

R.I. Children's Cabinet

OCTOBER 31, 2016

10:00AM-11:30AM – DOA CONFERENCE ROOM A



Meeting Agenda

- Call to Order
- New Skills for Youth
- Public Comment

New Skills for Youth



Governor's Workforce Board



PUBLIC COMMENT

Please contact Dacia Read, with questions,
concerns or comments.

Dacia.Read@OHHS.RI.GOV



Governor's Workforce Board
Rhode Island

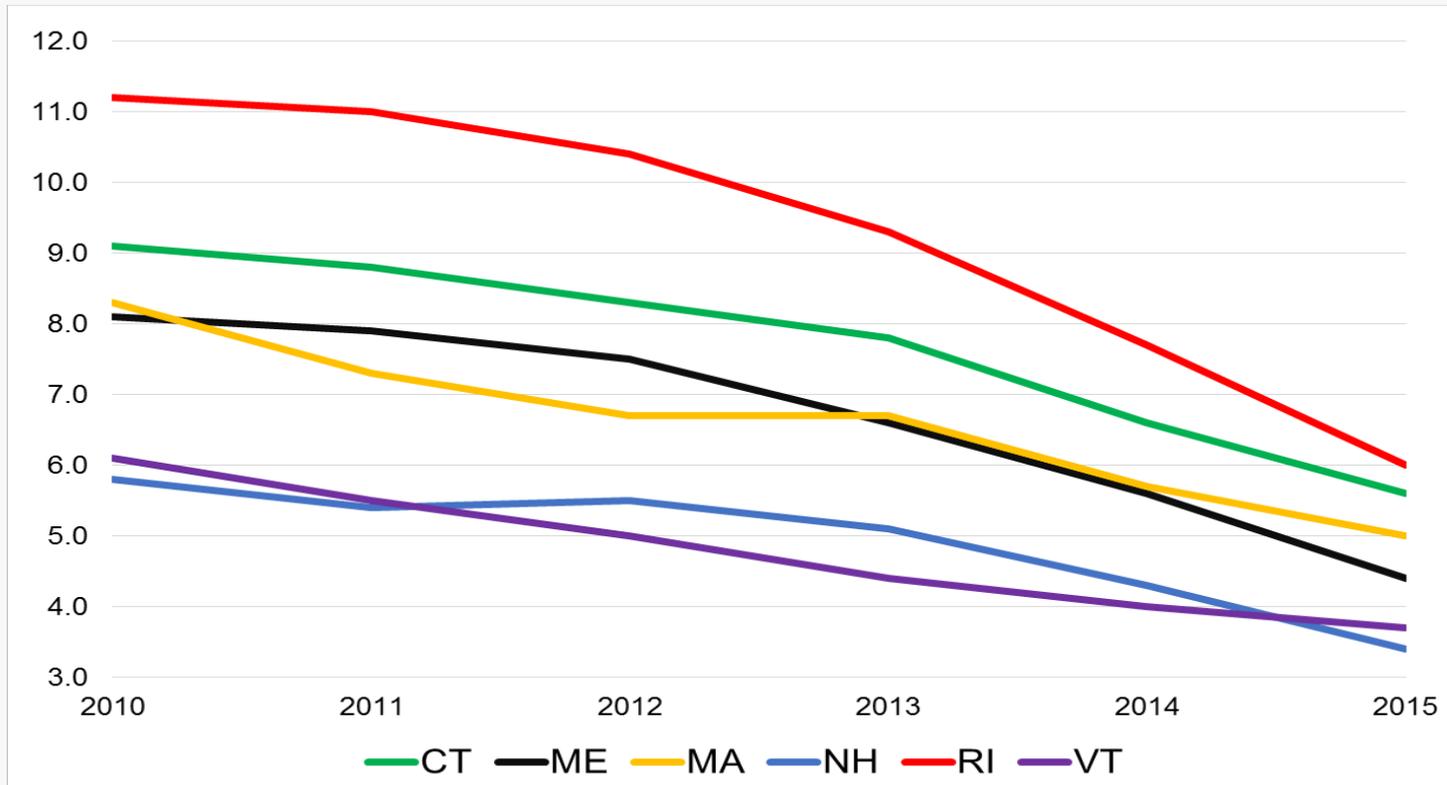
Today's Vision...Tomorrow's Opportunity



GOVERNOR'S WORKFORCE BOARD

HOW IS **RHODE ISLAND'S** ECONOMY AND WORKFORCE DOING?

