

Rhode Island Department of Elementary and Secondary Education

Section B – Narrative Report

Executive Summary

The management of the Perkins Vocational and Technical Education Act is located within the Office of Middle and High School Reform. This organizational placement reflects a strategic decision by the Rhode Island Department of Education (RIDE) to effect a total integration of career and technical education into Rhode Island's high school system and consequently to integrate what was historically a separate vocational education system into the state's overall education reform strategy.

These policy and organizational changes have stimulated a substantial high school reform effort still in the early stages of implementation. RIDE's recent reports to the U.S. Department of Education on the Perkins program reflect major changes, but most are so new that they have yet to fully impact performance reports. Several of these improvement initiatives were described in previous Consolidated Annual Performance and Accountability Reports and OVAE Spring Requests for Extensions. This report includes updates on these initiatives and incorporates other RIDE projects that directly affect career and technical education.

Meanwhile, a system for data collection data collection and reporting designed to obtain consistent information across populations and programs was put into place in 2001. Though the system was improved in 2003, problems persisted. The system has been revamped for this reporting period and has been designed to improve the quality of the Perkins data and provide each school with enrollment and performance data at the local level. The result is that RIDE has more accurate and reliable data to report on the Consolidated Annual Report and from which to make informed CTE strategic decisions. In addition to the Perkins data collection and feedback, an automated web-based program approval and crosswalk tool were integrated with the software – giving CTE schools and programs a mechanism to measure their programs against a set of standards and to use the crosswalk results in their application for program approval.

The program approval software is designed to capture the elements found in best practices including program justification, standards and competencies, standards alignment, coherent curriculum, complete program of study, correlated syllabus, instructional and assessment strategies, teacher certification, program certification, student outcomes and placement, articulation agreements program outcomes, management, governing board, regional coordinating committee, strategic planning, continuous involvement, professional development, marketing and recruitment, health and safety, individualized learning plan, physical facilities, equipment and supplies.

The crosswalk provides CTE schools and programs with measurements, consistent with state and federal CTE performance measurements from which they can work to improve CTE programs. CTE schools and programs have the ability to evaluate their effectiveness based on both, academic and industry standards. Additionally, these evaluations (crosswalk report results) can be used as the basis for improving and strengthening the connections between secondary and post-secondary institutions. Finally, RIDE is poised to implement a formal program review and approval process designed to raise the standards and improve the quality of the CTE programs offered statewide.

I. State Administration

A. Sole State Agency and Governance Structure

In Rhode Island, the management of the Perkins Vocational and Technical Education Act is located within the Rhode Island Department of Education (RIDE) Office of Middle and High School Reform. This organizational placement reflects a strategic decision to effect a total integration of career and technical education into Rhode Island's statewide high school system and to integrate what was historically a separate vocational education system into the state's overall reform strategy.

The Office of Middle and High School Reform is comprised of six program specialists, two support staff and three high school reform fellows who report to a director. Four members of the staff are responsible for the overall implementation of Perkins III activities, performance accountability and evaluation, career center building maintenance, career development in association with the state's school counseling association, non-traditional programs, vocational student associations, Tech Prep and integration of academic and technical education. One staff member is assigned to middle school reform and one staff member is dedicated to civics education-related initiatives.

Director*	Administration and Leadership (Office of Middle and High School Reform)
Coordinator	Administration and Leadership (Perkins and Tech Prep) Secondary and Postsecondary Programs Integration of Academic and Vocational Education Non-traditional Programs Special Projects
Education Specialist**	Accountability, Evaluation and Technology
Education Specialist	Incarcerated, Postsecondary and Adult Programs Student Organizations Tech Prep Consortia
Education Specialist	Facilities
Education Specialist	Middle School Reform
Education Specialist	Civics education-related initiatives

The Regulations of the Board of Regents Governing the Management and Operation of Area Vocational Technical Centers in Rhode Island contain policy and operations procedures for area career and technical centers at the secondary level within Rhode Island and is referenced for compliance concerns.

* The director of the Office of Middle and High School Reform will retire from state service effective December 23, 2005.

** Interviews to hire an education specialist for Accountability, Evaluation and Technology will begin on January 6, 2006.

B. Organization of Vocational and Technical Education Programs

In 2001, a report focused on *Restructuring Career and Technical Education in Rhode Island* resulted in funding, CTE programming, and governance recommendations for a comprehensive (career centers and comprehensive high school) statewide system for career and technical education. The recommendations in the 2001 report include but are limited to bringing all CTE programs to high academic and skill standard(s); requiring state approval for CTE programs that receive funding, and building new, comprehensive (academic and skill training) CTE schools. However, due to the lack of funds and to implement the report recommendations, only those recommendations requiring no additional funds have been addressed to date. As a result, CTE delivery systems in Rhode Island continue to vary widely in quality and focus.

Some schools/centers arrange CTE courses sequentially into programs of study. This approach is supported by best practice research and is recommended by the Rhode Island Department of Education. Others schools and centers offer single courses that provide students with limited depth of knowledge and skill. Some schools/centers provide comprehensive academic courses offerings and other requirements for graduation as outlined in Rhode Island's High School Diploma System. Others serve only as skill centers. The skill center approach requires students to co-enroll in a skill center and a comprehensive high school to fulfill their academic requirements. Most schools/centers provide CTE courses that meet academic and industry standards and offer certifications. Others offer courses that do not reflect standards and certification requirements. Some schools/centers have criteria-driven student admissions policies while others maintain open enrollment.

Some school/center teachers are educated, trained, certificated and/or endorsed to teach their assigned CTE courses while teachers at other locations are not specifically prepared. Some schools/centers have and maintain space, equipment, books and other teaching materials required to meet industry standards and certifications whereas others do not.

Two CTE schools are state-owned and operated (Davies and the Metropolitan High Schools) and are administered by principals who report directly to local-level Boards of Trustees. These schools are fully state-funded and designed to offer and provide enrollment for students from school districts within their designated catchment areas at no charge to sending

school districts. The remaining schools/centers are locally administered and, like all other Rhode Island public schools, are funded through a combination of state and local sources. In these instances, sending school districts must pay tuition for students who choose to enroll in CTE programs offered at schools/centers within their designated catchment areas. In all cases, however, costs associated with transporting students to and from schools/centers are borne by the student's community of residence.

In 2002-03, the Office of Middle and High School Reform facilitated meetings of high school and postsecondary practitioners who developed definitions for career and technical education and proposed program approval criteria for CTE programs in high schools. The proposed program approval criteria is designed as the benchmark for state approval that will be granted only to those career and technical program offerings that meet the criteria including Rhode Island's new diploma requirements and both the state academic standards (including Rhode Island's new diploma requirements) and validated industry standards that students need for their future education and training at postsecondary institutions and/or for entry into the workplace. Another group of practitioners developed and proposed a statewide CTE program admissions process.

Definitions (proposed)

Career and technical education, a continuum of learning opportunities open to all students, includes awareness, exploration, and preparation. For those students who choose to prepare for specific careers within the career and technical education structure, preparation begins in high school and often includes formal post-secondary learning experiences directly after high school. Each phase in the career and technical education continuum builds on the previous one(s) and is distinguished by its purpose and the type and intensity of learning activities.

Awareness

Career awareness education helps students to make informed occupational choices and contextualize their learning. Its purpose is to help students learn about the world of work and careers and specific jobs. Students learn what knowledge, skills, and dispositions are required for careers that interest them and what educational courses and programs they need to select in order to prepare themselves for that career. Career awareness activities include: job shadowing, career interest assessments, and learning how school subjects and disciplines are used in various career areas. A principal curriculum focus is on incorporation of generic work skills, such as SCANS and applied learning skills, in several subject areas and disciplines.

Exploration

Career exploration builds on career awareness by providing a more focused and in-depth investigation of careers and work. Its purpose is to help students examine work and the workplace with respect to specific careers through such learning opportunities as internships, cooperative education, work study, work-based learning activities, and academies. Exploration includes the integration of formal and informal career assessment activities that aid students in discovering their strengths, career interests, and appropriate preparation opportunities to reach their career goals.

Preparation

Career preparation in secondary education builds on awareness and exploration through the development of specific work skills needed for employment in a particular career. Its purpose is to prepare students for careers to begin immediately after high school or which may be enhanced by post-high school formal education or advanced study in a particular field.

Career and technical education preparation (CTE) in Rhode Island is further defined as sequential and progressive secondary school courses (programs) leading to high/skill / high wage employment and/or additional postsecondary preparation in any of the following broad cluster areas and/or pathways: *agriculture and natural resources, architecture and construction, arts, audio/video technology and communications, business and administration, education and training, finance, government and public administration, health science, hospitality and tourism, human services, information technology, law and public safety, manufacturing, retail/wholesale sales and service, scientific research and engineering, and transportation, distribution and logistics.*

CTE is available as an educational choice for any/all interested high schools student(s) as they prepare for postsecondary education and/or work – entry through professional levels. CTE courses are offered at comprehensive high schools and career and technical education centers across the state.

