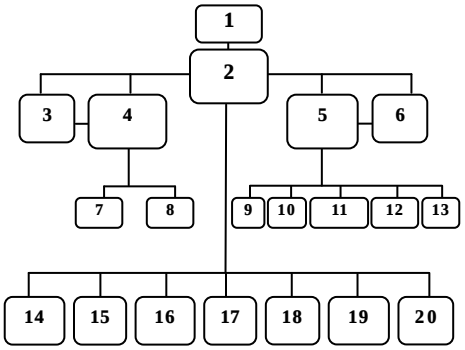
Section B – Narrative Report
Executive Summary

I. State Administration

A. Sole State Agency and Governance Structure

Governed by the Board of Regents for Elementary and Secondary Education, the Rhode Island Department of Education (RIDE) serves as the sole state agency responsible for the implementation of the Carl D. Perkins Career and Technical Education Act programs and activities. In addition to the Perkins legislation, the Regents Regulations for Middle and High Schools and the Regulations of the Board of Regents Governing the Management and Operation of Area Vocational Technical Centers in Rhode Island contain policies and operational procedures for area career and technical education at the middle and secondary school levels within Rhode Island and is referenced for compliance.



1	Board of Regents
2	Commissioner
3	Legal
4	Deputy Commissioner
5	Chief of Staff / Policy Director
6	Human Resources
7	Finance
8	Network & Information Systems
9	Policy
10	Regents
11	Communications
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13	Civil Rights
14	Assessment and Accountability
15	Instructions
16	Educator Quality & Certification
17	Adult Education and Career & Technical Education
18	Diverse Learners
19	Progressive Support & Intervention
20	Middle and High School Reform

Effective December 10, 2007, career and technical education (CTE), formerly located within the Office of Middle and High School Reform, is assigned the Office of Adult Education. Currently the CTE staff consists of three professionals who are responsible for the statewide career and technical education delivery system as well as the overall implementation the of Perkins IV related activities. These activities include providing state leadership in the development of the academic, career and technical education skills of secondary and postsecondary students who elect to enroll in career and technical education programs by:

- building on the efforts of districts and schools to develop challenging academic and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions.

- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating CTE students.

- increasing district and school flexibility in providing services and activities designed to develop, implement and improve vocational and technical education.

- conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services and activities.

- providing technical assistance that –

    1. promotes leadership, initial preparation, and professional development at district and local levels; and

2. improves the quality of CTE teachers, faculty, administrators and counselors.

- supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries.

- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

In keeping with Rhode Island's August 2007 Program Improvement Plan and a recent report focused on redesigning the Rhode Island's statewide delivery system for career and technical education, the Board of Regents has endorsed recommendations for the hire of CTE Fellows whose work will focus on providing technical assistance for implementing local program approval processes and local program improvement plans/planning.

B. Organization of Vocational and Technical Education Programs

Facilitated meetings of high school and postsecondary practitioners led to the development of definitions for career and technical education and proposed program alignment criteria for CTE programs in high schools

Career and Technical Education

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.

Career 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.

Career 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.

Career 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.

Another group of practitioners developed and proposed a statewide CTE program admissions process.

General Program Admission (proposed)[1]

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)[2] 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 established criteria in Reading and Mathematics. 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

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

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.

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]		8th grade standard
Arts, A/V Technology and Communications		
Business, Management and Administration		
Education and Training		
Finance[2]	8th grade standard	8th grade standard
Government and Public Administration		
Health Science[2]	8th grade standard	
Hospitality and Tourism		
Human Services		
Information Technology[2]	8th grade standard	8th grade standard
Law, Public Safety, and Security		
Manufacturing		
Marketing, Sales and Service[2]	8th grade standard	
Science, Technology, Engineering and Mathematics[2]	8th grade standard	8th grade standard
Transportation, Distribution and Logistics		

