

# Consolidated Annual Report - December 2010

## Implementation of State Leadership Activities

### **Required Uses of Funds:**

- **Conducting an assessment of the career and technical education programs funded under Perkins IV –**
- **Offering technical assistance for eligible recipients –**

Presently, RIDE is modifying/redesigning the Career and Technical Education Program Approval Process that was beta tested and piloted over the last two years. The Program Approval Process intended outcomes will continue to provide information for CTE administrators and faculty as they engage in a process of ongoing program evaluation and improvement. It combines self-assessment, documentary support, an external review of materials, site visit and, as needed, corrective action. However the CTE Program Approval Process materials are being rewritten to more closely convey the expectations of Rhode Island's CTE Program Standards (Framework for Programs of Study). Concurrently, rubrics are being designed to provide greater direction and focus for review team members and the overall coordination of the Process is being adjusted to reflect RIDE capacity for statewide implementation.

### *Draft rubric below*

<b>2.0 Curriculum, Instruction, Assessment, Design: Criteria</b>	<b>Meets</b>	<b>Nearly</b>
<p><b>2.01 Curriculum, instruction and assessments are vision/mission driven and aligned to CTE, academic, industry and business standards.</b></p> <p><i>Instruction is applied and assessments hands-on – both are varied and appropriate for different kinds of learners</i></p>	<ul style="list-style-type: none"> <li>• <i>Is vision/mission driven</i></li> <li>• <i>Aligned to RI CTE, academic and industry standards</i></li> <li>• <i>Applied</i></li> <li>• <i>Differentiated instruction is available to all students as needed and appropriate</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alignment to standards occurs in most areas (CIA)</i></li> <li>• <i>Application is limited</i></li> <li>• <i>Differentiated instruction is sometimes available for students</i></li> </ul>
<p><i>Evidence and Comments:</i></p> <p><i>Recommendations:</i></p> <p><i>Findings:</i></p>		

RIDE's CTE Program Standards and Program Approval Process support the Rhode Island Department of Education's strategic plan that focuses on Transforming Education in Rhode Island:

**Ensuring Educator Excellence**  
**Accelerating All Schools Toward Greatness\***  
**Establishing World-Class Standards and Assessments**  
**Developing User-Friendly Data Systems**  
**Investing Our Resources Wisely**

*\*schools include all learning environments*

RIDE's CTE Program Standards and Program Approval Process promises to be further enhanced by RI's successful Race To The Top application.

In addition, Perkins-funded programs are required to submit mid-year monitoring reports designed to capture *general* program status information i.e.: program implementation schedule, staffing, student enrollment, expenditures, barriers, etc. to date.

RIDE CTE staff members regularly monitor career and technical education programs via technical assistance sessions as well as through small group and individual onsite meetings designed to elicit and/or investigate areas of interest or concern.

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

RIDE provides eligible recipients with technical assistance and information related to best practice and current research in the use of new instructional technologies. RIDE approves local recipient expenditures for developing, improving and expanding the use of technology aligned with curriculum design and instructional support. During the 2009-10 academic year, RIDE authorized in excess of \$660,000 (allocated local funds) for these purposes.

- ***Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career guidance and academic counselors at the secondary and postsecondary levels –***
- ***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 –***
- ***Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education –***

RIDE continues to support cross-district professional/curriculum development within career cluster areas. The work involves researching and/or revisiting connections to national industry standards, curricula and certifications to determine which, if any, are suitable for Rhode Island; updating local curricula; developing lesson plans and implementing assessments that lead to industry recognized certifications. In instances where standards and certifications are not industry agreed upon or available, CTE instructors collaborate to create, improve, modify and/or adopt quality standards of their own creation. Finally, all CTE curricula are cross-walked to ensure the inclusion of state academic standards in mathematics, ELA and science, as appropriate. *Example: In partnership with the University of Rhode Island, Community College of Rhode Island, the Rhode Island Technology Collective (business partners), the Rhode Island Department of Labor and other partners, RIDE led an initiative to support secondary school science teachers engaged in developing secondary-level biotechnology programs of study.*

Additionally, RIDE continues to support the professional development program series and other initiatives coordinated by the Rhode Island School Counseling Association. These initiatives are designed to include local, state and national CTE professionals functioning as professional development facilitators focusing on career awareness, exploration, preparation and workforce development that addresses the needs of the regional economy.

Rhode Island's Secondary School Regulations require daily, small group advisories for all middle and high school students and after several years, these scheduled meetings with other school counselors, instructors and other school personnel continue to be loosely structured. As such, CTE staff is in discussion with Rhode Island's in-service school counselors as well as with the states two school counselor pre-service programs (Providence College and Rhode Island College) regarding the creation of *advisory curriculum* focused on the career development component of the ASCA model for comprehensive school counseling. The thinking is to training school counselors to serve as lead advisors for the delivery a grades 7-16 advisory curriculum in each school.

RIDE supports professional development focused on the integration of academics and career and technical education. This professional development is structured by the directors of the career and technical education centers and facilitated by the Southern Regional Education Board with teams of CTE, mathematics and ELA instructors working to understand how to create learning and lesson plans designed to improve the academic performance and graduation rates of CTE students.

