



# **Board of Directors Meeting**

**Thursday, March 12, 2009**

**8:00 - 10:00 a.m.**

**RI Department of Labor & Training  
1511 Pontiac Avenue, Cranston, RI**

## **AGENDA**

- 1. Welcome and Call to Order – W. McGowan**
- 2. Approve Minutes of 1-22-09** **Vote**
- 3. Vice Chairman's Comments – W. McGowan** **Information**
- 4. Acting Executive Director's Report - John J. O'Hare** **Information**
- 5. Approval of Strategic Workforce Plan- W. McGowan** **Vote**
- 6. Approval of GWB By-Laws – S. Moylan** **Vote**
- 7. Consent Agenda (Items 1-7)** **Vote**  
A board member may request that any item be removed from the consent agenda and moved to the regular agenda
- 8. Committee Report Updates** **Chairs**
- 9. Old/New Business**
- 10. Adjournment**

### **NEXT MEETING**

**Thursday, April 23, 2009**

**8:00- 10:00 a.m.**

## **March 12, 2009 MEETING CONSENT AGENDA**

### **(Detailed Information Follows as Appropriate)**

#### **Items 1- 7**

##### **Item 1: WIA Policy Issuances**

At the March 3, 2009 meeting, the Planning and Evaluation Committee reviewed and endorsed three Workforce Investment Notices for Program Year 2008/2009 for Board approval. (These are listed with hyperlinks for detailed information on the following page.)

##### **Item 2: Draft State Plan Extension**

Following are the hyperlinks to all of the documents associated with the approval process of the Draft State Plan Extension. This one year extension will run for the period of July 1, 2009 through June 30, 2010.

##### **Item 3: Request for funding: Knowledge Retention Symposium – Student Capture for the Knowledge Economy**

At the March 5, 2009 meeting, the Strategic Investments Committee approved the funding request for \$10,000 proposed by the Association of Independent Colleges & Universities of Rhode Island for a “*Knowledge Retention Symposium – Student Capture for the Knowledge Economy*”. The letter detailing the symposium and request is attached.

##### **Item 4: Workforce Expansion Grants**

At the March 5, 2009 meeting, the Strategic Investments Committee approved 4 awards totaling \$324,650. Workplace Dynamics received \$24,410; Epoch Sleep Centers received \$60,000; Pentair Electronic Packaging received \$160,240; Precision Web Marketing received \$80,000. Detailed information for each grantee is attached.

##### **Item 5: Incumbent Worker Training Grants**

The Strategic Investments Committee met on March 5, 2009 and endorsed staff’s recommendation to award \$ 2,055,845 to 78 companies resulting in training to 6673 employees. A summary sheet of grant awards is attached.

##### **Item 6: World of Work 18-Month Replication Project**

At the March 5, 2009 meeting, the Strategic Investments Committee approved the funding request for \$974,750 for the World of Work 18-Month Replication Project Proposal. The proposal is attached.

##### **Item 7: Consent Agenda Adult Education**

At the February 5, 2009 meeting, the Adult Education and Literacy Committee approved the Consent Agenda enabling the Office of Adult and Career and Technical Education to prepare for the next procurement process (competition) for adult education funding for FY11-FY15. The consent agenda detailing the specific decisions is attached.

## ITEM 1 – WIA CONSENT AGENDA

### WIA POLICY ISSUANCES

**Background:** The US Department of Labor's Employment and Training Administration (USDOL, ETA) requires that the WIA Statute and Regulations be implemented by the issuance of State Policy by the Governor. USDOL, ETA, from time to time, issues changes in policy impacting the administration of the Workforce Investment Programs in Rhode Island. These issuances are called Training and Employment Guidance Letters (TEGLs) and require that changes in State policy be implemented to conform to changes in federal policy and communicated to the workforce development system. In addition, these communications now include policy issuances for initiatives funded by the Governor's Workforce Board's Job Development Fund when appropriate.

**REFERENCES:** [All WIA Policy Issuances 1999-2008](#)

### New Workforce Investment Notices

WIN NOTICE #	DATE	SUBJECT
<a href="#">08-06</a>	1/29/09	<a href="#">Notice of Public Hearing - Strategic Workforce Plan for Rhode Island 2009-2014</a> This issuance provides information concerning a public hearing for the Governor's Workforce Board RI 5 Year Strategic Workforce Plan.
<a href="#">08-07</a>	1/30/09	<a href="#">Local Planning Guidance Year Five (Program Year 2009)</a> The purpose of this local planning guide is to provide a better understanding of the planning requirements under the Workforce Investment Act of 1998.
<a href="#">08-08</a>	2/4/09	<a href="#">Notice of Public Hearing –Title 1B WIA/Wagner Peyser State Plan Extension for Program Year 2009</a> This issuance provides information concerning a public hearing for the extension to the One-Year Title 1B WIA/Wagner Peyser State Workforce Plan for the period July 1, 2009 through June 30, 2010.

