

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 still 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 2005 Spring Request for Extension. 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 and 2004, problems persist. 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 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 alignment tool was integrated with the software – giving CTE schools and programs a mechanism useful for measuring their programs against a set of academic and/or industry standards and to use as evidence of rigor in their application for program approval.

The alignment provides CTE schools and programs with measurements, consistent with state and federal CTE performance measurements from which they can work to improve CTE programs. Additionally, these evaluations (alignment 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. The program approval process will be 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.

I. State Administration

A. Sole State Agency and Governance Structure

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. Three members of the staff are responsible for the overall implementation of Perkins III activities, performance accountability and evaluation, 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, one staff member is dedicated to civics education-related initiatives and another to facilities maintenance (Table 1).

Staff Title	General Responsibilities
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	Incarcerated, Postsecondary and Adult Programs Student Organizations Tech Prep Consortia
Education Specialist	Accountability, Evaluation and Technology
Education Specialist	Facilities
Education Specialist	Middle School Reform
Education Specialist	Civics education-related initiatives
High School Fellows	High School Reform

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.

B. Organization of Vocational and Technical Education Programs

In 2001, a report focused on *Restructuring Career and Technical Education in Rhode Island* resulted in CTE funding, 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 not 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 technical 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. As a result, local-level 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 federal, 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 (Table 2). Another group of practitioners developed and proposed a statewide CTE program admissions process.

Definitions (proposed)

Table2. Definitions (Proposed)
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p><i>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.</i></p>

Program Approval

In 2005, the Legislature called for an examination of the CTE system as part of Rhode Island's secondary school system. RIDE selected Charles Mojkowski of Technology Applications Associates (TAA) to assist it with this work. State general revenue funds were appropriated for this purpose as part of the FY 2006 budget act. Work on this initiative began in January 2006 with an ambitious timeline for deliverables intended to affect the spring legislative session when implementation funds will be sought.

The project has three purposes:

1. Develop a program approvals system that will allow RIDE to fund high-quality CTE programs in state-run CTE schools, CTE centers, and in comprehensive high schools.
2. Develop a design for a 21st-century delivery system for CTE programs.
3. Describe the facilities requirements to support the redesigned CTE system and programs.

The project required two major components:

1. Program Approvals Process
 - a) Develop criteria for funding programs, ensuring program compliance with federal and state requirements, and facilitating program improvement.
 - b) Develop processes for facilitating program self-assessment and conducting on-site program review.
 - c) Prepare cost estimates for establishing and maintaining the program approvals system.
2. CTE Facilities Study
 - a) Conduct a demographic analysis to inform site selection.
 - b) Develop system and program designs.
 - c) Develop facilities requirements.
 - d) Prepare cost estimates for facilities design, construction, and operation.

The project has progressed steadily and accomplishments thus far include: (1) The existing program approvals criteria were incomplete, so TAA has revamped them based on the latest research and best practice in other states; (2) The program approvals process has been aligned with all other regional and RIDE processes (e.g., NEASC and SALT) to enhance coherence and reduce response burden on districts and schools; (3) TAA has developed specifications for program design features and components and exploring mechanisms whereby RIDE could encourage the development of highly innovative CTE programs that "seed the edge" of all CTE and secondary school programs in Rhode Island; and (4) RIDE has align this work with other current state initiatives relating to funding education, workforce development, youth development, adult learning, and post-secondary learning. TAA is examining the facilities requirements that would result from the program and systems design options being considered.

Anticipated project work includes but is not limited to: (1) RIDE and TAA will pilot test the program approvals criteria and process in late 2006 and early 2007. TAA will make final recommendations to RIDE by May 2007; (2) RIDE and TAA will conduct forums in January 2007 to obtain advice about the most appropriate system and program design features and components. TAA will make final recommendations to RIDE by June 2007; (3) RIDE and TAA will identify policy options for funding, governance, and facilities. TAA will make final recommendations to RIDE by June 2007; (4) TAA will identify the staffing requirements and related costs for implementing the program approvals process; (5) TAA will identify the costs associated with the options regarding CTE programs, equipment, and facilities; (6) TAA will recommend for consideration public and business/industry engagement initiatives to create increased awareness and support for the CTE system.