The Good News: Rhode Island's economy is bouncing back

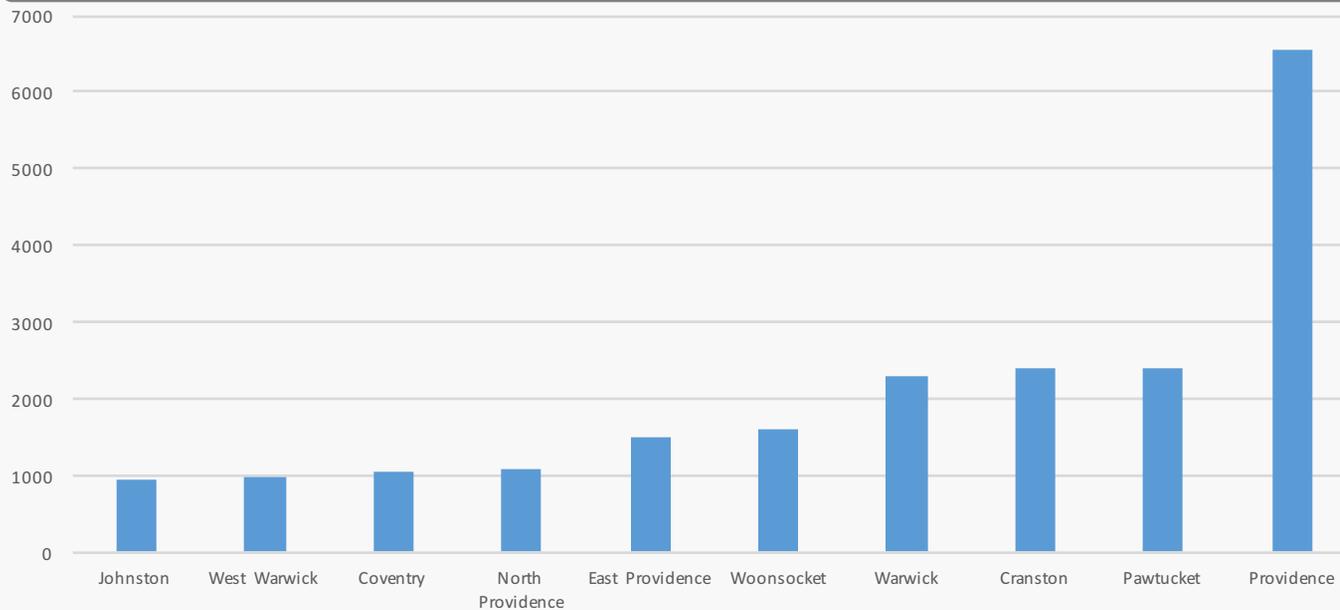


| | |
|----|-----|
| RI | 5.6 |
| MA | 3.9 |
| CT | 5.6 |
| ME | 4.0 |
| NH | 3.0 |
| VT | 3.3 |

The Bad News: Thousands of Rhode Islanders are still unemployed or underemployed



Resident Unemployment (2016)



Average unemployment rates

| | |
|--------------------------|-----|
| Youth 16-19 | 20% |
| Latinos | 11% |
| People with a disability | 12% |

Source: Current Population Survey.

September 2016 is October 2015-September 2016 12-month average.

**Asian & Disability rates are 2015 Annual Average from American Community Survey

*Based on 2016 BLS data and 2010-2014 census data

...and employers in **Rhode Island** still struggle to find qualified workers

- Nearly 60% of Rhode Island employers surveyed report having a very hard time filling vacancies in high-skill positions.
- The two greatest barriers employers face in hiring middle and high-skill positions are lack of job-specific technical skills and lack of relevant work experience.
- The #1 request from surveyed employers is to strengthen educational programs that prepare students for jobs and careers in high-demand occupations and industries.

Snapshot: Defense Sector

- 66% of RI companies doing business with the Department of Defense see expansion opportunities
 - 91% of companies have difficulty hiring to support their workforce needs
 - Largest workforce needs are supporting undersea technology and cybersecurity

In order to make Rhode Island competitive and continue improving the economy, we must focus on specific high-growth, high-wage industries. Brookings identified the following target areas:

Opportunity



Transportation, Distribution, and Logistics



Arts, Education, Hospitality, and Tourism

Advanced



Defense Shipbuilding and Maritime



IT-Software, Cyber-Physical Systems, and Data Analytics



Advanced Business Services



Biomedical Innovation



Design, Food, and Custom Manufacturing

Example:

Cluster is growing: Expected compounded annual growth rates within the biomedical innovation cluster:

- Drugs for neurological disorders: **8.5%**
- Medical devices: **7.5%**
- Clinical healthcare IT technologies: **16.1%**

Cluster supports good jobs: Almost 50% of jobs in the biomedical innovation cluster are good-paying.

The jobs in high-growth, high-wage industries will require more technical skills & advanced degrees.

By 2020, more than 70% of Rhode Island's jobs will require some education beyond high school, yet right now, only 43% of Rhode Island adults have an associate's degree or higher.*

| Title | 2014 | 2024 | Most Frequent Education Requirement |
|--|--------------------|----------------------|-------------------------------------|
| | Average Employment | Projected Employment | |
| Management | 25,719 | 27,743 | Bachelor's |
| Business and Financial Operations | 25,983 | 29,230 | Bachelor's |
| Computer and Mathematical | 13,892 | 16,131 | Bachelor's |
| Architecture and Engineering | 7,708 | 8,304 | Bachelor's |
| Education, Training, and Library | 32,125 | 33,411 | Bachelor's |
| Healthcare Practitioners and Technical | 36,274 | 39,675 | Bachelor's and Higher |

*Projection based on Georgetown University Study, 2014

Even today we can see a skills gap by looking at the open jobs and job-seekers

Labor Supply & Demand by Major Occupational Division

| <u>Occupational Group</u> | <u>Job postings</u> | <u>Unemployed</u> |
|---|---------------------|-------------------|
| Management | 1,355 | 729 |
| Life, Physical, & Social Science | 102 | 54 |
| Business & Financial Operations | 655 | 328 |
| Education, Training, & Library | 465 | 221 |
| Protective Service | 211 | 77 |
| Sales & Related | 1,620 | 412 |
| Architecture & Engineering | 329 | 76 |
| Healthcare Support | 1,031 | 219 |
| Computer & Mathematical | 911 | 169 |
| Legal | 121 | 22 |
| Healthcare Practitioners & Technical | 2,458 | 193 |

For some occupational groups –mostly in STEAM - there are up to twelve times as many job postings than there are qualified unemployed workers.

