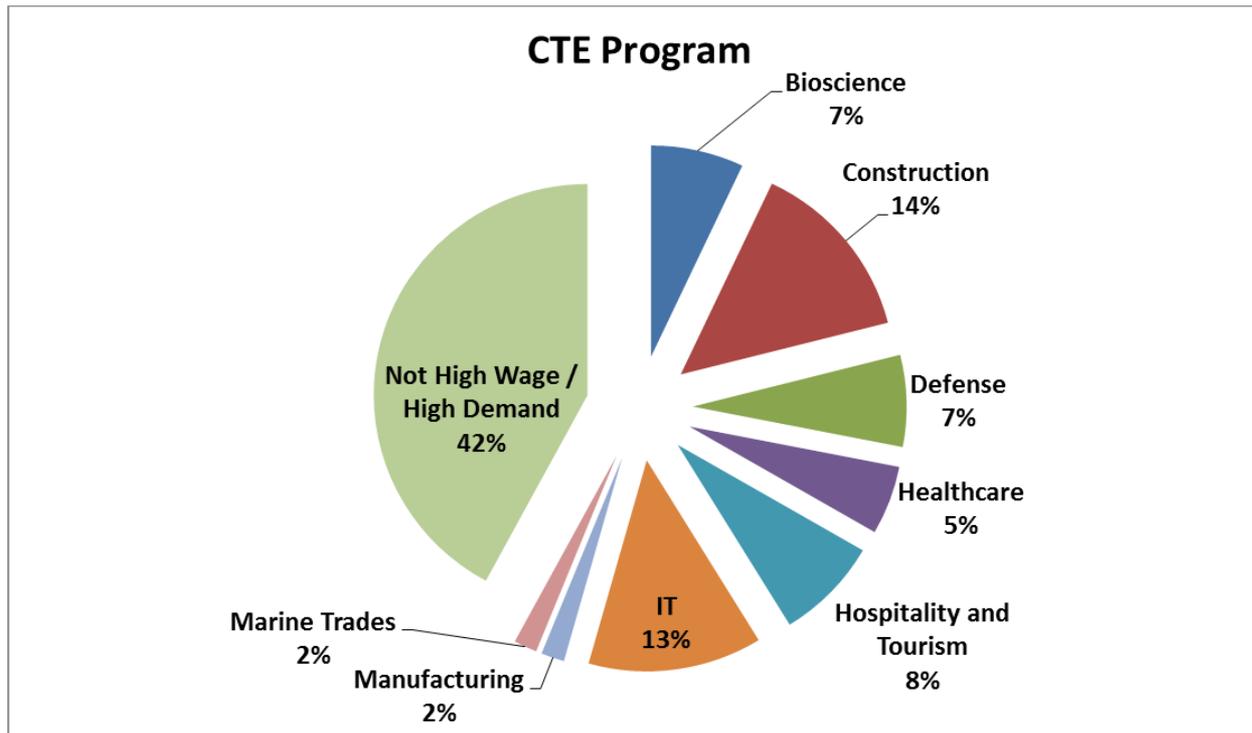
- Little information is available about how prepared graduates are for career, as well as how funding streams are utilized

⌘ *Stigma Attached to Career Education*

- Outdated vision of career education permeates the state.

Data Analysis Key Findings Gaps

- ⌘ Approximately only 27% of Rhode Island's graduating class completed a career pathways (completed a CTE program)
- ⌘ Over 40% of existing career pathway programming (CTE) isn't in high-wage, high-demand sectors.



Data Analysis Key Findings Gaps

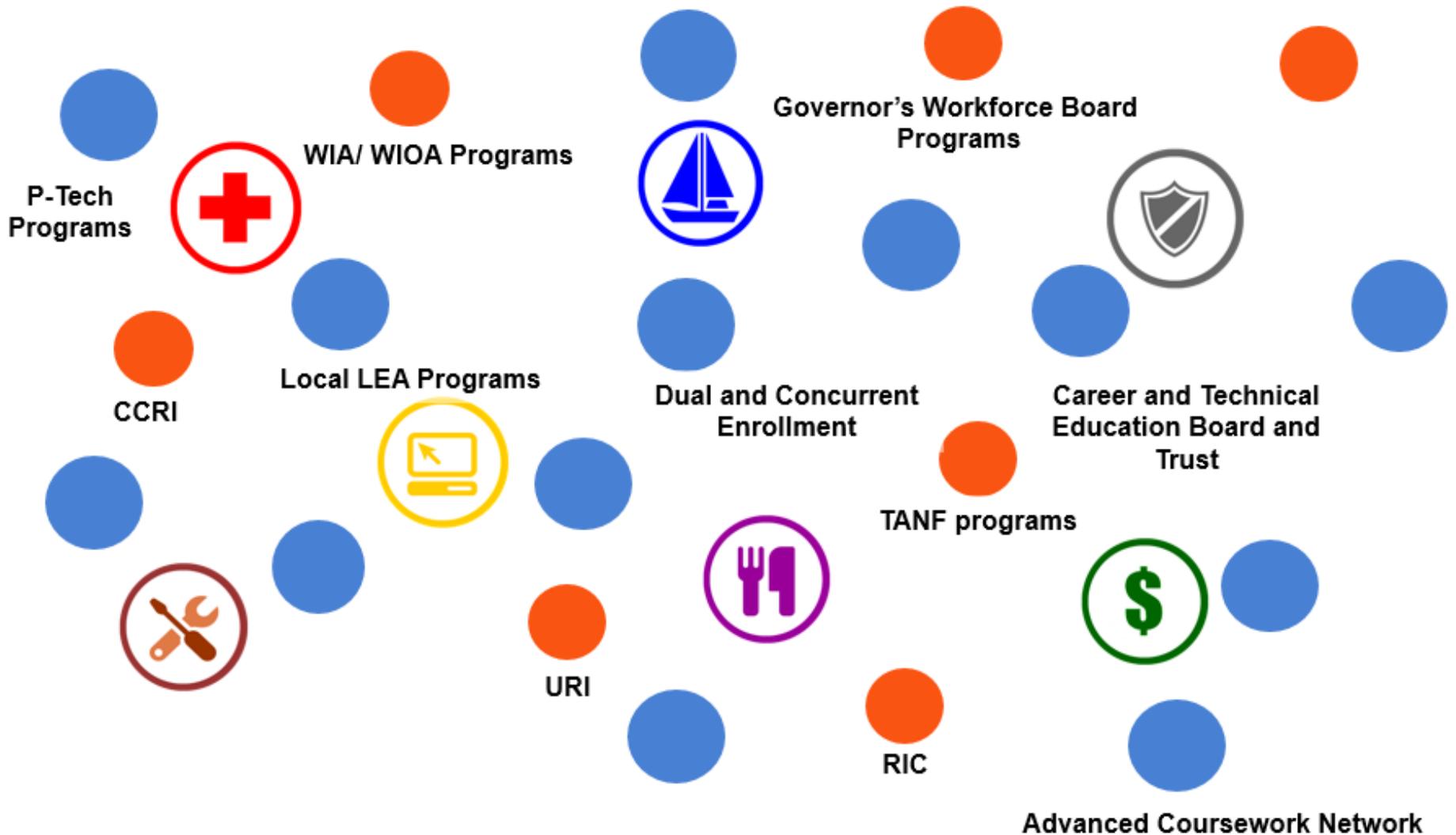
- ⌘ While all students technically have access to CTE and Postsecondary Credentials, participation is not distributed equitably