Guidance for Specific Career and Technical Education Preparation Program Admissions by Cluster
[1] *These criteria are subject to review and update.* [2] *Must meet or exceed state standard on the RI State Assessment Tests.*

Still, CTE programs operate in many forms throughout Rhode Island, including whole-day programs, split academic and technical half-day programs, and as course sequences, career pathway and programs of study offerings in comprehensive high schools, CTE Centers, and the postsecondary system. Consistent across all programs are the efforts to integrate the teaching of academic and technical skills in order to prepare students for work and postsecondary learning. All CTE programs are required to address Board of Regents' regulations governing CTE Centers and satellites and Regents' high school regulations, including proficiency-based graduation requirements.

There is considerable variation throughout the system in the type and quality of programs that are offered, the way those programs are funded, the way specialized facilities and equipment are provided, and the way they are governed and administered. These variations have resulted in inequities that can impede the growth and effectiveness of CTE programs.

Career and Technical Education in Rhode Island – Delivery System Design

Based on an examination of Rhode Island's current system and a review of exemplary programs and practices throughout the country, the newly endorsed CTE delivery system will need to be much more systemic and bold in its solutions. It must take into account numerous factors including equity, quality, accountability, and state, district, and school capacity. Furthermore, the CTE delivery system must accomplish this within a particularly challenging fiscal context.
To revitalize the CTE delivery system, RIDE, in partnership with school districts, higher education, state agencies, and the business community, needs to take action in five areas.

1. Program Quality and Innovation

The CTE delivery system must rest on a foundation of high quality programs. Attracting a large and diverse student population will require a larger and more diverse array of CTE programs than are presently provided.

One of RIDE's most serious challenges has been judging the quality of proposed and existing CTE programs. Lacking standards has impeded RIDE's efforts to judge applications for funding, stimulate ongoing program improvement, and determine which programs should not receive continued funding for failure to meet quality standards and/or negotiated performance levels. Most CTE programs are challenged to provide a comprehensive program for each student in which academic and technical skills are fully integrated.

RECOMMENDATIONS

- Significantly increase the number, diversity, and quality of CTE programs in order to serve the substantial majority of high school students who could benefit from such programs.

- Investigate the ramifications (financial, scheduling, facility capacity, etc.) of requiring that all CTE programs provide full-day programs.

2. Student Opportunity and Access

A substantial majority of high school students can benefit significantly from participating in high quality CTE programs that lead to work, diverse postsecondary learning opportunities, meaningful and productive careers, and personal fulfillment. Currently, student access to such programs is impeded by several factors, most particularly inequitable and inadequate funding, a limited array

of career track program options, and ineffective and inadequate academic guidance and career counseling. CTE also suffers from a negative image among many students and their families, educators, policymakers, and the general population.

RECOMMENDATIONS

- Aggressively market CTE programs to all students and their parents, particularly stressing the pathways these programs provide to work, diverse postsecondary learning opportunities, and productive and rewarding careers.

- Reconstitute academic and career counseling programs so that they address a broad range of work, postsecondary learning, and career paths and redress the disproportionate attention given to the four-year college degree as the sole pathway to success.

- Ensure that RIDE, district, and school regulations and actions regarding high school reform support rather than impede the development of innovative CTE programs.

3. Funding CTE Programs

Current funding for CTE is inequitable and serves as a substantial barrier to increasing the number, diversity, quantity, and quality of CTE programs. The state directly funds the operations of two CTE schools, but districts not served by these schools must pay tuition for participation in CTE Center programs from highly constrained district budgets within equally overburdened municipal budgets. This policy has seriously limited student access to CTE programs.

The General Assembly is currently considering a new system of financing education that assigns weights for specific populations and provides stable foundation funding that takes into account the additional costs typically associated with providing high quality CTE programs, sometimes including specialized equipment and facilities. Such a financing system would address current inequities and inadequacies and encourage efficiencies through multi-district collaboration.

RECOMMENDATIONS

- Consider including as part of the state school foundation aid formula a special weight for students in approved CTE programs in the CTE Centers and comprehensive schools.

