

I. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES – UPDATED (2009)

A. Required Use of Funds:

Conducting an assessment of the vocational and technical education programs funded under Perkins IV –

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter –

RIDE has hired a dedicated staff person and begun the implementation of its CTE Program Review and Approval process to help CTE programs meet the expectations inherent in the Perkins' legislation. To meet these expectations and provide a quality career and technical education to all students, RIDE requires all CTE programs to engage in an ongoing process of inquiry, evaluation, and improvement. This continuous improvement process combines self-assessment, documentary support, external review, site visits and, as needed, corrective action. The CTE Program Self-Assessment, Review and Approval processes are designed to engage CTE program teachers, administrators and industry partners, as appropriate, in an assessment of how well they are meeting their mission and how they might improve student and program performance. All aspects of the program review and approval process are based on and measured against the national career cluster knowledge and skills as well as Rhode Island's CTE Program Standards.

Rhode Island Career and Technical Education Programs Standards

LEAs wishing to operate approved CTE programs of study shall ensure that these programs meet these standards:

Standard One: Program Design

The LEA ensures that the CTE program designs meet all CTE program standards.

- 1.01 *Planning. The LEA engages in an annual planning process that:*
 - *Involves all stakeholders including school, district, student, family, community, business, industry, and postsecondary institutions.*
 - *Incorporates labor market information into the planning, development, and revision of CTE programs.*
 - *Ensures that the planned program is focused on industry or career clusters deemed critical or emerging in the U.S., New England, and/or Rhode Island economies or responds to student interest.*
 - *Initiates, improves, expands, and modernizes quality career and technical education programs.*

- 1.02 *Advisory Board. The LEA maintains an advisory board for each program that:*
 - *Is representative of the school, family, business and industry, and postsecondary community.*
 - *Engages parents, students, teachers, representatives of business and industry, labor organizations, representatives from the applicable local workforce investment board, representatives of special populations, and other interested individuals.*
 - *Conducts scheduled meetings with published agendas and provides minutes of meetings that document recommendations for improvement.*
 - *Provides advice on program planning, development, implementation, promotion, and evaluation.*

- 1.03 *Outcomes. The CTE program prepares students to:*
 - *Meet academic and technical standards.*
 - *Meet business and industry standards, where such standards exist.*
 - *Earn business and industry licensing or certification, where such are available.*
 - *Secure placements in the workforce, postsecondary institutions, or the military.*

- 1.04 *Evaluation. The CTE program design includes an evaluation plan that addresses:*
 - *Evaluation of career and technical education programs.*
 - *Evaluation of progress over time in meeting the CTE standards.*
 - *Evaluation of patterns or gaps in student outcomes.*
 - *Evaluation of non-traditional and special population student outcomes.*

Standard Two: Curriculum and Instructional Design

The LEA ensures that CTE program curriculum and instruction prepare students to meet all appropriate learning standards.

- 2.01 *Curriculum Design. The program curriculum is aligned and integrated with:*
 - *The school mission and vision.*
 - *The Rhode Island Workforce Development Strategic Plan.*
 - *Business and industry standards.*
 - *National career clusters.*
 - *National program standards.*
 - *GSEs, academic and applied learning standards.*

- *Technology standards.*
 - *Proficiency-based graduation requirements.*
- 2.02 *Career Readiness. The CTE program curriculum explicitly and consistently:*
- *Provides instruction and practice in career-readiness skills.*
- 2.03 *Instructional Design. The CTE program instruction integrates in all classes:*
- *CTE, GSE, academic, technology, applied learning, and business and industry standards.*
 - *Work-based learning, apprenticeships, and cooperative experiences.*
- 2.04 *Technology Integration. The program instruction in all classes:*
- *Integrates relevant, current, appropriate, and varied program-specific technology.*
 - *Provides students access to interact with program-specific technology.*
- 2.05 *Assessment. The program instruction includes assessment that:*
- *Includes formative and summative assessments to monitor and evaluate student learning.*
 - *Provides for multiple methods and opportunities of assessment.*
 - *Differentiates assessment based on content, context, and student learning needs.*
 - *Includes assessments that lead to industry-recognized credentials, when such credentials are available.*

Standard Three: Program Organization and Support

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

- 3.01 *Certification. The CTE program staff possesses:*
- *Required and current state teacher certification to include appropriate RI Vocational/CTE teacher certification, where such certifications are required.*
 - *Required Industry program certifications or endorsements.*
 - *Recognized current business, industry, or technology endorsements or certifications, if available.*
- 3.02 *Sufficiency of Staff. The program has sufficient staff members to:*
- *Staff the program areas consistent with program requirements and/or business and industry standards.*
 - *Serve the enrolled student population using staff-student ratios that promote learning.*
 - *Develop and maintain business and industry and postsecondary partnerships.*
- 3.03 *Comprehensive Professional Development Plan. The CTE program staff receives comprehensive professional development that includes:*
- *CTE, academic, technology, applied learning, and business and industry standards integration.*
 - *Serving non-traditional and special populations students.*
 - *Developing effective practices to improve parental, community, industry, business, and labor involvement.*
 - *Externship programs or other learning experiences in business and industry that provide business experience to both novice and seasoned teachers.*

Standard Four: Program Operations

The LEA ensures that CTE programs operate with appropriate supports and resources necessary to meet or exceed expected standards and maintain a quality CTE program.

- 4.01 *Safety and Health Plan. The program has a safety and health plan that:*
- *Meets or exceeds OSHA and business and industry standards and regulations.*
 - *Is communicated to the staff and students.*
 - *Includes safety instruction that is planned, presented, demonstrated, and practiced.*
 - *Is regularly reviewed and revised.*
- 4.02 *Equipment. The program has access to adequate program-specific equipment and work stations that:*
- *Meet or exceed current occupational and safety standards.*
 - *Are current with business and industry standards.*
 - *Are sufficient and accessible for the enrolled student population.*
 - *Are updated/upgraded regularly through effective partnerships with employers.*
- 4.03 *Supplies. The program has adequate supplies that:*
- *Allow the program to function to meet or exceed business and industry standards.*
 - *Are sufficient and accessible for the enrolled student population.*
- 4.04 *Technology. The program has adequate program-specific technology that:*
- *Allows the program to function to meet or exceed business and industry and technology standards.*
 - *Is accessible for the enrolled student population.*
 - *Is routinely integrated into curricula delivery.*
 - *Offers opportunities for expanding learning by accessing industry-approved programs of learning through technology.*

- 4.05 *Resources. The LEA shall:*
- *Maintain, replace, and update equipment to meet student learning needs, program goals, and business and industry standards.*
 - *Provide, replace, and update supplies to meet student learning needs, program goals, and business and industry standards.*
 - *Provide, maintain, replace, and update technology to meet student learning needs, program goals, and business and industry standards.*

Standard Five: Accountability and Continuous Improvement

LEAs collect data and monitor program performance and make adjustments to ensure that their program supports all students to meet the final agreed-upon performance levels for all indicators, report this information to RIDE and all stakeholders, and engage in continuous improvement efforts.

- 5.01 *Data Collection and Monitoring. The LEA has sufficient data collection and monitoring strategies to:*
- *Collect useful data to allow program stakeholders to analyze program effectiveness and adjust the program as necessary.*
 - *Monitor student performance for each indicator – academic and technical skill attainment, participation, completion, and graduation rates.*
- 5.02 *Data Analysis and Reporting. The LEA has sufficient data analysis and reporting mechanisms and strategies to:*
- *Analyze and synthesize monitoring data to develop useful information on program performance to allow necessary adjustments.*
 - *Communicate the results of monitoring data to RIDE and all stakeholders.*
- 5.03 *Continuous Improvement. The program conducts continuous improvement that:*
- *Uses evaluation data to inform the improvement process.*
 - *Involves all stakeholders including school, district, student, family, community, business, industry, and postsecondary institutions.*
 - *Focuses on increasing student outcomes, postsecondary placements, and program completers rates.*
 - *Strengthens the academic, and career and technical skills of students participating in career and technical education programs.*

5.04 *Program Outcome Data*

The LEA shall report program outcome data annually to the RI Department of Education. Outcome indicators and reporting requirements will be established by the RI Department of Education in such areas as academic attainment in reading, language arts, and mathematics; technical skills attainment, secondary school completion; postsecondary participation; and employment.