**CONSIDERATION:** The policies listed for PY 2008/09 above were issued pursuant to federal and GWB policy as appropriate.

**POSSIBLE ACTION:** Review and approval of policy issuances.

## ITEM 2: DRAFT STATE PLAN EXTENSION

[State Plan](#)

[Exhibits](#)

[Abbreviated Waiver Requests for Program Year 2009](#)

[Customized Training Waiver Request](#)

[Proposed WIA Performance Standards for PY09](#)

**ITEM 3 – KNOWLEDGE RETENTION SYMPOSIUM – STUDENT CAPTURE FOR THE KNOWLEDGE ECONOMY (2 pages)**



Mr. John O'Hare  
Acting Executive Director  
Governor's Workforce Board  
Building 73, 3<sup>rd</sup> Floor  
1511 Pontiac Avenue  
Cranston, RI 02920-4407

Dear Mr. O'Hare:

Please accept this letter and attached program outline as our respectful request for funding from, and leadership by, the Governor's Workforce Board for our proposed "*Knowledge Retention Symposium – Student Capture for the Knowledge Economy*".

The development of a Knowledge Retention Symposium will be a nearly 12-month project to act as a genesis for numerous student-capture activities. The symposium will bring together all of the players interested in retention opportunities – colleges and universities, businesses and business groups, along with State leaders on economic development and labor and training – to create a forum for broad-reaching dialogue among all key stakeholders.

This short-term project will occur in mid 2009 with a follow-up post-symposium event within nine (9) months of the event. We are confident that the project demonstrates value in helping to grow the knowledge economy in the city and region.

Expected outcomes for the symposium will attempt to:

- create innovative engagements with the business community
- create greater student awareness of opportunities (undergraduate internships and post-graduate employment)
- increase experiential learning opportunities
- catalog existing programs
- assist formation and implementation of Internship Portal activity with Tech Collective, GPCC, and partners
- study retention trends and student post-graduate plans – who stayed and why, who is leaving and why?
- create increased industry buy-in for mentoring, intern, and extern opportunities
- determine innovative ways to connect alums of our institutions with the next generation of workers
- identify student-captured centered web or electronic presence opportunities
- identify any and all ideas aimed at knowledge retention/student capture

The post-symposium will bring together all participants to assess successes and failures while identifying the next steps needed to strengthen student capture.

Lead collaborators/partners beyond Providence College and the Association of Independent Colleges of Rhode Island (AICU Rhode Island) include the Greater Providence Chamber of Commerce (GPCC), the Rhode Island

Board of Governor's for Higher Education, and the Rhode Island Department of Labor & Training, Tech Collective, and the Governor's Workforce Board of Rhode Island

The \$10,000 request attached will be use to for planning, management, speaker fees, site selection, collateral, research and marketing of, and for, a statewide event to identify, evaluate and develop long-term, student-retention activities. In addition we have a \$10,000 fund request pending before the Innovation Providence Implementation Committee as part of the Knowledge Economy Project of the Greater Chamber of Commerce, the Providence Foundation and AICU *Rhode Island*.

Thank you in advance for the Board's consideration of this exciting planning and strategy opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Egan', with a stylized flourish extending to the right.

Daniel P. Egan  
President  
*AICU Rhode Island*

**ITEM 4: WORKFORCE EXPANSION GRANTS (4 Pages)**

**Governor's Workforce Board – RI**

Economic Development Corporation

Workforce Expansion

Grant Proposal Summary Sheet

Name of company: Workplace Dynamics

Industry: Corporate and Professional Development

Employees to be hired: 5

Job Titles: Grant Writer, Professional Development Director, CFO, Bookkeeper, Marketing Assistant

Rates of pay: \$12 - \$36 an hour

Grant Request: \$24,410.00

EDC Staff Recommendation: \$24,410.00

Staff Comments:

Background information:

Workplace Dynamics works with employers to ensure employees are fully engaged in the business of an organization and feel more connected to their work. They offer financial services, business and fund development, professional development and trainings.