Program Approval Criteria

Category	Criteria	Required Components	Application	RIDE Review
Programs continued	Program Justification	<p>Program aligns with Rhode Island State Plan for Career and Technical Education, NEASC Standards, Rhode Island Board of Regents Public High School Regulations, and Rhode Island Common Core for a New Century.</p> <p>Career Pathway links to USDOE's 16 Career Clusters.</p> <p>Program reflects Rhode Island and local economic needs (LMI).</p>	<p>1. Describe how the program is aligned with the following documents:</p> <ol style="list-style-type: none"> Rhode Island State Plan for Career & Technical Education NEASC Technical and Career Institutions Standards Rhode Island Board of Regents Public High School Regulations Rhode Island Common Core for a New Century <p>2. Describe which of the 16 USDOE career clusters are addressed by the program.</p> <p>3. Describe how the program is informed by Rhode Island and local economic needs.</p>	<p>4. All four documents are referenced in the response.</p> <p>5. Specific goals from each document are referenced.</p> <p>6. Clearly demonstrates how program helps achieve the referenced goals.</p> <p>7. Identifies at least one of the 16 career cluster that is addressed by the program. [Question: will there ever be a program that is not included in the 16 clusters?].</p> <p>8. Describes how students will benefit from the program (e.g., employment in a high-growth industry).</p> <p>9. Demonstrates how they receive and use information about RI and local economic needs.</p> <p>10. Shows evidence of an existing or planned Advisory Board that contains local business leader.</p>

<u>Program Approval Criteria</u> <u>(proposed)</u>	Standards/ Competencies	Curriculum integrates validated industry skill standards (if available), Rhode Island academic standards, <i>aligned with grade level expectations (where applicable)</i> , and SCANS/O*NET employability standards.	11. Did you crosswalk your current curriculum with industry-defined competencies for your program? If so, what standards did you use. 12. Did you crosswalk your current curriculum with RI academic standards? 13. Did you crosswalk you curriculum with employability standards.	14. Each answer identifies the set(s) of standards used for crosswalks and the results of the crosswalk process. 15. The results indicate the current status of the curriculum and what is planned (with timeframe) to address gaps in the program and curriculum.
	Standards Alignment Crosswalk	Matrix of technical standards/competencies and academic standards in English language arts, math, and science (where applicable) and transferable work skills.	16. Same as above.	17. Same as above.
	Coherent Curriculum	Coherent sequence of academic and technical courses articulated with one another so that knowledge, skills, attitudes, and behaviors are taught in a systematic manner to support program pathways.	18. Is your program/curriculum a coherent sequence of courses?	19. Description indicates a coherent sequence of courses and career pathways.
	Programs of Study	Sequence of courses including core course standards and program syllabus.	20. Describe your program of study.	21. Critical components of a program of study are identified and described (rubric to be developed by RIDE and disseminated as part of the application).
	Program Syllabus	Course syllabus including course description, instructional philosophy, prerequisites, program acceptance requirements, course delivery plan, course goals, major course projects, and course assessment plan.	22. Do you have a syllabus for all courses taught in this program?	23. Syllabi for all courses are provided. 24. Syllabi meet standards for a quality syllabus (rubric to be developed by RIDE and disseminated as part of the application).
	Instructional and Assessment Strategies	Program incorporates: 25. Project-based learning; 26. Competency-based learning; 27. Integration of academic and technical competencies; 28. Competency/performance-based assessments; 29. Workplace learning (where appropriate); 30. Technical assessments that certify students meet current industry standards (where available).	31. That are the primary instructional and assessment strategies you use to deliver CTE to your students? 32. Describe how your program addresses/used the following (list of criteria in cell to the left).	33. Description meet standards for using appropriate strategies for CTE (rubric to be developed by RIDE and disseminated as part of the application).
	Teacher Certification	Program teachers possess state required certification according to RIGL 16-11-1; and/or recognized endorsements; and/or relevant industry certifications (as appropriate and as available).	34. List current CTE teacher certifications.	35. Checklist of required/recommended teacher certifications.
	Program Certification	Program maintains appropriate industry certification (if available).	36. List current program certifications, if any.	37. Checklist of required/recommended program certifications.

Demonstrated Results	Student Outcomes	Number and percentage of students who have attained proficiency on state's academic and technical standards; have decreased gaps in participation and completion of underrepresented populations including non-traditional; and received a high school diploma and industry certification (where applicable).	38. Provide the following statistics on student outcomes: 5. [List]	39. Required statistical categories are reported. 40. Established sources of statistics are used. (Which of these statistics are already reported as part of the State's accountability system?)
	Student Placement	Number and percentage of students employed in related program field; and/or enrolled in postsecondary education, or further training program, or the military at 90 days and at 1 year from completing the program and graduating.	41. Provide the following statistics on student placement: 6. [List]	42. Required statistical categories are reported. 43. Established sources of statistics are used. (Which of these statistics are already reported as part of the State's accountability system?)
	Articulation Agreements	Formal articulation agreements with postsecondary institutions and/or apprenticeship programs in place (where applicable).	44. List all articulation agreements between the school and post-secondary institutions. 45. Provide a copy of each articulation agreement.	46. List of agreements is provided. 47. Copy of each agreement is provided.
	Program Outcomes	List measurable competencies.	48. List CTE standards and competencies. 49. Show student progress.	50. List of standards and competencies provided. 51. Student progress is demonstrated.
Support Infra-structure	Program Advisory Board	Advisory Board active for each program composed primarily of employers in the field with representation of labor (where applicable), parents, and students; and linked to a statewide advisory board (where applicable).	52. Provide list of Advisory Board members, with affiliations. 53. Provide minutes of Board meetings for the current school year.	54. List of members, with affiliations, is provided. 55. Minutes of meetings are provided.
	Management	Management structure includes appropriate management roles (e.g.: Principal, Director, Program Chair).	56. Describe the organizational support structure used to manage CTE education.	57. Support structure includes critical roles and responsibilities.
	Governing Board	Demonstrated support of program from School Committee or Board of Trustees.	58. Attach a letter of support for CTE from the School Committee or Board of Trustees.	59. Letter of support is provided.
	Regional Coordinating Committee	Collaboration with Regional Coordinating Committee.	60. Provide a list of members. 61. Provide minutes of meetings.	62. Membership list is provided. 63. Minutes of meetings are provided.
Planning	Strategic and Annual Planning	Plan integrated into School, District, and Regional Planning process and aligned with State Career and Technical Education Plan.	64. Provide section of district's and region's strategic plan that addresses CTE.	65. Sections of plan are provided.
	Continuous Quality Improvement	Planning is based upon formative and summative evaluation.	66. Describe the district's/region's accountability/measures program.	67. Program is described.
	Professional Development Plan	Comprehensive professional development plan for career and technical education.	68. Describe the district's professional development program for CTE.	69. Program is described, including professional development opportunities offered.

Planning Continued	Program Marketing and Recruitment Plan	Program effectively plans to conduct marketing and identify, recruit, and select students, including non-traditional students, for career and technical education.	70. Describe CTE recruitment plan for district/region.	71. Plan includes critical components for student. 72. Plan meets admissions criteria (from Work Group).
	Safety and Health Plan	Program plan meets OSHA regulations to protect the safety and health of participants.	73. Demonstrate compliance with OSHA standards.	74. Compliance described, including non-compliance issues.
	Individualized Learning Plan	Multi-year plan for each student based upon academic, career, social/emotional, and technical assessment.	75. Describe district's commitment to Individualized Learning Plan (ILP).	76. District's ILP program is described. 77. Sample ILP is provided.
Physical Facilities & Equipment / Supplies	Facilities	Facilities meet current occupational and safety standards and applicable building and safety codes.	78. Describe compliance with relevant standards and codes related to facilities.	79. Compliance described, including non-compliance issues.
	Equipment/Supplies	Equipment and supplies meet current occupational and safety standards; and are available in sufficient quantity to meet curricular needs; and are adequate to teach to business/industry standards identified by the program.	80. Describe compliance with relevant standards. 81. Describe availability levels to meet students' curricular needs.	82. Compliance described, including non-compliance issues. 83. Availability levels are provided, with insufficient availability issues and potential resolutions identified.

Terms	Definition
Articulation	A planned process linking educational institutions and experiences to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning outcomes
Articulation Agreement	A written commitment to a program designed to provide students with non-duplicative sequence of progressive achievement leading to degrees and/or certificates
Career and Technical Education	[Results of Definitions Group to be inserted here.]
Competency-based Education	A pedagogical methodology that provides an integrating context in which students acquire knowledge and immediately apply it to a real life situation
Formative Evaluation	On-going, continual process designed to monitor the progress toward achieving the objectives and effectiveness of the program
Project-based Learning	An approach to learning that allows students to utilize content knowledge and skills through production activities that result in an end product
Secondary Articulated courses	High school courses taken by secondary students for high school credit that meet the requirements of specific college level courses
Secondary Articulated Course Sequence	A sequence of high school courses taken by secondary students for high school credit when their collective content meets the requirements of one or more specific college-level courses
Skill Standards	Performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace
Summative Evaluation	An assessment of the quality and quantity of the program's outcomes and products which is then applied to program improvement
Workplace Learning	An opportunity for students to learn in a workplace setting relevant to their career pathway

General Program Admission (proposed)

These procedures and criteria apply to admissions to all 9th and 10th grade general career and technical education programs.