RIDE's CTE Program Review and Approval process is supported by Rhode Island's PreK-16 system and Unified Workforce Development Plan, both of which are designed to smooth transitions from one level of learning and experience to the next and seamlessly move students from secondary school to post secondary institutions and/or the world of work. Creating more integrated, seamless education and workforce systems involves grappling with a host of complex issues, including standards, assessments, teacher education, college admissions policies, industry entry standards, governance, funding, and differing institutional cultures. Rhode Island's Pre-16 agreement reflects the central vision of a coherent, flexible continuum of public education that stretches from preschool to grade 16, culminating in a baccalaureate degree. The Unified Workforce Development Plan is the broader context within which all State Agencies focus their energies and resources on building, enhancing, supporting and sustaining the economic development of Rhode Island, its current and emerging workforce needs and goals.

Further, RIDE's CTE program standards and program review and approval process supports the Rhode Island Department of Education's emerging strategic plan that focuses on *Transforming Education in Rhode Island* as crafted under the leadership of new Elementary and Secondary Education Commissioner Deborah Gist.

Transforming Education in Rhode Island

Ensuring Educator Excellence

*Every student must have highly effective teachers.
Every school must have a highly effective leader.
We must support educators throughout their careers.*

Accelerating All Schools Toward Greatness*

*Rhode Island must not allow failing schools to exist.
Leadership must be responsible for quality improvement.
Communities must commit to supporting high-quality schools.*

Establishing World-Class Standards and Assessments

Standards must be clear, high, and internationally benchmarked.

*We must hold all educators and students to high expectations.
We must hold schools accountable for student achievement.*

Developing User-Friendly Data Systems

*Everyone must have access to usable data.
Data must be relevant, timely, and practical.
Data systems must drive continuous improvement.*

Investing Our Resources Wisely

*Financing must be adequate, effective, and equitable.
We must use incentives to promote efficiencies and effectiveness.
We must be capable stewards of the taxpayers' investment.*

**Schools include all learning environments.*

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

RIDE provides its local recipients with technical assistance and information related to best practice and current CTE research in the use of new instructional technologies to provide direction and guidance regarding program implementation. Additionally, RIDE approves local recipient expenditures for developing, improving and expanding the use of technology aligned with curriculum design, instructional support and best practice. During the current academic year, RIDE has authorized in excess of \$200,000 (allocated local funds) for these purposes.

Offering professional development programs, including providing comprehensive professional development for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels - and

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education –

RIDE continues to support local career and technical education center directors, high school principals and cross-district faculty aligned with postsecondary faculty within career cluster areas to research their particular clusters, pathways and curricula. This research entails connections to national industry standards and national certifications to determine which, if any of the curricula, are suitable for Rhode Island. In a few instances, the networks create, improve and/or modify curricula in areas where national certification are not available. Finally, each curricula area is cross-walked to ensure the inclusion of the Grade Span Expectations (GSEs), Rhode Island's academic standards in mathematics, ELA, science and social studies adopted or soon to be adopted by Rhode Island for all students.

This year as referenced in previous state and local improvement plan action steps and in support of the same, RIDE allocated leadership/reserve funds totaling \$150,000 to local recipients for professional development focused on the integration of academics and career and technical education with a special emphasis on mathematics and reading/language arts. Administrators, teachers, etc. engaged in structured professional development programs designed to improve student academic performance and graduation rates. To date these efforts have included pairing CTE teachers with math teachers and ELA/Reading teachers to focus on integrated lesson planning as facilitated by the Southern Regional Education Board – CTE that Works. Takeaways for all participants include lesson plans, PowerPoint presentations, portfolio-worthy artifacts, any/all associated materials (manipulatives, assessments, rubrics, etc.). Other takeaways include Math in CTE teaching and learning techniques focused on using algebra for the conversion of fractions; converting fractions and decimals; converting weights and measures; calculating discounts, mark-ups, etc. as well as locally-facilitated lessons to address topics such as outlining articles, writing business correspondence, email communications, writing oral communications (work orders, intake interviews, etc.), etc. While at least one initiatives focused on incorporating mathematics and ELA skills into student workplace learning experiences during long-term internships, etc.

RIDE continues to support the Rhode Island School Counseling Association as well as its Winter, Fall, Spring and Summer professional development program series focused on the career awareness, exploration and preparation where local, state and national CTE professionals function as program facilitators and professional development and/or graduate school credits are offered.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations,

intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study –

Again, RIDE’s CTE plan supports and is supported by Rhode Island’s PreK-16 System and Unified Workforce Development Plan endorsed by the Governor’s Workforce Board and PK-16 Council, both of which are designed to smooth transitions from one level of learning and experience to the next and seamlessly move students from secondary school to post secondary institutions and/or the world of work.

The Board and Council focus on interagency partnerships and includes the involvement of the following:

Name	Position
The Honorable Donald L. Carcieri,	Governor
The Honorable Robert J. Flanders	Chairman - Board of Regents of for Regents for Elementary and Secondary Education
Deborah Gist	Commissioner - RI Department of Elementary and Secondary Education
Ray DiPasquale	Commissioner – RI Office of Higher Education
Sandra Powell	Director – RI Department of Labor and Training
vacant	Director – RI Department of Economic Development
Irving Schneider	Director – RI Independent Higher Education Association
The Honorable Frank Caprio	Chairman – RI Board of Governors for Higher Education
Mario Bueno	Director – Progreso Latino
Mia Caetano-Johnson, Esq	Business Broker – United Brokers Group
Robin Coia	Representative – New England Laborers Management Coop. Trust
Paul McDonald	President – Providence Central Federated Council
Joseph MarcAurele	President & CEO – The Washington Trust Company
William McGowan	Business Manager – IBEW – Local 2323
Brandon Melton	Senior Vice President - Lifespan
Sharon Moylan	Executive Director – Options for Working Families
Robert Nangle	President – Meridian Printing
George Nee	President – Rhode Island AFL-CIO
Cathy Streker	Vice President – Textron, Inc.
Martin Trueb	Senior Vice President & Treasurer – Hasbro, Inc.
Pheamo Witcher	President/Executive Director – The Genesis Center

Governor’s Workforce Board of Rhode Island

Strategic Workforce Plan for Rhode Island

2009-2014

Goal 4: Youth are Ready for Work and Lifelong Learning

Youth will take advantage of skill development opportunities that enable them to meet changing demand – for their own and the state’s future prosperity

- Objective 4.1: Increase Access to Work-Preparedness Activities
- Objective 4.2: Decrease Postsecondary Remediation Rates
- Objective 4.3: Increase the Capacity of Youth-Serving Organizations
- Objective 4.4: Increase Youth Participation in Apprenticeships
- Objective 4.5: Increase Youth with Credentials
- Objective 4.6: Increase Educator Understanding of the Labor Market

A RIDE career and technical education staff member is appointed by the Governor and the Mayor of Providence to serve on the Workforce Solutions of Providence/Cranston and the Workforce Partnership of Greater Rhode Island Boards of Directors, the two Rhode Island Workforce Development Act regions, to 1) contribute to the directions, initiatives and programs supported by the Workforce Investment Act, and 2) as the Carl D. Perkins Vocational Education Act eligible agency, be informed and guided in Perkins plan development and program implementation by a broad perspective of the

education and training needs of youth and adults as well as by the education and skill needs and demands of local and state business and industry. Additionally, RIDE provides funds to support adult skills training in certificated retail training, certified nursing assistance and medical technology programs offered at local Workforce Investment Board - One Stop Delivery locations.

