

THE
UNIVERSITY
OF RHODE ISLAND

REAL JOBS RHODE ISLAND: INSTITUTIONAL HISTORY

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Section 2: Institutional History

In November of 2014, Gina Raimondo was elected as the 75th governor of Rhode Island. As part of her campaign, she advocated for workforce and economic development for Rhode Island, and championed the “Real Jobs Now” program as her plan to achieve this development. The “Real Jobs Now” program was a sector-based, employer-driven workforce development strategy that emphasized the importance of industry-based partnerships to encourage state-wide economic growth. After her election, Governor Raimondo tapped Scott Jensen, then Deputy Secretary of the Department of Labor, Licensing and Regulation in Maryland, to lead the Rhode Island Department of Labor and Training (DLT). During his tenure in Maryland, Jensen launched the Employment Advancement Right Now (EARN) Maryland program, a sector-driven workforce development strategy implemented by the Maryland Department of Labor, Licensing and Regulation. Since the EARN Maryland program was a successful, real world example of what Governor Raimondo hoped the “Real Jobs Now” program would be, the Governor pressed Jensen about how quickly such an effort could launch. When he estimated “nine months,” the Governor said she expected it up and running in six. Director Jensen began his tenure at the Rhode Island DLT on January 7, 2015.

After moving from Maryland to Rhode Island, Jensen started developing the programmatic details that would eventually become the Real Jobs Rhode Island program (RJRI). Jensen then drafted a memo to the Governor’s office to establish the program. Over a period of several weeks, Governor Raimondo, Jensen and the Governor’s Deputy Chief of Staff, Kevin Gallagher, met to make sure that Real Jobs would achieve the Governor’s vision. The program would build upon the economic and workforce development theories that served as the backbone of EARN Maryland, especially that it be driven by employer demand and run through the use of workforce intermediaries. EARN focused on creating programs that served the needs of key industries and employers by providing trained workers ready to help companies expand and thrive. Director Jensen and Governor Raimondo wanted to maintain this structure for RJRI, and adopt the lessons learned and best practices of EARN to make RJRI successful. They also wanted to improve and build upon the shortcomings of Rhode Island’s existing workforce development programs. These programs were primarily supply-side programs that provided training for un- or under-employed workers without sufficient consideration for the needs of the employer, who would hire the newly minted employees.

Out of this conversation, they agreed on a set of overarching goals for RJRI:

- Addressing the needs of employers and industry sectors by providing them with workforce solutions to their staffing needs;
- Addressing the needs of workers by reducing barriers to employment and connecting them to jobs with immediate and long-term openings;
- Forming public/private partnerships to facilitate the organization of workforce development training initiatives;
- By means of the legal authority of the Governor’s Workforce Board, aligning diverse groups of stakeholders into partnerships led by workforce intermediaries that facilitate the organization of workforce development training initiatives;
- Coordinate education, economic, and workforce development planning through these partnerships to manage workforce development and demands;

Overall, the mission of RJRI was to create innovative and comprehensive systems change that would align the state's workforce and training investments with the needs of employers that would help workers, employers, and Rhode Island's overall economy.

Implementation was much more complicated than envisioned, however. As discussed in this section, the RJRI team experienced significant hurdles and created innovative solutions in order to effectively implement the program given constraints.

The Steps to Implementation

Step 1: Identify Key Industries

Effectively investing in economic development requires identifying sectors of the economy that have the potential to expand or that are prevented from maximizing their potential due to workforce shortages. Prior to the implementation of RJRI, the Rhode Island Commerce Corporation commissioned the Metropolitan Policy Program at the Brookings Institution, along with its partner, TEconomy Partners, LLC, to identify the state's most critical industries, conduct an overall economic assessment, and recommend actions for Rhode Island's economic development. As part of this assessment, completed in January 2016, the Brookings Institute divided Rhode Island's key industry sectors into "advanced industries" or "opportunity industries." Advanced industries were identified as those that prioritized innovation through a focus on research, development, and STEM work, and included biomedical innovation, IT/software, cyber-physical systems, data analytics, defense shipbuilding and maritime, advanced business services, design, food, and custom manufacturing. Opportunity industries were identified as those that offered workers of varied levels of education the opportunity to maintain a good job with a livable wage, and included transportation, distribution and logistics, arts, education, hospitality, and tourism. The DLT chose to focus the RJRI program on serving these industries, as helping them would have the best chance of lifting the state's overall economy. The DLT also included the healthcare sector as a focus of RJRI, because the sector employs the most workers of any industry in Rhode Island and is a sector plagued by workforce shortages.

Step 2: Building a Team

To build the team that would implement the RJRI program, Director Jensen united people from the Rhode Island DLT and from the EARN program in Maryland who followed Director Jensen from Maryland to Rhode Island to work on RJRI. Mostly, this team was composed of people who stood out at their jobs or in early RJRI planning meetings held by Director Jensen. Falling directly under the supervision of the Director's office, but existing administratively in the Governor's Workforce Board, a division of the DLT which has a legislative mandate of its own, the new team utilized the knowledge and perspectives of several upper-level DLT administrators.

Step 3: Promotion and Recruitment

Once the fledgling RJRI team was established, it set to work promoting and recruiting employers and sector intermediaries to participate in the program. A key part of this process was running a widespread public relations campaign. A first piece in this public relations campaign was an event on April 13, 2015 announcing the kick off of the Real Jobs Rhode Island Program attended by the Governor. This was four months and six days after the inauguration – nearly two months ahead of the deadline envisioned by the Governor. After the program was public, members of the RJRI team met with anyone who they thought could be a potential partner, including workforce intermediaries, employers, chambers of commerce, trade associations, and community-based organizations. These meetings were informal and lacked a set agenda other than explaining the nature of the program, and were tailored to the specific relationship between the DLT and those in the meeting

Director Jensen and the RJRI team ran the majority of these meetings. However, Governor Raimondo met with reluctant or particularly important potential partners to encourage them to be engaged. For example, her involvement was especially crucial with companies like Electric Boat (EB), that are deeply important to the state's economy and represent an essential partner in the state's Defense Shipbuilding sector. After convincing EB President Jeff Geiger to give her new administration an opportunity to improve upon what EB saw as an effectual relationship with the state, the Governor convened a meeting of the leaders of the entities who would need to play a role to meet EB's needs – the Community College of RI, state colleges (URI and RIC), K-12 system leaders and New England Tech, a private institution of higher education. The governor's role was essential to convincing these stakeholders to form a partnership and submit an application to the program. Governor Raimondo also helped the public relations campaign and recruiting process by discussing RJRI with state agencies and negotiating how they would help the program succeed. This intervention and advocacy was particularly important when working with stakeholders inside of the state government such as the state's institutions of higher education as well as with large companies in the state.

Once the state's employers and key industries were introduced to the RJRI program, the DLT RJRI team hosted a pre-bid conference on May 22, 2015 at Save the Bay in Providence. This conference was advertised through traditional means, such as newspapers and internet postings, but also directly through the DLT's workforce training contacts. At this conference, the program was explained in more detail to stakeholders, and all attendees were invited to raise questions about the program. These questions, while mostly answered at the conference, were also recorded on an online FAQ by the DLT after the meeting. This FAQ was updated with any new questions the RJRI team received throughout the pre-application period. Through this online resource, all potential applicants would have access to the same questions and information about the RJRI program.

The DLT conducted this thorough process of promotion for two reasons. First, the DLT wanted to attract potential grantees that had not historically partnered with the agency to RJRI, and entice them to apply. Second, and perhaps more importantly, the DLT wanted to overcome public hesitation and misconceptions about the RJRI program.

The DLT also faced pushback from non-profits and traditional workforce development organizations, many of which initially believed this program was designed to help big businesses and not struggling workers and was akin to "corporate welfare." Additionally, some felt threatened, because they believed "we already do that." Because the effort was demand-driven, the DLT also had to overcome widespread skepticism by members of the private sector that any government program would be beneficial to them. Director Jensen quipped that he often started

his pitch to business leaders with Ronald Reagan's famous line "I'm from the government and I'm here to help," to humorously address the genuine skepticism many businesses have that government programs would actually serve them well. Overcoming these reservations was key to the initial success of RJRI.

Step 4: Issuing Planning Grant Solicitations

After promoting RJRI across Rhode Island, the DLT issued a solicitation (RFP) for planning grants. Planning grants were intended to spark the partnership process, bring intermediaries, community-based organizations, educational institutions and employers together and provide financial help with planning purposes.

Sector based workforce development programs like RJRI require partnerships composed of various stakeholders, including sector employers, educators, workforce intermediaries, and community-based organizations. However, as is true of most new sector-based strategies, many of these stakeholders had never worked together before and needed time and help to bring groups together around employer needs so that whatever interventions they planned would do better at ultimately landing a person in a job. Planning grants provided the funds to unite stakeholders and design workforce development programming for their sectors.

The RJRI planning grant fulfilled this purpose. Eligible applicants, which included employers, community-based organizations, institutions of higher education, local workforce boards, industry associations, labor unions, local governments, and local or regional economic development entities, were asked to submit proposals that included a detailed plan of how the applicant planned to bring together an industry partnership, how this partnership would identify industry needs and create a training plan, and what funds were necessary to accomplish this process.

Writing the initial RFP proved to be somewhat challenging. Deciding on standard terminology and definitions was key to the process. Throughout the initial planning phases of RJRI, the DLT staff had developed multiple, different terms for single concepts, and used them interchangeably in discussions. However, this became an issue when staff members would use different terms to describe the same part of RJRI to members of the public, leading to confusion and frustration. To avoid this, and to ensure that terminology would be standardized in the future, the RJRI team met to formally define all the terms used in the RFP. Besides avoiding further confusion, this process helped the team firmly establish what they were looking for in partnership proposals.

The RFP was published on April 30, 2015 and proposals were due on July 3, 2015 by 3:00pm.²⁸ Proposals were accepted and recorded by members of the RJRI staff. This process is mostly standard procedure for grant applications. Several proposals came in with seconds to spare and DLT staff holding the door to make sure the maximum number of proposals were received. This dedication of the staff to receive as many as possible was reflective of RJRI's focus on providing services and assistance to employers.

Step 5: Reviewing the Planning Grants

After all planning grant applications were received, the DLT composed several committees to review the proposals. These committees were composed of members of the

²⁸ Rhode Island Department of Labor and Training: Solicitation for Implementation Grant Proposals: FAQ. April, 2015. <http://www.purchasing.ri.gov/RIVIP/ExternalBids/Grants/DLTBids/RJRI%202015-01.pdf>

governor's workforce board as well as staff at the DLT, and evaluated proposals based on metrics determined by the DLT. Each proposal received a score based on these metrics. Once the committees had scored each proposal, the scores were sent to Director Jensen. He then met with members of the RJRI team and several key advisors to discuss the scores and make the final decision on which proposals to accept.