## **Governor's Workforce Board – RI**

Economic Development Corporation

Workforce Expansion

Grant Proposal Summary Sheet

Name of company: Epoch Sleep Centers, Inc.

Industry: Sleep Study Lab Services

Employees to be hired: 12

Job Titles: Sleep Tech, Customer Service, Billing

Rates of pay: \$14 an hour

Grant Request: \$60,000

EDC Staff Recommendation: \$60,000

Staff Comments:

Background information:

Epoch has 4 bed facilities located in Lincoln, Warwick and East Greenwich. These locations are providing sleep study lab services to patients who have sleep issues, primarily for Sleep Apnea. Epoch accepts billing for third party, has been accredited by Medicare, State license as well as application being sought for accreditation by American Academy of Sleep Medicine. The persons who perform the tests as well as those involved with billing and scheduling have specific skill set needs.

## **Governor's Workforce Board – RI**

Economic Development Corporation

Workforce Expansion

Grant Proposal Summary Sheet

Name of company: Pentair Electronic Packaging

Industry: Manufacturer

Employees to be hired: 75

Job Titles: Shipper/Receiver, Material Handler, Planner, Data Base Coordinator, Programmer, Mfg. Engineer, QA Tech, QA Manager, Supervisor, Buyer, Outside Process, Maintenance, Weld, Machinist, Painter, Machine Operator, Masker, Assembly, Electronic Test

Rates of pay: \$9.50 - \$49.00 an hour

Grant Request: \$400,000

EDC Staff Recommendation: \$160,240

Staff Comments:

Background information:

Pentair Electronic Packaging is a manufacturer of cabinets and custom enclosures for the telecom and datacom markets.

## **Governor's Workforce Board – RI**

Economic Development Corporation

Workforce Expansion

Grant Proposal Summary Sheet

Name of company: Precision Web Marketing, Inc.

Industry: Web Marketing Services

Employees to be hired: 16

Job Titles: 1 Director of Sales, 15 Account Managers

Rates of pay: \$24,000-\$30,000 annually

Grant Request: \$80,000

EDC Staff Recommendation: \$80,000

Staff Comments:

Background information:

Precision Web Marketing, Inc. offers complete web marketing services including Google AdWords account set-up and management, web site analytics and tracking, web site design and creation, site audits and search engine optimization.

## ITEM 5: INCUMBENT WORKER TRAINING GRANTS

### 2009 COMPREHENSIVE WORKFORCE TRAINING GRANT PROGRAM

*A Request for Proposals (RFP) was issued to provide funding to employers for workforce improvement programs designed to increase the skills of the incumbent workforce. The organizations listed below scored 80 or above and are being recommended funding.*