During November through January of each year, all students in grades 6-10 in each district will have the opportunity to meet with staff from the high school(s) during the Career Orientation Sessions. Access to appropriate grade level students must be given to the high school(s)¹ staff. All students are encouraged to attend these information sessions.

During December and January an Open House for students and their parents is held at the high school. Staff will be on hand to answer questions and applications will be available. Applications will also be available from the guidance staff at the student's school. To ensure information reaches all eligible students, applications are available in English and Spanish. Requests for applications in other primary languages may be made at this time. Staff will be

available to conduct tours. Translators and signers will be available for parents/students with limited English proficiency and for parent/students with any special needs requiring accommodation. *Please notify the high school(s) at least 48 hours in advance of any accommodations you may require.*

All students interested in participating in a CTE preparation program in the 10th grade who did not meet or exceed the standard on the 8th grade Rhode Island State Assessment Tests must be diagnostically assessed to determine their grade level proficiency in reading and mathematics. The diagnostic assessments that districts administer—commencing in the fall 2004, as per the Regents’ “High School Regulations”—to ascertain students’ reading proficiency will suffice for this assessment. Districts may self-select a second diagnostic assessment to determine students’ mathematics (Applied Problems/Computation) grade-level ability. These reading and mathematics assessments must be administered by the end of January. Failure to take these exams will result in no consideration for admission to any of the CTE preparation programs at the high school(s). This assessment requirement does not apply to students enrolled in a CTE program in the 9th grade who are interested in continuing a sequence of CTE courses in their home school.

Students must return their completed applications to their school guidance counselor by February 1 so that area schools may submit the application to the high school(s) by February 15.

Students will be notified by March 15 of the acceptance/non-acceptance.

All students, in order to be considered for general admission to any CTE preparation program, must meet the established criteria in Reading and Mathematics, as follows:

Reading Comprehension	Grade Level 6
Mathematics (Applied Problems/Computation)	Grade Level 5

In cases where the number of qualified students exceeds the space available, a lottery shall be used to select from among those qualified students. These criteria may be relaxed *if* there are unfilled seats in the program and the high school provides appropriate support in literacy and mathematics consistent with the student’s personalized literacy plan. In cases where the number of students whose scores are below the general admission criteria exceeds the space available, a lottery shall be used to select from among those interested students who have completed the application process as outlined above.

For students where English is a second language (ESL), reading ability will be determined using the LAS Reading/Writing Scale or the MAC II. Established criteria using the LAS instrument are a score of 2, and for the MAC II a student must score “high intermediate.” Portfolio materials in the area of Language Arts may also be submitted to further inform a determination of the student’s English language and reading competency. In addition, a portfolio of work in the area of Mathematics must be submitted as part of the application to add to the evidence available in order to assess the readiness of students. The Portfolio must contain four (4) examples of Mathematics work in the areas of computation, applied problems and calculation. (A student at level 1 or beginner level of English proficiency may be considered on the basis of a portfolio that demonstrates high academic achievement in the student’s native language, including a transcript analysis from the native country and native language proficiency scores.)

For students with disabilities either under the IDEA or Section 504, a portfolio of work in Mathematics and/or Language Arts may be submitted. For students who do not meet the established criteria under the general admissions process, an additional review will be undertaken of the portfolio materials and additional testing. The Admissions Team at the high school(s) will request a copy of the Woodcock Johnson Test of Achievement – Revised (or an equivalent), which has been administered within one year, for review in these circumstances.

Specific Career and Technical Education Preparation Program Admission (proposed)

In addition to the general admissions criteria noted above (item #6), students interested in pursuing programs of study in the career clusters listed below must meet the specific program admissions criteria where indicated.²

In cases where the number of qualified students exceeds the space available, a lottery shall be used to select from among those qualified students. These specific criteria may be relaxed *if* there are unfilled seats in the program and the high school provides appropriate support in literacy and mathematics consistent with the student’s personalized literacy plan. In cases where the number of students whose scores are below the general admission criteria exceeds the space available, a lottery shall be used to select from among those interested students who have completed the application process as outlined above.

Guidance for Specific Career and Technical Education Preparation Program Admissions by Cluster

Career Cluster	Reading Comprehension	Mathematics
Agriculture, Food and Natural Resources		
Architecture and Construction ²		8 th grade standard
Arts, A/V Technology and Communications		
Business, Management and Administration		
Education and Training		
Finance ²	8 th grade standard	8 th grade standard
Government and Public Administration		
Health Science ²	8 th grade standard	
Hospitality and Tourism		
Human Services		

¹ These criteria are subject to review and update.

Information Technology ²	8 th grade standard	8 th grade standard
Law, Public Safety, and Security		
Manufacturing		
Marketing, Sales and Service ²	8 th grade standard	
Science, Technology, Engineering and Mathematics ²	8 th grade standard	8 th grade standard
Transportation, Distribution and Logistics		

¹ These criteria are subject to review and update.

² Must meet or exceed state standard on the RI State Assessment Tests.

In July 2005, the Rhode Island Department of Education received a legislative mandate to:

1. Create a process to implement the state level program approval criteria for all career and technical education providers in Rhode Island. The program approval process will provide existing and future Rhode Island high schools and career and technical education centers with the opportunity to obtain state and federal funding to provide state-approved CTE curricula through a coordinated system of delivery.

The program approval process linked to state funding for approved program offerings will include an updated admissions process for all 9th and 10th grade students applying for general career and technical education programs as well as an updated admissions process for all students applying for specific programs of CTE study at all grade levels.

The process will be created to include participation from business and industry. The goal of the program approval process linked to industry standards will be to ensure that Rhode Island graduates can become part of an educated and skilled workforce and that students graduate ready to pursue non-remedial postsecondary education.

The process will be research-based and incorporate the findings of a statewide existing course/program audit.

The process and will include CTE career cluster programming recommendations aligned with current and emerging labor market demand however, the plan must minimize competitive programming/program duplication of programs offered throughout the state.

2. Conduct a design study for two (2) to three (3) additional state-owned and operated career and technical schools.

The design study for additional career and technical schools will include siting recommendations for two (2) to three (3) schools, strategically located based on census and enrollment projections as well as proximity to supporting business and industry and postsecondary institutions.

The additional schools will operate as full day, stand-alone schools offering standards-based academics and high skill technical and career training as well as opportunities for students to meet Rhode Island's new High School Diploma requirements. The new career and technical schools are expected to include program elements such as extended-year programming and extended-day instruction with capacity to house evening adult literacy and skills training components.

The design study should account for changes in the economy and changing workforce and industry needs over time by providing for the flexible use of space, which can be adjusted to meet emerging programmatic needs.

The design study will include professional cost estimates for facilities siting, land purchase, architectural design, construction, equipment, etc. as well as estimated costs associated with the annual administration and operation of the additional career and technical schools.

State general revenue funds were appropriated for this purpose as part of the FY 2006 budget act. Work on this initiative will begin in January 2006 with an ambitious timeline for deliverables intended to affect the spring legislative session when implementation funds will be sought.

II. State Leadership Activities

A. Required Uses of Funds

- ***An assessment of the vocational and technical education programs that are funded***
- ***Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance and administrative personnel***
- ***Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration academics with vocational and technical education***

Led by RIDE, local career and technical education principals and cross-district faculty aligned with postsecondary faculty within career cluster areas to research their particular clusters, pathways and curricula. The investigations imposed controls for connections to national industry standards and national certification to determine which, if any of the curricula, would be suitable for Rhode Island. In a few instances, the networks chose to create, improve and/or modify curricula in areas where national certification was not available. Finally, each curricula area was cross-walked to ensure the inclusion of the NCEE New Standards Student Performance Measures, academic measures previously adopted by Rhode Island for all students. Presently CTE courses are being cross-walked with Rhode Island's newly adopted grade span expectations (GSEs) in English language arts, mathematics and science for high schools. These career and technical education networks meet regularly to create and share lesson plans and for ongoing professional development.

Coincidentally, the Rhode Island Department of Education eliminated lifetime certification for educators and began developing a program for re-certification of teachers and administrators based on educators creating individualized plans for professional development. This program has become known as the "I-Plan" program.

The I-Plan program is a significant goals-driven change from traditional requirements for re-certification. Under the I-Plan program, educators must conduct a self-study of professional standards, personal professional development needs, and school/district initiatives as the basis for writing professional development plans. The activities selected to accomplish the identified goals can include coursework or embedded professional development. This innovative program was designed to support career-long professional development, the improvement goals of schools/districts, and contribute to improved student performance. The most innovative career and technical education networks have incorporated the need for continuous improvement with their individual professional development plans for teacher re-certification.

As well as monitoring local programs through regular meetings and visits, this year RIDE is conducting a more significant assessment of CTE programs using a modified version of the federal self-assessment tool created by OVAE. RIDE tailored the instrument to collect and assess responses to both, local and state CTE as well as the implementation of the Perkins legislation. The instrument was presented and/or distributed to approximately 180 superintendents, principals, secondary and postsecondary CTE educators and other partners. On-line responses were due by December 16, 2005. Responses will be prepared for RIDE review and discussion by January 2006.