To consider funding a proposal, the RJRI team wanted to see either a strong group of partners that could plan and execute a training program, or a strong plan for attracting committed partners. Applicant groups ideally would have both, but having one or the other gave the group room to grow and develop during the planning process. Using these criteria and the scores provided by the earlier committees, this smaller reviewing committee was easily able to accept or reject many proposals. However, it proved more difficult to decide on proposals in the "middle" category. The main issue of contention came from deciding whether to fund grants that were not written as professionally but represented industries that the DLT wanted to help or key demographic groups of the state that the DLT wanted to serve.

The inequalities endemic to this type of process are well documented and were seen at DLT as well. Organizations with the capacity to hire (or have internal) professional grant writers were in a better position to receive a grant than organizations who had limited technical capacity for grant writing but were important for the state's economic growth. It was controversial internally at the DLT to consider grants that were not as well written, but Director Jensen was concerned that, due to bias towards well-written grants, they would fail to fund essential programming aimed at the state's most underserved populations. Resource imbalance between organizations can lead to funding going to those who need it least and not to those who need it most, regardless of the merits of their programming, due to just this type of problem. In the end, the final decision on these proposals was made by Director Jensen and included funding several proposals that did not receive high marks from the committee but were essential to reaching both the state's key industries and the state's underserved populations.

This discussion in and of itself was an example of RJRI's innovative flexibility. Usually, grant recipients are chosen based on a score assigned to their proposal by a rubric, and the highest scoring proposals get awarded grant funds. Rarely if ever is this system modified. But anticipating this challenge, DLT had done research. During deliberations about the solicitation strategy, DLT Chief Financial Officer Dianne Gagne pointed out that section 10 of Rhode Island's procurement regulations distinguished granting from other kinds of purchases. This led to a meeting with officials at Rhode Island's Department of Administration's (DOA) Procurement team, at which the Real Job's solicitation policies were conceived, approved by the DOA and memorialized in writing. These policies fit the intent of the Real Jobs program, while insuring compliance with the letter and spirit of Rhode Island's procurement rules. Carefully working through what too often can be seen merely as an administrative impediment allowed for more flexibility in this process, and helped organizations that might otherwise have been excluded.

Step 6: Awarding the Planning Grants

To award planning grants to successful proposals, the RJRI team hosted a press conference that they invited all applicants to attend. Results were also listed on-line, where they could be viewed by others considering a future application and the media. Successful applicants were awarded up to twenty-five thousand dollars and given the three months between July and

October 2015 to implement their strategy and develop a training plan for their industry. The funds were provided to allow awardees to incentivize the attendance of key industry leaders and stakeholders at planning meetings, cover the costs of refreshments and staff time at these planning meetings, to compensate for organizational time spent on the planning process, among other things. At the end of this time, DLT hoped planning grant awardees would be well positioned to submit a formal training plan for consideration for an implementation grant.

Step 7: Start Recruitment for Implementation Grants

Once planning grants were awarded, grant recipients had three months to work on their proposal for an implementation grant. Implementation grants were designed to provide partnerships the funds to implement their workforce development plans developed in the planning grant stage. While the DLT expected all planning grant recipients to apply for an implementation grant, the receipt of a planning grant was not mandatory to apply for an implementation grant.

In the three months after the awarding of planning grants, the DLT engaged in another round of marketing and recruitment for the implementation grants, mostly to attract groups that had not applied for a planning grant but were essential to the state's economy. Similarly, to the planning grant marketing and recruitment period, the RJRI team hosted a pre-bid conference where interested members of the Rhode Island workforce infrastructure could learn about RJRI, the implementation grant application process, and ask questions about both. Like the planning grant pre-bid conference, a list of FAQs was collected and posted on the DLT website for interested groups to use as a reference.²⁹ The governor became essential in this stage. The planning grant process allowed the DLT to get an idea for which sectors of the economy planned to participate and identify sectors that were not involved but were considered essential. The governor helped reach out and convene meetings with these sectors to get them on board.

To help potential applicants prepare to submit an implementation grant, the DLT hosted a Technical Assistance Conference on September 15, 2015. This conference hosted people who had worked on the EARN Maryland program to discuss the best practices of the formation of partnerships in sector-based workforce initiatives and included industry break-out sessions. Both Director Jensen and Governor Raimondo attended and spoke at the conference, and conference attendees who had received a planning grant had a chance to meet with their grant advisors from the RJRI team.

Step 8: Accept and Review Implementation Grants

The process of accepting and reviewing the implementation grant proposals occurred in a similar way to the planning grant process. Applications were accepted at the DLT, then reviewed in a two-step process by an impartial committee, and then by the RJRI team and Director Jensen. This time, however, the final discussions lasted for two days and were, at times, contentious. To consider funding a proposal, the RJRI team wanted to see either a strong group of partners that could plan and execute a training program, or a strong plan for attracting committed partners.

²⁹ Rhode Island Department of Labor and Training: Real Jobs Rhode Island. "Questions and Answers on the Implementation Grant Solicitation." July 2015, April, 2015. Accessed August 2018. <http://www.dlt.ri.gov/realjobs/faqRJRISolicG.htm>

Applicant groups ideally would have both, but having one or the other gave the group room to grow and develop during the planning process.

Using these criteria and the scores provided by the earlier committees, this smaller reviewing committee was easily able to accept or reject many proposals. However, it proved more difficult to decide on proposals in the “middle” category. Again, there was a bias clearly against smaller, less economically prosperous organizations particularly that served underserved populations and as before, the director decided to step in and use his authority to make sure that grants he saw as essential to serving the entire state were awarded even if their proposals were not as technically well written.

As in the earlier phase, DLT made use of the protocols it had created under the supervision of the RI DOA, which allowed the agency to make decisions that allowed common sense to augment the procurement strategies designed for purchasing goods and services.

To announce the successful implementation grant recipients, the DLT organized a large reception on May 13, 2016. The governor, as well as then US Secretary of Labor Tom Perez and Rhode Island’s congressional delegation, attended the announcement as a show of support and enthusiasm for the project. Once implementation grants were awarded, each grant was assigned a grant manager from within the RJRI team who would work with the partnership to make sure they received what they needed from the DLT and that they were achieving their contractual obligations.

After the first round of implementation grants were awarded, the DLT turned their focus towards managing the grantees. The DLT paired each partnership who had been awarded an implementation grant with one of the five RJRI grant advisors. These grant advisors, who had been initially responsible for helping promote, recruit, and evaluate applicants, now directly oversaw and interacted with their partnerships. It was these assigned grant advisors who negotiated award process with the partnerships and acted as their contact point within the RJRI program for help, questions, and guidance.

Innovations to Overcome Constraints

A substantial proportion of RJRI’s development occurred outside of the linear stages the DLT followed to implement the program. This development occurred as a result of the DLT working to overcome the challenges and constraints that arose during the implementation process. The following section discusses these challenges, the ways that the DLT overcame them, and the programmatic developments that occurred as a result.

Contractual Relationships, Proposals, and Timelines

Establishing a Cooperative Agreement Structure

The RJRI Implementation Grant Awards were modeled after the cooperative agreement structure most commonly used by the federal government, specifically, in the U.S. Department of Commerce’s Manufacturing Extension Partnership (MEP) program. A kind of grant, the cooperative agreement structure allows for ongoing negotiation between the government and the awardee over what the award will contain. Further, the government remains involved in the implementation of grant funds throughout the grant period, instead of leaving the implementation process solely under the direction of the grantee. In order to translate the proposals into cooperative agreements, the DLT developed what they referred to as an “addenda” that would

serve as a cooperatively designed contract between the DLT and the partnership. This process allowed each RJRI grantee to work with their specific grant advisor to decide on the specifics of their award. As part of this negotiation, grantees and RJRI staff identified specific program outcomes, a partnership budget, and a program timeline.

The inclusion of an addendum with the grant award was an innovation by the RJRI team. Grants traditionally do not include any space for grantees to respond to the demand that motivated the award originally. In the traditional process, the granting organization has unilateral control over the outcomes, timeline, and budget of grantees. It is up to the grantees to submit a proposal and a budget that fits within the granting organization’s parameters. RJRI, however, was designed to be more flexible, but also to be responsive to continued changes in employer needs, while at the same time being performance based. The innovation of an addendum reflects this philosophy by giving the partnership a say in the form of their final award, and laying out a firm game plan for the implementation of their award, while also identifying specific outcome goals for each project. This was also an important innovation given the nature of the program.

The differences between partnership addenda can clearly be seen in a comparison of addenda issued to different partnerships during the RJRI 2016 Implementation Period. The two partnerships, the Real Jobs Rhode Island Cybersecurity Partnership and the Leadership Development Partnership of Rhode Island, have different timelines, different performance metrics, and different budgets that reflect their individual training programs and needs. While this lacks standardization that makes reporting and measuring outcomes more difficult, it fulfills RJRI’s mission to be flexible to the specific needs of industry.

Table 2.1: Addenda Comparison: Performance Metrics of the Real Jobs Rhode Island Cybersecurity Partnership

Program Activity Report Schedule (Performance Metrics are Cumulative)					
Performance Measure	Q1 (ends 4/2/16)	Q2 (ends 7/2/16)	Q3 (ends 10/1/16)	Q4 (ends 12/31/16)	Final Report Q1 - 2017
Module 1 - Cybersecurity Awareness					
Awareness Presentations to Potential Future Workers	0	5	10	15	15
Awareness Presentations to Small Businesses	0	2	4	6	6
Module 2 - Cybersecurity Competency Assessment					
Total Participants recruited/assessed	0	0	30	60	60
Total Assessed Participants moved to Modules 3 or 4	0	0	TBD	TBD	TBD
Module 3 - Cybersecurity Rapid Certification Trainings					
Total Participants enrolled in training	0	128	208	288	288
Total Participants completing training	0	128	208	288	288
Total Participants that withdrew/dropped out	0	0	0	0	0
Total Participants receiving certifications	0	0	128	208	288
Total Participants placed or retained in related employment	0	0	128	208	288
Module 4 - Cybersecurity Internship Program					
Total Participants placed in internships	3	8	16	24	24
Total Participants completing internships	0	3	8	24	24
Total Participants that withdrew/dropped out	0	0	0	0	0
Total Participants placed in related employment	0	0	1	2	3
Module 5 - Intellectual Property to Market Council					
IP to Market Mentorships	0	0	0	0	2

Table 2.2: Addenda Comparison: Performance Metrics of the Leadership Development Partnership of Rhode Island

PERFORMANCE MEASURE	DEFINITION (IF NECESSARY)	PLANNED TOTAL
Total		
Total Mentors Enrolled		20
Total Participants enrolled		20 X 2= 40
Total Participants that complete training		TBD
Total Participants that earn an Certification	Leadership Mentor Certificate from URI	TBD
Total Participants promoted due to training (Incumbent Workers Only)		TBD
Total Participants receiving an increased wage due to training (Incumbent Workers Only)		TBD

The “Pitch” Process

The original RFP requested proposals spanning one to three years of programming with the possibility of renewal for up to two years. The implementation awards covered three years of funding for RJRI partnerships. Originally, Director Jensen wanted all grantees to be funded for five years, while members of his staff preferred funding grantees for two years. Three years was a compromise decision, and included an option for grantees to renew their agreement for an additional two years if desired and if they were reaching their goals without having to go through another application process. But within the 3 to 5-year relationship created by the RFP were addenda set up for programs spanning 6 to 12 months.