Organization	Amount	Organization	Amount
Oracle Lens information	\$44,637.00	39 Priority Management Group, Inc	\$25,369
Cooley Inc	17212.5	40 East Bay Community Action Program	\$14,751
Admiral Packaging, Inc	\$39,921.00	41 A.T. Cross Company	\$50,000
ChemArt Company	\$47,885.00	42 Taylor Box Company	\$31,337
B&L Plastics d/b/a Blow Molded Specialties	\$14,476.06	43 Perspectives Corporation	\$15,255
Coventry Credit Union	\$8,248.00	44 Astro- Med, Inc	\$49,321
Ximedia	\$25,194.50	45 Bradford Soap Works Inc	\$36,000
Independence Financial Partners	\$42,024.00	Covalence Speciality Adhesives,LLC dba Berry Plastics Tapes coatings	\$33,689
Taco, Inc	\$50,000.00	47 The Lightship Group, LLC	\$12,189
Rhode Island Network for Educational Technology, Inc	\$19,895.00	48 Blue Cross Blue Shield of RHode Island	\$50,000
Sojourner House, Inc	\$4,125.00	49 Big Sisters of Rhode Island	\$9,400
Bouchaert Industrial Textiles	\$27,960.00	50 Crossroads Rhode Island	\$6,060
Desperini Contracting Group, Inc	\$2,972.75	51 Polytop Corporation	\$50,000
Durkee, Brown, Viveiros &Werefels Architects Inc.	\$15,136.00	52 Dama Jewelry Technology, Inc.	\$50,000
Autocrat, Inc	\$40,885.00	53 Monarch Industries, Inc	\$50,000
Warren Electric Corporation	\$50,000.00	54 Creative Computing, Inc	\$29,360
Wolverine Joining Technologies	\$45,869.86	55 Advanced Financial Services	\$49,680
General Dynamics	\$43,099.50	56 Amtrol Inc	\$26,224
Mahr Federal Inc	\$50,000.00	57 Umicore Indium Products	\$21,390
Kenny Manufacturing Company	\$47,112.50	58 M& G Trucking & Transportation, Inc	\$16,350
Millwork One Incorporated	\$24,757.50	59 Allesco Industries	\$15,342
NGC, Inc, dba The Town Dock	\$14,450.00	60 Hyman Brickle & Sons	\$49,574
Technic, Inc	\$15,420.92	61 Arts & Business Council of Rhode Island	\$24,764
LDC, Inc	\$13,357.00	62 Central Fall Detention Facility Corporation	\$25,379
Calise & Sons Bakery, Inc	\$11,375.00	63 Fielding Manufacturing Inc	\$44,200
Dimeo Construction Company	\$50,000.00	64 Manufacturing Jewelers And Suppliers of America	\$1,950
Rhode Island Manufacturing Extension Service	\$1,242.00	65 WorkPlace Dynamics, Inc	\$9,452
SEA Corp	\$49,905.00	66 East Greenwich Housing Authority	\$15,207
RI Community Acrion Association	\$9,960.00	67 T.E.A.M, Inc	\$31,250
Quality Partners of RI	\$30,000.00	68 Walco Electric Company	\$11,642
Cornerstone Adult Services, Inc	\$2,790.00	69 Dileonardo International, Inc	\$25,000
Re-Focus, Inc	\$6,650.96	70 Sophia Academy	\$14,000
Alga Plastics Company	\$43,325.00	71 Anthony V. Ricci, CPA, Inc	\$7,117
Sperian Protection Americas	\$40,598.00	72 Kahn, Litwin, Renza & Co, LTD	\$10,373
Groov-Pin Corp/Precision Turned Comp	37,259.00	73 Urgent Medical Care	\$21,610

Spurwink/ri	\$5,657.07	74	Pot Au Feu Restaurant	\$46,800
Providence Biltmore Hotel	\$42,262.50	75	DiSanto, Priest & Co.	\$22,048
American Kuhne, Inc	\$6,800.00	76	Rhode Island Zoological Society	\$7,952
		77	RI Hospitality Education Foundation	\$340
		78	Healthy Babies, Happy Moms Inc.	\$3,000

**TOTAL = \$2,055,845.06**

## 2009 COMPREHENSIVE WORKFORCE TRAINING GRANT PROGRAM

### Organizations Not Recommended for Funding (Scored less than 80)

	Organization	Amt
1	IBEW Local 99 Joint Apprenticeship Committee	\$21,435.00
2	New England Pest Control	\$3,782.74
3	American Surplus	\$25,487.50
4	Bank Rhode Island	\$50,000.00
5	Cyber Communications Inc.	\$9,941.00
6	Rhodes Pharmaceuticals L.P.	\$20,849.50
7	Murdock Webbing Co. Inc	\$26,700.00
8	LFI, Inc	\$27,349.49
9	Ocean State Higher Education Administrative Network, Inc	\$13,600.00
10	Leadership Rhode Island	\$2,211.50
11	Something Fishy, Inc	\$49,621.64
12	Urologic Specialists Of New England	\$15,914.05
13	Chemical Company, - The	\$17,075.00
14	Hasbro, Inc	\$35,700.00
15	North-Eastern Tree Service, Inc	\$50,000.00
16	Aidance Skincare & Topical Solutions	\$49,865.00
17	Living in Fulfilling Environments Inc.	\$2,535.00
18	KKM, LLC	\$3,213.50
19	Wolf School, The	\$18,602.00
20	Hunt Yachts	\$14,028.80
21	Harmony Hill school	\$12,440.00
22	WaterFire Providence	\$48,500.00
23	Park Place Holdings, LLC	\$23,757.50
24	Moran Pest Control	\$9,846.25
25	Smart Bus Live	\$11,568.00
26	RiverPoint Lace Works	\$25,000.00
27	Vital Diagnostics Inc	\$50,000.00