- With a weighted formula in place for students in approved CTE programs, use federal Perkins (Career and Technical Education Act) funds to support the development of innovative CTE programs.

4. Facilities and Equipment

Up-to-date and specialized facilities and equipment are essential to many—but not all—CTE programs. Historically, Rhode Island has addressed this need by building CTE facilities in strategic locations throughout the state. Currently, there are ten such facilities, including two state-run schools. In recent years the state has struggled to maintain equipment and facilities at the regional CTE Centers, and, consequently, is attempting to cede each of these facilities to district ownership and control.

Constructing new CTE facilities may not be necessary and would be extremely difficult given Rhode Island's current fiscal situation. Moreover, two or three additional facilities will not accommodate the number of students who could enroll in, and would benefit from, high quality and innovative CTE programs. Separate facilities may also obstruct the goals of integrating quality CTE programs more fully into traditional high schools and providing opportunity and access for more and more diverse students. Addressing projected student demand will likely require highly imaginative program and facilities designs developed at the local and regional levels,

with appropriate state financial support and, in most cases, collaboration with businesses and postsecondary institutions
.
Many CTE programs do not require specialized space and equipment and, where special facilities are required, might best be procured through the established school construction aid program, recently updated by RIDE. Locating proposed new and innovative CTE programs within existing high schools, in repurposed vacant school facilities, on two-year and four-year college campuses, or within business facilities, might prove more cost effective and offer significant educational benefits as well. This direction would allow for a diminished state role in building, refurbishing, and maintaining whatever facilities are needed.

RECOMMENDATIONS

- As an alternative to building large and costly regional CTE facilities, improve existing facilities, and encourage districts to procure additional space and/or facilities based on their own demonstrated needs using established processes.

- To make maximum use of existing facilities, encourage districts to relocate CTE programs that do not require specialized space from the CTE Centers to comprehensive schools or other appropriate facilities, to operate 24/7 programs, and to develop regional programs and facilities through cross-district collaborative arrangements.

- Investigate innovative approaches to providing specialized CTE facilities through collaborative arrangements with higher education institutions, businesses, and through public-private partnerships.

5. Governance

The CTE delivery system requires a balanced sharing of state-local authority and responsibility, including accountability for system, program, and student outcomes. Such shared governance enhances communication, collaboration, and coordination as well as contributes to better integrating high quality CTE programs into the high school system.

The current governance system for CTE programs is mixed. Districts administer the regional centers and their own high-school-based programs, while separate Boards of Trustees provide oversight to the administration of the two CTE schools and report directly to the Board of Regents. Each regional CTE Center is governed by a coordinating committee composed of district superintendents and school committee members. Because few students outside of the host district actually attend the regional CTE Center, most superintendents and school committee members are not actively engaged in its leadership. The scope and breadth of business engagement in designing, implementing, and assessing CTE programs vary considerably across the state but generally are much less than is essential for the partnerships that high quality programs require.

With a robust CTE program approval process and structure in place, a new funding formula, and a reduced state role in providing facilities, the proposed system will require a new and revitalized state role in providing leadership and support.

RECOMMENDATIONS

- Encourage districts, individually and collectively, to design their own CTE programs in accordance with state, local, and federal accountability standards and regulations, including negotiated student performance targets.

- Implement the new CTE program approval process, and work with districts and schools to build capacity to implement and improve the process.

- Develop policies and programs that further advance CTE as an integral component of the secondary school system, and develop and align strategies and initiatives with an understanding of the interdependencies among the specific system components at the state, district, and school levels.

- Strengthen communication, collaboration, and coordination with other state agencies and organizations addressing workforce and economic development.

- Reaffirm the Board of Regents' role as the governing body for CTE and revitalize state leadership capacity for advancing CTE as part of high school reform.

- Increase RIDE staffing in order to carry out the new CTE program approval process and to undertake an expanded work scope of policy development, program improvement, innovation support, and accountability.