HW/HD Sector Coursework Participators (15/16)	%White Students	%Non-White Students
Defense CTE	83%	17%
Marine Trades CTE	93%	7%
AP Computer Science	72%	28%
Dual and Concurrent	73%	27%
Total Pop.	60%	40%

27%
of dual and concurrent course enrollments were made by low-income students, a population that makes up 43% of all high school students.

- ⌘ To date the state has not tracked how many students receive work-based learning experiences or career awareness and exploration experiences, even within CTE programs

Fragmented System of Career Preparation in 2016



Theory of Change

Empowers Educators

All educators are provided supports and leadership opportunities to become experts in career education.

Multiple Entry and Exit Points

Give all youth opportunities to enter, exit, and re-enter career pathways through flexible pathways programming.

Career Readiness for All Students

Mixed Delivery System

Schools have a menu of state supported ways they can provide demand driven career education.

Demand Driven

Career education is responsive to the needs of high-skill, high-demand employers



Career Readiness State Action Plan

Top Priorities

⌘ *Work with Employers to Meet the Future Needs of the Economy*

- Expand the employer-led, demand-driven Real Jobs Rhode Island (RJRI) workforce development initiative to include K-12 in all partnerships.
- Reduce existing barriers to employer engagement and establish incentives for employers to more proactively engage with schools
- With employer input create scaled workforce programs between K-12 and Higher Education, with a particular focus on CCRI

⌘ *Ensure Career Education Opportunities for All Youth*

- Provide every youth in the state flexible career pathways opportunities through quality delivery models outside of just traditional CTE programming by 2020, with a focus on expanding Career Awareness and Exploration, Postsecondary Credential, and Work-Based Learning opportunities.

Career Readiness State Action Plan

Top Priorities (cont'd)

⌘ *Better Align the Career Preparation System*

- Focus the system behind delivering meaningful outcomes for students and meeting the needs of high-skill, high-demand industry
- Include career-focused indicators as part of the school accountability system and create career-readiness diploma endorsements
- Working with RIPEC, create an asset map of state and federal funding streams and improve the use of data in funding decisions

⌘ *Create a Demand for Career Education*

- Develop a community of practice in education that gives educators more connections with high-wage, high-demand fields and strengthens their instructional practices in career pathways
- Align efforts behind a broad communications strategy, including a marketing and ad campaign that creates a sustaining demand for career education, reduces its stigma, and improves awareness of the needs of the changing economy

Career Readiness Action Plan: Leveraging Resources and Engaging Stakeholders

System Map

Rhode Island Youth Career Preparation System Map

Governance

Governor's Skills Cabinet
 Prepare RI Role: Oversee, coordinate and drive the governance of the state's workforce development agenda for adults and youth.
 Members: RIDE, DLT, OPC, CCRI, Commerce, Board of Education, and the Governor's Workforce Board
 Authority: Governor's Subcabinet

Chief Implementation Unit

Governor's Workforce Board (Career Pathways Subcommittee)
 Prepare RI Role: Oversee implementation of the plan.
 Members: Chaired by an employer, includes the state Core Team and public stakeholders. Staffed by shared FTE from GWB and RIDE to ensure K-12 coordination.
 Authority: Statutory

Primary Delivery Units

Outside Providers
 Organizations and youth centers partner with state and districts to deliver career education.

Real Jobs Partnerships
 Industry partnerships deliver high-wage, high-demand employer driven career education.

K-12 System + CTE Board and Trust
 Employer board works with K-12 to ensure that both center and comprehensive high school CTE is rigorous, quality, expanded, and employer-driven. RIDE also provides access to postsecondary credentials.

Program Examples

- Junior Achievement
- Afterschool programs
- PICs – Summer Jobs

- Electric Boat
- SENEDIA
- Marine Trades

- Programs in Comprehensive High Schools
- Preparation Programs (Davies, P-Tech)
- ACN Virtual Learning
- Teacher-led resources



Career Readiness Action Plan: Leveraging Resources and Engaging Stakeholders

⌘ *Career Pathways Subcommittee to serve as chief implementation unit*

- Reconvened with a new mission focused overseeing the implementation of the action plan.
- This Committee will be intentionally comprised of representatives from businesses in high-demand, high-wage areas, the New Skills for Youth Core Team, and other public stakeholders.