**TOTAL - \$639,023.47**

**ITEM 6: WORLD OF WORK 18-MONTH REPLICATION PROJECT PROPOSAL**

Rhode Island Department of Labor  
February 2009

---

# World of Work

## 18-Month Replication Project Proposal

A WORKPLACE AND CAREER READINESS STRATEGY FOR HIGH SCHOOLERS

I. BACKGROUND: SUCCESS IN CRANSTON .....2

II. WHY REPLICATE WOW | PROJECT VALUE .....3

III. REPLICATION PLAN .....5

IV. PROJECT PERSONNEL & MANAGEMENT.....6

V. EVALUATING RESULTS.....7

VI. PROJECT BUDGET.....8

## **Background: Success in Cranston**

### **What is World of Work (WOW)?**

WOW is a strategy to embed “world of work” curricula, job readiness coaching, and job placement into high schools as part of an effort to incorporate “world of work” in the Proficiency Based Graduation Requirements. The goal of WOW is to help grade 11-12 students understand the skill demands and culture of the workplace, the link between education and employment, and Rhode Island career opportunities. As part of WOW, students also experience the workplace firsthand, in unsubsidized paid job experiences, and identify their own skill development interests, needs and goals. WOW also provides relevancy to what students are learning in school.

The New England Laborers/Construction Career Academy launched the WOW program in 2004. In 2008, the Governor’s Workforce Board provided a demonstration grant to expand WOW district-wide, to 4 Cranston high schools, including 2 comprehensive high schools, an alternative program, and the career academy. This demonstration phase is successfully underway: with almost twice as many students enrolled as originally anticipated.

### **Essential Components of the Model**

- **WOW Curriculum:** A comprehensive work readiness and career planning curriculum that was approved by RIDE, taught by certified teachers and mapped to Grade Span Expectations. The curriculum is flexible and can be integrated into a variety of delivery formats, e.g., as a 1-credit elective class, full-year course, integrated into existing classes or advisory periods or even offered after school.
- **Paid Job Experiences:** Each student secures at least one unsubsidized paid job experience (after school, weekend, or summer) after demonstrating initial readiness. Students work with their WOW job developer/ job coach or other school staff to secure placements. Students and employers complete monthly progress evaluations which students discuss with their WOW teacher/job coach.
- **Coaching and Personalization:** Each student meets regularly with their WOW teacher/job coach to talk about personal goals, career interests, job placement opportunities and workplace experiences. The coach also helps the student “connect the dots” between their WOW goals and other learning goals and opportunities (IEPs, course selection, college visits, summer jobs).
- **Employer Outreach / Job Development:** A WOW job developer leads efforts to build strong relationships with employers and leverage good student job opportunities across a range of industries, including fields that match Rhode Island labor market needs and student interests.
- **Building-Wide Ethos / Integration Mentality:** The school community understands the value of WOW activities for all students and everyone sees a potential role for themselves, e.g., the job developer works to engage everyone in job development (placement leads that come from other staff, parents, etc.); teachers encourage students to tie classroom assignments or projects to career interests or job experiences.

## Student Performance Goals

As a result of WOW participation, students will:

- Attain and retain at least one paid employment experience during their WOW participation.
- Articulate well-defined plans for post-secondary, employment, or military service after graduation.
- Demonstrate increased awareness of their skills and interests.
- Demonstrate increased knowledge of the labor market in Rhode Island and beyond.
- Demonstrate increased awareness of the link between education and employment.
- Demonstrate increased job seeking and career planning skills.
- Demonstrate improved work habits including timeliness, professionalism/work ethic, work quality, increasing levels of responsibility.
- Demonstrate increased awareness of workplace cultures and ethos, including cultural diversity.
- Demonstrate increased exposure to positive adult workers and role models.

## Cranston Demonstration Results

- Extremely high interest among students: 430 students enrolled, far exceeding the 235 expected.
- 166 students have obtained employment with six months remaining on the project.
- Students and teachers have reported greater interest in academics (relevance) as a result of exposure to the workplace. Attendance, focus, communication, discipline and other workplace readiness skills show improvement in participating youth.