This year, RIDE is contemplating a career and technical education conference for CTE and high school administrators and faculty, guidance counselors, mathematics and ELA instructors. The conference will focus on professional development for workforce development; all aspects of career and technical education; and the integration of CTE and academics as it pertains to the current and emerging workforce interests and needs of region.

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

The RIDE CTE plan continues to support and be supported by Rhode Island’s PreK-16 System and Unified Workforce Development Plan endorsed by the Governor’s PreK -16 Council and the Governor’s Workforce Board, 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 postsecondary institutions and/or the world of work. However, 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, etc.

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 (the Strategic 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.

<b>Governor’s Workforce Board and Governor’s PreK-16 Council (combined)</b>	
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 – Progresso 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

*\*Strategic Plan Update – beginning January 2011*

Similarly, Rhode Island's Carl D. Perkin Career and Technical Education Act State Director is appointed by the Governor and Mayor of the capitol city to serve on Rhode Island's two local Workforce Investment Boards and committees allowing for leadership, partnership and broad public engagement with statewide stakeholders.

Providence/Cranston and Greater Rhode Island Workforce Investment Board (combined)			
Director	Agency/Organization	Director	Agency/Organization
		Victor Barrps	Private Economic Development
Guy Alba	Local Education	Nichole Campbell	Business
Marc Amato	Business	Donalda Carlson	Depart. of Human Services
Phil Less	Dept. of Education – ABE	Alexis Devine	Business
Joseph DiPina	Job Corps	Monica Dzialo	Dept. Vocational Rehabilitation
Raymond Filippone	Dept. of Labor and Training	Hy Golman	Business
Ann Gooding	City of Providence	Chris Lombardi	Business
Sorrel Devine	Housing and Urban Development	Michele Cinquegrano	Business
Michael Colasante	Business	Marshal Dambrosso	Business
Robert Delaney	Institute for Labor Studies	Lawrence DiBoni	City of Cranston
Jeffery Machado	Community –based Organization	Joanne McGunagle	Community-based Organization
John Jacobson	Business	Norman King	Business
Mark Kravatz	Business	Keith Lavimodiere	Business
Cheryl Perry	Business	Debra Quinn	Business
Hector Rivera	Dept of Labor and Training	Melody Rodrigues	Dept. of Elderly Affairs
Hillary Salmons	Community-based Organization	Jeffery Senese	Johnson and Wales University
Craig Sipe	Business	Allan Tear	Business
Michael Traficante	Labor	James White	Dept. Labor and Training
Susan Pagnozzi	Business	Michael Paruta	Business
Janet Raymond	Business	Gregory Schmidt	Business
Raymond Sepe	Business	Heather Singleton	Business
Richard Smith	Business	Robin Smith	Community College of Rhode Island
Peter Stipe	Business	Alison Svenningsen	Business
Darrell Waldron	Community-based Organization	David Francis	Dept. of Labor and Training
Joseph DeSantis	Community-based Organization	Carmen Ferguson	Community-based Organization
Victoria Gailliard Garrick	Local Education	Kathleen Grygiel	Office of Rehabilitative Services
Paul Harden	Dept. of Economic Development	Wendy Kagan	Business
Courtney Murphy	Business	Joseph Oakes	Business
Scott Seaback	Business	Norris Waldron	Business
Robin Zukowski	Business	Evaristo Amaral	Business
Cynthia Farrell	Business	Diane Karcz	Business
Steven Kitchin	New England Institute of Technology	Peter Koch	Business
Bob Cooper	Commission on Disabilities	Dorothy Mattiello	Business
Susan O'Donnell	Business	Paul Ouellette	Business
Betty Pleacher	Business	Fred Ricci	Business
Nancy Roderick	Business	Scott Seaback	Business
Andrew Tyska	Business	Steven Wilson	Business
Allen Durand	Labor	Raymond Pingitore	Labor
Kim Weiss	City of Providence	<b>Vanessa Cooley</b>	<b>Dept of Education - CTE</b>

- ***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 –***

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 –***
- ***Serving individuals in state institutions –***
- ***Providing support for programs for special populations that lead to high skill, high wage and high demand occupations –***

Again during the 2009-2010 academic year, 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 Secondary Schools 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 and are able to do;
- universally designed assessments to ensure equal access and that additional accommodations are provided as needed and/or appropriate;
- disaggregated data identifiable by subgroups enabling searches for potential bias in assessments;
- assessments results that are communicated to students and families in a clear, fair 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.) are 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 –***

As previously reported 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 on 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 regularly 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 and 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.

***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 consortia 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 the academic skills embedded 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 programs of study leading to a certificate, or a degree, in a specific career field.
- ***Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs –***

Whenever possible, efforts to create new secondary-level to two-year postsecondary CTE articulation agreements include efforts to identify and take advantage of any/all prevailing agreements for student transitions from sub baccalaureate career and technical education programs to baccalaureate degree programs at four-year institutions or through other postsecondary training opportunities. RIDE supported consortia with Johnson and Wales University, New England Institute of Technology, Roger Williams University are designed to include articulation and/or transfer credit to their baccalaureate programs.