⌘ *Performance Management*

- Similar to the Overdose Task Force, the state's Office of Performance Management will lead cross-sector quarterly reviews of the action plan to monitor implementation.

⌘ *Quarterly Prepare RI Summits*

- Quarterly summits will develop communities of practice focused on building capacity to support a high-quality system of career education.
- The sessions will be designed with employers to support core subject area teachers, CTE teachers, school counselors and system leaders who are working to incorporate the best practices of career education in their schools.

Planning for Long-Term Sustainability

⌘ Leadership Transitions – What if the administration changes?

- Must review and institutionalize the theory of action in legislation.

⌘ Prior false starts – what is going to be different this time?

- Prepare RI Pledge and state commitment.
- Programming will be built from the ground up – responsive to educator feedback, employer demand, and student interest.
- Career education outcomes in the state's ESSA plan.

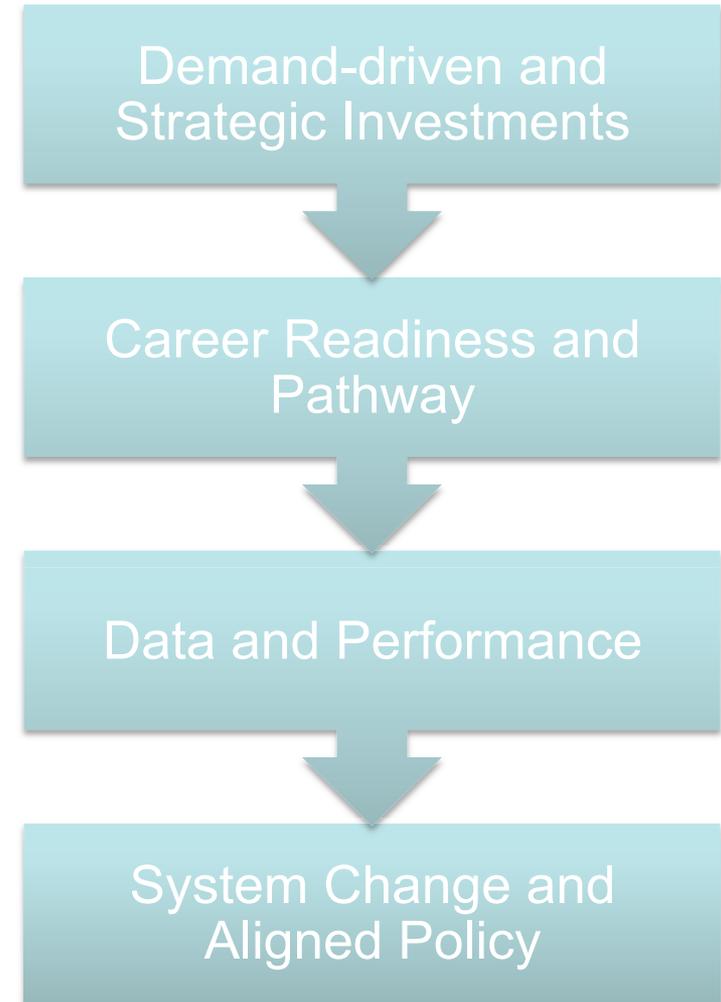
⌘ Resource Constraints

- Must build long-lasting demand through high-quality programming, information, and choice.
- Realign funding streams to ensure that one-time grant funding and funding streams aren't only source of supports.

Rhode Island Workforce Strategies

Each of these strategies are set forth in Rhode Island's Workforce Innovation and Opportunity Act State Plan. These key strategies set the vital framework for the State's comprehensive plan to transform the workforce system of Rhode Island.

1. Implement a demand-driven, sector-based strategy to meet employer demand and establish a pipeline of workers for future demand.
 - Demand-driven means: that investments to strengthen the workforce are guided and informed by growing industry and employers, that actually do the hiring and know where the jobs are.
2. Advance a career pathway strategy to provide employment, education, training and support services for individuals, particularly those with barriers to employment, so they can improve own individual capacity to effectively compete in the labor market to achieve economic security for themselves and their families.
 - Career Pathway means: that all Rhode Islanders have access and opportunity to develop their education and skills to prepare them for a job.
3. Develop an effective performance measurement strategy to track labor market interactions beyond federal reporting requirements.
 - Data and performance means: using LMI data to guide investments and program data to evaluate performance and measure impact of investments
4. System Change and Aligned Policy
 - Aligned policy means: government is "networked" and coordinated to achieve efficiencies and effectiveness