WHAT ROLE DOES THE **GOVERNOR'S WORKFORCE BOARD** PLAY IN THIS EFFORT?

The Governor's Workforce Board serves as the State and Federal Workforce Board

According to RI General Law, Title 42-102... the Governor's Workforce Board serves *"...as the primary policy-making body on workforce development matters for the State of Rhode Island, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities in the state."*

The GWB consists of 21 members representing business, labor, education, community, and government who establish workforce development policy and plans, and allocate state Job Development Funds (JDF).

GWB members also serve as the State Workforce Investment Board to oversee the federal Workforce Innovation and Opportunity Act.

Rhode Island's Demand-Driven Workforce Delivery Map

Governance

Governor's Skills Cabinet
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

Main Coordinating Unit

Governor's Workforce Board
Role: Demand-driven investments to meet employers' workforce needs, advance the skills of Rhode Island workers, and provide interconnectivity to the workforce network.
Members: Chaired by an employer, includes Skills Cabinet representatives and public stakeholders.
Authority: Federal and State Law

Primary Delivery Units

Outside Providers
 Organizations partner with state and districts to deliver work readiness for adults and youth.

Real Jobs Partnerships
 Industry partnerships deliver high-wage, high-demand employer driven training, work-based learning, recruitment, etc.

Public Workforce
 Two local workforce boards coordinate with state agencies to provide direct service for career counseling, job-seeking, and training.

K-12 System + CTE Board and Trust
 Employer board works with K-12 to ensure all students and adults have access to career readiness programs and industry-specific technical skills.

Postsecondary Institutions
 The three public higher education institutions and the state's private colleges provide advanced coursework opportunities and pathways for upward mobility for all Rhode Islanders.

Program Examples

- Pathway to Employment
- Community Based Organizations
- Skills for Rhode Island's Future

- Marine Trades
- Defense Industry
- Tech Industry

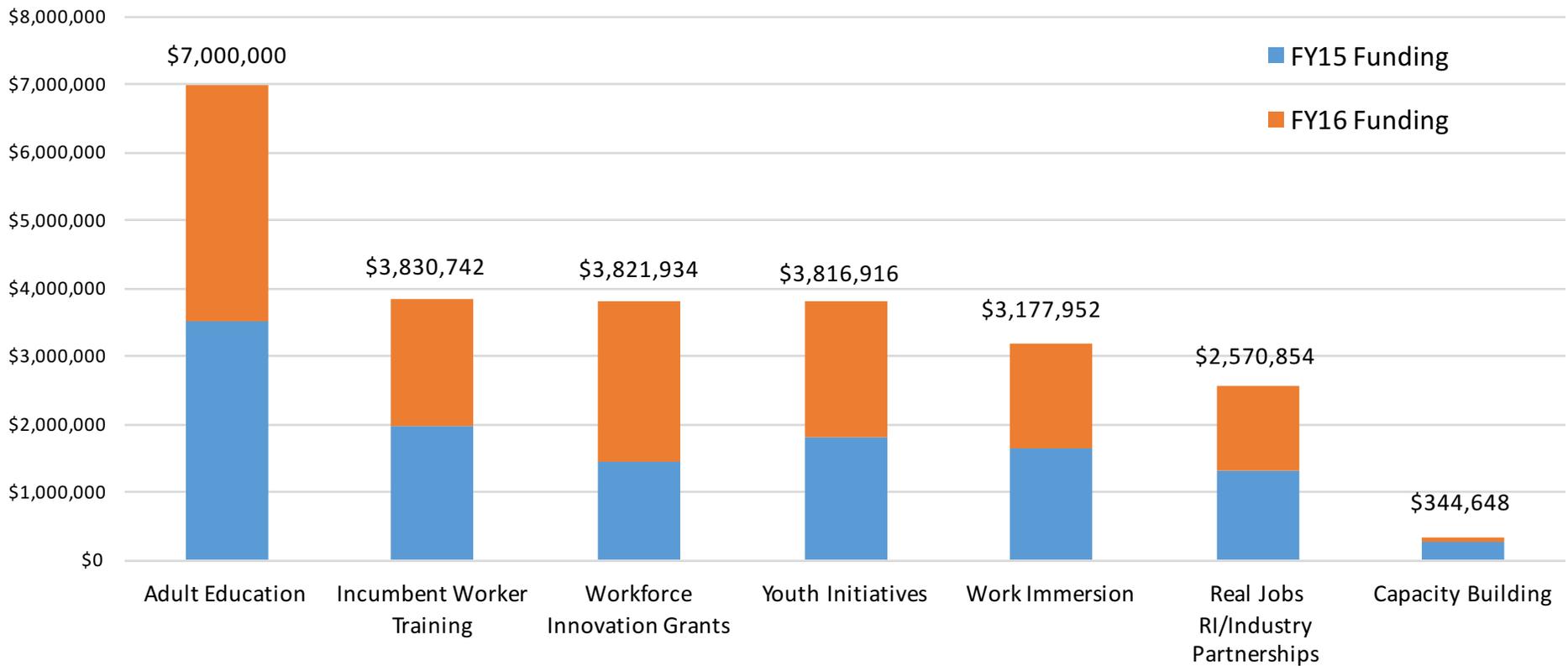
- One-stop's
- Adult Education

- Industry-recognized preparation programs
- Programs in Traditional High Schools
- P-TECH