To create a 21st Century CTE system in Rhode Island will require attention to four components: *program designs; facilities requirements; governance and accountability and funding*. There are clear interdependencies among these components. For example, selecting a program will guide decisions about the facilities and space required and about how such programs should be governed and financed.

Program Design

CTE program designs are increasingly diverse in both the career pathways these programs address and in the curriculum and pedagogical designs they employ. The US Department of Education has established sixteen career pathways that are used in Rhode Island and, with some variation, in most other states. Attracting a large and diverse student population may require different CTE programs of study than are presently provided. For example, while high quality CTE programs in such areas as automotive, construction, and electrical provide job readiness skills for some students, attracting many more students to CTE programs will likely require addressing not only new and expanded career focus areas (e.g., design, health, arts, scientific research, and financial services) but new designs for learning opportunities and learning environments as well (e.g., innovative uses of time, staff, and space; integrated academics and CTE studies; and innovative relationships with business).

RIDE currently is developing criteria for funding programs, ensuring program compliance with federal and state requirements, and facilitating program improvement. This program approvals process will apply to all CTE programs operating in all CTE schools and CTE centers, as well as in comprehensive high schools.

Facilities Requirements

Historically, the state has judged it necessary to build specially equipped facilities to house CTE programs to accommodate extraordinary space and equipment requirements. Currently, RIDE is negotiating with school districts for the return to local jurisdiction of those specialized facilities previously constructed, an action precipitated by insufficient state resources to maintain and operate these facilities.

It is possible, perhaps even likely, that many new CTE programs will not require specialized space or equipment (particularly those operating in comprehensive high schools). Moreover, given the wide diversity of current and anticipated CTE programs, the state will likely need a much more flexible and adaptive facilities capacity than can be provided by 2-3 large, stand-alone schools.

Where specialized facilities are required, a larger number of small, strategically located facilities might be more cost-effective and could enhance student access to appropriate programs, reduce transportation costs, and enable highly personalized programs of study that address students' needs and interests as well as rapidly changing workplace requirements. Also, employing a small schools design would allow for repurposing existing, unused facilities (e.g., closed elementary schools) rather than building new, large facilities. Locating proposed new and innovative CTE programs within existing high schools, in repurposed and currently vacant school facilities, on two-year and four-year college campuses, or perhaps even within business facilities, might prove more cost-effective and offer significant educational benefits as well.

A preliminary analysis of demographic data indicates that the distribution of the high school student population may not change significantly over the next 10 years. However, a more detailed analysis is needed and will be conducted to firmly ground demographic projections. It is uncertain at this stage of the study how such factors as, for example, revised funding policies and innovation CTE programs in comprehensive high schools might affect demand for career and technical education. Such factors certainly will interact with demographic projections in identifying sites for new regional CTE facilities that provide programs requiring specialized space and equipment.

Governance and Accountability

CTE programs are governed by three organizational structures: district school committees, regional coordinating committees composed of district superintendents, and boards of trustees for Davies and The Met that report directly to the Board of Regents. The trustees design provides a combination of local governance and engagement of the business community. While CTE programs operating within comprehensive high schools, and perhaps even in regional centers, might continue to be governed by regional coordinating committees, mechanisms for engagement of the business community might need to be expanded and strengthened. Districts might argue that they should govern those CTE programs, which they support financially (entirely or in part) and for which they are accountable. Whatever governance structures are established, the Board of Regents regulations regarding high schools and CTE will serve as the framework.

Currently, state, district, and school/program decision makers lack a sufficient quantity and quality of information about student and program performance. This deficiency seriously hampers decision-making regarding program effectiveness and resource allocations. Management information systems for providing student demographics and program participation information need enhancement. Longitudinal data on the pathways selected by graduates of CTE programs, and their success in those pathways, are essential to judging impact and cost-effectiveness.