Other Partners include: [Update Partner List](#)

Name	Agency/Organization	Name	Agency/Organization
Victor Barros	Private Economic Development	Darrell Waldron	Native American Programs
Lynn Bentley	Business – Services	Norris Waldron	Business – Real Estate
Nicole Campbell	Business – Health Services	Robin Zukowski	Business – Hospitality and Tourism
Michael Caparco	Business – Construction	Evaristo Amaral	Business – Manufacturing
Wendy Caputo	Organized Labor	Cynthia Farrell	Business – Healthcare
Donalda Carlson	Human Services	Michael Traficante	Organized Labor
Andrea Castaneda	Local Education	Steven Kitchin	New England Institute of Technology
Frank Corbishley	Community-based Organization	Peter Koch	Business – Retail
Alexis Devine	Business – Healthcare	Patti Thibeault	Business – Financial Services
Joseph DiPina	Job Corps	Bob Cooper	Commission on Disabilities
Monica Dzialo	Vocational Rehabilitation	Dorothy Mattiello	Business
Raymond Filippone	RI Department of Labor and Training	Susan O'Donnell	Business – Hospitality and Tourism
Hy Golman	Business – Transportation	Paul Ouellette	Local Chamber of Commerce
Ann Gooding	Local – Service Provider	Betty Pleacher	Local Chamber of Commerce
Craig Gorris	Business – Retail	Fred Ricci	Business – Employment Services
Kenneth Kirsch	Business – Information Technology	Nancy Roderick	Business – Manufacturing
Chris Lombardi	Organized Labor	Scott Seaback	Business – Employment Services
Sorrel Devine	Housing and Urban Development	Patricia Talin	Business – Employment Services
Jeffery Machado	Goodwill Industries	Andrew Tyska	Business – Marine
Lillian McGee	Business - Communications	Steven Wilson	Business – Manufacturing
Joanne McGunagle	Community-based Organization	Allen Durand	Organized Labor
Geoffrey Millsom	Business – Professional Services	Raymond Pingitore	Organized Labor
Jane Morgan	RI Department of Elderly Affairs	Paul Harden	RI Economic Development
Lori Norris	RI – Department of Labor and Training	Michael Cassidy	Municipal Government
Susan Pagnozzi	Local Chamber of Commerce	Kim Weiss	RI Department of Labor and Training
Michael Paruta	Business - Healthcare	Diane Cook	RI Office of Rehabilitative Services
Janet Raymond	Local Chamber of Commerce	Alison Svenningsen	Business – Construction
Gregory Schmidt	Business – Retail	Peter Stipe	Business – Services
Raymond Sepe	Business – Information Technology	Robin Zukowski	Business – Hospitality and Tourism
Heather Singleton	Business – Hospitality and Tourism	Robin Smith	Community College of Rhode Island
Richard Smith	Business – Financial Services		

These initiatives afford the Rhode Island CTE community to interface with public and private secondary and postsecondary education agencies, sister State agencies, employer/industry partners, legislators, parent groups, as well as the broader public, private and community-based sectors of Rhode Island.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-terms workshops or conferences are not allowable –

RIDE presents information relating to non-traditional education/career opportunities to include labor demand, job placement, and growth and earning potential to CTE administrators, teachers and students. RIDE conducts structured professional development programs during the Rhode Island School Counselors Association conference and provides middle and high school students and their parents with information and examples relating to non-traditional education/career opportunities through the distribution of specialized publications (i.e. NAPE, Career Communications Rhode Island Career and Technical Education, etc.) during school advisories, individual and group counseling sessions, school assemblies, open house nights, etc. RIDE participates, promotes and supports statewide initiatives i.e. Grrrl Tech, Girls Non-Traditional Trades Forum, etc.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-terms workshops or conferences are not allowable –

Serving individuals in state institutions – and

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations –

Funding for special populations and non-traditional training has been combined with funding for the incarcerated in order to increase the amount available to meet the needs of incarcerated groups. All programming at the Adult Correctional Institutions for Men (ACI) is offered in collaboration with the Community College of Rhode Island. In addition, the ACI for Women has been able to increase the number of classroom slots available to inmates and to offer non-traditional programming within the Women's Facility. Similarly, the Rhode Island Training Schools (RITS) for incarcerated youth has been able to strengthen and expand its existing programs and offer non-traditional programming for its adjudicated male and female students. Further, using these funds the RITS has hired a Job Coach to provide outreach to area employers and to counsel and assist students in obtaining employment upon release.

All Perkins supported career and technical education programs adhere to the Rhode Island Board of Regents' Regulations for High School Graduation wherein districts and schools must provide all students with:

- scaffolded adolescent literacy programs to ensure that all students achieve the necessary literacy levels to allow them to engage in grade appropriate reading and to succeed in post-secondary education or their career;
- personalized learning communities that are nurturing environments where students have the opportunity to develop deep, positive, meaningful relationships with adult advocates; and
- school counseling programs focused on the academic, career and personal/social development of students as individuals as provided by the Rhode Island School Counseling Framework, developed as a Perkins-funded initiative, and the American School Counseling Association.

The Regulations require districts and school to implementation processes that ensure:

- all students have a fair and legitimate opportunity to learn the knowledge and skills represented by the grade span expectations (Rhode Island's academic standards in English language arts, mathematics, science and social studies);
- all students have genuine access to rigorous programs that support their individual learning plans and prepares them to meet their goals beyond high school;
- students have multiple pathways through their high school programs to achieve the required standards and;
- a system for the ongoing evaluation of the existence of access and opportunity for all students.

Further, districts and schools must provide:

- assessments designed and implemented so all students, including any subgroup of students, have valid opportunities to demonstrate what they know;
- universally designed assessments to ensure equal access and that additional accommodations are provided as needed/appropriate;
- disaggregated data identifiable by subgroups enabling searches for potential bias in assessments;
- assessments results that pre communicated to students and families in a clear and timely manner;
- an appeals process in place for judgments that are in dispute; and
- a system for the ongoing evaluation of effectiveness and fairness for all students.

Finally, each applicant for Perkins funding is required to provide assurances that "individuals who are members of special populations (minorities, limited-English proficient, physically challenged, special needs students with IEPs, nontraditional students, single parents, displaced homemakers, etc.) will be provided with equal access to recruitment, enrollment and placement activities." CTE programs are required to monitor non-traditional and special population student outcomes as a measure to evaluate and ensure equitable access to appropriate learning resources.

Offering technical assistance for eligible recipients -

RIDE provides technical assistance using a combination of education, training, and support services. Education and orientation is provided via written publications and state and regional orientation sessions. Training is provided through state and regional workshops focusing program funding applications and self-assessment guides. Ongoing support is provided via one-on-one technical assistance sessions as well as via on-site monitoring and improvement activities.

RIDE staff members meet with regional representatives, career and technical education center directors, high school principals and school-based coordinators and consortia group leaders monthly to share national perspectives on career and technical education, best practice and current CTE research; to provide direction and guidance regarding program

implementation based on federal legislation and/or state priorities; to elicit ideas, interest, input and information regarding state plans and planning; state-level implementation and supports to programs, schools, as well as to provide training and technical assistance on system-wide initiatives and interest; etc. Guests are routinely invited to attend based on topical areas of interest and/or concern i.e. school counseling, teacher certification, Perkins-supported postsecondary consortia, academic/industry standards, career and technical academies, professional development, industry associations, postsecondary school recruiters, ethical codes of conduct, grant management, etc.

RIDE staff members meet regularly with representatives of the Community College of Rhode Island, RI's sole public postsecondary partner regarding Perkins funded programs. In addition, staff members meet regularly with and are informed by program managers and others from the Community College of Rhode Island as well as the New England Institute of Technology, Johnson and Wales and Roger Williams Universities regarding Perkins-supported postsecondary consortia initiatives focused on secondary/postsecondary articulation in technology education for the arts, information technology, business and finance, construction, engineering, hospitality and tourism, culinary arts and law and public safety career cluster areas.

RIDE uses electronic list serves to provide near daily contact with the statewide career and technical education community.

B. Permissible Activities

Improving career guidance and academic counseling programs –

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students –

Through Perkins supported consortia with Providence College, the Rhode Island School Counselors Association and Rhode Island's school districts, RIDE provides information and guidance using a combination of education, training, and support services. Here again, education and training is provided via regular emails, written publications, state and regional workshops.