- Industry recognized Credentials
- Dual and Concurrent Coursework

The Governor's Workforce Board invests in ALL Rhode Islanders

FY15-16 JDF Funds Awarded by Program



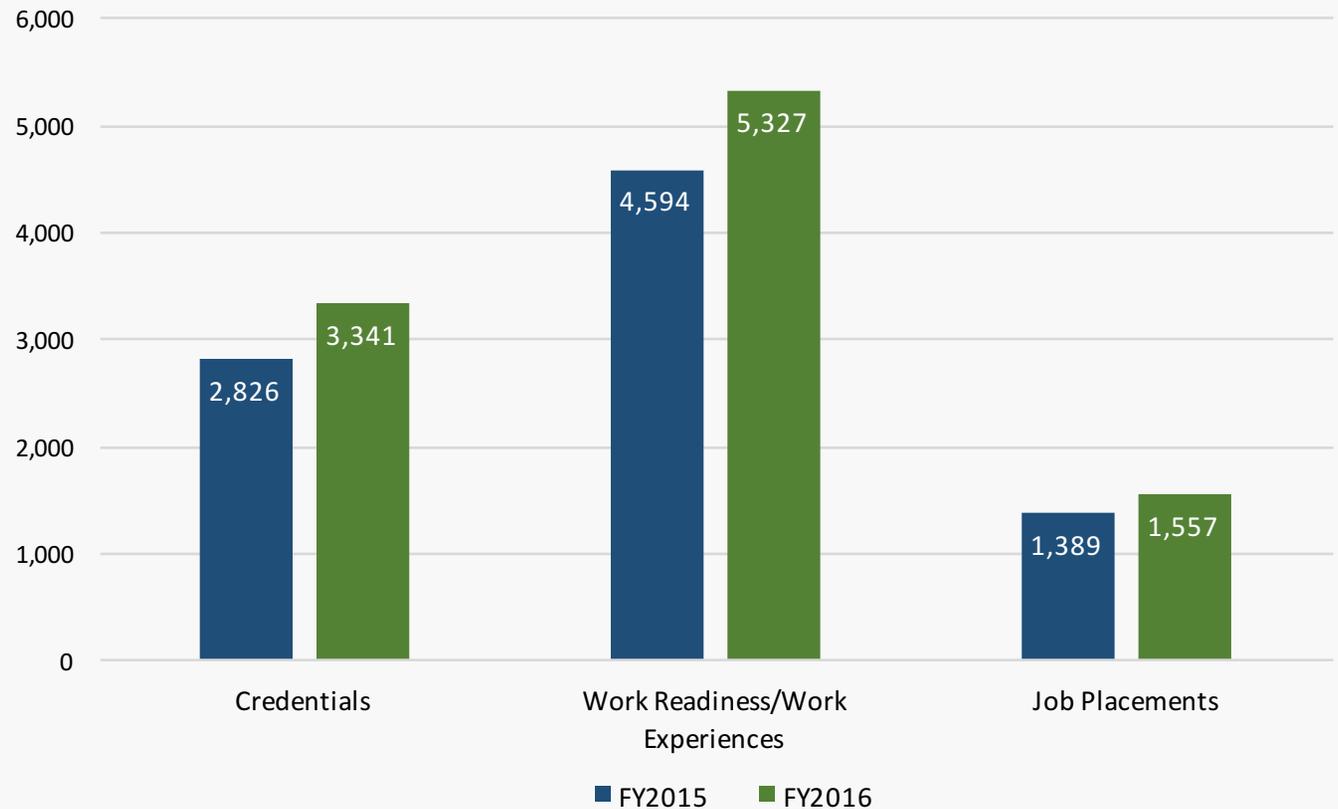
We've made great progress over the past two years