Although building on previous reports, these recommendations constitute a rethinking of nearly every aspect of the current CTE delivery system: programs, funding, facilities, and governance. Changing the way that CTE programs are funded will alter all aspects of the system. Such funding mechanisms will best achieve their purpose, however, if there is a robust system of district and school accountability for program quality and student outcomes. Innovative and entrepreneurial approaches to program design can minimize the need for large and costly stand-alone CTE facilities and identify alternative approaches to providing specialized space and equipment.

Implementing these recommendations will fundamentally reshape Rhode Island's CTE delivery system and position it to better serve many more students. Success will require a commitment of will, an investment of always-limited resources, and aggressive and informed leadership from all sectors, particularly from RIDE and Rhode Island's business community. The benefits will accrue not only to secondary school students and their families but to Rhode Island's economy and society as well.

II. State Leadership Activities

A. Required Uses of Funds

- ***An assessment of the vocational and technical education programs that are funded***

RIDE conducted a 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.

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:

Findings From An Assessment of the Implementation of the Perkins Education Act in Rhode Island
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-tern 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.

One of the more serious challenges has been judging the quality of proposed and existing CTE programs. Lacking standards has impeded RIDE's efforts to judge applications for funding, stimulate ongoing improvement, and determine which programs should not receive continued funding for failure to meet quality standards and/or negotiated student performance levels. The proposed CTE Program Approval Process is designed to ensure quality career and technical education throughout Rhode Island. The process is added to a set of five standards that articulate expectations for all CTE programs.

1.*Design and Evaluation*.

Districts and schools design and evaluate their programs to ensure that they meet the CTE Program Approval standards.

2.*Curriculum and Instructional Design*.

CTE programs design and implement curriculum and instruction that prepare students to meet all appropriate standards in a variety of settings and formats.

3.*Instructional Organization and Support*.

CTE programs certify, maintain, and provide professional development for their staff consistent with state and federal requirements and staff and student needs.

4.*Operations*. CTE programs operate with appropriate support and resources necessary to meet or exceed expected standards and maintain quality CTE programs.

5.Accountability. CTE programs collect data, monitor their performance, and make adjustments to ensure that their programs support all students to meet the final agreed upon performance levels (FAUPL) for all indicators, and report this information to RIDE and all stakeholders.

Built upon the CTE Program Approval Standards, the proposed CTE Program Approval Process includes three components. For each component, guidance manuals, implementation documents, a nd training programs and materials have been developed. Additionally, tests, simulations, and pilot rollouts have been conducted for each component to aid in the design and implementation of an aligned system.

Funding Process: An application process, based on the CTE Program Approval Standards, which establishes procedures for the development and review of applications for funding programs.

Review Process: A self□assessment and external review process based on the CTE Program Approval Standards, which establishes procedures for CTE activities to assess their implementation, provides corroborating evidence, and allow for evaluation using a peer review system.

Monitoring Site Visits: A support, monitoring, and evaluation process, based on the CTE Program Approval Standards, which establishes procedures for targeted site visits.

- ***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 (networks) align with postsecondary faculty within career cluster areas to research their particular clusters, pathways and curricula. The investigations impose controls for connections to national industry standards, assessments and certifications to determine which, if any of the curricula, will be suitable for Rhode Island. Networks may choose to create, improve and/or modify curricula in areas where national standards, assessments and/or certification are not available. Finally, each curricula area is cross-walked to ensure the inclusion of Rhode Island's 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 developed 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 is 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 incorporate the need for continuous improvement with their individual professional development plans (I-plans) for teacher re-certification.

Additionally, RIDE continues to facilitate meetings with secondary schools, 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 biotechnology industries located in or relocating to the state and region i.e. Amgen, Pfizer, etc. Finally, RIDE recently received an ESPCOR: Catalyzing a Research, Education and Innovation Network grant for teacher curriculum and professional development activities in the area of biotechnology.