RIDE authorizes statewide curriculum development through teacher networks in several career cluster areas including construction, graphic design, health, hospitality, etc. and supported professional development for high school principals focused on the integration of academic and vocational education and applied learning featuring presentations by Dr. Kathleen McNally from the Southern Collaborative at the annual conference of Rhode Island Secondary School Principals.

In addition, RIDE is facilitating meetings with secondary school, postsecondary institutions, business and industry, economic development and policy councils focused on the design and implementation of secondary biotechnology programs. This work is prompted by the growing presences of biotech industries located in or relocating to the state and region i.e. Amgen, Pfizer, etc.

- ***Developing, improving, or expanding the use of technology in vocational and technical education***

RIDE approves several secondary and postsecondary level local program proposals that include initiatives focused on developing, improving and/or expanding the use of technology in vocational education. Initiatives include electronic portfolios, upgrading and enhancing software, equipment in support of middle-level PLTW, etc. Additionally, RIDE developed a website specifically to promote career and technical education.

In 2002, RIDE initiated activities for post-secondary involvement in the expansion of Tech Prep opportunities. One such initiative, Rhode Island's Secondary Postsecondary Articulation of Technical Education (SPATE) project linked with the Community College of Rhode Island (CCRI) endeavors to align curricula, academic and national skills standards in several cluster areas giving CTE schools and programs a web-enabled mechanism to measure their programs against a set of standards. Led by Dr. Diane Nobles, the SPATE project also developed a web-enabled methodology for conducting crosswalks between a validated set of industry standards and current career and technical education curriculums in Rhode Island high schools. This process produces a gap analysis of a curriculum's strengths and weaknesses and provides teachers and institution leaders with a way to make and document decisions regarding how they will improve their curriculum. Specifically, the crosswalk was designed to enable a teacher to:

- Review up to four (4) levels of information about the standards so that they can make informed decisions about their curriculum
- Specify which of their courses address specific standards and competencies.
- Assign curriculum decision codes indicating what action they will take to improve their curriculum
- Provide reports that could be used by districts and teachers in their evaluation of curriculums, by RIDE in the program approval process and by post-secondary institutions during their development of articulation agreements. These reports include:

1. a high level summary of the crosswalk results that could be used by districts to identify and fill gaps in their curriculum, and as evidence of the quality of their curriculum when applying for program approval by RIDE – or discussing articulation agreements with post-secondary institutions..
2. a detailed report representing the complete results of the crosswalk and curriculum decisions made by the district.
3. a report of those courses where the teacher has indicated that the course needs to be improved to meet the standard.

This crosswalk software was designed to integrate with the web-based Perkins data collection system so that system security and the baseline information regarding programs, courses, instructors, CIP Codes and career cluster data can be shared.

As previously noted in the Executive Summary, In conjunction with the state's Career and Technical Education plan of reviewing and approving CTE programs (see Program Approval Criteria (*proposed*) page ?), RIDE has embarked upon the automation of the CTE program documentation and approval process.

The program approval software is designed to capture the elements found in best practices including program justification, standards and competencies, standards alignment, coherent curriculum, complete program of study, correlated syllabus, instructional and assessment strategies, teacher certification, program certification, student outcomes and placement, articulation agreements program outcomes, management, governing board, regional coordinating committee, strategic planning, continuous involvement, professional development, marketing and recruitment, health and safety, individualized learning plan, physical facilities, equipment and supplies. Similar to the crosswalk software, this web-based software initiative is fully integrated with the Crosswalk and Perkins data collection effort so that CTE schools and programs have a measurement, consistent with state and federal CTE performance measurements from which they can work to improve CTE programs. CTE schools and programs have the ability to evaluate their effectiveness based on both, academic and industry standards. Additionally, these evaluations (crosswalk report results) can be used as the basis for improving and strengthening the connections between secondary and post-secondary institutions. Finally, RIDE is poised to implement a formal program review and approval process designed to raise the standards and improve the quality of the CTE programs offered statewide.

- ***Providing preparation for nontraditional training and employment***

RIDE has provided funding, extensive programming and support relating to student preparation for nontraditional training and employment through Rhode Island's GEENA project, the two individuals at RIDE (1) and CCRI (1) who had primary responsibility for nontraditional programs have retired and/or resigned from their positions. Currently these positions remain vacant.

- ***Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills***

The Department of Education has established a mechanism for high school reform and capacity building through the hire of school-based coordinators (SBC) for each high school and career and technical education center. School-based coordinators provide design, create and facilitate on-going professional development for teachers in the areas of integrated academic and vocational education, applied and project-based learning as well as to create and support work-based learning experiences for students through Rhode Island's network of Industry Field Coordinators*. SBCs are a vital link to business, industry and community resources and opportunities that support and enhance classrooms, internships and cooperative learning experiences for students as well as externships experiences for administrators and faculty.

**Industry Field Coordinators work with industry groups (i.e. manufacturing, hospitality, health, etc.) to connect businesses to one another and to give assistance to the education community by providing educators and students with direct access to the industries for teacher externship and student internship opportunities.*

RIDE is leading and supporting seven secondary-postsecondary consortia to ensure the seamless progression of students from secondary schools to postsecondary institutions. Rhode Island's Secondary Postsecondary Articulation for Technical Education projects (SPATEs), have been created to align curricula, academic and skill standards (national) in the following areas: Pre-engineering, Information Technology and Health with the Community College of Rhode Island; Hospitality, Travel and Tourism with Johnson and Wales University; Carpentry and Construction with New England Technical Institute; Law and Government with Roger Williams University and Comprehensive School Counseling with Providence College. The intent of this work is to ensure continuous program improvement and to secure statewide articulation agreements that will provide successful secondary students with early admission, preferred admission and/or advanced placement within Rhode Island's postsecondary institutions.

- ***Serving individuals in state institutions***

RIDE funds programs at the state Adult Correctional Institutions for youthful offenders 25 years of age or younger. Among the program offerings are institution-based vocational classes offered through the Community College of Rhode Island in the

minimum-security facility. Courses include asbestos abatement, food manager certification and lead abatement supervisor/contractor training. Each of these areas are considered growth areas for the State of Rhode Island.

In addition, RIDE funds programs at the Rhode Island Training School, state operated facility for youthful offenders 18 years of age and younger. This year Perkins leadership funds are being used to strengthen and expand the RITS Barber/Cosmetology training programs. Licensed barbers and cosmetologists who also provide the required internship training hours when inmates are released from incarceration provide the classroom training.

- ***Support for programs for special populations that lead to high skill, high wage careers***

With regard to expectations for high academic standards, high student performance, it is of paramount importance to note that Rhode Island draws no distinction between students enrolled in traditional programs of study at comprehensive high schools and those students enrolled in career and technical education programs at career and technical education centers or comprehensive high schools. Moreover, the Rhode Island Department of Education is steadfast in its commitment to special populations. RIDE's All Kids agenda is reflected throughout all school reform initiatives: academic and career and technical education.

Perkins postsecondary programs funded at the community college are primarily dedicated to academic skill building for special populations. Perkins funds support the CCRI Student Success Centers (academic and career readiness centers) located on four campuses. These Centers provide comprehensive student supports for career programs, and will continue to develop programs to complement assessment, advising, and accountability for the school's Individualized Career Pathway model. The Career Pathway concept is presented through the freshmen orientation course and includes the Perkins funded comprehensive and cohesive testing program designed to measure first-time, full-time concentrators' career interests, aptitudes, educational readiness and placement functions.

Additionally, RIDE authorizes Perkins funds to support the implementation of a delivery system project for students who are underprepared in science and math enrolled at the college's four campuses. The project, Building Science and Math Skills is designed to reduce the current failure rate of 52% for students enrolled in basic science and math and introductory algebra. This project will provide intensive recruitment and coordinate the delivery of curriculum and student outcomes with a goal of increasing the targeted achievement level of participants annually to a final level of 75% with a grade of "B" or better in Introductory Biology Courses, Arithmetic and Introductory Algebra.

B. Permissible Activities

- ***Technical assistance for eligible recipients***

RIDE CTE staff members provide an array of technical assistance services to all eligible recipients through monthly meetings with CTE directors and the Rhode Island Association of Secondary School Principals. Staff members routinely visit schools, attend faculty and school board meetings and respond to individual school requests and concerns.

- ***Career guidance and academic counseling programs*** (Providence College)

Utilizing Perkins funding, RIDE supported the development of the Rhode Island Framework for Comprehensive K-12 School Counseling Programs that are an integral component of every school's mission and of every student's education. The Rhode Island model incorporates the three domains (academic, career and personal/social) of the American School Counselors Association.

- ***Secondary and postsecondary agreements to provide postsecondary education and training opportunities***

Again, RIDE is leading and supporting seven secondary-postsecondary consortia to ensure the seamless progression of students from secondary schools to postsecondary institutions. The intent of this work is to ensure continuous program improvement and to secure statewide articulation agreements that will provide successful secondary students with early admission, preferred admission and/or advanced placement within Rhode Island's postsecondary institutions.