25,489

Individuals served by JDF
funds from FY15-FY16

\$24.6 M

JDF Funds Awarded
from FY15-16



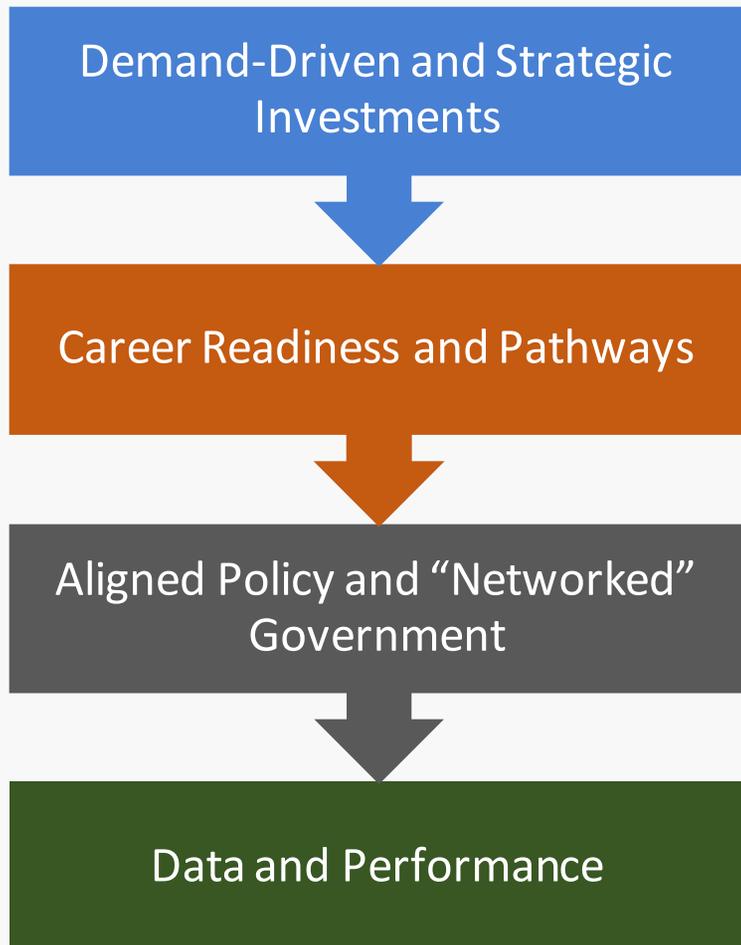
We don't need to come up with a whole new plan- we already know where we need to go...

The Governor's Workforce Board's Biennial Action Plan for FY18-FY19 can build on recent plans that highlight the skills gap, call for action to respond to employer's needs, and invest in creating career pathways for youth and adults:

- Workforce Innovation and Opportunity Act (2016)
- Comprehensive System Improvement Plan (2015)
- RI Senate's "Rhode to Work" Action Plan (2014)



...we just need to execute and use the right tools to get us there.



1. **Align investments with Brookings Industry clusters demand-driven and strategic investments**, to meet employer demand, establish a pipeline of skilled workers for future demand, and ensure particular populations are prioritized.
2. **Advance a career pathway strategy** to provide employment, education, training and support services for individuals, particularly those with barriers to employment, that will ensure an opportunity to develop their education and skills to prepare them for a job at various points in their life.
3. **Align policy** and leverage existing government structures and resources so that government is “networked” and coordinated to achieve efficiencies and effectiveness throughout the workforce system.
4. **Analyze** investments as it relates to high-growth industries, evaluate performance to measure return on investments, and use data to guide future investments and policies.

NEW SKILLS FOR YOUTH

JPMORGAN CHASE & CO.

The Path to Career Readiness RHODE ISLAND

New Skills For Youth

Director Scott Jensen

Rhode Island Department of Labor and Training

Commissioner Ken Wagner

Rhode Island Department of Education

State Context

- By 2025, more than 70% of jobs in Rhode Island will require a post-secondary degree or certification. But currently, fewer than 40% of Rhode Islanders have such a credential.
- Rhode Island has one of the highest unemployment rates in the country, yet at any one time there are more than 14,000 jobs unfilled because many available candidates don't have the credentials needed to fill them.
- At a time when our economy needs more highly-educated workers with a transferable set of skills, our career preparation system isn't doing enough to be responsive.
- Rhode Island must urgently transform its career preparation system to better prepare its graduates for careers that require post-secondary degrees or industry certificates.

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

Needs Assessment Key Findings: Strengths

⌘ *The number and percentage of all students who participated in 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 post-secondary credentials (industry certificates, AP, Dual and Concurrent Enrollment) in high schools continue to climb steadily.*

Needs Assessment Key Findings: Gaps

⌘ *Not focused on meeting the needs of employers*

- There are multiple employer engagement structures that are not effective or aligned.
- Most existing programming is not designed with employer need in mind.

⌘ *Limited career education opportunities*

- There are too few work-based learning opportunities for youth.
- Students and educators are disconnected from the labor market.
- Most students lack focused career advising.