RIDE's program review and approval process, CTE standards, self-assessment, and site visit, includes specific attention to articulation agreements with postsecondary institutions. These agreements:

- sustain alignment of secondary CTE programs with postsecondary programs to help ensure quality instruction and seamless transition.
- continue to expand state-level partnerships with postsecondary institutions to establish a clear understanding of program offerings and instructional requirements at both levels.
- enhance technical assistance efforts to eligible recipients in establishing strong local partnerships with postsecondary institutions.
- provide technical assistance to eligible recipients in order to develop professional development strategies to strengthen academic skills in CTE programs. This system will reduce the need for remediation for students entering postsecondary institutions.
- use the Tech Prep model as a vehicle to support articulation by requiring all consortia to develop and implement articulation agreements with participating high schools and post secondary educational institutions. These articulation agreements link the participating high schools with two-year as well as four-year post secondary institutions of high education which offer non-duplicative, sequential courses of study leading to a certificate, or a degree, in a specific career field.

RIDE has revised its dual enrollment policies regarding governance, crediting, eligibility, funding, and course and program quality. All are designed to promote a state dual enrollment program with the following basic design features:

- opportunities to receive up to a semester (four courses) of college credit.
- State offered incentives for low-income dual enrollees to encourage their participation.
- course alignment the with general education or concentration requirements of state public postsecondary institutions or with courses required to receive an industry certificate or Associate's degree in a career area.

- limited numbers of college courses may be taken on college campuses.
- alignment with the state's high school diploma system.

Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs –

Currently, all secondary-level programs work with the Community College of Rhode Island to identify and take advantage of the College's pre-existing agreements with four-year institutions. RIDE supported consortia with Johnson and Wales University, New England Institute of Technology, Roger Williams University have been designed to include articulation to baccalaureate programs while all existing and new secondary programs of study continue to be reviewed and expanded, as appropriate, to include articulation agreements for student transitions from sub baccalaureate career and technical education programs to baccalaureate degree programs at institutions of higher education.

Supporting career and technical student organizations –

RIDE utilizes leadership funds to support DECA, FBLA, FCCLA, FFA, SkillsUSA, and TSA. RIDE staff members serve on the local and national boards for SkillsUSA

Supporting public charter schools operating career and technical education programs –

Charter high schools offering career and technical education programs are treated as any other high school. Rhode Island charter schools are administered, supported and funded according to federal and RIDE established formulas, policies and practices for career and technical education.

Supporting family and consumer sciences programs –

In addition to utilizing leadership funds to support FCCLA and hosting the December 2008 national FCCLA conference, RIDE funds family and consumer sciences programs in schools across the state. Currently, RIDE is working with the FCCLA program advisor to support FCCLA week in Rhode Island (February 2010).

Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels –

RIDE's CTE delivery system, CTE program standards and program review and approval process are specifically designed to provoke and support business and secondary/postsecondary faculty partnerships to establish clear and agreed upon understandings regarding program offerings and instructional requirements at both level to:

Sustain alignment of secondary CTE programs with postsecondary programs to help ensure quality instruction and seamless transition.

Enhance technical assistance efforts to eligible recipients in establishing strong local partnerships with postsecondary institutions.

Provide technical assistance to eligible recipients in order to develop professional development strategies to strengthen academic skills in CTE programs. This system will reduce the need for remediation for students entering postsecondary institutions.

RIDE uses the Tech Prep model as a vehicle to support articulation by requiring all consortia to develop and implement articulation agreements with participating high schools and post secondary educational institutions. These articulation agreements link the participating high schools with two-year as well as four-year post secondary institutions of high education which offer non-duplicative sequential courses of study leading to a certificate, or a degree, in a specific career field.

Strengthen the requirement (through a rigorous approvals process) to address postsecondary transition in the Perkins grant application to ensure that local strategies are being developed to address articulation and transition.

In addition, the postsecondary institutions will encourage and support articulation agreements with the following actions:

Strengthen communications with secondary schools.

Facilitate the establishment of local partnerships, the development of dual and/or concurrent enrollment opportunities where appropriate, and the certification of secondary faculty to teach in dual enrollment programs.

RIDE has enhanced its dual enrollment policies regarding governance, crediting, eligibility, funding, and course and program quality. All are designed to promote a state dual enrollment program with design features that ensure that dual

enrollment is aligned with the state's high school diploma system; all students have an opportunity to receive up to a semester (four courses) of college credit; college courses are aligned with general education or concentration requirements of state public postsecondary institutions or with courses required to receive an industry certificate or Associate's degree in a career area.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education –

In partnership with the University of Rhode Island, CCRI, the Rhode Island Technology Collective (business partners), the Rhode Island Department of Labor and Training and other partners, RIDE is led an initiative to support secondary school science teachers engaged in developing secondary-level biotechnology programs of study in Burrillville, Exeter-West Greenwich, Lincoln, Providence and Woonsocket. This year this effort has been expanded to recruit three new schools in Chariho, Coventry and Warwick. To date, approximately forty-five science teachers have participated in summer graduate-level biotechnology courses as well as 10th, 11th and 12th grade curriculum development initiatives.

RIDE is also working with the healthcare industry and postsecondary partners to establish secondary-level CTE licensed practical nursing programs now targeted to commence in 2010 in Chariho.

Providing activities to support entrepreneurship education and training –

State-led investigatory technical assistance sessions have been held with the Rhode Island Business Educators Association in efforts to organize and support activities relating to statewide entrepreneurship education and training programs that meet CTE standards. Statewide pre-organizational activities will be supported with leadership funds.

Providing career and technical education programs for adults and school dropouts to complete their secondary school education –

RIDE continues to support adult skills training programs across Rhode Island and on the Community College of Rhode Island campuses. These programs are designated for unemployed and underemployed Rhode Islanders age 16+. Skills training is offered in several high demand areas as determined by the Rhode Island Department of Labor and Training – Division of Labor Market Information.

In addition to skill training, participants have access to case management, ABE and GED services in support of their attending educational, social and economic needs. Typically ancillary services are provided by referral to state agencies and/or community based organizations funded by federal and state funds.

Developing valid and reliable assessments of technical skills –

Whereas the development of valid and reliable assessments continues to be beyond RIDE's financial and human resource capacity, Rhode Island has conducted a statewide self-assessment of currently used technical skill assessments (i.e. NOCTI, NCEER, etc.) to help determine the scope of work necessary to be completed to comply with the Perkins requirement for reporting technical skill attainment.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes –

Career and Technical Education Data Collection and Management System (RICATS) Re-Design

Although RIDE's existing RICATS system currently supports day to day processes that collect CTE data for federal Perkins reporting requirements, CTE staff must remediate the issues associated with fragmented and inaccurate student data collected via shadow cleansing and reporting processes. In January of 2008 RIDE began to implement a three phased multiyear re-design effort to better meet its Perkins reporting objectives and to streamline and consolidate multiple career and technical education student data processes into a single, integrated system. The re-design will ensure:

- more accurate and more complete student data;
- a more timely data collection process;
- schools with a more effective mechanism to provide student data to RIDE;

- an (automated) monitoring process that manages the collection and reporting of student data by schools and other contributing Rhode Island agency(s) to ensure the timeliness of data submittal; and,
- A process that complies with Perkins IV reporting requirements meets CTE business objectives and complies with RIDE ONIS technical standards and objectives.

The re-design of the RICATS system involves the adaptation and expansion of the current eRIDE application to support federal Perkins IV reporting requirements. The core eRIDE application will be enhanced with additional data elements, web forms, business rules, workflows, data intake and error handling mechanisms, security and reporting capabilities that fulfill eRIDE Perkins reporting requirements. Additionally, the CTE integration will enhance eRIDE by leveraging the information, functionality, and processes in the current eRIDE systems. eRIDE will be enhanced by a CTE Student data component that will enforce RIDE's CTE student data with strong validation components that report errors and allow the District/School, Assessments, and DLT organizations to fix the errors online and save them directly into the database containing the valid data for the submittal. This unification of General Education and Technical Education student into a single processing and database construct (eRIDE) will not only support federal reporting requirements, but will also enable cross-sectional and longitudinal analysis of student data across programs, geography, and time.