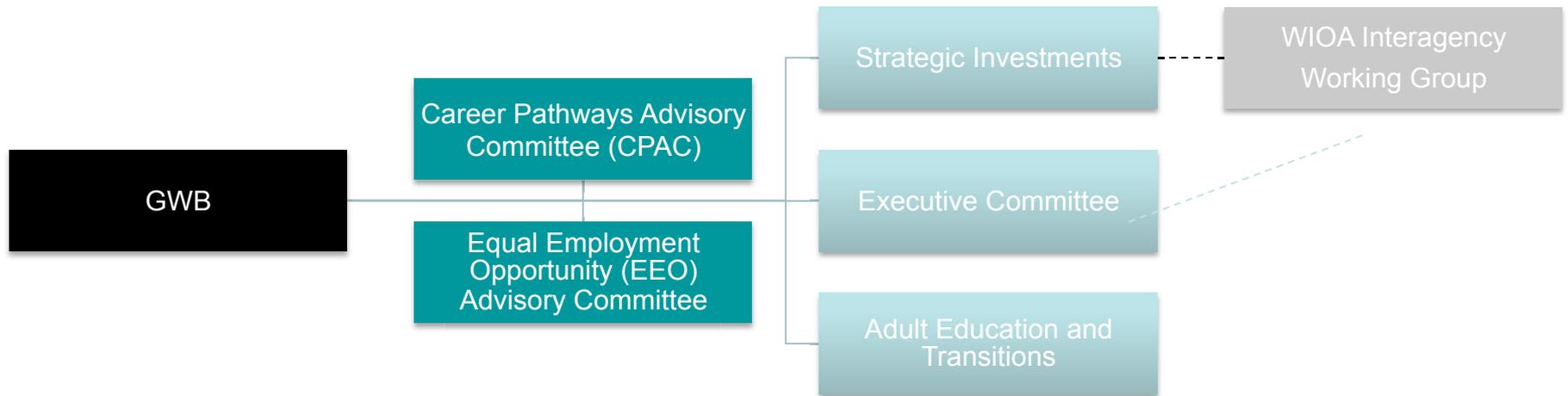


GWB is statutorily charged with developing a Career Pathways System

Composition of committee
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⌘ § 42-102
10 State Career Pathways System. –
The workforce board ("board") shall support and oversee statewide efforts to develop and expand career pathways that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education and employment in that sector.

Proposed GWB Committee and Work Group Structure





Application for Additional Funding Planning - K-12 Partnerships in Career Readiness

In partnership with the Rhode Island Department of Education, the Office of the Postsecondary Commissioner, and the Governor's Workforce Board, the Department of Labor and Training is making available grants of up to [redacted] to approved and competitively solicited Real Jobs RI partnerships for the exclusive purpose of developing, expanding, and supporting industry-driven career awareness, exploration, and preparation activities in the state's K-12 education system. Grant funds are available to help partnerships study and identify:

- (a) ways to increase career awareness and exploration and work-based learning experiences for youth in their sector;
- (b) the academic knowledge, technical skills, and employability skills needed for youth to secure entry level positions within their sector;
- (c) training plans in which skills and competencies validated by the employer partners can be embedded in pathways that begin in secondary school and continue into postsecondary; and
- (d) K-12 partners and additional postsecondary partners who will join the partnership to assist with implementing the plan.

Proposals are due to the Department no later than 4:00pm on [redacted] and will be reviewed the Career Pathways Committee of the Governor's Workforce Board along with other relevant Parties. All fields must be completed in full to be considered.

A. APPLICANT INFORMATION

Real Jobs Partnership Name		
Lead Applicant Organization	Lead Applicant Contact Person First: _____ Last: _____	Contact Telephone () -
Contact E-Mail Address	Are you aware of any outstanding legal, regulatory, or taxation matter related to the Lead Applicant Organization? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, Please describe:	
Has your organization received any other funds from other entities in the last six (6) months that relate to the purpose for which you are submitting this application? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, Please describe:		

B. FUNDING REQUEST & SUMMARY

Please enter the Total Amount of this Request: \$ _____

Please summarize your proposal in 200 words or less:

C. REQUIRED DOCUMENTS

<p>Your Application for Additional Funding should be submitted along with the following:</p> <p><input type="checkbox"/> A detailed budget providing an account of how requested funds will be spent. At the appropriate time, expenditure documentation such as cancelled checks, invoices, or receipts will be compared against this budget by Department staff.</p> <p><input type="checkbox"/> A 3-5 Page Brief describing how additional funds will be used to develop, expand, and/or support industry-driven career awareness, exploration, and preparation activities in the state's K-12 education system. Such a brief should include:</p> <ul style="list-style-type: none"> • a list of employer partners involved in the development of the proposal, and the specific role they played • a list of K-12 academic partners involved in the proposal and the specific role they played • a preliminary description of key career readiness issues facing the target industry sector, • plans to ensure the planning process is industry-led, • demonstrated capacity for collaboration, • an attestation that the partnership has the capacity to manage the new funds/resources.
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By signing this application, I certify that all of the information provided is complete and accurate to the best of my knowledge. I understand that any false information, omissions, or misrepresentations (whether intentional or unintentional) may result in denial of my request or, if my request is approved, may require the return of all or some of the awarded funds. I further certify that any awarded funds will be controlled by, and expended in compliance with, the terms of my FY 2016 Implementation Grant Award Agreement. If approved for funds, I agree to complete and submit a Project Modification form to add to and/or amend the original terms of said Award Agreement.

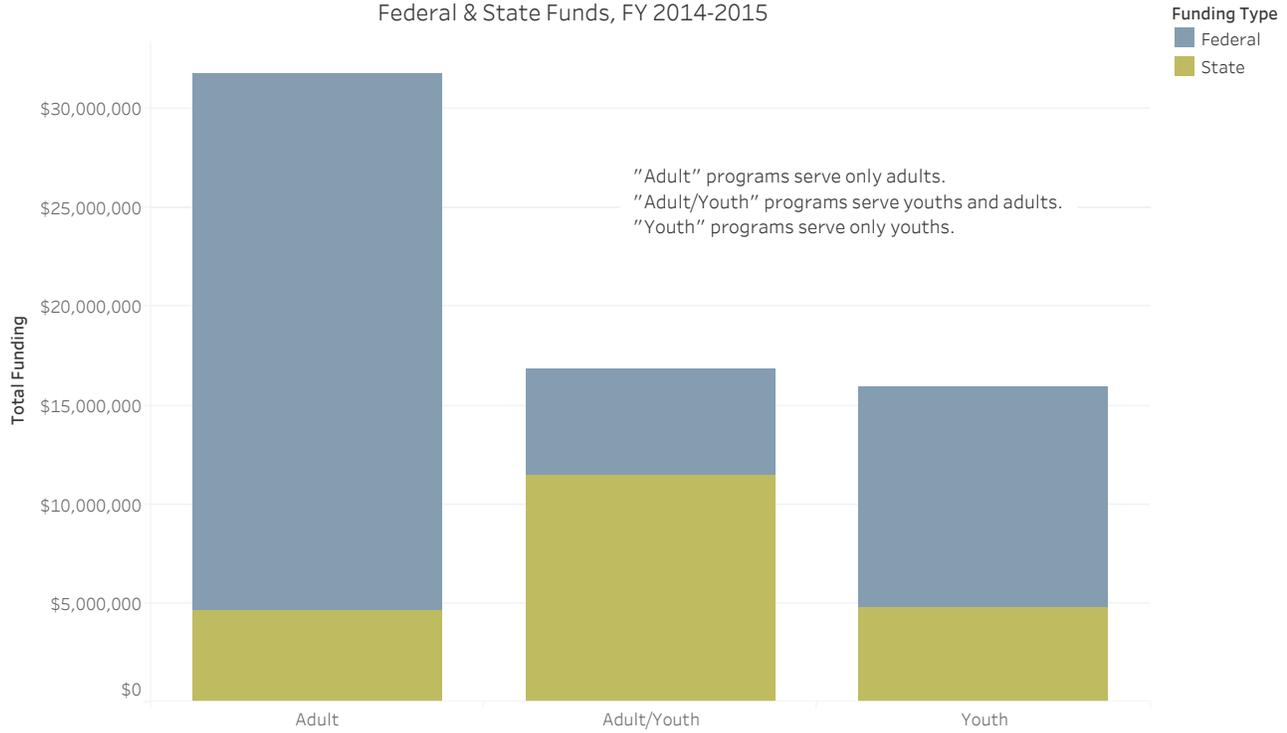
Signature of Applicant _____ **Date** _____

Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by..
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Division of Workforce Development Funding Streams
Federal & State Funds, FY 2014-2015



Program Detail

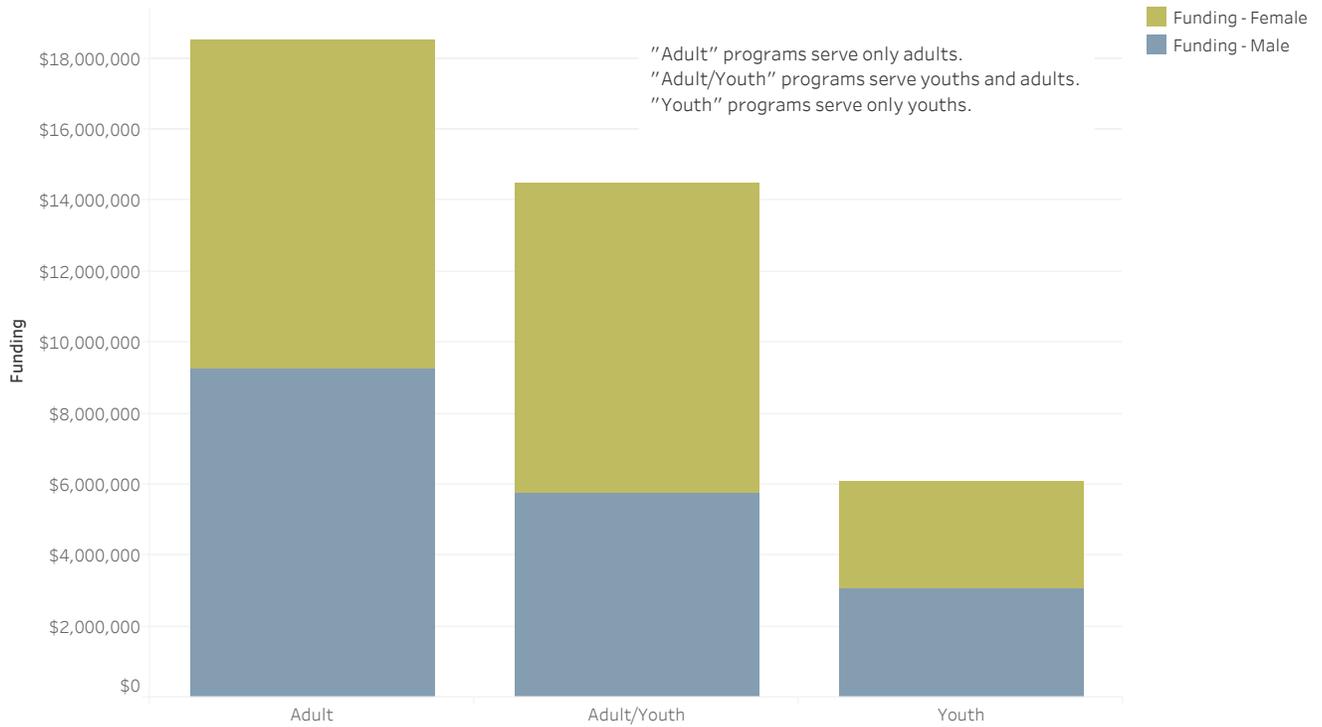
Program Type	Agency	Program	Total Federal Funding	Total State Funding
Adult	Department of Corrections	Adult Basic Education	\$0	\$666,845
		Barbering Program	\$0	\$87,006
		Carpentry/Cabinet Making	\$0	\$134,822
		ESL	\$0	\$139,610
		GED	\$0	\$528,650
		WIA Adult	\$2,500,000	\$0

Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by..
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Division of Workforce Development Funding Streams (Gender)