This was intentional as the DLT wanted to ensure that the programs were learning from mistakes and successes, implementing needed programming, and not locked into ineffective or less-than-effective programming. Instead of a long-term specific contract for repeated programming, the awards given from the RFP for the three-year time frame were meant to guarantee that the partnership would be a RJRI partner and would be able to request funding for ongoing programming for three to five years, but not a guarantee they would receive funding for the same type of programming in each year.

The DLT addressed the challenge of having a 3 to 5-year relationship but short-term contracts for programming by creating what they called a “Pitch” process to streamline funding ongoing projects or new projects with existing RJRI partners. Pitches entailed “mini” proposals for specific new or ongoing programming. They could also be submitted at any time. This allowed a significant amount of flexibility for both RJRI partners and the agency. Partners were not tied to RFP deadlines that could potentially cause needed programming to not be implemented for months while a partnership awaited the next RFP, and it allowed for immediate adjustments to programming based on the experiences of the partnership. Additionally, it allowed for the partnerships to be responsive to industry needs and changes. The pitch process, from submittal to approval, was intentionally designed to be rapid and easy. Partnerships create new award agreements in as fast as two weeks with this process, which made the award agreement flexible and responsive to changes and new ideas. Successful pitch proposals were

provided with their own award agreements, budgets and performance metrics, but after implementation were reported as part of the partnership's larger programming instead of independently.

Again, DLT worked closely with the DOA procurement team to make sure the RJRI pitch process complied with all the relevant purchasing rules. Creating a program that is flexible enough to achieve its intended beneficiaries (companies and workers) meant DLT and DOA had to be innovative and work harder in the administrative context than normal grants and contracts. Real Jobs did not "throw away the rules." DLT worked collaboratively so that its processes were geared toward the goals of the program and did not exist for their own sake.

This plan, which varies from the fixed, non-negotiable timeline of traditional grant programs, caused some confusion for grantees, and needed to be clarified throughout the first round of RJRI but ultimately did provide the type of flexible, responsive funding for sector development the agency desired. It was hard to really believe that the government was there to help, but grantees appreciated the genuine effort of the Real Jobs team and acknowledged marked, if not total, improvement.

Funding and Compliance

As the RJRI team worked to recruit, promote, and implement the RJRI program, they simultaneously developed a funding scheme for the project. This was a critical priority, as the ability to fund RJRI was key to its solvency. Ultimately, the DLT utilized multiple different sources for the program and braided funding across state and federal sources. These sources included:

- **State Funding Sources:**
 - Rhode Island Job Development Fund
 - Fund composed of taxes collected from state employers that is used to develop and implement workforce development programs for state workers
- **Federal Funding Sources:**
 - Workforce Innovation and Opportunity Act State Set-Aside
 - This provides the Governor with control over ten to fifteen percent of the total funding package to spend on state job training initiatives
 - Workforce Investment Act Incentive Grant
 - Provides funds to help eligible workers find training services and employment opportunities
 - Sector Partnership National Emergency Grants for Dislocated Workers (SPNEG) Grant
 - Provides funds to help states develop workforce and training programs that are organized through industry or regional partnerships.
 - American's Promise Grant
 - Provide funds to assist in the development of regional or sector-based partnerships that create pipelines of skilled workers for the region or industry
 - US Department of Labor American Apprenticeship
 - Funds programs that offer apprenticeships as a method of workforce training

Table 2.3: Expenditures Funded by Revenue Stream by Fiscal Year

Real Jobs RI									
Expenditures Funded by Revenue Stream by Fiscal Year									
	State Funds			Federal Funds					
Fiscal Year	JDF Adult	JDF Incumbent Workers	JDF Youth	Sector Partnership NEG	WIOA State set-aside	WIA Incentive	America's Promise	Apprenticeship Accelerator	Total
2016	1,064,653			491,516	274,373	345,260			\$2,175,802
2017	2,788,428		175,856	2,368,096	515,564	2,619,075	518,750	45,346	\$9,031,115
2018 thru 5/31/18	4,599,587	334,291	895,524	2,290,219	51,025	35,665	2,369,932	94,654	\$10,670,897
Total by Funding stream =	\$8,452,668	\$334,291	\$1,071,380	\$5,149,831	\$840,962	\$3,000,000	\$2,888,682	\$140,000	\$21,877,814
		Total State Funds =	\$9,858,339				Total Federal Funds =	\$12,019,475	

Of these funding sources, the state had access to the Rhode Island Job Development Fund, the Workforce Investment Act Incentive Grant and the Workforce Innovation and Opportunity Act State Set-Aside prior to the conception of the RJRI program. The other funding sources, including the Sector Partnership National Emergency Grants for Dislocated Workers, America's Promise Grant, and US Department of Labor American Apprenticeship Grant were applied for by the DLT after the conception of RJRI to help fund the program. Most of these funding sources were designated for direct programming.

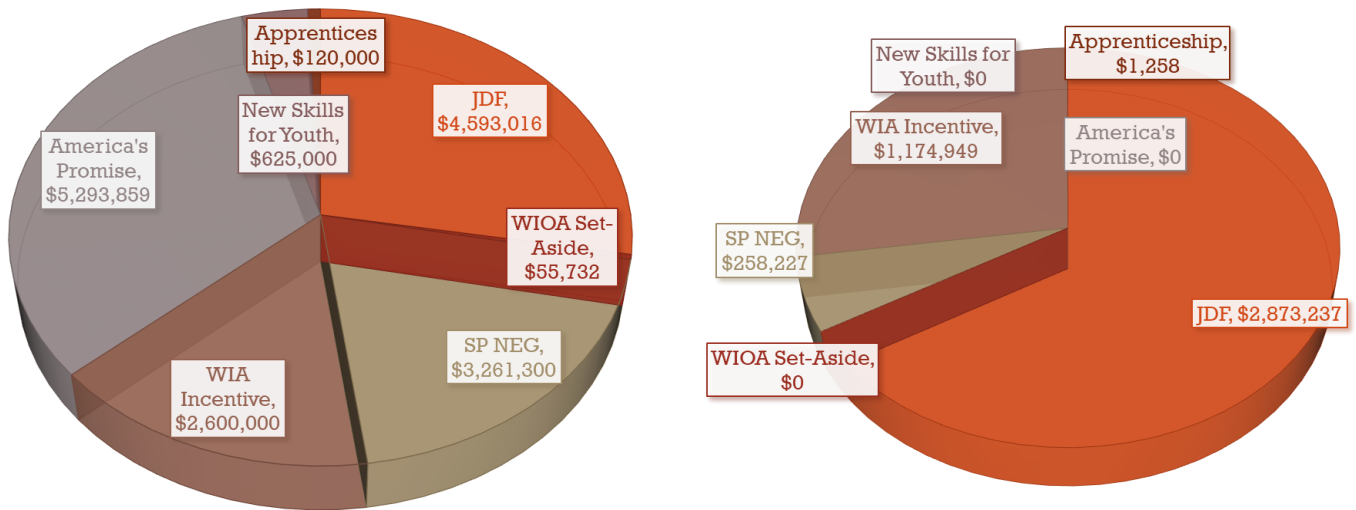
Perhaps the largest barrier faced by the DLT was figuring out the most effective way to combine their multiple funding streams to fund partnership's programming. Combining state and federal funds (and different federal funds) was a challenge, however, primarily due to the strict, inflexible nature of federal grant funding, much of which is tied to the circumstances of individual participants. Each federal funding stream came with highly specific criteria about who could receive funds under the program. This was a challenge for the DLT because not every RJRI partnership served exclusive populations that were eligible for federal funding. Most partnerships served a mix of populations through multiple programs, and only some of these people were eligible for federal funding. See figure 2.1 for funding metrics.

In order to fully fund all RJRI partnerships, therefore, the DLT had to creatively braid state funds, which are more flexible and can be applied to a broad variety of programs and populations, with the strict federal funds. This was particularly difficult balance to achieve while also keeping paperwork and bureaucratic hurdles at a minimum. Federal funds are designed in a manner that funding follows individuals, so each individual comes with a certain amount for which they can be reimbursed. As a result, grants from these funding sources typically go to programs aimed at a single target population. For example, one set of funds could be used for welfare recipients, former foster youth, and veterans, whereas another could fund youth and incumbent workers. Whereas the RJRI partnerships sought to reach a mix of populations, some of which would qualify for federal funds and some of which would not.

After the first round of implementation grants had been issued, the DLT found that only a small percentage of trainees were qualifying for federal funds, particularly funds for "dislocated workers." This USDOL term of art describes a worker whose career earnings trajectory was thrown off by a disruption in the labor market (like a recession or depression). DLT knew that Rhode Island's recovery from the Great Recession left many people "dislocated" in USDOL's sense but nevertheless DLT was depleting the state's funding streams, because it could not provide enough proof that participants were "dislocated" to meet regulations. In 2016, roughly two thirds of the funds spent on RJRI came from the state's Job Development fund. The RJRI team knew that this should not be the case given the population that was being trained.

To alleviate this challenge, the DLT instituted several important innovations. First, several of the federal funding streams, particularly the SPNEG grant could only be spent on dislocated workers. As a result of this regulation, the DLT traditionally collected ten years of employment data from workers including the exact date on which they were laid off from a job, documentation of that layoff, and their employment since. However, this documentation was so cumbersome that many trainees failed to provide the paperwork needed to enable the use of federal dollars in many cases because they no longer possessed the information. The DLT realized that it was due to state definitions that were causing this barrier and invested in writing definitions that would allow more trainees to qualify for federal funding while still being in line with the federal regulations.