The Office of Adult Basic Education and Career and Technical Education identified two important action steps needed to move the re-design process forward: (1) hire of an on-site dedicated software developer for the re-design of the RICATS system and (2) re-alignment of career and technical education programs.

- hire of an onsite dedicated software developer for re-design of the RICATS system

Due to the constrained economic climate in Rhode Island the state's Office of Administration invoked a statewide hiring freeze. The ability to fill the position of a software developer was directly impacted by this decision and subsequently the Office of Adult Basic Education and Career and Technical Education was not able to move forward on much of the technical software system re-design.

- re-alignment of career and technical education programs

The re-alignment of career and technical education programs involves the compilation of statewide secondary, post secondary and adult vocational course data and codifying of that data. For accurate student participation in CTE and CTE related occupations to be assessed current, accurate, and complete course data must be linked to educational programs (both academic & CTE), to CIP codes and to career clusters. Additionally, in an effort to more seamlessly integrate the CTE student data collection within RIDE's data warehouse, CTE staff must link all secondary course data with code from the following three course classification systems: The School Codes for the Exchange of Secondary Data (SCED); the Secondary School Taxonomy (SST); and the Course Classification System for Secondary School (CSSC).

RIDE began to move forward with the re-alignment of CTE programs, a multiyear effort, by hiring three part time college level interns. The interns worked for three months and completed the following:

- Secondary course repository data mining and course data identification
- Secondary course data electronic transfer
- Course data scrubbing, normalization, and coding

	# of Course	Educational Programs**	
		Academic	Career and Technical Education
Secondary	10,000+	46	90
Post Secondary	3,000+	--	97

Adult Vocation Training	--	--	44
* In Rhode Island career and technical education is delivered through 54 High Schools, 10 Career and Technical Education Centers, 1 Post Secondary Institution and 8 Adult Vocational Training Programs.			
** Number includes duplicate programs.			

II. PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS

Rhode Island has conducted a statewide self-assessment of currently used technical skill assessments to determine the scope of work necessary to be completed to comply with the Perkins requirement for reporting technical skill attainment.

Course Name	CERTIFICATION ABBREVIATIONS:									
	Charlho C&T Center	Coventry C&T Ctr.	Cranston C&T Center	Davies C&T High Sch	E. Prov. C&T Ctr.	Newport C&T Ctr.	Prov. Hanley C&T Center	Warwick C&T Center	Woonsocket C&T	
Academy of Information Technology	N/A	N/A	N/A	N/A	N/A	IC3	N/A	N/A	NAF & ADOBE	
Aquaculture	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Auto Collision Repair/Refinishing	N/A	N/A	N/A	NATEF	NATEF	N/A	N/A	N/A	N/A	
Automotive Technology	NATEF	NATEF	N/A	NATEF	NATEF	NATEF	N/A	NATEF	NATEF	
* Aviation Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Bio-Manufacturing Technology	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Carpentry	NCCER & OSHA 10	NCCER & OSHA 10	N/A	NCCER & OSHA 10	N/A	N/A	N/A	NCCER & OSHA 10	N/A	
Child Development	N/A	Para Pro. & Teach. Ast	ParaPro	N/A	N/A	N/A	N/A	NAEYC & Teach. Ast	NAEYC	
Cisco Networking Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CISCO	CISCO	
Computer & Electronics Technology	A+	A+	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Computer Information Systems	N/A	N/A	N/A	IC3	N/A	N/A	N/A	N/A	N/A	
Cosmetology	RI Cosmetologist Lic	RI Cosmetologist Lic	N/A	RI Cosmetologist Lic	N/A	RI Cosmetologist Lic	RI Cosmetologist Lic	N/A	N/A	
Construction	NCCER & OSHA 10	NCCER & OSHA 10	NCCER & OSHA 10	N/A	NCCER & OSHA 10	NCCER & OSHA 10	N/A	N/A	NCCER & OSHA 10	
Digital Media & Production	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Culinary Arts	SERVSAFE	SERVSAFE & ACF	SERVSAFE	SERVSAFE & PROSTART	SERVSAFE	SERVSAFE	N/A	ACF	SERVSAFE	
Drafting & Design	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Electricity	N/A	N/A	N/A	NCCER & OSHA 10	N/A	N/A	N/A	NCCER & OSHA 10	N/A	
Electronics	N/A	N/A	N/A	SCET	N/A	N/A	N/A	EST & A+	N/A	
Fashion Merchandising	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NRF	N/A	
Finance Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	** NAF	N/A	
Finance Academy (NAF)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Graphic Communications	PrintED	PrintED	PrintED	PrintED	PrintED	PrintED	PrintED	PrintED	PrintED	
Health Occupations	C.N.A. & EMT-Basic	C.N.A. & EMT-Basic	C.N.A.	C.N.A., PSA & CPR/AED	C.N.A.	N/A	N/A	C.N.A. & CPR/AED	PrintED	
Hospitality, Travel & Tourism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Landscaping/Greenhouse Mngt.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Machine Technology	N/A	N/A	N/A	N/A	NIMS	N/A	N/A	N/A	N/A	
Marine Technology	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Marketing & Distributive Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Office Management Technology	MS OFFICE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Office Technology	N/A	N/A	N/A	N/A	EXCEL C, PP & WORD C	N/A	N/A	N/A	N/A	
Outdoor Power Equipment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Pre-Engineering	N/A	N/A	N/A	N/A	PLTW	N/A	N/A	N/A	N/A	
Robotics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Travel & Tourism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

III. IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

Consultation in Developing Strategies

RIDE conducts numerous engagement activities in which scores of people participate in formal and informal discussions about the strengths and shortfalls in the CTE system. RIDE staff meets regularly with educators, policymakers, legislators, and business representatives to identify needs and to review recommendations/suggestions for improvement. Concerns, recommendations and feedback obtained through one on one conversations, focus groups, simulations, and open meetings are embedded within this document.

New Program Improvement Plan Efforts (2009): Secondary, Postsecondary and Adult - Red

Adjusted Levels of Performance

Performance Level: Secondary (5S1), Post Secondary (3P1, 4P1), and Adult (3A1, 4A1)

Technical Barriers Encountered and Reasons

As of this date, RIDE intends to amend data in January 2010. RE: Data for 5S1, 3P1, 4P1, 3A1, and 4A1 was collected from our local recipients; however, the following technical issues prevent RIDE from accurately compiling and/or verifying accuracy of the collected data:

- Contractual agreement between RIDE and the National Student Clearinghouse has not yet been finalized and the lack of an agreement prevents the execution of processing data files for placement prior to the December 31st, 2009 CAR reporting deadline;
- Wage matched records received from the Rhode Island Department of Labor are in a format incompatible with the RICATS software and are in need of further data normalization;
- A second data validation needs to occur to substantiate the reliability and accuracy of the post secondary and adult program retention data.

Action Step	Timeline	Responsible
Contractual agreement between RIDE and the National Student Clearinghouse finalized and CTE student data files processed	January 2009	CTE Staff
Wage matched records received from the Rhode Island Department of Labor normalization and linked to the RICATS system	January 2009	CTE Staff
Data validation completed of adult program retention data	January 2009	CTE Staff

Adjusted Levels of Performance

Performance Level: Secondary - 5S1 and Postsecondary – 4P1 and Adult – 4A1

Programmatic Barriers Encountered and Reasons: Contractual agreement between RIDE and the National Student Clearinghouse has not yet been finalized and the lack of an agreement prevents the execution of processing data files for placement prior to the December 31st, 2009 CAR reporting deadline.