Program Detail

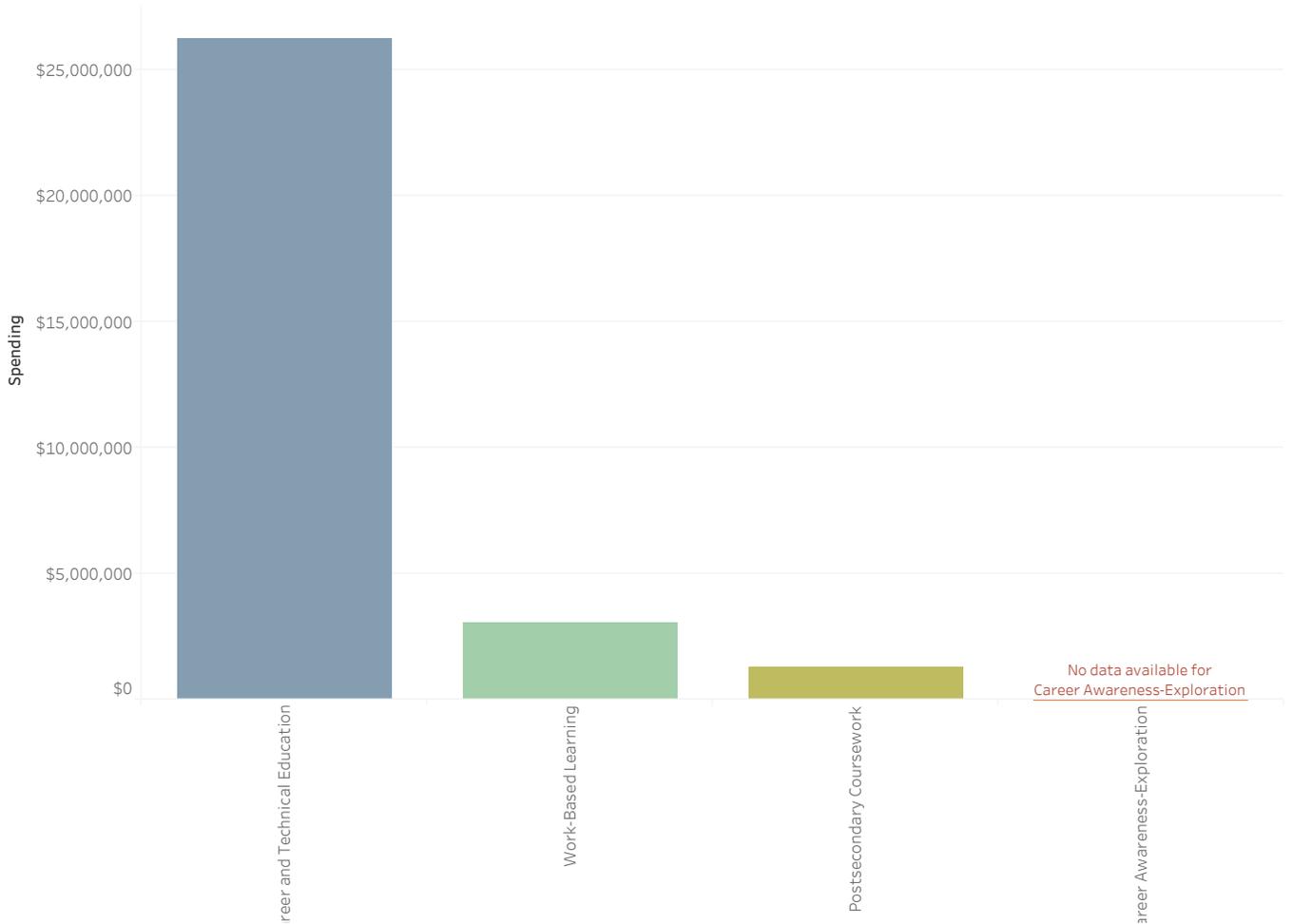
Program Ty..	Agency	Program	Cost Per Pa..	Total Federal	Total State	Male	Female
Adult	Department of Corrections	Adult Basic Education	\$2,790	\$0	\$666,845	212	27
		Barbering Program	\$2,417	\$0	\$87,006	33	3
		Carpentry/Cabinet Maki..	\$1,152	\$0	\$134,822	117	0
		ESL	\$1,745	\$0	\$139,610	80	0
		GED	\$835	\$0	\$528,650	594	39
DLT State Workforce Investment Office		WIA Adult	\$4,619	\$3,584,249	\$0	299	477
		WIA Dislocated Worker	\$3,616	\$3,438,666	\$0	478	473
DLT Workforce Development Services		Disability Employment	\$6,257	\$1,004,000	\$0	85	60

Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by..
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Youth Career Pathway Experiences: Comparative Funding
Federal & State Funds, FY 2014-2015