Funding

Existing CTE programs are funded through a combination of federal Perkins dollars, state funds, and local district operating budgets. Many CTE programs, particularly the many variations of career academies and similar programs operating in comprehensive high schools, require modest additional funding beyond that for traditional high school programs. Many existing and anticipated programs, therefore, might be funded through the existing state foundation funding formula.

A prevailing assumption is that a major barrier to student participation in current half-day CTE regional programs is the tuition that must be paid by the sending district to the regional center. It is possible that the split-day program (including time on a bus) and the poor image of CTE held by many students and their families (and high school guidance personnel as well) also contribute to low enrollment. To the degree that these factors are relevant, full or partial state funding of CTE programs will not be sufficient to significantly increase enrollment. Half-day programs may need to be discontinued if they fail to provide students with a holistic and integrated program of studies. Busing may need to be reduced to benefit the student and the taxpayer. A concerted effort may be needed to educate students and their families, as well as the general public, about the substantial opportunities and benefits of participating in high quality CTE programs.

Interdependencies

Decisions about CTE program offerings will influence decisions about the facilities and equipment that are needed. Given that the CTE system is highly dynamic (i.e., many moving parts interacting in numerous, unanticipated ways), it may be preferable to build increased flexibility and agility into the CTE system design to enhance responsiveness to changing needs and circumstances. It is likely that such flexibility and agility will best be accomplished by encouraging and supporting the development of highly innovative CTE programs that "seed the edge" of all CTE and secondary school programs in Rhode Island. Additionally, such

responsiveness to changing needs and contexts might be better addressed through small, low-cost facilities located in several locations throughout the state.

Redesigning the CTE system is ultimately about secondary school redesign and the contributions that career and technical education does and can make to such work. By building on its current strengths and embracing diverse and innovative designs for relevant and applied learning, CTE can considerably expand student learning opportunities and meet the needs of local, state, and global economies. On another level, designs for the CTE system and the larger secondary school system will need to be aligned with other current state initiatives relating to education finance, workforce development, youth development, adult learning, and post-secondary learning. As work on these initiatives goes forward, RIDE will consider their implications for the CTE system design.

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 students interested in pursuing programs of study in the career clusters listed below must meet the specific program admissions criteria where indicated (Table 3).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.

Table 3. 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		
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.		

¹ These criteria are subject to review and update.

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 at 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 RIDE is conducted 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.

Table 4: Findings From An Assessment of the Implementation of the Perkins Education Act in Rhode Island

Recognizing that the first administration of these surveys serves best as a baseline rather than a summative evaluation the findings and conclusions suggest implications for designing strategies for improving the quality of implementation of the Perkins requirements. Six areas appear to be high priorities for attention:
Strengthen collaboration between the high schools and the CTE Centers. Both the high schools and the Centers are essential to realizing the goals for career and technical education and high school reform. Develop strategies for improving the depth and breath of collaborative activities addressed to career and technical education, particularly with respect to curriculum design, instructional strategies, professional development, and assessment.
Strengthen accountability systems and Center directors and high school principals' capacities for being accountable. Assist the principals and center directors in developing appropriate data systems addressed to significant and valued student learning outcomes and long-term measures of success. Develop mechanisms for communicating such performance information to many groups, including policymakers and the public.
Strengthen communication and dissemination activities. Improve the quantity and quality of communications and dissemination activities. Design and implement creative approaches to ensure that all principals are informed of Perkins requirements and able to act on information design an implement student programs and services.
Strengthen attention to targeted populations. Ensure that all principals understand the Perkins definition of targeted populations is competent and committed to developing and implementing programs and services that address these populations. Assist the principals in accommodating special needs students within the parameters of newly established program entrance requirements. Develop guidelines for documenting services provided to these targeted populations.
Explore new possibilities for future directions for career and technical education in Rhode Island. At least three major directions were identified: (1) Establish new initiatives in such areas as biotechnology, using the Centers for Excellent design; (2) Create alternative designs for addressing The Perkins Education Act and the Board of Regents regulations regarding high school reform; (3) Strengthen collaborative work among the Centers.
Strengthen RIDE's technical assistance and support capacity. Ensure that RIDE can provide the necessary technical assistance, training, and support to address these priorities, either through new staff members or by procuring targeted ad hoc assistance for specific services or functions.