<u>Action Step</u>	<u>Timeline</u>	<u>Responsible</u>
<u>RIDE will submit a written request to OVAE to seek authorization to amend definitions and measurement approach to reflect RIDE's new agreement with the National Clearinghouse.</u>	<u>January 2009</u>	<u>CTE Staff in negotiation with OVAE Staff</u>

Program Improvement Plan: State Level

December 2009 Update – 1S1, 1S2 and 4S1

With the exception of the areas highlighted in red, this Program Improvement Plan Update, **though not required**, provides a status report/update to strategies and actions begun in 2007 is based on Rhode Island’s most recent performance **(AY 2008-09) and anticipates new** strategies and actions steps, deemed appropriate and necessary.

Reasons for Failing to Meet Adjusted Levels of Performance

Performance Level: Secondary - 1S1 and 1S2 Academic Attainment

Technical Barriers Encountered and Reasons

Rhode Island's secondary schools did not meet its adjusted levels of performance in math for the 2008-2009 reporting year. CTE course and programs are misclassified within the RICATS system. Assessment score matching process occurs between two different computing systems and is not seamless. Many of RIDE's database systems are incongruent.

Action Steps – August 2007	Timeline	Responsible	December 2008	December 2009
Collect data on courses and programs of study from CTE regions	Ongoing	CTE Staff	Universal Course Coding System identified; Letters sent to CTE regions requesting that course data be submitted using seamless course data collection utility within Ride's data warehouse.	Universal Course Coding System identified; Letters sent to CTE regions requesting that course data be submitted using seamless course data collection utility within Ride's data warehouse.
Assess and realign data to CTE programs, career clusters, and CIP codes.	Ongoing	CTE Staff	Redesign of the CTE Program Taxonomy using the Secondary School Course Classification (SCED) framework which includes aligning Rhode Island secondary courses with the programs of studies issued by the National Career Clusters Group.	Redesign of the CTE Program Taxonomy using the Secondary School Course Classification (SCED) framework which includes aligning Rhode Island secondary courses with the programs of studies issued by the National Career Clusters Group.
Assess and modify RICATS system business rules, courses, programs, and CIP codes	Ongoing	RIDE	Third party vendor contracted to assess the current data collection and management system; Designing new data collection and management software for career and technical education data collection to meet both Perkins IV compliance and state data reporting needs.	Third party vendor contracted to assess the current data collection and management system; Designing new data collection and management software for career and technical education data collection to meet both Perkins IV compliance and state data reporting needs.
Update data entered into RICATS system.	Ongoing	CTE Staff	CTE staff updating relevant system data as needed.	CTE staff updating relevant system data as needed.

Reasons for Failing to Meet Adjusted Levels of Performance

Performance Level: Secondary - 1S1 and 1S2 Academic Attainment

Programmatic Barriers Encountered and Reasons

Rhode Island's secondary schools did not meet its adjusted levels of performance in math for the 2008-2009 reporting year. With most CTE programs commencing in September of the 11th grade, Rhode Island's academic assessment (in accordance with NCLB) administered in October of the 11th grade is not an indicator of the impact, success or failure of CTE on students' academic attainment. Nonetheless, statewide efforts for all students combined with CTE specific efforts are being taken to improve the academic performance of CTE students.

Action Steps	Timeline	Responsible	December 2008	December 2009
The new CTE Program Approvals Process, to be beta-tested during 2007-08, is aligned with the Regents High School regulations, which require strengthened academics that include applied learning standards, and 20 Carnegie Units (4 in English and Math, and 3 in Science and Social Studies).	On-going	RIDE	Beta-tested (Cranston) Winter 2007 - 2008	Completed
All CTE programs have curriculums that are cross-walked to the high school Grade Span Expectations.	On-going	RIDE	Completed 25% of Perkins funded programs of study (statewide)	Completed 40% of Perkins funded programs of study (statewide)
Design and field test a new statewide CTE delivery system focused on program approval that includes self assessment, site visit and grant application review processes		Contract Services CTE Staff	Pilot-tested (Davies) December 2008	Pilot-tested Business Technology, Carpentry and Culinary Arts
Hire a Career and Technical Education Fellow (A) to lead and support local recipients in their efforts to develop and implement local improvement plans	9/3/07	CTE Staff	Position filled (January 2008 and vacated (August 2008)	Position eliminated due to statewide economic crises
Hire a Career and Technical Education Fellow (B) to lead and support the implementation of the self assessment, site visit and grant application review process	Authorization request submitted		TAA Contracted Services (short-term) Full-time position posted November 2008	Position filled (April 2009)
Assist eligible recipients in conducting assessment to determine what specific interventions will be implemented to overcome local performance deficiencies. a. Notify each recipient.	Beginning on or before 9/12/07	CTE Fellow State CTE staff	September 2007 January 2008	Ongoing

Reasons for Failing to Meet Adjusted Levels of Performance

Performance Level: Secondary - 1S1 and 1S2 Academic Attainment

Programmatic Barriers Encountered and Reasons

Rhode Island's secondary schools did not meet its adjusted levels of performance in math for the 2008-2009 reporting year. With most CTE programs commencing in September of the 11th grade, Rhode Island's academic assessment (in accordance with NCLB) administered in October of the 11th grade is not an indicator of the impact, success or failure of CTE on students' academic attainment. Nonetheless, statewide efforts for all students combined with CTE specific efforts are being taken to improve the academic performance of CTE students.

Action Steps	Timeline	Responsible	December 2008	December 2009
<ul style="list-style-type: none"> b. Provide forms and directions for completing the assessment. c. Conduct a workshop to provide technical assistance to local recipients in completing the assessment and to provide forms and directions for preparing the improvement plan. 			Spring 2008	<p>Ongoing technical assistance</p> <p>Ongoing technical assistance re: progress reports/reporting</p>
<p>Require that eligible recipients develop an improvement plan delineating how those specific interventions will be implemented.</p> <ul style="list-style-type: none"> a. Conduct a workshop to provide technical assistance to local recipients in completing the improvement plan. b. Ensure that plans include a description of specific instructional and programmatic innovations of demonstrated effectiveness and strategies for appropriate staffing and staff development. 	Beginning on or before 10/1/07	<p>CTE Fellow</p> <p>Local Recipients (Regions)</p>	<p>Spring 2008</p> <p>Completed collaborative by local recipients November 2008 (see page 17)</p>	<p>Ongoing individualized technical assistance</p> <p>Ongoing</p>
Conduct regular evaluations of progress being made toward reaching the state adjusted levels of performance.	6/30/08	CTE staff	Ongoing	Ongoing
Consult with teachers, parents, other school staff, appropriate agencies, and other appropriate individuals and organizations in the development and implementation of the assessment, planning, and implementation.		CTE Staff	Ongoing	Ongoing
Design, lead and support statewide	Beginning	CTE Staff	Issue RFPs to CTE	Grants awarded

Reasons for Failing to Meet Adjusted Levels of Performance

Performance Level: Secondary - 1S1 and 1S2 Academic Attainment

Programmatic Barriers Encountered and Reasons

Rhode Island's secondary schools did not meet its adjusted levels of performance in math for the 2008-2009 reporting year. With most CTE programs commencing in September of the 11th grade, Rhode Island's academic assessment (in accordance with NCLB) administered in October of the 11th grade is not an indicator of the impact, success or failure of CTE on students' academic attainment. Nonetheless, statewide efforts for all students combined with CTE specific efforts are being taken to improve the academic performance of CTE students.

Action Steps	Timeline	Responsible	December 2008	December 2009
professional development sessions focused on the integration of academics and technical skills.	10/1/07		regions for locally designed and implemented professional development Winter 2008-09	Spring and Fall 2009

Reasons for Failing to Meet Adjusted Levels of Performance

Performance Level: Secondary - 4S1 High School Completion

Technical Barriers Encountered and Reasons

System error report does not clearly indicate to end users that the high school graduation status of students is inaccurate.