In addition, Rhode Island is the recipient of a National Governors Association Center for Best Practices Honor States Grant for Rhode Island High School Redesign and PK-16 Educational Transformation. One staff member serves on committees focused on articulation and dual enrollment. The articulation committee is charged to define "college ready" standards of performance in math, reading and writing while the dual enrollment committee is charged to review current enrollment practices around the state, analyze current state and institutional policies to identify barriers and supports for dual enrollment, and outline action steps for improving and expanding such options for students.

- ***Support for cooperative education*** (SBCs)
- ***Support of education and business partnerships***
- ***Support for programs that offer experience in understanding all aspects of an industry***

The Department of Education has established a mechanism for high school reform and capacity building through the hire of school-based coordinators (SBC) for each high school and career and technical education center. School-based coordinators support work-based learning experiences for students through Rhode Island's network of Industry Field Coordinators*. SBCs are a vital link to business, industry and community resources and opportunities that support and enhance classrooms, internships and cooperative learning experiences for students as well as externships experiences for administrators and faculty.

**Industry Field Coordinators work with industry groups (i.e. manufacturing, hospitality, health, etc.) to connect businesses to one another and to give assistance to the education community by providing educators and students with direct access to the industries for teacher externship and student internship opportunities.*

- **Support for student organizations especially special needs student participation**

Through the use of Perkins leadership funds, RIDE supports six student organizations including DECA, FBLA, FFA, FCCLA, TSA and Skills USA. One staff member is assigned to provide each organization with overall guidance and technical assistance.

- **Support for charter schools**

In Rhode Island, secondary-level charters schools with a career and technical education focus are treated as any other high schools with in State's CTE regional structure and are deemed eligible recipient of Perkins funding and support. Similarly however, some charter schools arrange CTE courses sequentially into programs of study, the approach supported by best practice research and is recommended by the Rhode Island Department of Education. Others charter schools offer single courses that provide students with limited depth of knowledge and skill. Some charter schools provide CTE courses that meet academic and industry standards and offer certifications. Others offer courses that do not reflect standards and certification requirements

Some charter schoolteachers are educated, trained, certificated and/or endorsed to teach their assigned CTE courses while teachers at other locations are not specifically prepared. Some schools/centers have and maintain space, equipment, books and other teaching materials required to meet industry standards and certifications whereas others do not.

- **Support to improve or develop new vocational and technical education courses**

RIDE is facilitating meetings with secondary school, postsecondary institutions, business and industry, economic development and policy councils focused on the design and implementation of secondary biotechnology programs. This work is prompted by the growing presences of biotech industries located in or relocating to the state and region i.e. Amgen, Pfizer, etc. as well as by numerous smaller companies with workforce needs as reported by RI's Department of Labor and Training Division of Labor Market Information.

- **Support for adults skills training**

RIDE continues to fund vocational training for adults through school districts and the Community College of Rhode Island. Program offerings at multiple sites include: nail technician (cosmetology), certified teacher assistant, medical assistant, certified nursing assistant, printing press and bindery, graphics, food service sanitation, certified lead removal supervisor, and computer-related office skills training programs, asbestos abatement, etc.

VTA programs are specifically targeted toward providing work skills currently in demand for un- and underemployed Rhode Islanders who may be (1) individuals with disabilities; (2) individuals from economically disadvantaged families; (3) individuals preparing for nontraditional training and employment; (4) single parents, including single pregnant women; (5) displaced homemakers; and/or (6) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

III. Distribution of Funds and Local Plan for Vocation and Technical Education Programs **Eligible Recipients/Secondary Schools**

Alternate Learning Project	Barrington High School
Birch Vocational	Block Island School
Burrillville High School	Central Falls Senior High School
Central High School	Chariho Regional High School
Classical High School	Coventry High School
Cranston High School East	Cranston High School West
Cumberland High School	East Greenwich High School
East Providence High School	Educarel
E-Cubed Academy	Esek Hopkins Middle School
Exeter-West Greenwich Regional High School	Feinstein High School
Gilbert Stuart Middle School	Hanley Career and Technology Center

Harrison Street High School
 Hope Information Technology School
 Johnston Senior High School
 Middletown High School
 Mount Pleasant High School
 Narragansett High School
 Nathanael Greene Middle School
 Newcomer Academy Middle School
 North Providence High School
 Oliver Hazard Perry Middle School
 Ponaganset High School
 Providence Academy of International Studies
 Roger Williams Middle School
 Scituate High School
 Smithfield Senior High School
 Springfield Middle School
 Times2 Academy
 Toll Gate High School
 Westerly High School
 William E. Tolman Senior High School

Hope Arts School
 Hope Leadership School
 Lincoln Senior High School
 Occupational Education Program
 Mount Hope High School
 Nathan Bishop Middle School
 NE Laborer's Career Academy
 North Kingstown Senior High School
 North Smithfield Jr. Sr. High School
 Pilgrim High School
 Portsmouth High School
 Rogers High School
 Samuel W. Bridgham Middle School
 Shea Senior High School
 South Kingstown High School
 Textron Chamber of Commerce Academy
 Tiverton High School
 Warwick Veterans Memorial High
 William B. Cooley Health and Science Tech High School
 Woonsocket High School

Eligible Recipients/Career and Technical Education Centers

Cranston Area Career and Technical Center
 Metropolitan Reg. Career and Technical High School
 Warwick Area Career and Technical Center
 Woonsocket Area Career and Technical Center

East Providence Area Career and Technical Center
 Newport Area Career and Technical Center
 William M. Davies Career and Technical High School

Eligible Recipients/Post Secondary Institutions

Community College of Rhode Island
 New England Institute of Technology
 Roger Williams University

Johnson and Wales University
 Providence College

Eligible Recipients/Adult Programs

Aquidneck Island Adult Learning Center
 Cranston Vocational Training for Adults
 Warwick Vocational Training for Adults

Chariho Vocational Training for Adults
 East Providence Vocational Training for Adults

Eligible Recipients/ Incarcerated Programs

Rhode Island Training School

Rhode Island Adult Corrections Institutions

Eligible Recipients/Student Organization

DECA
 FCCLA

FBLA
 TSA

FFA
 Skills USA

V. Accountability

RIDE's recent reports to the U.S. Department of Education on the Perkins program reflect major changes, but most are so new that they have yet to fully impact performance reports. Several of these improvement initiatives were described in previous Consolidated Annual Performance and Accountability Reports, OVAE Spring Requests for Extensions and Program Improvement Plans (2202 and 2005). This report includes updates on these initiatives and incorporates other RIDE projects that directly affect career and technical education. However the effect of changing the data collection and reporting system has substantially changed this year's report.

Technology changes made for this reporting year

Since last year's report, RIDE has implemented the following technology initiatives.

- Implemented a unique student identifier. This unique identifier is used in the RI-CATS Perkins data collection and reporting software to ensure the uniqueness of all secondary students, maintain the integrity of the demographic data, and to improve the matching of assessment scores.

- Designed, developed and implemented a new web-based RI-CATS data collection and reporting system, integrated with the state's unique student identifier.
- Designed and developed an automated web-based program approval and crosswalk tool – giving CTE outlets a mechanism to measure their programs against a set of standards and to use the crosswalk results in their application for program approval.

Positive effect of the technology changes

The new RI-CATS software required that courses be organized into programs with CIP codes (and corresponding clusters) assigned. This data organization required that schools think about the organization of their courses, identifying cohesive program areas.

The integration of the unique student identifier was instrumental in assuring data quality with respect to demographic data including gender and ethnicity.

Areas for improvement for the next year

- The RIDE program staff member responsible for the Perkins data collection and reporting retired on December 31, 2004. Though RIDE identified a second staff member to assume these responsibilities (in conjunction with existing responsibilities), the task of implementing the new RI-CATS software system, documenting and organizing the programs and collecting and reporting the data was beyond the staff members' available time. RIDE is in the process of hiring a new staff member, who will be dedicated to the CTE program approval initiative as well as the CAR Perkins data collection, reporting and performance improvement. Interviews to hire an education specialist for Accountability, Evaluation and Technology will begin on January 6, 2006.
- RIDE met with schools in June 2004 and outlined the requirements for submitting courses and student enrollment data via spreadsheets, and again in September 2004 to review the process for submitting and validating data. Until the end of October, the new software was only available intermittently – as the RIDE network was under construction – rendering the RI-CATS software either completely unavailable, or too slow to use. The result is that the management of the data collection effort for this year was outsourced on November 1st – placing an undue strain on the reporting schools. This late and frantic collection of the data had a negative impact on data quality – as schools scrambled to assemble their data sets; and is a public relations problem that will need to be overcome with next year's collection effort.
- There is an extraordinary high turnover of the local school staff members responsible for collecting and reporting Perkins data. In addition, the schools are confused about why they are required to report the data, exactly what they are supposed to report, and most importantly, the impact of the quality of their data. More specifically, the following communication and training initiatives would improve the quality of the data:
 1. Ensure that funded schools understand and agree to the requirements of the Perkins data collection and reporting – including, but not limited to providing a technical point of contact and responsible program staff member.
 2. Work with each school to improve the definition of the programs and courses offered – prior to the next reporting cycle.
 3. Work with each school to identify, quantify and document performance goals and strategies to attain the goals.
 4. Provide education on the necessity of providing social security numbers for the purposes of improving employment information for program completers
 5. Provide ongoing education on the use of the RI-CATS software, RIDE program goals and local responsibility.
- Not only is the process labor intensive, the contact information is usually dated. Though RIDE has successfully developed an interface with the Rhode Island Department of Labor for the purpose of identifying employment and postsecondary education, secondary schools in Rhode Island are prevented from requesting student social security numbers. Therefore the interface with DLT is a limited solution to RIDE's attempts to track students from secondary schools to postsecondary institutions and/or into employment. RIDE efforts report this information continue to be manually intensive, dated and fraught with error.