## Why Replicate WOW | Project Value

### Rhode Island Youth Need This

- Far too many Rhode Island youth are disengaged from both school and work. 3,000 youth per cohort drop out of our high schools (12,000 annually). According to the last Census, more than 21,000 young Rhode Islanders ages 15-24 are not engaged in education, work, or military service.
- Most high schoolers have limited experience with work, if any. For many, however, the issue is even more acute. 30,000 of our youth live in homes where the head of household is a high school dropout; 77,000 in homes where no parent has full-time, year-round employment. Many youth simply haven't been exposed to the full power of workforce engagement and educational attainment in their lives.
- Employers are increasingly frustrated with new workforce entrant readiness and skills. In a 2006 study conducted by The Conference Board<sup>i</sup>, 75% of U.S. employers surveyed incoming high school graduates were deficient in the basic skills they need for job success; 42% said they weren't even prepared for entry level jobs. The stats improve for 2- and 4-year college graduates but, even there, employers report large numbers of youth still lack key basic skills (written and oral communication, critical thinking, etc.) One study estimates that companies and colleges spend more than \$17billion a year to train recent graduates in basic schools.
- Post-secondary and lifelong learning habits are critical for future success. In Rhode Island, according to the Governor's Office, we have lost than 93,000 manufacturing jobs that require a high school diploma or less in the past 20 years. The 89,000 new jobs created in the meantime demand at least some college education. Nationally, it is estimated that 85% of newly created U.S. jobs will require education beyond high school.<sup>ii</sup>
- Youth are telling us they feel unprepared. 58% of high school graduates say high school did not prepare them for work (Achieve, Inc, 2005). In a recent Kids Count/Youth Voices survey conducted in Providence, 35% of students felt school hadn't prepared them "at all" for college; 50% felt it had only "a little," and only 15% said school had "definitely" prepared them.

## Research Shows WOW Strategies Work

- Career development/job training programs that involve active learning and focus on the development of personal, social, and employment skills can help improve school functioning and prevent youth from dropping out.
- Workplace readiness activities and work experience during high school help youth develop important psychological, social, and cognitive assets they need in order to be ready for college and work, e.g., a future goal orientation, high expectations, self-assessment skills, communication skills, social competence, conflict resolution skills, critical thinking and problem-solving skills.<sup>iii</sup>
- Employment experiences enable students to engage in authentic, goal-directed activities that develop and reinforce critical academic skills.
- The earlier youth attach to the workforce, the more likely they are to stay attached throughout adulthood.
- Career planning abilities are an essential competency in our employment environment.

## WOW Strengthens and Accelerates Important Rhode Island Efforts

- It puts programmatic legs under our Workforce Readiness Definition adopted by the Governor's Workforce Board and helps us fulfill the charge the RIDLT and RIDE have been given from the PK-16 Council, which is to embed workforce development in the Proficiency Based Graduation Requirements (sustainability). We also anticipate that WOW students would be more likely to explore opportunities like Pathways to College (dual enrollment programs).
- It helps districts meet the new Rhode Island High School Diploma system requirements, e.g., Individual Learning Plans and ramps up Rhode Island for the reinvestment of school-to-career initiatives speculated to be born of the Obama Administration (sustainability).
- It helps us expose youth to opportunities in Rhode Island's high-growth, high-wage industries (Industry Skills Development Initiative) and helps them plan a path to those jobs and the economic stability that comes with them.
- It builds on what we have been doing and what we are recognized for nationally in the areas of workforce preparation and dropout prevention strategies while bringing workforce development to where youth are.
- It reduces dropout recovery and remediation expenses, and even puts a bit of money back into our local economy. More youth in paid job placements means more youth spending. Island as a result of a stimulus package.

## Replication Plan

### Summary

We propose an 18-month project to replicate the WOW strategy to three additional school districts – one rural and two urban/suburban. This will enable us to test the strength and flexibility of the model in a wider variety of communities, including those with more diverse student needs, a potentially smaller employer base, transportation challenges, and other factors that the WOW strategy must be able to accommodate in order to be effective state-wide.

### Replication Objectives

1. Integrate the WOW model into three additional school districts and expand participation.
2. Review and enhance the WOW curriculum to ensure that it meets the needs of students in the new districts while also evaluating a follow up year for the original Cranston pilot.
3. Position the WOW strategy for sustainable integration into each district so that key functions are fully embedded into organizational practice (work readiness skill development, career/college planning, job development and job coaching functions).
4. Create a WOW replication guide or kit (print or online) other districts can use to successfully embed the strategy in their schools.