Action Steps	Timeline	Responsible	December 2008	December 2009
Evaluate and modify RICATS business system rules regarding graduation.		CTE staff and RIDE staff	CTE data system business rules modified to directly collect graduation status of CTE students from the eRIDE data system no longer requiring districts to report graduation data through a separate data collection.	Ongoing monitoring of the RICATS business validation rules to ensure accuracy as the system is updated/upgraded

Reasons for Failing to Meet Adjusted Levels of Performance

Performance Level: Secondary - 4S1 High School Completion

Programmatic Barriers Encountered and Reasons

Rhode Island's overall dropout rate is comparable with national percentages. Efforts to support the retention of all students and identify the particular needs of at risk students thereby reducing the incidence of dropouts are mandated through the personalization component responsibilities for schools of the Regents' Regulations for High School Graduation.

Action Steps	Timeline	Responsible	December 2008	December 2009
The Regents High School regulations require the development of small learning communities, and in particular the use of advisory systems to ensure that all students receive appropriate advice and assistance in pursuing their high school programs.	Ongoing	CTE staff and RIDE staff	Small learning communities are established in all career and technical education centers and comprehensive high schools for all students (2007-2008)	Ongoing
The Regents High school regulations require the development of an individual learning plan for each student. Such plans will be required of all CTE students as well.	Ongoing	CTE staff and RIDE staff	Every high school and high school student has information requiring the establishment of individual learning plans (2007-2008)	Ongoing

IV. IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS

In efforts to provide technical assistance to local recipients, RIDE hired a CTE fellow to work with each region (10 in all) on the development of local program improvement plans. It soon became apparent that the needs of the regions were common and thus, they worked together to produce the following improvement plan.

1S1 - Academic Attainment Reading/Language Arts

Discussion: What strategies might be implemented to ensure that CTE concentrators meet or exceed the proficient level on the NECAP?

Improvement Strategies	Action Steps	Timeline and Responsibilities
<p>1.) Continue to strengthen the integration of reading/ELA across all technical program curricula.</p> <p>2.) Region-wide professional development focused on integrating academics and career and technical education with a special emphasis on reading/language arts;</p> <p>3.) Each sending school will provide a ramp-up type ELA program for students to attempt to reach standard</p>	<p>Provide models of best practice;</p> <p>Teachers will be provided professional development facilitated by leading authorities in the integration of reading/language arts and career and technical education (see pages 2 and 3);</p> <p>Each sending school has program(s) in place;</p>	<p>Ongoing CTE, High School and District faculty, curriculum directors and other school staff and administrators, as appropriate</p> <p>Sept 08 – August 09 CTE, High School and District faculty, curriculum directors and other school staff and administrators, as appropriate</p> <p>Currently in place CTE, High School and District faculty, curriculum directors and other school staff and administrators, as appropriate</p>

1S2 - Academic Attainment Mathematics

Discussion: What strategies might be implemented to ensure that CTE concentrators meet or exceed the proficient level on the NECAP?

Improvement Strategies	Action Steps	Timeline and Responsibilities
<p>1.) Continue to strengthen the integration of Math across all technical program curricula.</p> <p>2). Professional development focused on integrating academics and career and technical education with a special emphasis on math basics and strategies.</p>	<p>Provide models of best practices;</p> <p>Teachers will be provided professional development facilitated by district and state leading authorities in the integration of math and career and technical</p>	<p>Ongoing CTE, High School and District faculty, curriculum directors and other school staff and administrators, as appropriate</p> <p>Sept 08 – August 09 CTE, High School and District faculty, curriculum directors and other school staff and administrators, as appropriate</p>

education (see pages 2 and 3)

4S1 - Student Graduation Rate

Discussion: What strategies might be implemented to ensure that CTE concentrators graduate from high school

Improvement Strategies	Action Steps	Timeline and Responsibilities
1.) Modify school advisories to ensure proper, ongoing and timely student and family notification of official graduation requirements, student graduation status	Conduct review of students program/advisories;	Spring 2009 CTE, High School and District faculty, school counselors and other school staff and administrators, as appropriate
	Recommend the development of improved student advisory programs to include structured mechanisms for communicating with students and families with regard to graduation requirements and student status	Spring 2009 CTE, High School and District faculty, school counselors and other school staff and administrators, as appropriate
2.) Ensure that all students have access and opportunity to participate in alternate education programs	Provide alternate graduation opportunities for students via the proper venue (credit recovery, diploma plus, etc) to support student school graduation;	Ongoing School counselors, advisors and administration
3.) Allow for aligned CTE course credit to count for the math, science, art and/or technology high school graduation course requirements, wherever possible.	Recommend specific CTE courses for credit in math, science, art and technology	Spring 2009 CTE, High School and District faculty, curriculum directors and other school staff and administrators, as appropriate

New Program Improvement Plan 2009: Postsecondary

Reasons for Failing to Meet Adjusted Levels of Performance

Performance Level: Adult – 4A1

Programmatic Barriers Encountered and Reasons

Rhode Island has encountered extremely unemployment with rates having reached a high of 13% in October 2009.

<u>Action Step</u>	<u>Timeline</u>	<u>Responsible</u>
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Program and state staff to monitor local business and industry to determine education/program designs in support of in existing, new and emerging employment opportunities.	Ongoing	Local and CTE Staff
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Aligned to OVAE recommendations from the February 2008 Targeted Monitoring Visit to incentivize and support local recipients, RIDE will continue to grant leadership funds to local recipients for the development of region-wide professional development programs focused on:

integrating academics and career and technical education with emphasis on reading/language arts.

integrating academics and career and technical education with emphasis on mathematics.

adoption, implementation and disaggregated reporting of technical skill assessments/attainment.

recruitment, enrollment, retention and completion of underrepresented groups in nontraditional programs of study.

V. REPORTING DISAGGREGATED DATA ON STUDENT ENROLLMENT FORM FOR CTE PARTICIPANTS AND ACCOUNTABILITY DATA FORMS FOR SEC 113 OF PERKINS IV

A. Proposed State Guidance to Collect and Report Race and Ethnicity Data Under New Standards

RIDEs Office of Network and Information Systems has issued guidance to all offices within the department regarding the collection and reporting of race and ethnicity using the new standards (1997) informing all that states will be required to report aggregated data to the US Department of Education beginning in the fall of 2010 for the 2010 - 2011 school year. RIDE will follow the proposed timeline to meet the reporting requirements by 2010:

Recommended Schedule for Implementation	
Fall 2008	Initial assessment of local systems, understanding state and federal reporting requirements
Winter 2008 - Spring 2009	Local and State systems adjustments, local collection of Additional information
Summer 2009	Initial optional reporting of additional information
Fall 2009	First required reporting of race/ethnicity data in new categories by districts in addition to primary race/ethnicity
2009 – 2010	Data quality and validation checks, resolve problems
2010 – 2011	First year reporting by new race/ethnicity categories to ED

B. Definitions: Student and Core Indicators of Performance

Category	Definition
Secondary Level	
Participant:	A student enrolled in any one or more non sequential career and technical education courses.

Concentrator:	A secondary student who has completed at least two (2) or more courses in a single CTE program area (e.g., health care or business services) where a program sequence represents three or more courses, or one (1) course in a single CTE program area, but only in those program areas where two course sequences at the secondary level are recognized by the State and/or its local eligible recipients.
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Category	Definition
Postsecondary Level	
Participant:	A postsecondary student who has earned one (1) or more credits in any CTE program area.
Concentrator:	A postsecondary student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Category	Definition
Adult Level	
Participant:	An adult student who has enrolled in a non-credit career and technical education training course or series of courses. (in your own documentation, include a cutoff threshold where enrollment is captured: 4th week, 6th week, etc.)
Concentrator:	An adult student who has completed a non-credit career and technical education program or series of courses. (your internal documentation will probably need to include info about which program/series of courses qualify. It'll help to clarify that adult education courses are excluded. I also don't think you want to include someone who has just taken one course, unless "course" is equivalent to program.)