V. Definitions

This was the first year that CTE courses were grouped together and identified as cohesive programs. For many of the comprehensive high schools, this concept of a 'program' was new. The process of grouping courses into programs required understanding the content and duration of the courses, career pathways of historic program completers, and involved knowing whether or not there were articulation agreements in place with post secondary institutions. Each program was identified as being one of the following types:

Type Program	Definition
Career Academy	A coherent sequence of courses or field of study that prepares an individual for a first job in a broad occupational cluster or industry sector through a process of integrated academic and occupational learning, school-based and work based learning, and established linkages between secondary and postsecondary programs.
Career Tech	A sequence of courses designed to prepare an individual for an occupation or a cluster of courses in an occupational area that typically requires education below the baccalaureate level. VTA students are included in this category.
Vocational Education	Educational programs, services and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career that does not require a baccalaureate or advanced degree. Courses include family and consumer sciences, general labor market preparation courses such as: Introductory word processing, Industrial arts courses, Business education, Work experience, Career exploration, and specific labor market preparation courses that teach general employment skills without necessarily preparing students for paid employment in a specific field. Specific labor market preparation including courses that teach skills and provide information required in a particular vocation. Areas of specific labor market preparation include Agriculture, Business marketing and distribution Health, Occupational home economics (i.e. preparation for paid employment in the service sector), trade and industry, and technology and communication
Tech Prep	Sequence of recognized courses in an education plan that consists, at a minimum, of two years of secondary study and two years of postsecondary study which is carried out under a written articulation agreement which allows the students to earn postsecondary credit while still in secondary school, and leads to a specific postsecondary two year certificate degree or apprenticeship, or high-skilled employment.

Many of the programs were not classified properly. The result was that reporting of 'Tech Prep' is not entirely accurate. The students taking courses in programs that are Tech Prep, Career Tech or Career Academy programs will usually be Concentrators or Program Completers. Students taking courses in Vocational Education programs should only ever be reported as Participants. Because the programs were not classified properly – it was impossible to enforce such a business rule. The impact is that all of the performance indicators that are based upon a population of Concentrators or Program Completers are not entirely accurate (though admittedly – much better than last year). Recommendations for next year would be to review each program and the related courses, and adjust the type of program. Once complete – implement new business rules in the software that will:

- prevent students in vocational education programs from being anything other than participants
- provide a warning when students in Tech Prep, Career Tech or Career Academy are classified as participants.

VI. Measurement Approaches

Definitions:

All definitions were changed to reflect that the numerator is a subset of the denominator – and as such inherits the attributes of the denominator definition.

All definitions were changed to remove the phrase 'in the reporting year'.

Secondary Definitions - With the exception of 3S1 – Placement Secondary the measurements are based on students reporting in the current reporting year. Placement measurements are based upon wage and survey data gathered for program completers reported in the prior reporting year.

Core Sub-Indicator	2004-05 Measurement Definition	2003-04 Measurement Definition	Limitations/Changes/ Clarifications
1S1 Academic Attainment	Denominator: Number of career and technical education concentrators with valid test scores, who took the state-administered reading, writing and mathematics 11 th grade assessment.	Denominator: Number of career and technical education concentrators with valid test scores, who took the state-administered reading, writing and mathematics 10 th and 11 th grade assessment.	Change: Assessments are administered in 11 th grade. Clarification: Only those students with valid test results are included in the universe of the denominator. Clarification: Program Completers and

	Numerator: Subset of the denominator where the student met or exceed the standard in reading, writing and mathematics on the state administered 11 th grade assessment	Numerator: Number of career and technical education concentrators who meet or exceed the standard in reading, writing and mathematics on the state administered 10 th and 11 th grade assessment.	Participants are not included in this measurement.
1S2 Technical Attainment	Denominator: Number of program completers Numerator: Subset of the denominator where the student achieved skill attainment.	Denominator: Number of grade 12 concentrators who enrolled in the reporting year. Numerator: Number of grade 12 concentrators who completed Career/Technical Education programs (became completers).	Clarification: Since there is only one reporting period in the year, students who completed the program are reported as program completers (and by definition were concentrators prior to their completion). Change: This measurement includes all program completers – regardless of their grade.
2S1 High School Completion	Denominator: Number of concentrators and program completers Numerator: Subset of the denominator where the student is a program completer.	Denominator: Number of 12 th grade concentrators who were enrolled in the reporting year Numerator: Number of 12 th grade concentrators who became completers and attained a high school diploma or its equivalent in the reporting year.	Clarification/Change: This measurement includes all concentrators and program completers in the denominator – regardless of their grade.
2S2 Diploma Credential	Denominator: Number of program completers. Numerator: Subset of the denominator where the student has received a high school diploma or equivalent.	Denominator: Number of 12 th grade concentrators who were enrolled in career and technical programs in the reporting year Numerator: Number of 12 th grade concentrators who have attained a high school diploma or its equivalent and have completed career and technical education program (became completers) in the reporting year.	Clarification: Since there is only one reporting period in the year, students who completed the program are reported as program completers (and by definition were concentrators prior to their completion). Change: This measurement includes all program completers – regardless of their grade.
3S1 Secondary Placement	Denominator: Number of program completers reporting in the previous school year – excluding those whose survey indicates that they are not seeking employment. Numerator: Subset of the denominator with an employment match between September 1 st and December 1 st (stored as value SIC1) OR where the survey information provided by the school has been completed with a value other than '09' (indicating that the student is not seeking employment).	Denominator: Number of previous reporting year secondary career and technical education completers with diplomas who were included in placement measurement (i.e., students surveyed or students with valid identifiers) between September 1 st and December 1 st . Numerator: Number of previous reporting year secondary career and technical education completers with diplomas who were placed in post secondary education or advanced training, employment, and/or military service between September 1 st and December 1 st of the reporting year.	Limitation. The survey results cannot be stratified by a reporting period. Change: This indicator includes program completers – regardless as to whether there was a DLT wage match or survey results. Program Completers for those schools that neither surveyed student nor provided social security numbers were not included in this report, but will be included in future reports.
4S1 Non traditional Participation	Denominator: Number of participants, program completers and concentrators that were reported programs in that are non-traditional for a gender. Numerator: Subset of the denominator where the student gender matches the gender for which the program is not traditional.	Denominator: Number of students who participated in a non-traditional secondary program in the reporting year. Numerator: Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting period.	
4S2 Non traditional Completion.	Denominator: Number of program completers that were reported in programs that are non-traditional for a gender. Numerator: Subset of the denominator where the student gender matches the gender for which the program is not traditional.	Denominator: Number of students who completed a non-traditional secondary program in the reporting year. Numerator: Number of students in underrepresented gender groups who completed a non-traditional secondary program in the reporting period.	

Postsecondary Definitions - With the exception 3P1 Placement and 3P2 Retention, the measurements are based on students reporting in the current reporting year. Placement measurements are based upon wage and survey data gathered for program completers reported in the prior reporting year. Note, 1P1, 1P2, 2P1 (Academic Attainment, Technical Attainment and Degree Credential are all measured in the same manner.

Core Sub-Indicator	2004-05 Measurement Definition	2003-04 Measurement Definition	Limitations/Changes
1P1 Academic Attainment	Denominator: Number of members of cohort group defined as first time career and technical education students who enrolled in the school year commencing 3 years prior to the reporting year.	Denominator: Number of members of cohort group defined as first time, full time, matriculated career and technical education students (concentrators) who enrolled in the	Limitation: At this time, the CCRI data set limits the ability to identify first time students, full time students and matriculated career and technical education students.