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

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 maintains a website specifically to promote career and technical education.

RIDE continues activities for post-secondary involvement. 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 aligning a validated industry standards and current career and technical education curriculums in Rhode Island high schools. Further, the web enabled toolkit's utility has been expanded to be applicable to the alignment of any/all academic standards. 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 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 fields in current and emerging professions, and other activities that expose students, including special populations, to high-skill, high-wage occupations***

RIDE provides funding, extensive programming and support relating to student preparation for nontraditional training and employment through skill development activities conducted at Rhode Island's Adult Correctional Institutions and the Rhode Island Training School for Youth.

- ***Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills, and enable students to complete career and technical programs of study.***

The Department of Education has a mechanism for high school reform and capacity building through the hire of school-based coordinators (SBCs) for each high school and career and technical education center. School-based coordinators design, create and facilitate on-going professional development and instructional supportsfor teachers in the areas of integrated academics and vocational education, applied and project-based learning. SBCs create and support work-based learning experiences for students as well. SBCs are a vital link to business, industry and community resources and opportunities that support and enhance curricula, internships and cooperative learning experiences for students, as well as, externships experiences for administrators and faculty.

RIDE leads and supports 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 the New England Technical Institute; Law and Government with Roger Williams University and Comprehensive School Counseling with Providence College. The intent of this work is focused on curriculum and instruction to ensure continuous program improvement and to secure and maintain statewide articulation agreements that will provide successful secondary students with early admission, preferred admission and/or advanced placement within Rhode Island's postsecondary institutions. SPATE projects focus on curriculum and school counseling to ensure that students and families have information, access and opportunities to learn.

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

RIDE funds technical skill development programs for men and women at the state Adult Correctional Institutions for any/all interested offenders. 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 is 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. 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 or high demand occupations.***

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 under prepared 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 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. Staff provide leadership by building on the efforts of districts and schools to develop challenging academic and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions; promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating CTE students; increasing district and school flexibility in providing services and activities designed to develop, implement and improve vocational and technical education; conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services and activities; promoting leadership, initial preparation, and professional development at district and local levels; and improving the quality of CTE teachers, faculty, administrators and counselors; supporting partnerships among secondary schools, postsecondary

institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries; providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

- ***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. The RIDE supported Rhode Island School Counselors Association is an active member of the National Leadership Network.

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

RIDE leads and supports 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 polices 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***

Again, the Department of Education has a mechanism for high school reform and capacity building through the hire of school-based coordinators (SBCs) for each high school and career and technical education center. School-based coordinators design, create and facilitate on-going professional development for teachers in the areas of integrated academics and vocational education, applied and project-based learning, as well as, 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.

- ***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 some charter schools arrange CTE courses sequentially into programs of study, the approach is supported by best practice research and is recommended by the Rhode Island Department of Education. These secondary-level charters schools are treated as any other high schools within State's CTE regional structure and are deemed eligible recipient of Perkins funding and support.

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

- ***Support for initiatives that facilitate the transition of sub baccalaureate CTE students into baccalaureate degree programs***

Following attendance at the July 2007 Programs of Study Conference "From High School to College and Career", the Rhode Island team created the following but still incomplete work plan.

Rhode Island Work Plan
For the Development of Programs of Study

Planning Team – Vanessa Cooley, Belinda Wilkerson, Diane Nobles and John Canole

Review notes and work plan developed in Washington and report out at the July 25th CTE Community meeting.

Meet with Charlie Mojkowski and Roy Seitsinger to share learnings, discuss integration with the TAA report recommendations, High School Regulations, and determine next steps. Meet with Sharon Lee focusing on the SPATE Crosswalk Toolkit

Compare and contrast program of study formats (templates) and make final decisions.

Establish Statewide Advisory Committee– Vanessa Cooley and Roy Seitsinger

Secondary CTE faculty, Secondary Academic faculty, Postsecondary faculty, Professional Associations (RISCA, RIMLE, RIASP, PTA, RISSA, School Committees, etc.), DLT, Workforce Development, Economic Development, Private Sector (Chamber of Commerce), Union Representation.