C. Measurement Definitions

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
1S1	Academic Attainment – Reading/Language Arts	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	28%	40%	E	Y
1S2	Academic Attainment Mathematics	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	28%	25%	D	N
2S1	Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments in the sixteen cluster areas, if practicable, available and appropriate, that are aligned with industry-recognized standards.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments in the sixteen cluster areas, if practicable, available and appropriate, that are aligned with industry standards.</p>	30%	90%	E	Y
3S1	Secondary School Completion	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma and left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary</p>	40%	74%	E	Y

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
		education during the reporting year.				
4S1	Student Graduation Rates	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and left secondary education during the reporting year.</p>	71%	95%	E	Y
5S1	Secondary Placement	<p>Numerator: Number of CTE concentrators who completed their CTE program and left secondary education in the reporting year and were placed in postsecondary education advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and left secondary education during the reporting year.</p>	30%	Amend		
6S1	Non Traditional Participation	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	10%	19%	E	Y
6S2	Non Traditional Completion	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	10%	24%	E	Y
1P1	Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who completed their CTE program and 1) passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year OR 2)</p>	30%	96.36%	E	Y

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
		<p>earned a cumulative program GPA of <3.0> or higher.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program.</p>				
2P1	Credential, Certificate, or Diploma	<p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	25%	18%	D	N
3P1	Student Retention or Transfer	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	50%			
4P1	Student Placement	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	50%	Amend		
5P1	Nontraditional Participation	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in</p>	25%	61%	E	Y

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
		nontraditional fields during the reporting year.				
5P2	Non Traditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	25%	56%	E	Y
1A1	Technical Skill Attainment	<p>Numerator: Number of adult concentrators who completed their adult program and 1) passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year</p> <p>Denominator: Number of adult concentrators who completed their adult program and took technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year.</p>	50%	100%	E	Y
2A1	Credential, Certificate, or Diploma	<p>Numerator: Number of adult concentrators who received an industry-recognized credential or a certificate and left an adult program during the reporting year.</p> <p>Denominator: Number of adult concentrators who left an adult program during the reporting year.</p>	55%	99%	E	Y
3A1	Student Retention or Transfer	<p>Numerator: Number of adult concentrators who remained enrolled in an adult program in the reporting period.</p> <p>Denominator: Number of adult concentrators who were enrolled in an adult program in the reporting period.</p>	77%	99%	E	Y
4A1	Student Placement	<p>Numerator: Number of adult concentrators who completed an adult program and earned a credential or certificate, if available and who were placed or retained in employment, or placed in</p>	45%	Amend		

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
		<p>military service or apprentice- ship programs in the 2nd quarter following the program year in which they left the adult program.</p> <p>Denominator: Number of adult concentrators who completed and left adult programs during the reporting year.</p>				
5A1	Nontraditional Participation	<p>Numerator: Number of adult participants from under- represented gender groups who participated in an adult program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of adult participants who participated in an adult program that leads to employment in nontraditional fields during the reporting year.</p>	15%	90%	E	Y
5A2	Non Traditional Completion	<p>Numerator: Number of adult concentrators from underrepresented gender groups who completed a adult program that leads to employment in non- traditional fields during the reporting year.</p> <p>Denominator: Number of adult concentrators who completed a adult program that leads to employment in nontraditional fields during the reporting year.</p>	15%	90%	E	Y

D. Definitions: Gender, Racial/Ethnic and Special Population

Race and ethnicity - The following categories and definitions are based on "The Classification of Federal Data (Statistical Policy Directive No. 15)" issued by the Office of Management and Budget (OMB) in 1977.

- American Indian or Alaskan Native: a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
- Black, Non-Hispanic: a person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

- White, Non-Hispanic: a person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin). (CAR, p.5)

Qualified Individual with Disabilities under Section 504 of the Rehabilitation Act – The qualified individual is a handicapped person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. The qualified individual is a person with a disability who meets one of the following conditions; is of an age during which it is mandatory, under state law, to provide such services to persons with disabilities; is of an age during which persons without disabilities are provided such services; OR a person for whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA). (NCES, p. 133)

Qualified Individual with a Disability under the Individuals with Disabilities Education Act (IDEA) – The qualified individual is a person with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), deaf-blindness, serious emotional disturbance (hereinafter referred to as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, multiple disabilities, other health impairments, or specific learning disabilities. In addition, for individuals from birth to age 2 and individuals between the ages of 3 and 9, the qualified individual may be one who is experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and one who, by reason thereof, needs special education and related services. (NCES, p. 133)

Qualified Individual with Disabilities under the Americans with Disabilities Act – the qualified individual is an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity. (NCES p. 134)

VI. PERFORMANCE REPORTS: STUDENT ENROLLMENT DATA *

Rhode Island's CTE academic attainment results are consistent with Rhode Island's performance for all 11th grade students (Fall 2007). For detailed analysis please visit:
http://www.eride.ri.gov/reportcard/08/prof_reports/50/DisReTest5011.pdf

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
1S1	Academic Attainment – Reading/Language Arts	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	28%	40%	E	Y
1S2	Academic Attainment Mathematics	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	28%	25%	D	N
2S1	Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments in the sixteen cluster areas, if practicable, available and appropriate, that are aligned with industry-recognized standards.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments in the sixteen cluster areas, if practicable, available and appropriate, that are aligned with industry standards.</p>	30%	90%	E	Y

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
3S1	Secondary School Completion	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma and left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	40%	74%	E	Y
4S1	Student Graduation Rates	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and left secondary education during the reporting year.</p>	71%	95%	E	Y
5S1	Secondary Placement	<p>Numerator: Number of CTE concentrators who completed their CTE program and left secondary education in the reporting year and were placed in postsecondary education advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program and left secondary education during the reporting year.</p>	30%	Amend		
6S1	Non Traditional Participation	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	10%	19%	E	Y
6S2	Non Traditional Completion	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a</p>	10%	24%	E	Y

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
		program that leads to employment in nontraditional fields during the reporting year.				
1P1	Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who completed their CTE program and 1) passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year OR 2) earned a cumulative program GPA of <3.0> or higher.</p> <p>Denominator: Number of CTE concentrators who completed their CTE program.</p>	30%	96.36%	E	Y
2P1	Credential, Certificate, or Diploma	<p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	25%	18%	D	N
3P1	Student Retention or Transfer	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	50%			
4P1	Student Placement	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	50%	Amend		
5P1	Nontraditional Participation	<p>Numerator: Number of CTE participants from underrepresented</p>	25%	61%	E	Y

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
		<p>gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>				
5P2	Non Traditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	25%	56%	E	Y
1A1	Technical Skill Attainment	<p>Numerator: Number of adult concentrators who completed their adult program and 1) passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year</p> <p>Denominator: Number of adult concentrators who completed their adult program and took technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year.</p>	50%	100%	E	Y
2A1	Credential, Certificate, or Diploma	<p>Numerator: Number of adult concentrators who received an industry-recognized credential or a certificate and left an adult program during the reporting year.</p> <p>Denominator: Number of adult concentrators who left an adult program during the reporting year.</p>	55%	99%	E	Y
3A1	Student Retention or Transfer	<p>Numerator: Number of adult concentrators who remained enrolled in an adult program in the reporting period.</p> <p>Denominator: Number of adult concentrators who were enrolled in an adult program in the reporting period.</p>	77%	99%	E	Y

Indicator Code	Indicator	Measurement Definitions	Negotiated Performance Level	Actual Performance Level	Performance Result	Met 90% of Adjusted Level of Performance
4A1	Student Placement	<p>Numerator: Number of adult concentrators who completed an adult program and earned a credential or certificate, if available and who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left the adult program.</p> <p>Denominator: Number of adult concentrators who completed and left adult programs during the reporting year.</p>	45%	Amend		
5A1	Nontraditional Participation	<p>Numerator: Number of adult participants from underrepresented gender groups who participated in an adult program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of adult participants who participated in an adult program that leads to employment in nontraditional fields during the reporting year.</p>	15%	90%	E	Y
5A2	Non Traditional Completion	<p>Numerator: Number of adult concentrators from underrepresented gender groups who completed a adult program that leads to employment in non-traditional fields during the reporting year.</p> <p>Denominator: Number of adult concentrators who completed a adult program that leads to employment in nontraditional fields during the reporting year.</p>	15%	90%	E	Y