Figure 2.1: Funds Available vs. Funds Spent



One specific example of this change in definitional status was the specific definition of a “dislocated worker” “Dislocated workers” had been traditionally defined as unemployed persons receiving unemployment insurance or whose unemployment benefits had expired but who had not find stable work since, veterans and their spouses, and or former stay-at-home wives and mothers looking to re-enter the workforce. The DLT issued a definition through the Governors Workforce Board defining “dislocated workers” as people who:³⁰

- Had been laid off from their jobs and were either ineligible for or had exhausted their unemployment benefits sometimes in the past
- Were employed for a minimum of one month or two full pay periods
- Are unlikely to return to jobs in their former industry due to reasonably explainable circumstances, or
- Are a dislocated home-maker including spouses of members of the armed forces, an individual providing unpaid services to family members in a home, or an individual who had been supported by the income of another family member but was supported no longer.

The expansion of these definitions allowed the DLT to utilize far more federal dollars. In particular, the expansion of the definition of dislocated homemaker allowed the DLT to include former dependents (not just state-at-home mothers) that contributed to the home’s household duties such as youth and divorcees whose expenditures had been offset by a breadwinner but were no longer in the category of trainee that could draw on federal dollars with current state definitions. Moreover, the third category “Are unlikely to return to jobs in their former industry due to reasonably explainable circumstances” allowed them to qualify workers who had experienced unemployment but returned to a lower wage job in a different industry to qualify as dislocated. Due to these changes in definition, the DLT could utilize more federal funds and serve a broader population of the state’s workers.

³⁰ Governor’s Workforce Board. New Dislocated Worker Eligibility Definitions. December 14, 2016. Accessed August 2018. <https://gwb.ri.gov/wp-content/uploads/2017/06/15-17-12-14-2016.pdf?189db0>

Eligibility Requirements and Intake

In tandem with the change of definitions, the DLT realized it had a problem with the intake form used to identify which trainees qualified for which funding streams that was further reducing the number of eligible participants from tapping federal funds. Originally, these checks relied on applicants filling out an extensive intake form and providing documentation related to federal funding eligibility. However, many recruits found these questions impossible to answer due to lack of documentation, or were reluctant to provide accurate information because they were being asked for it by an employer. For example, telling a potential employer that one had been laid off, had bounced from low paying job to low paying job or that one was on food stamps or another federal social service program was embarrassing for many applicants. They did not want their employer to know these intimate details of their life and therefore would either incorrectly answer or would leave the questions blank.

Many employers also felt uncomfortable asking for this information and did not want to know the intimate details of their potential employees lives. Employers also felt the extensive intake form ate up too much of their time. This was particularly true because traditionally, if someone indicates that they qualify for federal funds they are then required to provide proof in the form of a letter of termination from an employer (often from many years ago), or a letter acknowledging receipt of a social subsidy. Partnerships were spending a considerable amount of non-reimbursable time collecting and processing this paperwork and were considering terminating their relationship with the DLT, and their programming, as a result.

Further, the process of incorporating, processing, and following up on incomplete forms or supporting evidence ate up a substantial portion of the RJRI team's time, diverting their attention from other implementation efforts. To foremost make the overall intake process easier for applicants, the RJRI team worked to find an easier way to ascertain participant eligibility. Director Jensen was also determined to reduce the burden on employers and participants and move the burden of compliance for federal funds to the DLT. In an attempt to meet both goals (1) broadening the number of trainees utilizing federal funds and (2) reducing the burden on employers and employees), the DLT undertook two initiatives.

First, the DLT reduced the intake form to include only absolutely essential information that would allow the DLT to pull state records on participants. To accomplish this, Jensen challenged the RJRI team to investigate every question asked on the intake form, and determine if the inclusion of that question was essential or if the information could be accessed in some other manner. If the inclusion of the question on the intake form was not necessitated by law or asked for information that could be gathered another way, it was removed from the form. This process caused significant tension in the RJRI team, as it required a radical overhaul of an established process that many DLT staff considered essential. However, the final result was a one-page intake form that only asked participants to provide essential information, and made the intake process far more accessible to partnerships and program participants. The new form eliminated 66 questions. The new intake form also simplified many existing questions, and included the option for participants to select "I don't know" for many questions. The new final form was only 1 page in length and included questions regarding a person's name, social security number, date of birth, contact information, address, citizenship status, selective service registration status, veteran status, educational background, race, ethnicity, gender, English

proficiency, and employment status. The original and revised intake forms are included in the appendix A.

Having developed this new intake form, the DLT then needed to figure out how to access information that were needed for compliance for accessing federal funds but had been eliminated from the form due to the fact that state records should already have the information. Using participant's social security numbers and names, the DLT ran the individual against the DLT's own wage and unemployment records. These records included all people who had ever accessed unemployment as well as their post unemployment wages.

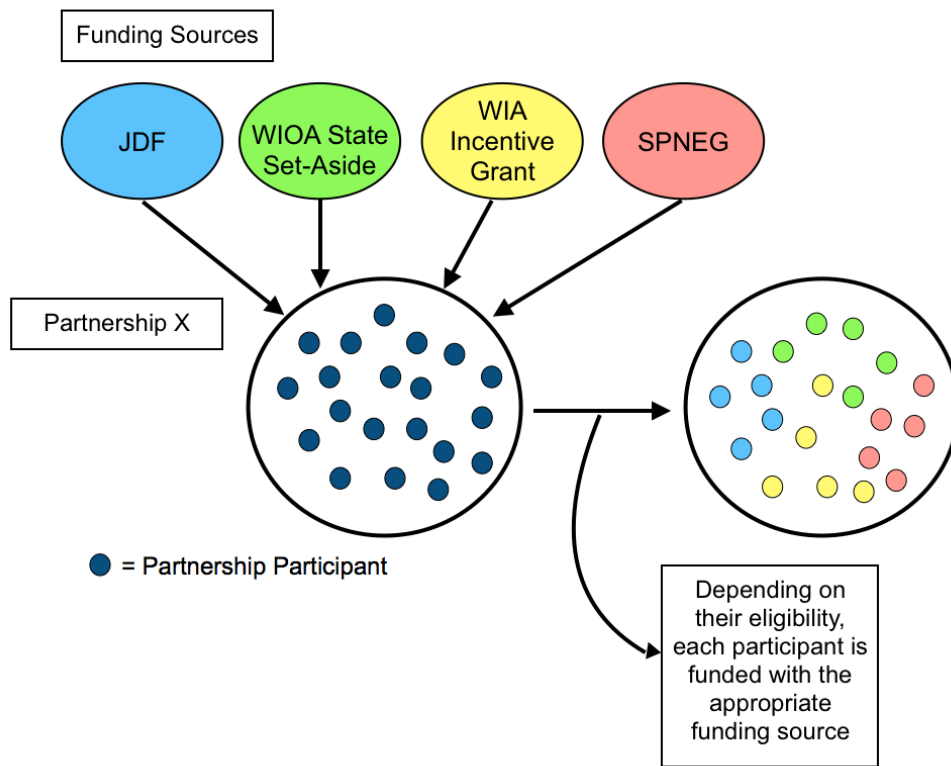
This database did not contain information about every participant, but included much of the information the DLT required to determine eligibility for the particular federal funding programs RJRI was using. In particular, it helped the DLT determine if workers were dislocated even if they had regained employment after initial unemployment. Using the individuals' previous wages in a specific industry, general labor market information and information about the growth of the worker's former industry, the DLT could calculate what the individual's salary would have been if they had not been dislocated from their original industry. If this salary was less than the individual's current salary, the DLT could define the worker as dislocated. The state then utilized the state's other databases to determine eligibility under other funding streams. For example, the DLT worked with the Department of Health to cross reference participants with DOH's databases to acknowledge receipt of state and federal welfare programs that would make the individual eligible for federal workforce training dollars. DLT referred to this new system as "ping and comply."

Importantly, ping and comply intentionally placed the burden on the DLT to find as much information as possible about an individual's eligibility instead of on the participant or partnership. This was part of RJRI's mission to be accessible and easy for those the program was intended to serve, a mission which included reducing the pressure on possible RJRI trainees to prove their eligibility for funding as well as reducing the paperwork and compliance burden for the partnerships. However, this system also came with a cost to DLT. The internal systems in the state were not set up to check lists of participants in mass and automatically identify eligibility. Instead the RJRI team had to check each participant one by one and determine eligibility, a process that cost hundreds of man hours to complete. However, Jensen felt it important that those hours be spent internally instead of by the partnerships or trainees in need of assistance and was willing to accept that burden on his team. Additionally, this process meant that expenditures on program overhead was much larger than programs that put the burden of compliance on participants. During the 2016 Implementation period, five staff members worked full time to determine participant eligibility and record participant data for reporting purposes, a process that cost roughly one million dollars in staff time and department costs. Since eligibility for federal funding had yet to be determined for partnerships or trainees at this point, this money came primarily from over-utilized state funds.

The implementation of the broadened, clarified definitions, the shortened intake form, and the "Ping and Comply" system greatly increased the number of trainees who could access federal funds. Only once the state's databases had been exhausted were participants funded using state unrestricted funding. Fifty percent of participants now qualify for federal funding, a number much more in line with the reality one would expect for job seekers looking to find a place in the state's economic life. The remaining challenge for the state is that no federal dollars exist to pay for under-employed but not dislocated workers or incumbent worker training.

The DLT refers to its use of innovative mixing of funding streams as “braided funding” because instead of single funds being used to pay for a specific program that can only serve a limited population, the program is designed to serve many populations and draw from many different funding sources. This process happens behind the scenes at the DLT, and takes the responsibility off individual partnerships to figure out how to fund demand-side programming.

Figure 2.2: Braided Funding Structure



The ability to broaden definitions and braid funding streams for RJRI partnerships was key to the DLT’s ability to implement RJRI, but were determined co-currently to the acceptance, review, and issuance of RJRI programs. This was risky, since a legal or technical issue with funding could have a dramatic negative impact on the ability of sustaining programming if they could not tap federal dollars. However, Director Jensen believed that the rapid implementation of RJRI was critical to its success, as it would gain crucial momentum and political support as it was implemented and the system worked out after implementation.