Project Statewide Advisory Committee - Secondary CTE faculty, Secondary Academic faculty, Postsecondary faculty, Professional Associations (RISCA, RIMLE, RIASP, PTA, RISSA, School Committees, etc.), DLT, Workforce Development, Economic Development, Private Sector (Chamber of Commerce), Union Representation

Review and rewrite the CTE regulations.

Discuss the concept and determine the cluster priorities based on LMI, demands of the workplace and innovation.

Review and revise, as appropriate and promote CTE community recommended changes to the High School Regulations.

Write district/school accountability responsibilities to include CTE - POS self assessment and Secondary/Postsecondary Articulation for Technical Education (SPATE) crosswalk outcomes into the guidance and requirements for Commissioner Review.

Adopt programs of study, common language, common format (template), etc.

Secure funding to create a public relation campaign

Create a marketing plan for students, stakeholders and the community at large that includes print, web-based and media components; information on programs of study, articulation agreements, postsecondary education-related cost savings strategies, etc as well as create and distribute specialized middle school and parent publications.

Professional Development - Facilitated

Conduct comprehensive professional development for all stakeholders focused on:

- *achieving a shared understanding of career clusters and programs of studies. (Schools would need to send teams.)*

- *the integration of academic and technical skills for academic and career and technical education instructors.*

- *participating in any/all agency and professional organization professional development meetings, sessions and conferences.*

- *the SPATE crosswalk toolkit.*

- *create opportunities for provide professional development on the postsecondary level – public and private.*

Statewide Cluster Advisory Committees –

Establish statewide advisory committees for each career cluster area.

Oversee the overall development and maintenance of the programs of study

Contribute resources to schools, as appropriate.

Provide opportunities for work-based learning.

Negotiate with postsecondary faculty for agreement on dual enrollment and articulated courses.

Meanwhile, one of the more serious challenges has been judging the quality of proposed and existing CTE programs. Lacking standards has impeded RIDE's efforts to judge applications for funding, stimulate ongoing improvement, and determine which programs should not receive continued funding for failure to meet quality standards and/or negotiated student performance levels. The proposed CTE Program Approval Process is designed to ensure quality career and technical education throughout Rhode Island. The process is added to a set of five standards that articulate expectations for all CTE programs.

1.*Design and Evaluation*.
Districts and schools design and evaluate their programs to ensure that they meet the CTE Program Approval standards.

2.*Curriculum and Instructional Design*.

CTE programs design and implement curriculum and instruction that prepare students to meet all appropriate standards in a variety of settings and formats.

3.*Instructional Organization and Support*.

CTE programs certify, maintain, and provide professional development for their staff consistent with state and federal requirements and staff and student needs.

4.*Operations*. CTE programs operate with appropriate support and resources necessary to meet or exceed expected standards and maintain quality CTE programs.

5.Accountability. CTE programs collect data, monitor their performance, and make adjustments to ensure that their programs support all students to meet the final agreed upon performance levels (FAUPL) for all indicators, and report this information to RIDE and all stakeholders.

Built upon the CTE Program Approval Standards, the proposed CTE Program Approval Process includes three components. For each component, guidance manuals, implementation documents, a nd training programs and materials have been developed. Additionally, tests, simulations, and pilot rollouts have been conducted for each component to aid in the design and implementation of an ali gned system.

Funding Process: An application process, based on the CTE Program Approval Standards, which establishes procedures for the development and review of applications for funding programs.

Review Process: A self□assessment and external review process based on the CTE Program Approval Standards, which establishes procedures for CTE activities to assess their implementation, provides corroborating evidence, and allow for evaluation using a peer review system.

Monitoring Site Visits: A support, monitoring, and evaluation process, based on the CTE Program Approval Standards, which establishes procedures for targeted site visits.