⌘ *Fragmented career preparation system*

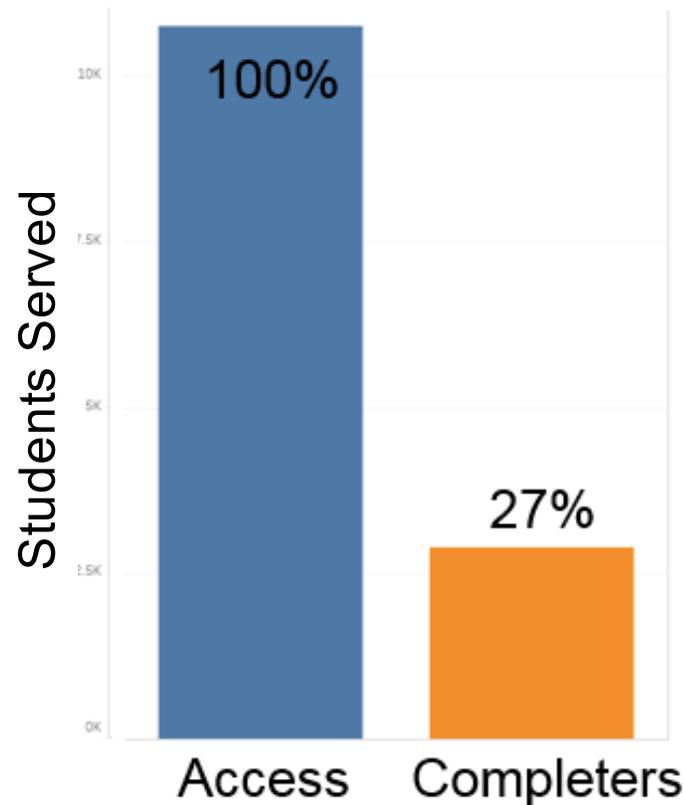
- Multiple employer structures are not aligned and are often unguided in role, scope and mission.
- There are lots of programs, but little connection between them or to LMI.
- Little data is available outside of CTE/Perkins requirements and there is limited information on how funding streams are utilized.

⌘ *Stigma Attached to Career Education*

- An outdated vision of career education permeates the state.

Data Analysis Key Findings

- ⌘ Despite universal access to CTE coursework, there are too few students accessing high-quality career pathways.
- ⌘ Last year, only 27 percent of RI seniors were career pathway completers.



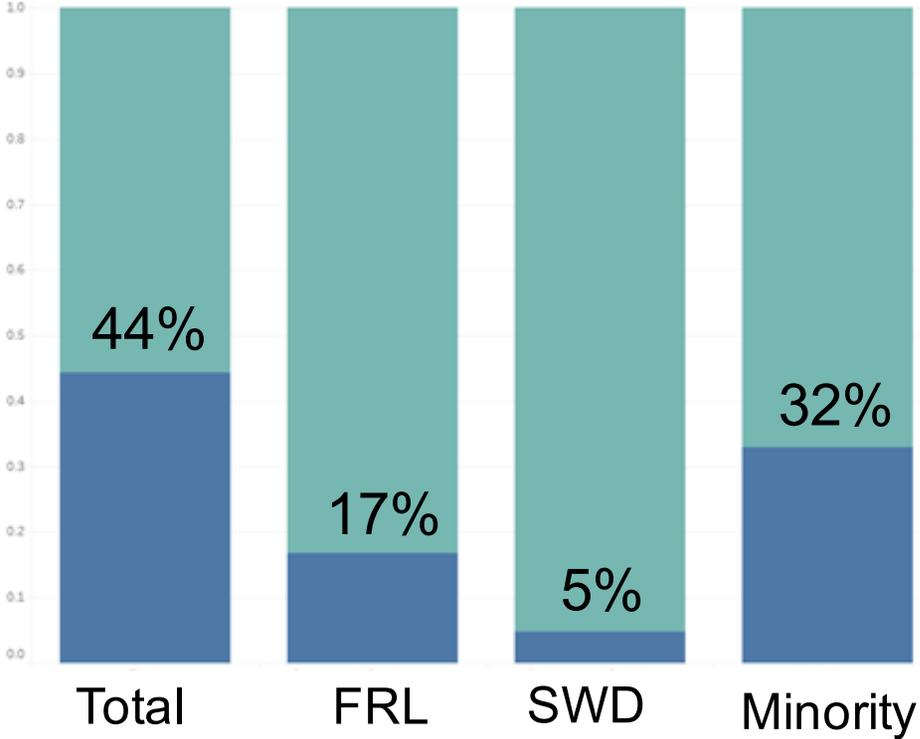
Data Analysis Key Findings

⌘ Too few students of color and economically disadvantaged students are accessing coursework aligned to high-skill, high-demand careers.

Coursework Participation

| HS/HD Sector Coursework | %White Students | %Minority Students |
|-------------------------|-----------------|--------------------|
| Defense CTE | 83% | 17% |
| Marine Trades CTE | 93% | 7% |
| AP Computer Science | 72% | 28% |
| Dual and Concurrent | 73% | 27% |
| Total Pop. | 60% | 40% |