Challenges to Program Design

Creating Sector-Based Partnerships

RJRI is fundamentally a sector-based workforce development solution, but sector partnerships are hard to establish. Sector-based solutions rely on the formation of partnerships between actors across institutional lines, including multiple employers within a sector, workforce

intermediaries training providers and educational institutions, and community-based organizations.

These partnerships rely on uniting traditional competitors within a sector and disparate interests into one, industry wide group. This unification caused tension for RJRI, as they had to work closely with employers to assure them that their participation in sector partnerships was not going to give their competitors an upper hand and that working together could be mutually beneficial. This competition and reluctance to work together can often be assuaged through the participation of a workforce intermediary. Intermediaries act as mediators between all parties in a partnership, and can support and lead disparate interests effectively. However, the DLT struggled to encourage all partnerships to work with workforce intermediaries and some sectors lacked a stable intermediary.

While, some partnerships, especially those that served established and well-connected industries, already had established workforce intermediaries that could serve as leaders in RJRI partnerships, less established industries such as IT, or economic sectors that don't see themselves as a united industry did not have established workforce intermediaries. Other intermediaries did not have experience designing or implementing training programs. It was challenging for the DLT to convince these industries to unite and choose a partnership leader who could serve as an intermediary for the partnership.

The DLT also struggled to help some of the organizations that acted as intermediaries in RJRI partnerships. Several of the organizations that filled that role had small, very tight budgets and small staffs. These organizations lacked the institutional capacity to run normal operations while also organizing a RJRI partnership and programming. In addition, some of these organizations lacked experience working with the state to implement programming and workforce development initiatives, and struggled with the work required of them to comply with DLT and federal reporting requirements. The DLT dedicated time to stabilizing these organizations and building them into effective intermediaries because they saw the existence of an intermediary as crucial to the success of partnerships and thus the success of the program.

Another challenge to small entities engaged in partnerships was the timeline for reimbursement. Standard practice at the DLT (and in the federal government) was a one-month turnaround between submission of documents needed for reimbursement and the cutting of a check to the organizations. Several organizations struggled to keep the lights on and pay for programming without money up front. Several others they could not pay their staff if the reimbursements came over two weeks after the programming. As a result, the DLT changed protocol to have some up-front payments to help organizations stay afloat while conducting programming and shortened the reimbursement time to between two to three weeks.

The DLT also faced challenges in getting industry employers and training providers to unite into sector partnerships. Each actor in the sector partnership had their individual specialties, and was used to working in silos to accomplish independent missions. This was especially true of training providers, who were accustomed to running supply-side training programs independently of employers and industry engagement. RJRI tasked them to work together, and cooperatively execute joint projects. Overcoming hesitations, uniting, and learning to work together was a crucial first step to the formation of RJRI partnerships, and the DLT was extensively involved in helping the first RJRI partnerships form. Once other industries saw how partnerships formed and functioned under RJRI, the DLT could step back from this coordination role. However, as this report documents, sustaining and effectively managing partnerships was a challenge for many of the lead partners. Several existing partnerships only minimally engaged

employer partners and, as a result, faced problems placing trainees. The DLT either ended these contracts or worked with them to engage employers more fully and align programming with employer needs more effectively.

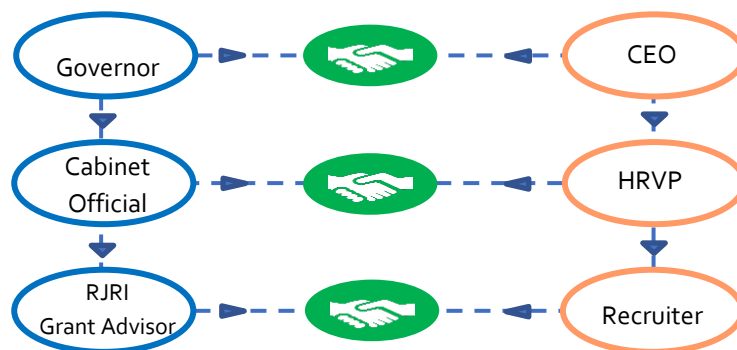
Another hurdle that the DLT had to overcome when uniting sector partnerships was getting partners to embrace the innovation of RJRI as a program. RJRI differs dramatically from traditional workforce training programs in many ways. It's demand-driven, giving industry partners a large amount of sway over what programming is offered. It is focused on maximizing the numbers of participants employed rather than the number of participants trained or enrolled. It is flexible, and asks the partnership to help determine their budget, timeline, and outcomes. Finally, it asks partners to unite across industry lines and try new solutions. Embracing and understanding these innovations proved to be difficult for some partnerships, especially those that had worked with the DLT on past programs. However, once the program started, partners became increasingly comfortable with the changes of RJRI and more willing to try the new ideas the program advanced.

Demand Side Programing and Skills for Chicagoland’s Future

There are many terms of art or buzz-words in workforce development, and “demand-driven” is one of them. To avoid chasing a vague goal devoid of meaning, it was important to develop a clear idea of what “demand-driven” would mean in the Real Jobs RI program. Such clarity, however, is a challenge, because if a program is premised on letting demand drive its work, and counting on intermediary organizations to tap that demand, it is not possible to define a priori what will and will not count as demand-driven.

While RJRI would not formally require it, it chose to pattern what it meant by “demand-driven” by the example of Skills for Chicagoland’s Future (SKILLS).³¹ Instead of defining some criteria or another that would define “demand-drivenness” and then issue policy guidance to grantees to that effect, RJRI chose to emulate SKILLS, who approached the matter through multi-tiered engagement model based on private sector consulting best practices. RJRI relationships with industry partners would use this model as an exemplar to model what demand-driven meant practically.

Figure 2.3 The Multi-Tiered Engagement Model



³¹ Skills for Chicagoland’s Future. “About”. Accessed August 6, 2018. <https://www.skillsforchicagolandsfuture.com>

Again, RJRI would not mandate its intermediaries adopted this form as a matter of compliance but rather RJRI grant advisors had the job of coaching partnerships to strive for it. Demand-driven, then, meant an intermediary whose multitier engagement model is working well, such that the partnership was creating workforce solutions with its partners that it partners demand as that partners saw it, evidenced by the fact that partner companies hired successful participants.

Measuring Outcomes and Tracking

The DLT had to overcome several difficulties when establishing how they were going to measure and track participant outcomes from the RJRI program. The first challenge was to figure out what metrics the DLT wanted to use to measure the performance of each partnership and the overall performance of the RJRI program. Each RJRI partnership established their own outcomes and metrics in their award addendum, but the DLT wanted overarching metrics by which to judge the overall program. To determine these metrics, the DLT worked with the Harvard Performance Lab to establish short, medium, and long-term goals for the program. To measure these goals, the DLT decided to ask partnerships for and examine participant data (who enrolled), training data (who completed training), employment data (who was employed), employer-satisfaction data (were employers satisfied with the trainings, programs, and new workers), and overall sector data (what has changed or improved in the sector). To collect this data, the DLT asked partners to submit performance information between one and three months after the end of a training cohort or program implementation. Each partnership established their own performance metrics and reporting procedure in their individual addendum for additional factors.

Despite efforts, assessing impact on employer satisfaction and overall sector change proved extremely difficult to calculate. Many partnerships lacked the capacity to evaluate these factors and instead were just able to report basic metrics such as the number of people recruited and the number of people who enrolled and completed training programs. Given these challenges, to assess sector impact, the DLT decided to focus on employment as the key metric, since helping industry employers build their workforce was a key goal for RJRI. However, this metric proved difficult to track as well. Most partnerships did not have the capacity to track all participants after the completion of offered services, particularly given there is often a time lag between completing training and securing employment. The DLT struggled particularly with calculating if participants who were unemployed but became employed were employed in training-related positions or found unrelated work when time lags between training and employment existed. The DLT has been able to overcome these challenges mostly because enough time has passed for enough participants that they now appear on the wage record data housed at the DLT Unemployment Insurance Division from which they can verify employment data.

An additional barrier to program evaluation was that receiving training related employment only served as an effective metric for new workers. The DLT struggled to track the outcomes of RJRI for incumbent workers. It proved very difficult to assess how much impact RJRI programming impacted incumbent employees. Original metrics were established for collecting data such as the number of incumbent workers who received a pay raise or a promotion, but actually acquiring these data was all but impossible. The trail of various methods

to ascertain this information, including examining data from the Division of Taxation, failed to provide an accurate measure of the outcomes for incumbent workers.

In addition to establishing and tracking outcome measures, the DLT also had to establish tracking systems for individuals trained with federal funds. Per federal regulations, these individuals are required to be tracked for an entire year after they are registered in the federal system, regardless of if they completed or even entered training. As a result, the DLT worked to establish eligibility for federal funds only after a partnership started training to try and limit the number of individuals who expressed interest in training, were entered into the federal system, failed to start training, and then needed to be tracked unnecessarily.

In addition to federal tracking, the DLT also established a state tracking system to account for participants not funded by federal grants. Initially, the DLT used the EmployRI computer system to track participants, as it was the system already used by the DLT to track other program participants. However, the system was not flexible enough to record and track all data from RJRI. As a result, the DLT started working on developing a custom made RJRI tracking system to track RJRI participants.

Reporting and Reimbursement

Developing systems of reporting and reimbursement was key to the functionality of RJRI. Since RJRI is a demand-side program, each partnership had their own independent focus, programming, and budget. Because of this, the RJRI reporting system had to be more flexible than traditional reporting methods. To develop a reporting system, the DLT first worked to establish a standard reporting procedure for all partnerships. The Business Affairs department of the DLT worked with the RJRI program manager to create a standard reporting template that included all the information that the DLT required to reimburse the partnerships. The template was designed so that this information, which included activities, curriculum, staff costs, among other things, could be clearly filled out by the partnerships. This clarity of organization and inclusion then made it simple for the DLT to sort expenses internally and allocate the appropriate funds from RJRI's different funding sources. This template was also designed to include some limited flexibility, however. Each partnership was provided with their own version of this template that was customized for their particular activities. This customization primarily included the deletion of sections that did not pertain to the particular partnership's activities. As an example, a partnership that did not conduct youth engagement would not have a reimbursement form that asked them to report data on youth training. This flexibility and customization, although small, was an innovation by the DLT to make the reporting process shorter and easier for partnerships. A copy of this template is included in appendix A for this section.

Once a partnership had their reporting template, they worked with their grant advisor to establish a reporting plan. Partnerships could decide if they wanted to report quarterly or monthly, but had the flexibility to submit unusually large or pressing invoices at any time if necessary. To submit their reporting data, partnerships provided the DLT with a lead sheet, a filled-out template, and an itemized justification for each expense listed on the template. Many partnerships also submitted a full copy of all receipts, invoices, time-sheets, and other records of expenses with this report, though this was not required for all partnerships.