Finally, RIDE facilitates 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 biotechnology 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. Five schools were selected as sites for regional Biotechnology career and technical education programs.

Additional program areas based on Rhode Island's labor market information will be considered in the future.

- ***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.

- ***Support for pooling portions of such funds with a portion of funds available to not less than one other eligible recipients for innovative initiatives***

Local recipients pool funds for curriculum and professional development purposes in which local career and technical education principals and cross-district faculty (networks) align with postsecondary faculty within career cluster areas to research their particular clusters, pathways and curricula. The investigations impose controls for connections to national industry standards and national certifications to determine which, if any of the curricula, will be suitable for Rhode Island. Networks may choose to create, improve and/or modify curricula in areas where national certification is not available. Finally, each curricula area is cross-walked to ensure the inclusion of Rhode Island's 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 developed 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 is 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 incorporate the need for continuous improvement with their individual professional development plans (I-plans) for teacher re-certification.

III. Distribution of Funds and Local Plan for Vocation and Technical Education Programs

Eligible Recipients/Secondary Schools	
Academy of Service	Narragansett High School
Adelaide High School	Nathanael Greene Middle School
Alternate Learning Project	Newcomer Academy
Barrington High School	North Kingstown Senior High School
Birch Vocational Center	North Providence High School
Burrillville High School	North Smithfield Jr Sr High School
Central Falls Senior High School	Northern RI Collaborative
Central High School	Occupational Education Program
Chariho Regional High School	Oliver Hazard Perry Middle School
Classical High School	Oliver 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
DCYF Alternative Education Program	Roger Williams Middle School
DelSesto High School	Rogers High School
East Greenwich High School	Samuel W. Bridgham Middle School
East Providence High School	Scituate High School
E-Cubed Academy	Shea Senior High School
Educare I	Smithfield Senior High School
Exeter-West Greenwich Regional High School	South Kingstown High School
Feinstein High School	Springfield Middle School I
Hanley Career & Technology at West Broadway	Tiverton High School
Harrison Street High School	Toll Gate High School
Hope Arts School	Warwick Veterans Memorial HS
Hope Information Technology School	West Warwick Senior High School
Hope Leadership School	Westerly High School
Johnston Senior High School	William B. Cooley/Health & Science Tech. Academy
Lincoln Senior High School	William E Tolman Senior High School
Middletown High School	Woonsocket High School
Mount Pleasant High School	
Mt. Hope High School	
Charters	
NE Laborers' Career Academy	
Times2 Academy	
Textron Chamber of Commerce Academy	
CVS Highlander Charter School	
Paul Cuffee Charter School	
Kingston Hill Academy	
International Charter School	
Blackstone Academy Charter School	
The Compass School	
BEACON Charter School	

The Learning Community Charter 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	**Eligible Recipients/Adult Programs**
Community College of Rhode Island	Aquidneck Island Adult Learning Center
Johnson and Wales University	Chariho Vocational Training for Adults
New England Institute of Technology	Coventry Vocational Training for Adults
Providence College	Cranston Vocational Training for Adults
Roger Williams University	East Providence Vocational Training for Adults
	Warwick Vocational Training for Adults
Eligible Recipients/ Incarcerated Programs	**Eligible Recipients/Student Organization**
Rhode Island Adult Corrections Institutions	DECA - Distributive Education Clubs of America
Rhode Island Training School	FBLA - Future Business Leaders of America
	FCCLA - Family, Career, and Community Leaders of America
	FFA - Future Farmers of America
	TSA - Technology Student Association
	Sills USA