RIDE supports 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 facilitated 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 CTE. 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), led by Dr. Diane Nobles, has developed a web-enabled methodology for aligning a validated 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, alignment crosswalk is 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 alignment software is 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. Additionally, these evaluations (alignment 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 had 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, RIDE funds non-traditional training programs at the Adult Correctional Institutions and the Rhode Island Training School for youth as a means of expanding and maximizing the educational and eventual employment opportunities for ex offenders.

- ***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. 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.

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. This year RIDE funds expanded the number of available classroom slots, enabling inmates over the age of 25 to participate. 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.

Currently, RIDE funds training programs for special populations at the Adult Correctional Institutions and the Rhode Island Training School for youth as a means of expanding and maximizing the educational and eventual employment opportunities for ex offenders.

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' 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 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 supports 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. Recently, Rhode Island Counselors Association has been invited to participate as a member of the National Leadership Network.

- **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 actions steps for improving and expanding such options for students. A final report written by Joel Vargas of Jobs For the Future has been written and sent to the Governor for his consideration.

- **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.

- **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 school 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.

- **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. This year six schools were selected as sites for regional Biotechnology career and technical education programs. Selected school staff members applied for and participated as lead teachers/staff for their regional programs, enrolling in three postsecondary credit bearing Biotechnology courses which provided the necessary training to teach biochemistry programs at the secondary level. These teachers are currently engaged in writing curriculum for the sequence of courses that will constitute an approved Rhode Island biotechnology program for secondary schools.

- **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

Barrington High School	Nathaniel Greene Middle School
Birch Vocational	NE Laborer's Career Academy
Block Island School	Newcomer Academy Middle School
Burrillville High School	North Kingstown Senior High School
Central Falls Senior High School	North Providence High School
Central High School	North Smithfield Jr. Sr. High School
Chariho Regional High School	Occupational Education Program
Classical High School	Oliver Hazard Perry Middle School
Coventry High School	Pilgrim High School
Cranston High School East	Ponaganset High School
Cranston High School West	Portsmouth High School
Cumberland High School	Providence Academy of International Studies
East Greenwich High School	Roger Williams Middle School
East Providence High School	Rogers High School
E-Cubed Academy	Samuel W. Bridgham Middle School
Educarel	Scituate High School
Esek Hopkins Middle School	Shea Senior High School
Exeter-West Greenwich Regional High School	Smithfield Senior High School
Feinstein High School	South Kingstown High School
Gilbert Stuart Middle School	Springfield Middle School
Hanley Career and Technology Center	Textron Chamber of Commerce Academy
Harrison Street High School	Times2 Academy
Hope Arts School	Tiverton High School
Hope Information Technology School	Toll Gate High School
Hope Leadership School	Warwick Veterans Memorial High
Johnston Senior High School	Westerly High School
Lincoln Senior High School	William B. Cooley Health and Science Tech High School
Middletown High School	William E. Tolman Senior High School
Mount Hope High School	Woonsocket High School
Mount Pleasant High School	
Narragansett High School	

Eligible Recipients/Career and Technical Education Centers

Cranston Area Career and Technical Center	Warwick Area Career and Technical Center
East Providence Area Career and Technical Center	William M. Davies Career and Technical High School
Metropolitan Reg. Career and Technical High School	Woonsocket Area Career and Technical Center
Newport Area Career and Technical Center	

Eligible Recipients/Post Secondary Institutions

Community College of Rhode Island
Johnson and Wales University
New England Institute of Technology
Providence College
Roger Williams University

Eligible Recipients/Adult Programs

Aquidneck Island Adult Learning Center
Chariho Vocational Training for Adults
Cranston Vocational Training for Adults
East Providence Vocational Training for Adults
Warwick Vocational Training for Adults

Eligible Recipients/ Incarcerated Programs

Rhode Island Adult Corrections Institutions
Rhode Island Training School

Eligible Recipients/Student Organization

DECA	Distributive Education Clubs of America
FBLA	Future Business Leaders of America
FCCLA	Family, Career, and Community Leaders of America
FFA	Future Farmers of America
Skills USA	
TSA	Technology Student Association

V. Accountability

RIDE's recent reports to the U.S. Department of Education on the Perkins program reflect major changes, but most are still 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 (2002 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 again changed this year's report.