### Plan and Timetable

Key Activities	Target Dates
<b>School District Selection</b> Individual outreach - by invitation. At least one rural and two urban/suburban districts. Final decisions will be based on location/demographics, interviews with district and community leadership, and assessment of the district's capacity to implement the project within the proposed 18-month timeframe.	March 2009
<b>District Leadership Development &amp; Planning</b> After selecting districts, we will organize a series of district level planning and project design meetings in order to help each district identify instructional staff and job developer/coaches. Meetings will also engage building, district, and community level leadership and define their role in promoting the project to youth, parents, and employers.	April-May 2009
<b>Student Promotion &amp; Enrollment</b> As this school year ends and 09-10 course selection begins, districts promote the WOW opportunity to students and parents and begin enrollment.	May-June 2009
<b>Initial Cross-Site Staff Training</b> Each district identifies an appropriate number of job coaches/developers and certified teachers to teach WOW classes. Staff from all sites convene for a 3-day training program next summer.	July 2009
<b>Curriculum &amp; Tools Finalized</b> If needed (based on district staff feedback) we revise curriculum materials and tools.	August 2009
<b>Ongoing Site Support</b> Staff from each site will meet monthly for follow-along planning, training, and support. TA contractor will also visit sites periodically for	September 2009 – June 2010
<b>Job Development Begins</b> Job Coaches begin outreach to potential employers. During the fall, we will provide more intensive support to employer engagement and outreach strategies and to connect the four districts to business and industry groups who can promote the need for placements.	August 2009
<b>WOW Instruction Begins</b>	September 2009

Key Activities	Target Dates
Beginning in September, students begin WOW classes. Includes a Pre Participation Assessments of career planning and workplace readiness skills.	
<b>Job Placement</b> After successful completion of basic readiness units, students find a school year or summer job placement. Job coaches meet regularly with students to review monthly Employer/Student evaluations and overall career exploration and skill development goals.	November 2009 – August 2010
<b>Cross-Site Mid Project Review Meeting</b> Staff from all districts meet to evaluate implementation progress, impact on student performance goals.	January 2010
<b>District Continuation Plans for 2010-11</b> Each district outlines its strategy for continuing and sustaining WOW activities and functions beyond the replication project period.	By March 2010
<b>WOW Replication Guide/Kit Finalized / Statewide Promotion</b> We produce a guide (print or online) and use it and other strategies to promote WOW to other districts.	April-May 2010
<b>Final Evaluation &amp; Final Cross-Site Review Meeting</b> Completion of post-participation student assessments, staff project reports, and presentation of results.	June-August 2010

## Project Personnel & Management

**District Level:** Each district will have 2.5-3.5 FTE staff, depending on the number of HS sites, to fill the following staffing functions:

- Project Management/Integration Leader (.5 FTE with .5 FTE job development or instruction)
- Job Development (1.0 FTE)
- WOW Instruction/Student Coaching (1.5 FTE)

**Project Level:** Lori Norris, Statewide Youth Services Chief, DLT, will manage the project, using subcontractor(s) to coordinate targeted cross-site training activities and key district/project support functions, e.g., district level planning process, employer/industry group engagement, cross-site progress review meetings, project evaluation, and replication guide development.

**Special Role of Cranston:** We are fortunate to have a demonstration project staff available to lend their expertise to the replication phase. Specifically, Cranston's WOW Project Coordinator will be asked to play a co-presenter role in designing and delivering summer training for staff from new districts. WOW teachers from Cranston will also be asked to assist. In addition, activities in Cranston this year will focus on sustainability and full integration of WOW elements into each high school program so that new sites have a model for WOW integration post- project funding.

## Evaluating Results

We are currently using a third-party evaluator, Dr. Roy Seitsinger of the Rhode Island Department of Education, to measure the impact of the Cranston demonstration project. We anticipate using him again to evaluate the replication phase, using many of the same methods and tools to assess whether or not students are achieving WOW Student Performance Goals (see page 3). Methods include student pre and post assessments, employer/student evaluations, staff and employer program feedback. The replication project will also provide cross-site progress review opportunities where staff from all four districts can discuss progress, impact, and WOW strategy improvements.

## Sustainability

We view this replication project as the final phase of funding support for the WOW model's evolution. After this phase, we will have what other districts need to integrate WOW into their schools in a sustainable way: four diverse demonstration districts, a strong core of people who understand the model and who can train others, a fully road-tested curriculum and other project materials, and clear descriptions of different WOW integration levels and approaches.

We will work with each replication district on a specific integration and sustainability plan. There are a variety of approaches depending on the size of the district:

- Schools could fold WOW functions into existing staff roles, e.g., Career Specialists could play a job development role, WOW curriculum activities could be integrated into existing classes and/or advisory time. Alternatively, the district could require all students to take a class specifically geared to career/college preparation and readiness.
- WOW could become an additional elective offered to 11<sup>th</sup> and 12<sup>th</sup> grade students.
- If embedded in the Proficiency Based Graduation Requirements, schools will need to find a way to weave in WOW, just as they had to do with IT.
- It is highly speculated that the Obama Administration will reintroduce some version of school-to-career programming that will further grow and support Rhode Island's efforts to prepare young people for work. Rhode Island will already have the footprint cast and be prepared for expansion.