	Numerator: Subset of the denominator who completed their program or transferred.	school year commencing 3 years prior to the reporting year. Numerator: Number of members of cohort group who completed their programs within 3 years of enrollment (completers), minus students who stopped participating.	Limitation: Transfer data was only available for the first semester Definition: Commencing 3 years prior to the reporting year was defined as having a program start date of 2001 or 2002. Definition: Program Completers were identified as those students with a graduation date.
1P2 Technical Attainment	Denominator: Number of members of cohort group defined as first time career and technical education students who enrolled in the school year commencing 3 years prior to the reporting year. Numerator: Subset of the denominator who completed their program or transferred.	Denominator: Number of members of cohort group defined as first time, full time, matriculated career and technical education students (concentrators) who enrolled in the school year commencing 3 years prior to the reporting year. Numerator: Number of members of cohort group who completed their programs within 3 years of enrollment (completers), minus students who stopped participating.	Limitation: At this time, the CCRI data set limits the ability to identify first time students, full time students and matriculated career and technical education students. Limitation: Transfer data was only available for the first semester Definition: Commencing 3 years prior to the reporting year was defined as having a program start date of 2001 or 2002. Definition: Program Completers were identified as those students with a graduation date.
2P1 Degree Credential	Denominator: Number of members of cohort group defined as first time career and technical education students who enrolled in the school year commencing 3 years prior to the reporting year. Numerator: Subset of the denominator who completed their program or transferred.	Denominator: Number of members of cohort group defined as first time, full time, matriculated career and technical education students (concentrators) who enrolled in the school year commencing 3 years prior to the reporting year. Numerator: Number of members of cohort group who completed their programs within 3 years of enrollment (completers), minus students who stopped participating.	Limitation: At this time, the CCRI data set limits the ability to identify first time students, full time students and matriculated career and technical education students. Limitation: Transfer data was only available for the first semester Definition: Commencing 3 years prior to the reporting year was defined as having a program start date of 2001 or 2002. Definition: Program Completers were identified as those students with a graduation date.
3P1 Placement	Denominator: Number of program completers reporting in the previous school year – excluding those whose survey indicates that they are not seeking employment. Numerator: Subset of the denominator with an employment match between December 1 st and March 1 st of the reporting year (stored as value SIC1) OR where the survey information provided by the school has been completed with a value other than '09' (indicating that the student is not seeking employment).	Denominator: Number of previous completers with degrees or certificates who were included in placement measurement (i.e. students surveyed or students with valid identifiers) between December 1 st and March 1 st in the reporting year. Numerator: Number of previous year completers with degrees or certificates who were placed in further post-secondary education, advanced training, employment and/or military service, between December 1 st and March 1 st in the reporting year.	Limitation: The survey results cannot be stratified by a reporting period. Change: This indicator includes program completers – regardless as to whether there was a DLT wage match or survey results.
3P2 Retention	Denominator: Number of program completers reporting in the previous school year – excluding those whose survey indicates that they are not seeking employment. Numerator: Subset of the denominator with an employment match between March 1 st and June 1 st of the reporting year (stored as value SIC2) OR where the survey information provided by the school has been completed with a value other than '09' (indicating that the student is not seeking employment).	Denominator: Number of completers who returned placement survey and/or were placed in further postsecondary education, advanced training employment, and/or military between December 1 st and March 1 st in the reporting year. Numerator: Number of previous completers with degrees or certificates who three months after receipt of completed survey, or who were included in a wage record match, were retained in further post secondary education, or advanced training, employment, and/or military service between March 1 st and June 1 st in the reporting year.	Limitation: The survey results cannot be stratified by a reporting period. Change: This indicator includes program completers – regardless as to whether there was a DLT wage match or survey results.
4P1 Non traditional Participation	Denominator: Number of participants, program completers and concentrators that were reported programs in that are non-traditional for a gender. Numerator: Subset of the denominator where the student gender matches the gender for which the program is not traditional.	Denominator: Number of students who participated in a non-traditional program in the reporting year. Numerator: Number of students in underrepresented gender groups who participated in a nontraditional program in the reporting year.	
4P2 Non traditional	Denominator: Number of program	Denominator: Number of students	

Completion	completers that were reported in programs that are non-traditional for a gender. Numerator: Subset of the denominator where the student gender matches the gender for which the program is not traditional.	who completed a non-traditional program in the reporting year. Numerator: Number of students in underrepresented gender groups who completed a non-traditional program in the reporting year.	
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Adult Definitions - With the exception 3A1 Placement and 3A2 Retention, the measurements are based on students reporting in the current reporting year. Placement measurements are based upon wage and survey data gathered for program completers reported in the prior reporting year. Note, 1P1, 1P2, 2P1 (Academic Attainment, Technical Attainment and Completion are all measured in the same manner.

Core Sub-Indicator	2004-05 Measurement Definition	2003-04 Measurement Definition	Limitations/Changes
1A1 Academic Attainment	Denominator: Number of adult vocational training students (participants, concentrators and program completers) who were enrolled in a TA program in the reporting year. Numerator: Subset of the denominator where the student was identified as a program completer.	Denominator: Number of adult vocational training students who were enrolled in a TA program in the reporting year. Numerator: Number of adult vocational training students who completed the VTA program in the reporting year.	
1A2 Skill Proficiencies	Denominator: Number of adult vocational training students (participants, concentrators and program completers) who were enrolled in a TA program in the reporting year. Numerator: Subset of the denominator where the student was identified as a program completer.	Denominator: Number of adult vocational training students who were enrolled in a VTA program in the reporting year. Numerator: Number of adult vocational training students who completed a VTA program in the reporting year.	Note: It appears that this definition should likely be changed to reflect the students that achieved skill proficiency. The assumption was made that if the student was a program completer they completed program requirements and achieved proficiency in related skills.
2A1 Completion	Denominator: Number of adult vocational training students (participants, concentrators and program completers) who were enrolled in a TA program in the reporting year. Numerator: Subset of the denominator where the student was identified as a program completer.	Denominator: Number of adult vocational training students who were enrolled in a VTA program in the reporting year. Numerator: Number of adult vocational training concentrators who were enrolled in and completed program requirements and who received a certificate* in the reporting year. (*If offered)	Note: There is no way to identify which programs issue certificates. The assumption has been made that if the student is a program completer – they completed program requirements and received a certificate – if a certificate is offered in the program.
3A1 Placement	Denominator: Number of program completers reporting in the previous school year – excluding those whose survey indicates that they are not seeking employment. Numerator: Subset of the denominator with an employment match between December 1 st and March 1 st of the reporting year (stored as value SIC1) OR where the survey information provided by the school has been completed with a value other than '09' (indicating that the student is not seeking employment).	Denominator: Number of previous reporting year vocational training for adult completers with certificates* were included in placement measurement (i.e., students surveyed or students with valid identifiers) between December 1 st and March 1 st in the reporting year. Numerator: Number of previous reporting year vocational training for adult completers with certificates* who were placed in further post-secondary education or advanced training, employment, and/or military service or were included in state administered placement survey between December 1 st and March 1 st in the reporting year. (*If offered)	Limitation: The survey results cannot be stratified by a reporting period. Limitation: There is no way to identify whether the program offered results in a certificate. All program completers are included in the universe of the denominator. Change: This indicator includes program completers – regardless as to whether there was a DLT wage match or survey results. Change: There are no state administered survey results.
3A2 Retention	Denominator: Number of program completers reporting in the previous school year – excluding those whose survey indicates that they are not seeking employment. Numerator: Subset of the denominator with an employment match between March 1 st and June 1 st of the reporting year (stored as value SIC2) OR where the survey information provided by the	Denominator: Number of vocational training for adult completers who were included in placement survey and/or were retained in further post-secondary education or advanced training, employment, and/or military service between March 1 st and June 1st in the previous reporting year. Numerator: Number of vocational training for adult completers who, three months after receipt of completed placement survey, were retained in further post-secondary	Limitation: The survey results cannot be stratified by a reporting period. Change: This indicator includes program completers – regardless as to whether there was a DLT wage match or survey results. Change: There are no state administered survey results.

	school has been completed with a value other than '09' (indicating that the student is not seeking employment).	education of advanced training, employment, and/or military service, or were included in state administered placement survey between March 1 st and June 1 st in the reporting year.	
4A1 Non traditional Participation	Denominator: Number of participants, program completers and concentrators that were reported programs in that are non-traditional for a gender. Numerator: Subset of the denominator where the student gender matches the gender for which the program is not traditional.	Denominator: Number of students who participated in a non-traditional adult vocational program in the reporting year. Numerator: Number of students in underrepresented gender groups who participated in a non-traditional adult vocational training program in the reporting year.	
4A2 Non traditional completion	Denominator: Number of program completers that were reported in programs that are non-traditional for a gender. Numerator: Subset of the denominator where the student gender matches the gender for which the program is not traditional.	Denominator: Number of students who completed a non-traditional adult vocational training program in the reporting year. Numerator: Number of students in underrepresented gender groups who completed a non-traditional adult vocational training program in the	

Performance Indicators and Goals

The following table shows the reported performance results for the past 3 years, this year's performance target and a projected target for 2005-06.