Once a partnership submitted their expense report, the DLT could return a reimbursement within two to three weeks. The actual return time depended heavily on the relative completion of

the expense report. Partnerships that had correctly and thoroughly reported their expenses were able to be reimbursed rapidly. This was not the case, however, if a partnership did not provide the DLT with a correct and complete report. In this case, the DLT would have to ask the partnership to resubmit their report, which delayed the reimbursement period. Initially, several partnerships struggled to fill out their templates and thoroughly justify every included expense. To assist with this process, the DLT took two steps. First, they edited their reporting template to highlight what information the DLT required. When partnerships still struggled, the DLT published a “Grantee Guide” that contained, among other explanations and points of clarification, definitions of eligible partnership expenses and reporting guidelines. This guide is also available in the appendix A.

Institutional Culture

One of the most substantial challenges the DLT faced in implementing RJRI was changing the institutional culture of the DLT. This challenge had multiple facets. First, some tension resulted from the introduction of a new director, new employees, and new ideas from a different state in 2015. While Director Jensen and his Maryland staff were mostly welcomed, both the new members and original Rhode Island members of the DLT struggled initially to learn the norms and procedures of working together. Second, once the RJRI team was picked, it faced some pushback from the rest of the employees of the DLT. The RJRI team was new and handpicked by Director Jensen, and had substantial access to the Director and the Governor. Additionally, the team was working on the DLT’s newest and most publicized project. For those not on this team, there was a feeling of being left out that only went away after the newness of RJRI wore off.

This new team also faced internal pushback as they tried to change the traditional systems of contracts, reporting, and tracking. The DLT had established systems and protocols for these actions, and employees within the DLT had developed specialties in dealing with these matters. The RJRI team had to carefully work with these employees to ensure that their expertise was included but also to overcome their concerns about the new systems. For many employees, it was a matter of convincing them to let go of the status quo to try new changes.

Many employees also struggled with the demands placed on them to challenge and uproot existing norms. This was especially a challenge when trying to simplify the intake process. To do this, the RJRI team members were asked to justify every aspect of the system and challenge long-standing practices at the DLT. This was very difficult for some workers, especially those who worked with federal grants and workforce development previously and had experience and expertise in the old systems. It took a long time, numerous meetings, and Director Jensen’s final decision-making to commit to these changes and convince people that changing procedure would be effective, necessary and that in some cases where there were compliance concerns, that the information could be attained another way.

The RJRI team faced tensions with the rest of the DLT, but also dealt with internal divisions and challenges. First, the RJRI team was composed of a diverse group of employees from the DLT Executive Office, DLT Division of Workforce Development Services, DLT Business Affairs, the State Workforce Investment Office, and the Governor’s Workforce Board. These different groups had to learn to come together and work cooperatively, a process that was not always easy. Much of this cooperative work occurred initially in large meetings, which proved to be ineffectual, difficult to coordinate, and confusing. To address this, the RJRI team

adopted a scrum process, a technique utilized primarily in the start-up tech industry. With the scrum process, the large group of stakeholders is divided into smaller teams who work on individual components of larger problems. These teams report to a single, central person, and also report results and progress to the entire group at a single meeting. To aid in communication, the RJRI team created a set of standardized reporting documents that all teams used. Establishing this process made communication clearer and established a system of communication and accountability that everyone respected. In addition to the scrum process, the RJRI team utilized LEAN techniques to improve internal communication. Using these techniques, which included process mapping and standardization, helped to solve smaller problems that were making the team's work on RJRI difficult. Additionally, the RJRI team continued to hold monthly meetings to discuss the successes and challenges each team member was facing. These meetings, which maintained the organization and communication structures developed through the scrum process, allowed the RJRI team to collectively recognize and address the common problems that the program was facing. This strategy of team communication helped the RJRI team maintain consistency in its work with different partnerships, and helped the program develop collaboratively throughout the 2016 Implementation period.

Finally, workers struggled with the demands of RJRI. Working on the Governor's flagship economic development program, and implementing program on an accelerated timescale took its toll on workers. Employees of the RJRI team had to find a balance between working hard and overworking, and overcome nervousness over working closely with the Director and the Governor. Additionally, implementing RJRI took an enormous amount of time and effort on the behalf of numerous people, and it was effort that was largely challenging.

Looking Forward

While the initial development and implementation phase of the Real Jobs Rhode Island program is over, the program is continually evolving and improving. Learning from the successes and challenges of the development period, the RJRI team is working to expand the program and move its focus from internal development to external assistance and encouragement of partnerships. Further, the RJRI team is working to develop systems that improve the ease and efficiency of RJRI intake, reporting, and program implementation. Through this work, the DLT hopes RJRI can become what it was intended to be: an accessible, industry driven, sector-based workforce development strategy that helps lift the fortunes of the entire state.

Appendix A

Original Intake Form

Real Jobs RI Application Form Cover Sheet and Document Checklist

This Application Form must be completed in full, signed, and returned along with copies of supporting documentation. You must also return the Department copy of the Equal Opportunity Notice.

These Supporting Documents are Required of Everyone

✓ You must submit a **copy of one document from each** of the below categories with your application:

- Proof of Age
 - Valid Driver's license
 - Valid State-Issued ID
 - U.S. Passport
 - U.S. Birth Certificate
 - DD214

- Proof of Social Security Number
 - Social Security Card
 - W2 (if full social security number is shown)
 - DD214

- Work Authorization
 - Valid Driver's license & Social Security Card
 - U.S. Passport
 - U.S. Birth Certificate
 - Alien Registration Card
 - Naturalization Certificate

These Supporting Documents are Only Required if They Apply to You

✓ Public Assistance Verification - Must be dated within the last 6 months and show your name:

- Most Recent SNAP Award letter
- Most Recent TANF Award Letter
- SSI Award Letter
- Other Public Assistance Records/Printouts

✓ Unemployment Verification

- Separation Notice/Letter from Employer
- Unemployment Insurance Determination Letter
- Spouse's Notice or Determination Letter (if displaced homemaker)
- Business Closure Documents (if formerly self-employed)

✓ Veteran Status Verification

- DD214
- Military Records

✓ Proof of Residency – if your Driver's License address is different than your current address:

- Anything showing your name and current address (example: a utility bill)



RJRI Participant Application Form

Please ensure that all required documentation is attached. PLEASE PRINT ANSWERS

A. INDIVIDUAL INFORMATION				Date: _____	
Last Name		First Name		MI	Social Security #
Residential Address		City		ST	Zip
					Date of birth: _____
Mailing Address if different than residential address: _____				If Mailing Address is the same as the residential address check here: <input type="checkbox"/>	
Address: _____		City: _____		ST: _____	Zip: _____
Primary Phone () _____		Cell Phone () _____		E-mail: _____	
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		Marital Status: <input type="checkbox"/> Single <input type="checkbox"/> Single/Head of Household <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced			
Alternate Contact Information (If possible, list someone not living with you.)					
Last Name: _____		First Name: _____		Relationship: _____ Phone: () _____	
Address: _____		City: _____		State: _____	Zip: _____
					E-mail _____
Authorized to work in the U.S.: <input type="checkbox"/> Citizen of US or US Territory <input type="checkbox"/> US Permanent Resident <input type="checkbox"/> Alien/Refugee Lawfully Admitted to US					
If not a Citizen: Alien Registration # _____ Expiration Date _____ (mm/dd/yyyy)					
Ethnic Origin <input type="checkbox"/> Hispanic/Latino heritage <input type="checkbox"/> Not Hispanic/Latino					
Race (Optional) May check more than one: <input type="checkbox"/> Black/African American <input type="checkbox"/> American Indian or Alaskan Native					
<input type="checkbox"/> Asian <input type="checkbox"/> Hawaiian Native or Pacific Islander					
<input type="checkbox"/> White <input type="checkbox"/> I do not wish to disclose					
Have you registered with Selective Service? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable <input type="checkbox"/> Exempt from Registration					
All adult male U.S. citizens and immigrants residing in the United States (except for men born before 1960) are required to register with Selective Service by their 26 th birthday in case of a crisis requiring a draft. Registration and proof of registration can be found at www.sss.gov					
Are you homeless? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Have you ever been arrested or convicted of a crime? <input type="checkbox"/> Yes <input type="checkbox"/> No					
If English is not your native language or you live in a community where English is not the dominant language, do you have difficulty reading, writing, speaking or understanding English? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Do you have a disability? (Optional) <input type="checkbox"/> Yes <input type="checkbox"/> No				If answered "yes" to Disability one of the below must be selected:	
<input type="checkbox"/> I do not wish to disclose				<input type="checkbox"/> Physical impairment <input type="checkbox"/> Mental impairment	
				<input type="checkbox"/> Both a physical and mental impairment <input type="checkbox"/> I do not wish to disclose	
B. EDUCATION INFORMATION					
Education Level (Check your highest education level completed)			School Status		
<input type="checkbox"/> No grades completed			<input type="checkbox"/> Not Attending Any School		
<input type="checkbox"/> Highest school grade (1-11) completed: Grade: _____			<input type="checkbox"/> Attending High School, Junior High, Middle or Elementary School		
<input type="checkbox"/> 12 th Grade Completed but did not receive diploma or equivalent			<input type="checkbox"/> Attending an Alternative High School		
<input type="checkbox"/> Certificate of attendance/completion (Disabled Individuals)			<input type="checkbox"/> Attending College or a Technical or Vocational School		
<input type="checkbox"/> General Equivalency Degree (GED)			Last School _____		
<input type="checkbox"/> High School Diploma			Dates: From _____ To _____		
<input type="checkbox"/> College or a Technical or Vocational School –					
<input type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years					
<input type="checkbox"/> Vocational School Certificate			Have you been notified or are receiving a Pell Grant?		
<input type="checkbox"/> Associates Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree			<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Doctorate Degree <input type="checkbox"/> Specialized Degree					
C. MILITARY SERVICE					
Are you in the military, a veteran or the spouse of a veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, continue to answer questions 1-4					
1. Are you a Transitioning Service Member? <input type="checkbox"/> Yes <input type="checkbox"/> No					
If YES, indicate Transitioning Type: <input type="checkbox"/> Within 24 Months of Retirement <input type="checkbox"/> Within 12 Months of Discharge: Projected Discharge Date: _____					
2. Have you attended a Transition Assistance Program (TAP) Workshop within the last 3 years? <input type="checkbox"/> Yes <input type="checkbox"/> No					
3. Have you served on active duty in the armed forces and were discharged or released from such service under conditions other than dishonorable? <input type="checkbox"/> Yes <input type="checkbox"/> No					
4. Are you the spouse of a veteran who has a total service connected disability, is Missing in Action, captured in the line of duty by a hostile force, is a Prisoner of War or who died from a service connected disability? <input type="checkbox"/> Yes <input type="checkbox"/> No					

If you answered YES to Question 2 or 3, continue to enter the information below about your (or your spouse's) military service.