Technology changes made for this reporting year

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

- Implementing a unique student identifier. This unique identifier will be 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.
- Fully rolled out a new web-based RI-CATS data collection and reporting system, integrated with the state's unique student identifier.

Positive effect of the technology changes

The new RI-CATS software requires 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. Integrating of the unique student identifier was instrumental in verifying data quality with respect to demographic data including gender and ethnicity.

Areas for improvement for the next year

- RIDE met with schools in April and May of 2006 and outlined the requirements for submitting courses and student enrollment data via the online data collection tool. Local participation of the technical trainings was over 90 percent. Although participation in the trainings can be considered well attended, data quality continues to be an issue, as locals still continue to be confused about how to interpret the written guidance provided by RIDE and how to report their data, as more than one third of the data files submitted had to be seriously furthered massaged upon arrival to RIDE. Although local knowledge of why they are required to report, exactly what they are supposed to report and most importantly, knowledge about the impact of their data, has increased from since last year, continued efforts will need to be made to provide simplified written guidance to increase overall data quality reporting efforts. Further, previous late and frantic data collections efforts continue to be a public relations issue that need to be overcome with the next year's collection effort.
- There is an extraordinary high turnover of the local school staff members responsible for collecting and reporting Perkins 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 to be identified by February 30th of the reporting year.
 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 data reporting process labor intensive, the post graduation 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 to report this information continue to be manually intensive, dated and fraught with error.

V. Definitions

This was the second 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 is still new. The process of grouping courses into programs requires 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.

The reporting institution did not classify many of the programs properly. The result is 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 two years ago).

A strategy for next year will be to review each program and the related courses, and adjust the type of program. Once complete – a new business will be implemented in the software that prevent students in vocational education programs from being anything other than participants and provides a warning when students in Tech Prep, Career Tech or Career Academy are classified as participants.

Definitions: Vocational Concentrator and Tech Prep Student	Changed From Last Year
Concentrator – a student who meets the threshold definition (see postsecondary concentrator, secondary concentrator, adult vocational training concentrator) and continues to work to complete program objectives at an institution.	No
Tech Prep program participant – is taking courses that are part of a recognized tech prep program but indicates no intent to complete the plan; will not complete a significant portion of the plan; or is interested in obtaining a post-secondary 2-year certificate, degree, or apprenticeship license that is not part of the recognized tech-prep education program.	No
Tech Prep post-secondary concentrator – a student who has participated in the secondary portion of a recognized tech prep program and is enrolled or matriculated in a post-secondary two-year certificate, degree, technical diploma, or apprenticeship program. The student may have transferred in college credit earned in the secondary school.	No
Tech Prep student – a student in any part of a 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. Consists, at a minimum, of two years of secondary and two years of postsecondary study; is carried out under a written articulation agreement; may allow the student to earn postsecondary credit while a secondary school; and leads to a specific postsecondary two-year certificate, degree, technical diploma, or apprenticeship.	No