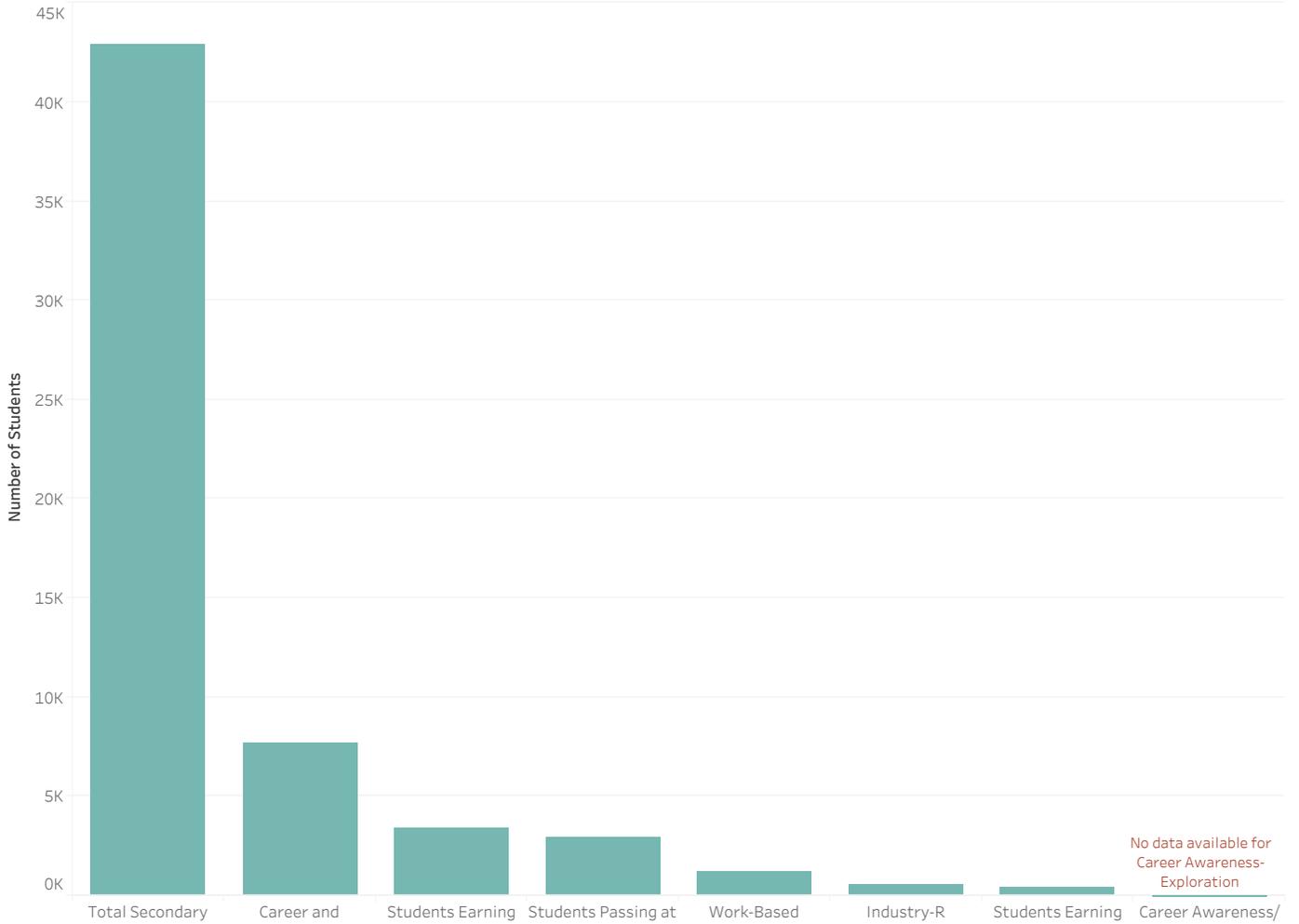
Prepare RI Dashboard

Phase 1

Funding by Federal/State	Funding by Gender	Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field
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Youth Career Pathways Experiences

Overall Participation, FY 2014-2015



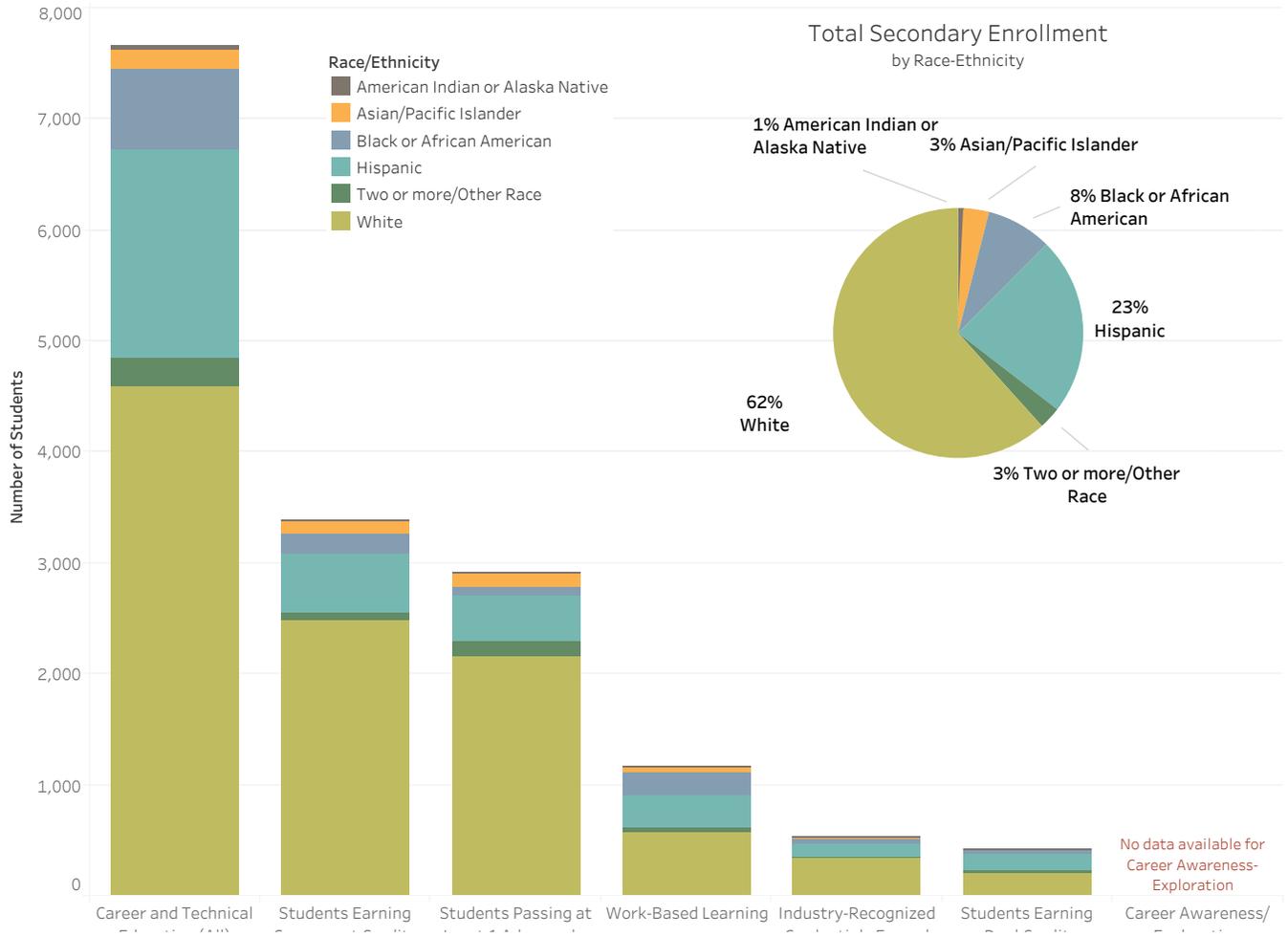
Prepare RI Dashboard

Phase 1

Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field	Career Pathways: Access/Completion by Race/Ethnicity	Postsecondary Credit: Earners by Race/Ethnicity
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Youth Career Pathways Experiences