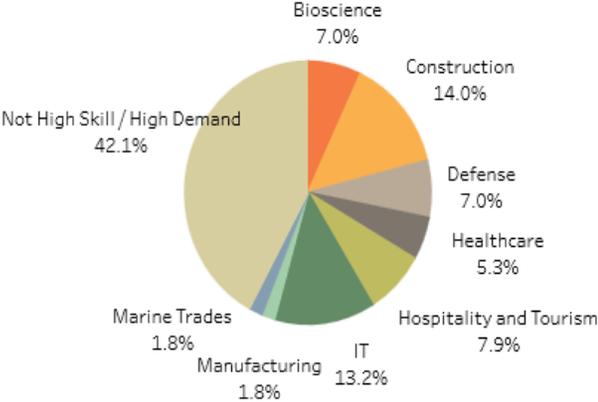
Post-secondary Credential Attainment



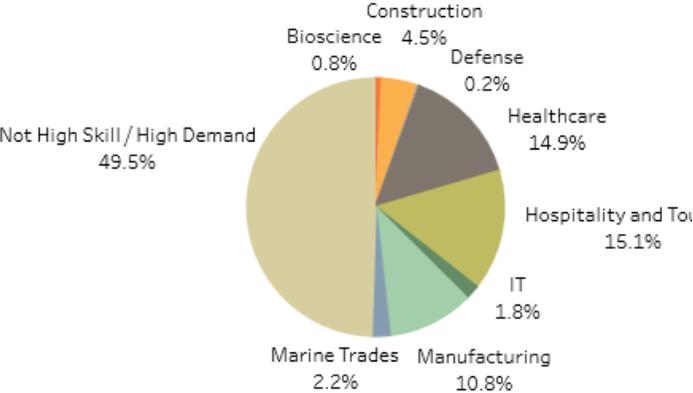
Data Analysis Key Findings

⌘ Existing career pathway opportunities are not aligned with high-skill, high-demand sectors in the state.

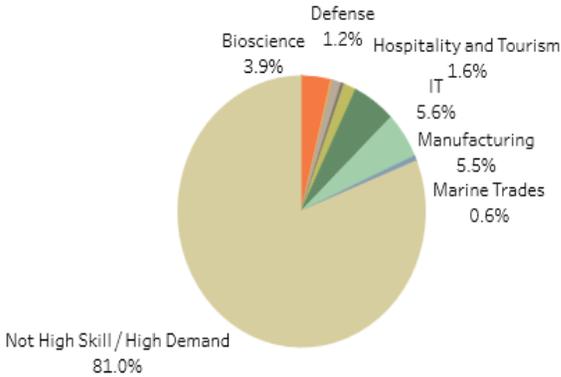
CTE Course Offerings by Sector



Work-Based Learning
Percent of Employers by Sector



Dual and Concurrent Coursework
Percent of Students by Sector



Data Analysis Key Findings

- ⌘ This data shows what we've long heard from employers in our state – too many students are graduating high school unprepared and as a result too many employers are struggling to fill their vacancies.
- ⌘ Our career preparation system is simply not doing enough to be responsive to the need of the economy.
- ⌘ We have sidelined the work of preparing students for careers to vocational programs – implying that only some students need this type of preparation and that it is distinct and separate from the academic track.
- ⌘ We can no longer tolerate an outdated model of career preparation that sets low expectations for students and is often misaligned with the evolving needs of our State's economy and labor market.

Theory of Change

⌘ The State of Rhode Island is committed to re-thinking the educational experiences of all its students and ensuring that education fulfills its promise as the great equalizer it was meant to be.

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

- establish a clear and compelling opportunity for business involvement;
- provide career education opportunities for ALL youth;
- better align the career preparation system; and
- create a sustaining demand for career education among students, families, and educators,

then, all RI students will be prepared for and succeed in college and career, and RI employers will have the workforce needed to succeed in the current and future economy.

⌘ ***All means all.***



Career Readiness State Action Plan: Major Objectives

⌘ Establish clear and compelling opportunities for business involvement

- 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.

Career Readiness State Action Plan: Major Objectives

⌘ Provide career education opportunities for ALL youth

- Provide every student in the state flexible career pathway opportunities through quality delivery models outside of just traditional CTE programming by 2020, with a focus on expanding career awareness and exploration, post-secondary coursework, and work-based learning opportunities.
- Improve access and the reach of career education by providing parents and students clear information on and easier access to programs outside of their traditional district boundaries.

Career Readiness State Action Plan: Major Objectives

⌘ Better align the career preparation system

- Focus the system behind delivering meaningful outcomes for students and meeting the needs of high-skill, high-demand industries.
- Include career-focused indicators as part of the school accountability system and create career-readiness diploma endorsements.
- Working with the employer-led Rhode Island Public Expenditure Council (RIPEC), further develop an asset map of state and federal funding streams and improve the use of data in funding decisions.