Eligible Veteran Status: <input type="checkbox"/> Yes – served for less than or equal to 180 days <input type="checkbox"/> Yes, Eligible Veteran <input type="checkbox"/> Yes, Other Eligible Person <input type="checkbox"/> No	Are you a Disabled Veteran? <input type="checkbox"/> Yes, Disabled <input type="checkbox"/> Yes, Special Disabled (Greater Than 30%) If Yes, Indicate Disability Percentage ___ % <input type="checkbox"/> No Are you a Campaign Veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Served more than 1 tour of duty: Yes No Tour Dates(mm/dd/yyyy): _____

D. EMPLOYMENT INFORMATION

Current Employment Status Working Full Time Working Part Time Not Working Never Worked Other Explain) _____

Have you recently received a Notice of Termination of Employment or Military Separation? Yes No

Have you been notified of an impending layoff? Yes No Projected Date of layoff: _____

Are you collecting Unemployment Insurance? Yes If not RI, indicate state _____ No Pending Exhausted Benefits

Are you a displaced homemaker? (i.e. an individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member(s) but is no longer supported by that income(s) and is un(der)employed) Yes No

Were you recently self-employed but unable to maintain self-employment due to a natural disaster or economic conditions? Yes No

Migrant/Seasonal Worker – Have you worked on a farm or as a migrant/migrant food processor at least 25 days in the past 12 months?
 Yes No - If YES, Class: Farmworker Migrant Migrant Farmworker

Type of Qualifying Farmwork: Agricultural Production and Services Food Processing Establishments

Do you belong to a Union? Yes: List Union and Local _____ No

E. OCCUPATIONAL LICENSE(S), CERTIFICATE(S) & DRIVER'S LICENSE INFORMATION

Occupational Certificate/License	Issuing Organization	Issue Date	State	Country

Do you have a valid Driver's License? Yes No - If YES, in what State? _____ Type: Regular Commercial Permit

Class: 10 - Private Vehicle A - Tractor Trailer B - Straight Truck C – Bus

Endorsements: Hazardous Waste Motorcycles Tankers Double/Triple Trailers

Restrictions: Air Brakes School Bus Class A, except bus Class A, except tractor trailer double/triples Private/Chauffeur's

F. EMPLOYMENT HISTORY

WORK HISTORY #1 - CURRENT OR MOST RECENT JOB

Employer Name	Start Date: (mm/dd/yyyy)	End Date: (mm/dd/yyyy)
Address	City	State Zip Country
Job Title	Wage: \$ _____ <input type="checkbox"/> Hour <input type="checkbox"/> Day <input type="checkbox"/> Week <input type="checkbox"/> Month <input type="checkbox"/> Year	Hours Worked Per Week
Reason for Leaving: <input type="checkbox"/> Lay-off <input type="checkbox"/> Terminated/Fired <input type="checkbox"/> Better Opportunity <input type="checkbox"/> Still Employed <input type="checkbox"/> Resigned/Quit <input type="checkbox"/> Job Ended <input type="checkbox"/> Retired <input type="checkbox"/> Other		
Duties		

WORK HISTORY #2

Employer Name	Start Date: (mm/dd/yyyy)	End Date: (mm/dd/yyyy)
Address	City	State Zip Country
Job Title	Wage: \$ _____ <input type="checkbox"/> Hour <input type="checkbox"/> Day <input type="checkbox"/> Week <input type="checkbox"/> Month <input type="checkbox"/> Year	Hours Worked Per Week
Reason for Leaving: <input type="checkbox"/> Lay-off <input type="checkbox"/> Terminated/Fired <input type="checkbox"/> Better Opportunity <input type="checkbox"/> Still Employed <input type="checkbox"/> Resigned/Quit <input type="checkbox"/> Job Ended <input type="checkbox"/> Retired <input type="checkbox"/> Other		
Duties		

G. PUBLIC ASSISTANCE INFORMATION

In the last 26 weeks, have you or anyone in your household received or have been determined eligible to receive any of the following:

TANF	<input type="checkbox"/> Yes <input type="checkbox"/> No	If receiving TANF, are you within 2 years of exhausting lifetime eligibility? <input type="checkbox"/> Yes <input type="checkbox"/> No
Food Stamps (SNAP)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
SSI	<input type="checkbox"/> Yes <input type="checkbox"/> No	
SSDI	<input type="checkbox"/> Yes <input type="checkbox"/> No	
General Assistance	<input type="checkbox"/> Yes <input type="checkbox"/> No	

H. FAMILY & FINANCIAL INFORMATION

Are you single, separated, divorced or a widowed individual who has primary responsibility for 1+ dependents under the age of 18? Yes No

List each person in your household, including yourself, who is related to you by blood, marriage or adoption. For each member, list the Source of Income (such as gross wages, pensions, social security, rental income or alimony) and the amount for the last 26 weeks. Do NOT include child support, unemployment, worker's compensation or public assistance amounts.

Name (First & Last Name)	Relationship	Date of Birth	Source of Income	Amount (Last 26 weeks)
SELF	N/A			\$
TOTAL LAST 26 WEEKS INCOME				\$

I. APPLICANT ASSURANCES & RIGHTS

The information on this application is true to the best of my knowledge. I realize that any false statements that I know I made may cause this application to be rejected, or if I am enrolled in a program, may result in my termination and possible prosecution. I also understand that I am not guaranteed employment or any services which the Department of Labor and Training administers. I understand that netWORKri is a partnership of agencies that provide employment and training services. This form and all my communications with netWORKri contain confidential information, including my social security number, and I understand that the information I provide to netWORKri may be shared with partner agencies for the purposes of employment and training services only. Any form of distribution, copying or forwarding or use of this information for other than its intended purpose is strictly prohibited and may be in violation of State and/or Federal law. I authorize release of this information to netWORKri Partner Agencies. If qualified for Workforce Innovation and Opportunity Act (WIOA) services, I agree to allow netWORKri staff to verify any information I provided on this application to determine my eligibility for possible participation. I have read, understand, and received a copy of the Grievance Procedures outlining my right to file a written complaint regarding any aspect of the WIOA program.

NOTE: By enrolling in Real Jobs RI, participants will be automatically registered with EmployRI.org. EmployRI.org is Rhode Island's free public online job service database that offers a complete set of employment tools for job seekers.

SIGNATURE: _____ DATE: _____ (mm/dd/yyyy)

***** FOR OFFICE USE ONLY *****

Dislocated Worker: Yes No **Low Income:** YES NO **WIOA Eligible:** YES NO

Partnership: <input type="checkbox"/> Aquaculture Training <input type="checkbox"/> Biomed Equipment and Data Scientist Apprenticeship <input type="checkbox"/> Building Futures <input type="checkbox"/> CNA Talent Network <input type="checkbox"/> Design Sector Planning <input type="checkbox"/> Health Care Training Collab. <input type="checkbox"/> Healthy Jobs RI	<input type="checkbox"/> Insurance Innovation <input type="checkbox"/> IT Real Jobs Partnership (Tech Collective) <input type="checkbox"/> Leadership Development Partnership of RI <input type="checkbox"/> ManUp2Careers <input type="checkbox"/> Marine and Composites Real Jobs Partnership <input type="checkbox"/> Medtech Innovation Engine	<input type="checkbox"/> Real IT Jobs (LaunchCode) <input type="checkbox"/> Phoenix <input type="checkbox"/> Pipeline to Manufacturing Careers in Ship Building <input type="checkbox"/> Real Jobs Partnership of Northern RI <input type="checkbox"/> RJRI Cybersecurity <input type="checkbox"/> Residential Construction Workforce Partnership	<input type="checkbox"/> RI Manufacturing Bootcamp <input type="checkbox"/> RI Urban Apprenticeship <input type="checkbox"/> RI Financial Skills Initiative <input type="checkbox"/> RI Food Management <input type="checkbox"/> RJRI Construction Trades Skill-Up <input type="checkbox"/> The HirePath (OIC) <input type="checkbox"/> Westerly Regional
---	---	--	---

CLIENT / PROGRAM:	Unemployment Insurance (UI) Status <input type="checkbox"/> Neither Claimant nor Exhaustee <input type="checkbox"/> Exhaustee State Issuing Benefits _____ <input type="checkbox"/> Claimant (Referred by WPRS) <input type="checkbox"/> Claimant (Not Referred by WPRS) Date of Actual Qualifying Dislocation (mm/dd/yyyy) _____ <input type="checkbox"/> UI Pending	<input type="checkbox"/> Wagner-Peyser <input type="checkbox"/> SP NEG – Date of Participation _____ <input type="checkbox"/> WIOA Incentive – Date of Participation _____ <input type="checkbox"/> Governor's Set-Aside –Date of Participation _____ <input type="checkbox"/> JDF – Date of Participation _____ <input type="checkbox"/> Other (please specify): _____ Date of Participation: _____
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Application Reviewed by: Staff Name _____ Date: _____

**WORKFORCE INNOVATION AND OPPORTUNITY ACT
EQUAL OPPORTUNITY IS THE LAW**

It is against the law for this state agency and recipient of Federal financial assistance to discriminate on the following bases:

Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, genetic information, political affiliation or belief and for beneficiaries only, citizenship or his or her participation in a WIOA Title I financially assisted program or activity.

THE RECIPIENT MUST NOT DISCRIMINATE IN ANY OF THE FOLLOWING AREAS:

- Deciding who will be admitted, or have access, to any WIOA Title I financially assisted program or activity;
- Providing opportunities in, or treating any person with regard to, such program or activity; or
- Making employment decisions in the administration of, or in connection with such a program or activity.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you think you have been subjected to discrimination, you may file a complaint within 180 days from the date of the alleged violation with either:

- 1.) **The recipient's Equal Opportunity Officer, Department of Labor and Training, or**
- 2.) **Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210.**

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90 day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your complaint within 30 days of the date on which you received the Notice of Final Action.