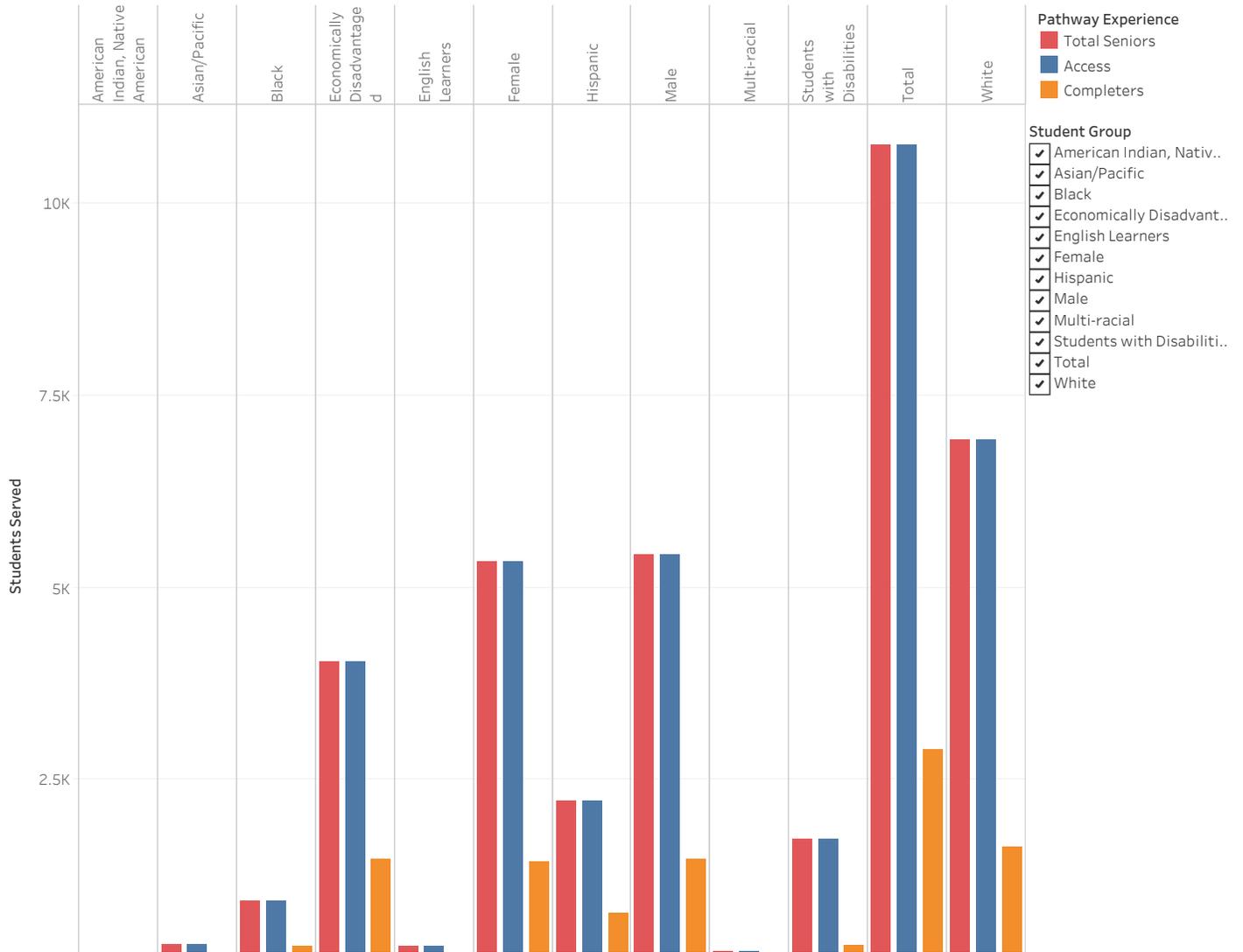
Participation by Race-Ethnicity, FY 2014-2015



Prepare RI Dashboard

Phase 1

Career Pathways: Funding	Career Pathways: Overall Participation	Career Pathways: Participation by Gender	Career Pathways: Participation by Race/Ethnicity	Career Pathways: Offerings by Field	Career Pathways: Access/Completion by Race/Ethnicity	Postsecondary Credit: Earners by Race/Ethnicity
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Review of Previously Discussed Changes

Extend the intensity of support for literacy skill acquisition to numeracy	Coursework requirements centered on demonstration of LEA-defined proficiency level aligned with high school standards
Maintain 20 course minimum requirement, with flexibility to meet through non-traditional learning experiences	Reduce the number of performance-based diploma assessments from two to one
Shift in state assessment as a statewide graduation requirement, to a Council Designation metric	Introduced Council Designations as an umbrella concept to be further defined by the Council (as Commissioner's Seal and Pathway Endorsement)
Ensure students and parents are notified of graduation requirements by Oct. 1 of 9 th grade year	Utilize ILP as central documentation of student goals, supports, and progress, in place of a multitude of "plans"
Expand allowable personalization strategies beyond the advisory structure for middle schools	Replace mandated monitoring with ensuring appropriate LEA documentation for audits, as determined by the Commissioner.