Career Readiness State Action Plan: Major Objectives

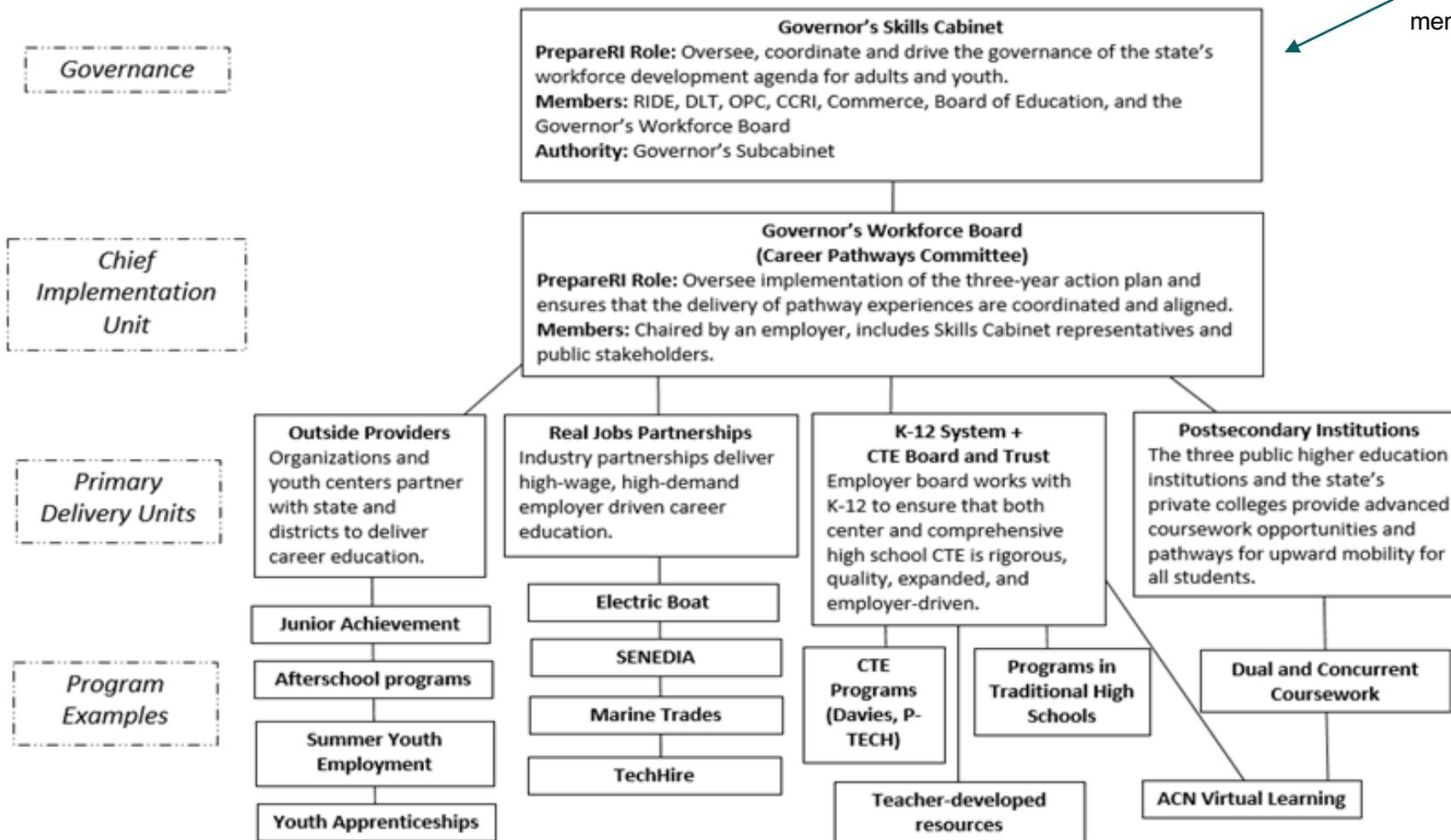
⌘ Create a sustaining demand for career education

- 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

Rhode Island Youth Career Preparation Delivery Map

Includes Children's Cabinet members.



Career Readiness Action Plan: Leveraging Resources and Engaging Stakeholders

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

- The subcommittee has reconvened with a new mission focused on implementing the action plan and intentionally comprises representatives from high-demand, high-wage industries and the New Skills for Youth Core Team.

⌘ *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 track progress against quarterly benchmarks.

⌘ *Consistently engage local stakeholders*

- Quarterly Prepare RI summits will develop communities of practice focused on building capacity to support a high-quality system of career education.
- The communications plan is focused on building interest and spreading information to students, families, districts, and schools.

Career Readiness Action Plan: Major Outcomes

⌘ *Improvement in the indicators below (over three years) should lead to these transformative outcomes:*

- Established and productive employer partnerships with the K-12 system
- Increased and equitable participation in career pathways
- A coherent and aligned system that values career preparation

| Indicator | Baseline (15/16) | Expansion Year 1 (17/18) | Expansion Year 2 (18/19) | Target Year 3 (19/20) |
|---|------------------|--------------------------|--------------------------|-----------------------|
| Schools with career awareness and exploration programming | N/A | 25% | 50% | 100% |
| High Schools that offer work-based learning opportunities for credit | ~10% | 25% | 50% | 100% |
| Postsecondary credential or certificate earners | 44% | 50% | 66% | 75% |
| CTE Program Participants | ~27% | 35% | 40% | 45% |
| The percentage of students who earn a Career Pathway Diploma Endorsement | 27% | 35% | 43% | 50% |
| The percentage of students enrolled in post-secondary programs or working in a high-skill, high-demand sector 12 months post-graduation | N/A | N/A | N/A | N/A |

Early Wins

Establishing opportunities for business involvement

- Reconstituted career pathways advisory committee with employer leadership
- MOU with RIPEC to analyze funding streams
- Employer-led professional development with K-12 and post-secondary educators

Better aligning the career preparation system

- Revised postsecondary articulation and transfer policies
- Execution of data-sharing agreement

Providing career education opportunities for all youth

- Committed to valuing career readiness outcomes in school accountability and report cards
- Partnership with LaunchMyCareerRI

Creating a sustaining demand for career education

- Developed and executed Phase 1 of a PrepareRI Communications Plan

Planning for Long-Term Sustainability

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

- State leadership
- Programming built from the ground up—responsive to educator feedback, employer demand, and student interest
- Office of Performance Management to track progress

⌘ *Leadership Transitions – What if the administration changes?*

- Review and institutionalize the theory of action through legislation
- Career education outcomes in the state's ESSA plan
- Ensure legislative and stakeholder buy-in

⌘ *Resource Constraints*

- 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 through MOU with RIPEC for three years