Overall, we believe the timing for the project couldn't be better. Schools are looking for ways to operationalize Rhode Island's new High School Diploma System, including methods for making the most of Individualized Learning Plans (ILPs) and portfolios, developing applied learning skills, and tying learning to projects and job experiences that reflect their own interests and passions.

## Project Budget

Summary:

Cost per new district (roughly)	724,750	\$241,583/district x 3 districts
Support for Cranston	125,000	
Project coordination and training	125,000	
Total Cost	974,750	

<sup>1</sup> Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century Workforce. The Conference Board, Inc, the Partnership for 21<sup>st</sup> Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. 2006.  
[http://www.conference-board.org/pdf\\_free/BED-06-workforce.pdf](http://www.conference-board.org/pdf_free/BED-06-workforce.pdf)

<sup>1</sup> Jones, R., Scanland, K, and Gunderson, S., .The Jobs Revolution: Changing How America Works. Copywriters, Inc. 2004.

<sup>1</sup> A Development Perspective on College and Workplace Readiness. Lippman, L. et al. , Child Trends and the Bill & Melinda Gates Foundation, 2008.

[http://www.childtrends.org/Files/Child\\_Trends-2008\\_09\\_15\\_FR\\_ReadinessReport.pdf](http://www.childtrends.org/Files/Child_Trends-2008_09_15_FR_ReadinessReport.pdf)

## **ITEM 7: CONSENT AGENDA ADULT EDUCATION**

### **Consent Agenda**

**Adult Education Committee  
Governor's Workforce Board – Rhode Island**

**Board of Regents  
Rhode Island Department of Elementary and Secondary Education**

**February 2009**

Whereas preliminary findings regarding the introduction of outcome-oriented funding indicate considerable improvements in student outcomes;

Whereas recommendations from a practitioner work group regarding ways to operationalize the network system architecture approved by the Adult Education Committee in summer 2007 are realistic and doable;

Whereas data from demonstrations where adult education is offered in conjunction with or in an integrated fashion with wrap-around support services and training tied to career pathways in critical and emerging sectors indicate promising results;

Whereas the introduction of Transition to College has enabled the State in just one year to increase the number of adults transitioning from adult education programs to postsecondary education and training more than fourfold;

The following decisions are hereby made to enable the Office of Adult and Career and Technical Education to prepare for the next procurement process (competition) for adult education funding for FY11-F15:

1. Transition from a three- to a five-year funding cycle;
2. Develop a performance-based funding formula with appropriate harm and gain limits consisting of base funding, performance-based funding, and bonus funding and implement that formula gradually so that by the third year of the funding cycle no less than 40% of funding will be performance-based;
3. Implement to the extent that funding permits, the new system architecture consisting of regional networks of adult education agencies in at least two regions in the event of level funding and in one or more additional regions depending on the amount of additional funding available;
4. Implement at least three tiers of skills certifications with the highest level representing college readiness using minimum scores on Accuplacer and GED tests and scores on other meaningful assessments that ensure that adults can place directly into non-developmental education courses or at the highest level of developmental education courses that would not delay enrollment in credit bearing courses by 1-2 semesters;
5. Adopt and implement a career pathways model and ensure that by the end of the grant cycle no less than 50% of adult education funding supports services tied to career pathways in Rhode Island's critical and emerging sectors;
6. Focus professional development resources increasingly on skill development for administrative and direct service staff using an in-service model that is standards-based and leads to credentialing and more adequate compensation where feasible.

---

<sup>i</sup> Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century Workforce. The Conference Board, Inc, the Partnership for 21<sup>st</sup> Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. 2006.  
[http://www.conference-board.org/pdf\\_free/BED-06-workforce.pdf](http://www.conference-board.org/pdf_free/BED-06-workforce.pdf)

<sup>ii</sup> Jones, R., Scanland, K, and Gunderson, S., .The Jobs Revolution: Changing How America Works. Copywriters, Inc. 2004.

<sup>iii</sup> A Development Perspective on College and Workplace Readiness. Lippman, L. et al. , Child Trends and the Bill & Melinda Gates Foundation, 2008.

[http://www.childtrends.org/Files/Child\\_Trends-2008\\_09\\_15\\_FR\\_ReadinessReport.pdf](http://www.childtrends.org/Files/Child_Trends-2008_09_15_FR_ReadinessReport.pdf)