VI. Measurement Approaches

Measurement Approaches: Quality Rating			
Level/Core Indicator	Measure	Quality Rating	Improvement Efforts
Secondary			
1S1 Academic Attainment	State Academic Assessment System	Moderate	RIDE will begin to explore the calculation used in this measure to determine whether an adjustment should be made to produce more informative academic attainment rates.
1S2 Technical Attainment	Vocational/Technical Course Completion	Moderate	RIDE is working with schools to develop a statewide standards system for programs.
2S1 High School Completion	State/Local Administered Data	Moderate	RIDE has successfully added an additional data verification step for diploma reporting, further aligning the RICATS on-line reporting tool with the state data reporting system (eRIDE).
2S2 Diploma Credential	Vocational/ Technical Education Program Completion	Moderate	Each year the state is committed identifying industry credentials for more programs until 90% of programs have industry assessments and credentials
3S1 Placement	State Developed/School Administered Surveys/Placement Records and Administrative Wage Record Match	Moderate	Rhode Island will continue to participate in discussions within RIDE related to the creation of a RIDE endorsed SSN request policy for students.
4S1 Nontraditional Participation	State/Local Administered Data	Moderate - The state collects data and determines nontraditional status via DLT data	RIDE will begin providing TA assistance to schools to develop better policies and strategies to enhance non-traditional participation in their CTE programs.
4S2 Nontraditional Completion	State/Local Administered Data	Moderate - Local schools identify program completers, state determines nontraditional status	Same as above
Postsecondary			
1P1 Academic Attainment	Academic Course Completion	Low	Colleges are in the process of developing state-wide standards for programs
1P2 Technical Attainment	Academic Course Completion	Low	Same as above

Level/Core Indicator	Measure	Quality Rating	Improvement Efforts
2P1 Degree Completion	State/Local Administered Data	Moderate	RIDE will work with colleges to determine various degree completion verification data sources for students who transfer out of their systems.
3P1 Postsecondary Placement	State Developed, School administered Survey/Placement Records	Moderate - Colleges have good documentation of placement	Colleges are being supported in contacting a higher % of graduates to determine placement. Updated guidance will be provided to reporting schools regarding best practices for placement survey administration and data collection.
3P2 Retention	State Developed, School administered Survey/Placement Records	Moderate - Colleges have good documentation of retention	Colleges are being supported in contacting higher % of graduates to determine retention. Updated guidance will be provided to reporting schools regarding best practices for retention.
4P2 Nontraditional participation	State/Local Administrative Data	Moderate - State identifies nontraditional programs	RIDE will begin providing TA assistance to schools to develop better policies and strategies to enhance non-traditional participation in post-secondary CTE programs.
4P2 Nontraditional Completion	State/Local Administrative Data	Same as above	Same as above.

Adult

1A1 Academic Attainment	Academic Course Completion	Moderate	Rhode Island will begin to explore the calculation used in this measure to determine whether an adjustment should be made to produce more informative academic attainment rates.
1A2 Skill Proficiencies	Vocational/Technical Course Completion	Moderate	VTA programs are in the process of developing state-wide standards for programs
2A1 Completion	State/Local Administrative Data	Moderate	RIDE will made data reporting software enhancements that allow for improved data reporting for VTA programs.
3A1 Placement	State/Local Administrative Data	Moderate	VTA programs are being supported in contacting a higher % of graduates to determine placement. Updated guidance will be provided to reporting programs regarding best practices for placement survey administration and data collection.
3A2 Retention	State/Local Administrative Data	Moderate	VTA programs are being supported in contacting a higher % of graduates to determine retention. Updated guidance will be provided to reporting schools regarding best practices for retention.

Level/Core Indicator	Measure	Quality Rating	Improvement Efforts
4A1 Nontraditional Participation	State/Local Administrative Data	Moderate - State identifies nontraditional programs	RIDE will begin providing TA assistance to VTA programs to develop better policies and strategies to enhance non-traditional participation in Adult CTE programs.
4A2 Nontraditional Completion	State/Local Administrative Data	Moderate - Same as above	Same as above.

Performance Indicators and Goals

All Indicators

Analysis of all performance all indicators suggest areas for continued effort and areas for improvement. The following table shows the reported performance results for the past 3 years, this year's performance target and a projected target for 2006-07.