Indicator	2002-03	2003-04	2004-05	2004-05 Goal	Status	2005-06 Goal
1A1	64.68	75.09	79.13	61.27	E	71.90
1A2	64.68	75.09	79.13	61.27	E	71.90
1P1	32.92	26.74	11.19	25.22	D ¹	25.73
1P2	32.92	26.74	11.19	25.22	D ¹	25.73
1S1	38.01	25.94	19.12	33.96	D ³	33.70
1S2	48.96	64.76	85.20	45.35	E	49.51
2A1	64.68	75.09	79.13	61.27	E	69.72
2P1	32.92	26.74	11.19	25.22	D ¹	25.73
2S1	63.08	91.15	47.58	46.57	E	61.43
2S2	87.15	91.15	85.32	60.53	E	70.09
3A1	78.34	75.25	80.89	61.00	E	78.32
3A2	91.67	92.48	83.78	72.46	E	94.71
3P1	94.93	96.49	94.09	92.44	E	94.20
3P2	75.83	99.46	94.75	75.49	E	85.16
3S1	90.91	52.66	96.71	86.23	E	75.81

Indicator	2002-03	2003-04	2004-05	2004-05 Goal	Status	2005-06 Goal
4A1	11.18	44.37	14.98	23.88	D ²	27.32
4A2	17.29	20.00	15.32	31.78	D ²	29.10
4P1	29.84	24.44	23.28	23.41	D	24.00
4P2	29.77	24.69	19.36	19.87	D	20.00
4S1	31.33	52.69	32.27	31.43	E	38.53
4S2	18.93	59.25	30.22	22.20	E	35.30

1. Post Secondary Academic Attainment, Technical Attainment and Degree Credential (1P1, 1P2, 2P1) are below performance targets. The CCRI data set is not currently organized to report Perkins performance data accurately. This year CCRI changed student information systems, and did not have technical resources that were familiar with the new student information system. Some of the limitations of the CCRI data include:

- inability to identify full time vs. part time students. All of the post secondary numbers for these performance indicators include both full and part time students.
- Inability to identify first time students. All of the post secondary numbers for these performance indicators include both first time as well as returning students.
- Inability to identify which of the students are matriculated career and technical education students. This would require linking secondary programs with post-secondary programs (through articulation agreements), and then reporting on the set of students that were common.

2. Participation and Completion in non-traditional programs is below performance targets in adult programs, those these performance indicators for post secondary and secondary programs are more in line (exceed) performance targets (4P1, 4P2, 4S1, 4S2). The older population in adult programs may be less inclined to explore non-traditional career paths. We recommend:

- ✓ reviewing the programs offered by VTA outlets to determine whether or not the CIP code attached to the program is valid.
- ✓ Review the CIP codes attached to adult programs to ensure that the non-traditional indicators are set properly.
- ✓ Reevaluate the performance target to ensure that the target is a realistic goal in light of the type of adult programs offered and performance data from other states.

3. The Assessment Attainment indicator is calculated by taking all of the 11th grade students that have valid test scores (1-5); adding the 7 test scores together, and then dividing by 7. Any student with a 4 or higher is deemed to have achieved academic attainment. The scores are computed as follows:

- 1 - Little Evidence of Achievement
- 2 - Below Standard
- 3 - Nearly Achieved the Standard
- 4 - Achieved the Standard
- 5 - Achieved the Standard with Honors
- 8 - Testing Incomplete
- 9 - Did not Attempt

If the achievement level is set at 3.5 rather than 4, this performance level increases from 17.92 to 34.79% indicating that the students are close to achieving academic attainment.

4. Post Secondary Academic Attainment, Technical Attainment and Degree Credential (1P1, 1P2, 2P1) are below performance targets. The CCRI data set is not currently organized to report Perkins performance data accurately. This year CCRI changed student information systems, and did not have technical resources that were familiar with the new student information system. Some of the limitations of the CCRI data include:

- inability to identify full time vs. part time students. All of the post secondary numbers for these performance indicators include both full and part time students.
- inability to identify first time students. All of the post secondary numbers for these performance indicators include both first time as well as returning students.

- inability to identify which of the students are matriculated career and technical education students. This would require linking secondary programs with post-secondary programs (through articulation agreements), and then reporting on the set of students that were common.
5. Participation and Completion in non-traditional programs is below performance targets in adult programs (4A1, 4A2), those these performance indicators for post secondary and secondary programs are more in line (exceed performance targets (4P1, 4P2, 4S1, 4S2). The older population in adult programs may be less inclined to explore non-traditional career paths. We recommend:
- ✓ reviewing the programs offered by VTA outlets to determine whether or not the CIP code attached to the program is valid.
 - ✓ Review the CIP codes attached to adult programs to ensure that the non-traditional indicators are set properly.
 - ✓ Reevaluate the performance target to ensure that the target is a realistic goal in light of the type of adult programs offered and performance data from other states.
6. The Assessment Attainment indicator is calculated by taking all of the 11th grade students that have valid test scores (1-5); adding the 7 test scores together, and then dividing by 7. Any student with a 4 or higher is deemed to have achieved academic attainment. The scores are computed as follows:
- 1 - Little Evidence of Achievement
 - 2 - Below Standard
 - 3 - Nearly Achieved the Standard
 - 4 - Achieved the Standard
 - 5 - Achieved the Standard with Honors
 - 8 - Testing Incomplete
 - 9 - Did not Attempt

If the achievement level is set at 3.5 rather than 4, this performance level increases from 17.92 to 34.79% indicating that the students are close to achieving academic attainment.

VI. Improvement Strategies

Problem	Strategy for Improvement
There is not a dedicated staff member at RIDE that is responsible for collecting and validating the Perkins data.	Hire and train a program staff member responsible for <ul style="list-style-type: none"> • communicating reporting requirements and goals to local schools, • gathering and validating data, • working with schools to improve performance, • participating in the crosswalk and program approval pilot • working with senior RIDE staff to implement policies and procedures to improve the performance of CTE programs in the state. Begin the education process of communication 2005-06 reporting requirements immediately
Schools are not sure which of their courses qualify as CTE courses	Define which courses are eligible for Perkins funding. Review the list of eligible courses with each school.
Student's participation level is being inaccurately reported. The type of program can be used to validate the participation level of the student. Many programs are misclassified	Review the programs with each school ensuring that: <ul style="list-style-type: none"> • the courses are appropriately linked to programs, • programs are categorized according to the definitions of Career Tech, Career Academy, Vocational Education and Tech Prep, and that CIP codes are appropriately related. Implement new business rules that prevent students from being classified as 'Concentrators' or 'Program Completers' if the program is classified as a 'Vocational Education' program. Implement a warning when students are classified as 'Participants' and the program is NOT classified as a 'Vocational Education' program.
The Non-Traditional performance indicators are low.	Review the assignment of non-traditional for male and female for occupations related to specific CIP codes for accuracy.
Schools that received Perkins funds did not collect data.	Require that districts document the schools that are receiving Perkins funding.
Schools with program completers do not collect post-graduation data.	Ensure that the reporting requirements for program completers are included in the grant application. Include the program completer reporting requirements in all Perkins related training courses. Provide suggestions for collecting this data. Educate schools on the importance of collecting and providing student's social security numbers – for the purposes of matching with DLT employment records.
Schools do not understand why they must collect this data – nor do they understand the impact of poor data.	Educate the schools on the RIDE federal reporting requirements and performance indicators. Provide training for the schools so that they can see how their individual school performs in relationship with the state's targeted goals. Hold local schools responsible for attaining targeted goals, and tie continued funding to the attainment of these goals.
The timing of the data collection (November) has a negative impact – the people responsible for managing the data have changed – there is little time to review the data to identify and correct reporting problems.	Collect the enrollment data in May/June of the reporting period. Collect the program completer survey data in September after the end of the reporting period.

<p>The exception report can be excessively long when the data is poor, or the data set is large (for example CCRI)</p>	<p>Provide a high level report that summarizes the nature of errors in a data set. (See item 21 below) Restructure the way the exception report is handled – so that the report can be constructed in the background .</p>
<p>Data sets are returned with glaring errors that are difficult to detect with the software including: None of a school's program completers completed technical skills. None of a schools program completers obtained their HS Diploma or Equivalent. All of the economic indicators in every column are set to 'N'. These types of data errors can be the result of poor data quality, misunderstanding of the requirements, or errors in the schools extract methods.</p>	<p>Develop a checklist that the schools should review prior to submitting their data sets. Enhance the RI-CATS software to include a school level and administrative level report that would evaluate the data at a school level as well as a global level identifying groups of data problems that 1) affect a school's ability to submit data, and 2) produce undesirable performance results. For example, this report could give a high level overview of:</p> <ul style="list-style-type: none"> • Number of students reported last year in each group of Participant, Concentrator and Program Completer • Count of the number of terminated students where no terminated date was supplied. • Count of the participants in Career Tech, Career Academy or Tech Prep Courses • Count of the number of concentrators and program completers in Vocational Education courses • Count of the number of Program Completers that did not complete their skill requirements • Count of the number of program completers that did not attain a high school diploma or equivalent • Count of the number of students (in the appropriate assessment grade) who do not have an assessment score • Count of the number of students (in the appropriate assessment grade) whose assessment scores are not considered to be passing. • Count of the number of program completers for which there is no survey data. • This information would be a time saving feature to schools during their efforts to provide data sets that conform to the business rules. Additionally this information would be helpful to schools as the try to determine why the performance indicators for their school may be low. • This information would be helpful to RIDE in their efforts to assess the impact of each school on the performance indicators.
<p>CCRI does not collect any demographic data (ethnicity or other demographic indicators).</p>	<p>Work with CCRI to redesign their enrollment application and acceptance forms to include required Perkins reporting elements.</p>
<p>It is impossible to identify matriculated career and technical education students.</p>	<p>Hire a consultant to work with CCRI and RIDE to identify the data elements that must be collected to accurately report secondary enrollment and performance indicators. Enhance the RI-CATS system to accommodate linking secondary career and technical education programs to the post-secondary program for which articulation agreements exist, so that matriculated CTE students can be appropriately identified and performance accurately tracked.</p>