IV. Accountability

2006 – 2007 Negotiated and Actual Performance Levels					
Indicator Code	**Indicator**	**Measurement Approach**	**Negotiated Performance Level**	**Actual Performance Level**	**Performance Result**
1S1	Academic Attainment	State Academic Assessment System	27.69	4.55	E
1S2	Technical Attainment	Vocational/ Technical Course Completion	66.31	28.74	D
2S1	High School Completion	State/Local Administered Data	63.08	25.51	D
2S2	Diploma Credential	Vocational/ Technical Education Program Completion	87.87	95.94	E
3S1	Secondary Placement	State Developed/ School Administered Surveys/ Placement Records and Administrative Wage Record Match	80.09	39.29	D
4S1	Non traditional Participation	State/Local Administrative Data	38.76	32.31	D
4S2	Non traditional Completion	State/Local Administrative Data	36.13	38.01	E
1P1	Academic Attainment	Academic Course Completion	18.97	10.54	D
1P2	Technical Attainment	Program Completion	18.97	10.54	D
2P1	Degree Credential	State/Local Administrative Data	18.97	10.54	D
3P1	Placement	State Developed, School Administered Survey/ Placement Records	94.62	39.74	D
3P2	Retention	State-Developed, School-Administered Surveys/ Placement Records	90.01	92.31	E
4P1	Non traditional Participation	State/Local Administrative Data	25.85	26.06	E
4P2	Non traditional Completion	State/Local Administrative Data	21.37	11.11	D
1A1	Academic Attainment	Academic Course Completion	72.97	43.29	D
1A2	Skill Proficiencies	Vocational/ Technical Course Completion	72.97	43.29	D
2A1	Completion	State/Local Administrative Data	72.97	43.29	D
3A1	Placement	State/Local Administrative Data	78.16	48.33	D
3A2	Retention	State/Local Administrative Data	89.31	85.82	D
4A1	Non traditional Participation	State/Local Administrative Data	23.51	10.58	D
4A2	Non traditional Completion	State/Local Administrative Data	17.54	12.01	D

V. Definitions

Definitions: Vocational Concentrator and Tech Prep Student	Changed From Last Year
Participant - A student enrolled in any one or more non sequential career and technical education courses. (Effective 2007)	Yes
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

Measurement Approaches: Quality Rating			
Level/Core Indicator	**Measure**	**Quality Rating**	**Improvement Efforts**
Secondary			
1S1Academic 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.

Measurement Approaches: Quality Rating			
Level/Core Indicator	**Measure**	**Quality Rating**	**Improvement Efforts**
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
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.

Measurement Approaches: Quality Rating			
Level/Core Indicator	**Measure**	**Quality Rating**	**Improvement Efforts**
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.
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

RIDE continues to make strides in its ability to comply with the accountability requirements of the Carl D. Perkins legislation. Using rigorous measures for indicators, RIDE is building and implementing a data collection and management process (The Rhode Island Career and Technical Education Data System (RICATS) intended to deliver complete, reliable, and valid vocational education student data to the U.S. Office of Vocational and Adult Education (OVAE).

Though RIDE is increasingly confident in the RICATS system, we are compelled to acknowledge original system design limitations which continue to have a residual effect on our ability to collect and assess career and technical education data. As a result of original system design limitations and our intent to develop an ongoing data quality system to meet the new requirements under Perkins IV, the current system warrants enhancements and improvements.

All Indicators
Analysis of all performance all indicators suggest areas for continued effort and areas for improvement.

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 tranfer 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.

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 secondarys 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.

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.

V. Improvement Strategies

Problem	Strategy for Improvement
Schools are not sure which of their courses qualify as CTE Courses. 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.	The newly endorsed CTE delivery system will be much more systemic and bold in its solutions. Districts and schools design and evaluate their programs to enure that they meet the CTE Program Approval standards. Review notes and work plan developed in Washington and report out at the July 25th CTE Community meeting. Meet with Charlie Mojkowski and Roy Seitsinger to share learnings, discuss integration with the TAA report recommendations, High School Regulations, and determine next steps. Meet with Sharon Lee focusing on the SPATE Crosswalk Toolkit Compare and contrast program of study formats (templates) and make final decisions.
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. Awaiting additional guidance from OVAE on non-traditional assessment approaches.
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.
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.