Indicator	Performance Results: 2002 -2007						Status	2006-07 Goal
	2002-03 Actual	2003-04 Actual	2004-05 Goal	2004-05 Actual	2005-06 Goal	2005-06 Actual		
Student Attainment								
1A1	64.68	75.09	79.13	61.27	71.90	72.58	E	72.97
1A2	64.68	75.09	79.13	61.27	71.90	72.58	E	72.97
1P1 ^a	32.92	26.74	11.19	25.22	25.73	11.14	D	18.97
1P2 ^a	32.92	26.74	11.19	25.22	25.73	11.14	D	18.97
1S1	38.01	25.94	19.12	33.96	33.70	21.32	D	27.69
1S2	48.96	64.76	85.2	45.35	49.51	95.63	E	66.30
Credential Attainment								
2A1	64.68	75.09	79.13	61.27	69.72	72.58	E	72.97
2P1 ^a	32.92	26.74	11.19	25.22	25.73	11.14	D	18.97
2S1	63.08	91.15	47.58	46.57	61.43	55.59	D	63.08
2S2	87.15	91.15	85.32	60.53	70.09	96.49	E	87.87
Placement and Retention								
3A1	78.34	75.25	80.89	61.00	78.32	89.17	E	78.16
3A2	91.67	92.48	83.78	72.46	94.72	91.09	D	89.31
3P1	94.93	96.49	94.09	92.44	96.79	86.38	D	94.62
3P2	75.83	99.46	94.75	75.49	85.16	87.82	E	90.01
3S1	90.91	52.66	96.71	86.23	75.81	32.80	D	80.90
Participation in and Completion of Non-Traditional Programs								
4A1	11.18	44.37	14.98	23.88	27.32	13.01	D	23.51
4A2	17.29	20.00	15.32	31.78	29.10	14.72	D	17.54
4P1	29.84	24.44	23.28	23.41	26.55	17.51	D	25.85
4P2	29.77	24.69	19.36	19.87	41.49	30.00	D	22.03
4S1	31.33	52.69	32.27	31.43	38.53	33.44	D	38.76
4S2	18.93	59.25	30.22	22.2	35.30	33.34	D	36.13

a. 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. Some of the limitations of the CCRI data include:

- Receipt of student transition data (i.e. students who transfer out of CCRI to another university system) is not received by CCRI until after the Perkins federal reporting deadline of December 31st. This affects all of the data used to report the post secondary indicators.
- The CCRI enrollment application has changed to include race/ethnicity and demographic attributes including single parent, displaced homemaker and limited English proficiency (Note: Completion of the ethnicity and demographic portion of the application is optional –as required under federal law).
- Inability to accurately identify transfer students. CCRI's student population traditionally consist of student who transfer to four year colleges. There is no accurate protocol to distinguish students who are simply "taking a semester" off from students who transfer into a four year college to complete their degree. Transfer students were not included in this years reporting as done last year.
- Inability to identify which of the students that are matriculated previous secondary 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.
- The numerator of measurements 1P1, 1P2 and 2P2 includes students that completed their programs. Transferred students are considered to have completed their program and although should be included were not included in the numerator of these measures.

b. Participation and Completion in non-traditional programs is below performance targets in secondary programs and significantly below performance targets (e.g., more than 10%) in adult programs and post secondary programs. When evaluating the data reported for these indicators the following should be considered:

For all participation and completion non-traditional indicators, currently non-traditional assessment is conducted at the state level through CIP code matching with local CTE program designations.

• **4P1 and 4P2:**

Receipt of student transition data (i.e. students who transfer out of CCRI to another university system) is not received by CCRI until after the Perkins federal reporting deadline of December 31st. This affects all of the data used to report the post secondary indicators.

Review the CIP codes attached to post-secondary programs to ensure that the non-traditional indicators are set properly.

• **4A1 and 4A2:**

The older population in adult programs may be less inclined to explore non-traditional career paths.

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

4S1 and 4S2

While secondaries did not meet the non-traditional participation and completion performance target, performance was quite good and within 10% of the goal. RIDE will begin providing TA assistance to schools to develop better policies and strategies to enhance non-traditional participation in post-secondary CTE programs.

c. 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 were set at 3.5 rather than 4, our ability to meet our negotiated performance level would increase significantly.

VI. Improvement Strategies

Problem	Strategy for Improvement
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 lost data.	Require that districts document verify data collection process to the state in the beginning of year.
Schools with program completers do not collect post-graduation data.	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. Provide data reporting calendar the field regarding best practices for reporting their data in a timely fashion.