FOR INFORMATION, OR TO FILE A COMPLAINT, CONTACT:

Angelyne E. Cooper, EO Officer
Department of Labor and Training
1511 Pontiac Avenue
Cranston, R.I. 02920
Phone: (401) 462-8897 TTY via RI Relay 711

The Department of Labor and Training is an Equal Opportunity Employer/Program.
Auxiliary aids and services are available upon request to individuals with disabilities.

**DEPARTMENT COPY
PLEASE SIGN AND RETURN WITH ENROLLMENT PACKET**

I certify that I have been furnished a copy of the "Equal Opportunity is the Law" Notice, and the Notice has been discussed with me.

SIGNATURE

DATE

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**PROCEDURES FOR FILING GRIEVANCES/COMPLAINTS
ABOUT THE REAL JOBS RI PROGRAM**

You are applying to participate in activities related to the Real Jobs RI program. These activities are funded, in whole or in part, through the federal Workforce Innovation & Opportunity Act (WIOA) and/or the state Job Development Fund (JDF). You are guaranteed the right to file a complaint regarding any aspect of the WIOA/JDF program. Further, no one may penalize you in any way for exercising your right to file such a complaint. You must follow the procedures described below if you feel you are being denied your rights.

PROCEDURES FOR FILING GRIEVANCES/COMPLAINTS ABOUT WIOA/JDF PROGRAMS

1. All grievances/complaints must be filed within one year of the alleged violation.
2. A written complaint detailing the specific grievance must first be prepared and submitted to the following individual:

Executive Director
Governor's Workforce Board Rhode Island
Rhode Island Department of Labor and Training
1511 Pontiac Avenue, Building 72
Cranston, Rhode Island 02920

The written complaint must include the following information:

- a) Your name, address, business and home telephone numbers;
- b) A description of your grievance/complaint;
- c) The regulations or policies violated, if known;
- d) The date(s) of the alleged unfair act(s); and
- e) The name(s) and address(es) of any other(s) involved in the situation.

The Executive Director will issue a decision within 30 (thirty) days of the filing of the complaint.

3. If you are not satisfied with the decision you receive from the Executive Director and you wish to file an appeal, you must do so within ten (10) days. You must send the written appeal to the following individual:

Director
Rhode Island Department of Labor and Training
1511 Pontiac Avenue, Building 72
Cranston, Rhode Island 02920

The Director (who is also the State WIOA Liaison Officer) will issue a decision within sixty (60) days from the date you originally filed your grievance/complaint. The decision will include information informing you whether an additional appeal is available. The Director's decision is final for anyone whose participation in the Real Jobs RI program was funded through the state Job Development Fund.

4. If your participation was funded through federal resources, and if you are still not satisfied, you may then file a final appeal with the Secretary of Labor at the following address:

Secretary of Labor
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, D.C. 20210

The Secretary of Labor will render a decision within 120 days after the filing of the grievance/complaint.

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Revised Intake Form



Participant Enrollment Package

**The Real Jobs RI Program is supported by a combination of state and federal funds.
Participants must enroll in the program to receive grant-supported services.
Please complete the attached form, then return it along with copies of supporting documents.**

Proof of Identity and Work Authorization is REQUIRED

This requirement may be satisfied through the submission of **copies** of any of the following documents:

- Social Security Card AND Unexpired Government- or School-Issued Photo ID
- U.S. Birth Certificate AND Unexpired Government- or School-Issued Photo ID
- U.S. Naturalization Certificate
- Unexpired U.S. Passport or U.S. Passport Card
- Unexpired Alien Registration Card (Green Card)
- Unexpired Employment Authorization Card (with photo)

For a complete list of documents that will satisfy this requirement, refer to USCIS Handbook M-274, Part 8.
<https://www.uscis.gov/files/form/m-274.pdf>



Real Jobs RI Participant Enrollment Form



*** FOR PARTNERSHIP USE ONLY ***

PARTNERSHIP:	
Participant Type:	<input type="checkbox"/> JOB SEEKER or NEW HIRE TRAINEE <input type="checkbox"/> INTERN/FELLOW <input type="checkbox"/> INCUMBENT WORKER TRAINEE
Activity Enrolled in:	
Activity START DATE: / /	Activity END DATE (or estimated): / /

Please print clearly. Fields marked with an asterisk (*) are REQUIRED.

TODAY'S DATE: / /

*Last Name:	<input type="text"/>	*Social Security #:	<input type="text"/>
*First Name:	<input type="text"/>	*Date of Birth:	<input type="text"/>
Enter Street Address (if you are homeless, check here <input type="checkbox"/>):		Enter Mailing Address if different from Street Address:	
*Street Address:	<input type="text"/>	Mailing Address:	<input type="text"/>
*City/State/Zip:	<input type="text"/>	City/State/Zip:	<input type="text"/>
*Phone #:	<input type="text"/>	E-mail Address:	<input type="text"/>

- *Are you a U.S. Citizen? Yes No (if No, please provide your A# _____ - _____ - _____ and Expiration Date ____/____/____)
- *Are you registered with the Selective Service? Yes No N/A Exempt I don't know
- *Are you a Veteran? No Yes (if Yes, please submit a copy of your DD214)

*Educational Background	Race <input type="checkbox"/> I do not wish to disclose	Ethnicity <input type="checkbox"/> I do not wish to disclose
Highest Grade Completed: <input type="checkbox"/> Did not complete high school (Last Grade Completed: _____) <input type="checkbox"/> High School Diploma <input type="checkbox"/> General Equivalency Degree (GED) <input type="checkbox"/> Attended <i>some</i> College or Vocational School (non-degree holder) <input type="checkbox"/> Vocational School Certificate <input type="checkbox"/> Associate Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> PhD	<input type="checkbox"/> White/Caucasian <input type="checkbox"/> Black/African American <input type="checkbox"/> Asian <input type="checkbox"/> Hawaiian or Pacific Islander <input type="checkbox"/> Native American or Alaskan	<input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Not Hispanic/Latino
Are you attending school or training currently? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, where? _____	Gender <input type="checkbox"/> I do not wish to disclose <input type="checkbox"/> Male <input type="checkbox"/> Female	
English Language Learners (ELL) <input type="checkbox"/> I do not wish to disclose		
Do you consider yourself an English Language Learner? <input type="checkbox"/> Yes <input type="checkbox"/> No		

*Employment Status
Are you authorized to work in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are you currently working? <input type="checkbox"/> No <input type="checkbox"/> Yes (full-time) <input type="checkbox"/> Yes (part-time)
↳ If Yes, have you been notified of an impending layoff? <input type="checkbox"/> No <input type="checkbox"/> Yes (Projected Layoff Date: _____ Employer: _____)
↳ If Yes, do you consider yourself UNDER-EMPLOYED (i.e. current employment is not permanent OR is not commensurate with education, skills, or previous earnings)? <input type="checkbox"/> Yes <input type="checkbox"/> No
Were you previously dependent on a family member's income and are no longer supported by that income? <input type="checkbox"/> Yes <input type="checkbox"/> No

- *[Initial] _____ The information on this application is true and correct to the best of my knowledge.
- *[Initial] _____ I certify that I have received a copy of the Equal Opportunity and Program Grievance Policy. I understand my rights and the process for filing an Equal Opportunity or Program complaint.
- *[Initial] _____ I understand that by enrolling in Real Jobs RI, I will be automatically registered with EmployRI.org - Rhode Island's free public online job service database that offers a complete set of employment tools for job seekers.

*Applicant Signature: _____ *Date: _____

PARTICIPANT COPY

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FOR ADDITIONAL INFORMATION, OR TO FILE AN EQUAL OPPORTUNITY COMPLAINT, CONTACT:

Angelyne E. Cooper, EO Officer
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1511 Pontiac Avenue
Cranston, R.I. 02920
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TTY via RI Relay 711

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PROCEDURES FOR FILING GRIEVANCES/COMPLAINTS

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- e) The name(s) and address(es) of any other(s) involved in the situation.

The Executive Director will issue a decision within 30 days of the filing of the complaint.

- 3) If you are not satisfied with the decision you receive from the Executive Director and you wish to file an appeal, you must do so within ten (10) days. You must send the written appeal to the following individual:

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Rhode Island Department of Labor and Training
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Cranston, Rhode Island 02920

The Director (who is also the State WIOA Liaison Officer) will issue a decision within 60 days from the date you originally filed your grievance/complaint. The decision will include information informing you whether an additional appeal is available. The Director's decision is final for anyone whose participation in the Real Jobs RI program was funded through the state Job Development Fund.

- 4) If your participation was funded through federal resources, and if you are still not satisfied, you may then file a final appeal with the Secretary of Labor at the following address:

Secretary of Labor
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, D.C. 20210

The Secretary of Labor will render a decision within 120 days after the filing of the grievance/complaint.

Reporting Template



REAL JOBS RI GRANTEE EXPENDITURE REPORT

THIS SECTION IS FOR RI DLT USE ONLY

GRANT ADVISOR REVIEW (REAL JOBS RI STAFF)

To the best of my knowledge, this Expenditure Report reasonably reflects the work of this Grantee this payment period.

Date Received:	Date Reviewed:	Grant Advisor Initials:
----------------	----------------	-------------------------

PO Number:	Invoice Number:
------------	-----------------

Comments:

DEPARTMENT APPROVAL FOR PAYMENT (DLT BUSINESS AFFAIRS)

Authorization is Given to Disburse: \$

Comments:

Department Authorized Signature:	Date:
----------------------------------	-------

I. GRANT & FISCAL AGENT INFORMATION

Grant Number:	Fiscal Agent:
---------------	---------------

Lead Applicant:	Fiscal Agent Name:
-----------------	--------------------

Project Name:	Fiscal Agent Phone:
---------------	---------------------

Project Budget:	Fiscal Agent E-mail:
-----------------	----------------------

II. EXPENDITURE REPORT

Below please itemize all Real Jobs RI related expenditures that your Partnership incurred during the report period. Columns A and B are already completed. Columns E and F will autocalculate. **Please enter information into Columns C and D only.**

A	B	C	D	E	F
Category/Item	Total RJRI Approved Budget	Expenditures THIS PERIOD	Expenditures Previously Reimbursed	Cumulative (C + D)	Remaining (B - E)
Project/Program Management Costs					
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
Enhanced Career Services/Participant Management Costs					
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
Direct Training Costs					
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
Youth Engagement/CTE Activity Costs					
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
Administrative Costs					
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
TOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

I certify that the expenditures and information submitted are true and accurate and conform with the terms of the Implementation Grant Award Agreement. I further certify that all disbursement requirements as provided for in the award agreement are satisfied.

Fiscal Agent Authorized Signature	Date
-----------------------------------	------