- ***Supporting career and technical student organizations –***

RIDE utilizes leadership funds to support DECA, FBLA, FCCLA, FFA, SkillsUSA, and TSA. Additionally, 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 Rhode Island high school or career and technical education center. Rhode Island charter schools are administered, supported and funded according to federal and RIDE established formulas, policies and practices for career and technical education.

- ***Providing activities to support entrepreneurship education and training –***

With RIDE support, the Rhode Island Business Educators Association have organized to support activities relating to statewide entrepreneurship education and financial awareness training programs that meet CTE standards. Statewide activities are deemed eligible for Perkins leadership funds.

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

- ***Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs –***

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

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 multi-year 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 Office of Information Services 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, Assessment, 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.

RIDE identified two important action steps needed to move the re-design process forward: (1) hire of an on-site dedicated software developer for the redesign 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

An in-house software developer (part time) has been assigned to redesign and reconfigure the RICATS system. The new system will be used for data collection for the 2010-2011 CAR report however a CTE staff data specialists continues to be needed to train and work with local recipients around RICATS data collection.

- re-alignment of career and technical education programs

Course and program listings were requested from each school. Programs were updated and put into the correct cluster and set as nontraditional, when applicable. Source of data – <http://cte.ed.gov/accountability/crosswalks.cfm>

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

Further consolidation and data scrubbing was done in order to make the program and course maintenance more manageable. Several of the post-secondary programs entered were found to be liberal arts programs.

<b>Table XX. CTE Course Categorization*</b>			
	<b># of Course</b>	<b>Educational Programs**</b>	
		<b>Academic</b>	<b>Career and Technical Education</b>
<b>Secondary</b>	<b>10,000</b>	<b>46</b>	<b>91</b>
<b>Post Secondary</b>	<b>3,000+</b>	<b>--</b>	<b>46</b>
<b>Adult Vocational Training</b>			<b>44</b>
<b>*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.</b>			
<b>**Number includes duplicate programs.</b>			

## **PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS**

Rhode Island conducted a statewide self-assessment of currently used technical skill assessments to determine the scope of work necessary to ensure that all CTE programs of study incorporate technical skill assessments. While many CTE programs of study are now in compliance with this Perkins requirement, CTE administrators and faculty continue to adopt technical skill assessments and conduct research for assessments in areas.

LEGEND:	CERTIFICATION ABBREVIATIONS:										
Green Box = School offers the class, but does not have a National Certification	ABYC = American Boat & Yacht Council ACF = American Culinary Foundation AED = Automatic Electronic Defibrillator C.N.A. = Certified Nursing Assistant EST = Electronic Service Technician Excel C = Excel Core IC3 = Internet & Computing Core Certification ISCTE = International Society of Certified Electronic Technicians N/A = School does not offer class NAEYC = National Association for the Education of Young Children					NATEF = National Automotive Technicians Education Foundation NCCER = National Center For Construction Education and Research NIMS = National Institute For Metalworking Skills NRF = National Retail Federation PLTW = Project Lead The Way PP = PowerPoint PSA = Pharmacy Service Association Word C = Word Core * is a satellite program of the Warwick C & T Cntr. housed at East Greenwich H. S. ** Course uses National Academy Foundation (NAF) curriculum					
Red Text = School is in the process of obtaining a National Certification											
Yellow Box = School offers class, but is called a different name											
Course Name	Charlto 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	NCCER & OSHA 10	NCCER & OSHA 10	NCCER & OSHA 10	N/A	NCCER & OSHA 10	N/A		
Digital Media & Production	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ADOBE		
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	ISCTE	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	N/A - 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	N/A		
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	NIMS	N/A	N/A	N/A	N/A	N/A		
Marine Technology	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ABYC	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	EXCEL C, PP & WORD C	N/A	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		

## IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

### Rhode Island

#### 2010 Improvement Plan

(Updated Information – December 2010)

1. **Submit aggregate and disaggregated data for the core indicators of secondary placement (5S1) for PY 2008-2009.**  
 Rhode Island was able to submit the data for the core indicators of secondary placement (5S1) for PY 2008-2009 (October 2010).
2. **Develop and submit an action plan to reflect new policies and procedures to ensure that your State will submit complete data in the future.**
  - a. **Barrier(s) that prevented Rhode Island from reporting complete, disaggregated data on December 31, 2009 in the CAR database.**

With to the unanticipated departure of the CTE Data Specialist for Perkins Accountability, the Rhode Island Department of Education has:

- been unable to locate collected PY2008-2009 secondary student placement data (see Student Confidentiality Responsibilities memo);
- timed out on being the ability to collect accurate, practicable and/or PY2008-2009 date stamped data on secondary program completers and/or secondary school graduates using Rhode Island’s unique student identifier; and
- determined that it is not possible to reconstruct valid and reliable placement data using social security numbers as the identifier largely because the Rhode Island Department of Education continues to be

legislatively prohibited from collecting social security numbers for elementary and secondary students thus rendering efforts at wage-record matching unfeasible (see attached Rhode Island General Education Law Title 16-38-5-1).

**Rhode Island was able to locate and, in some instances, reconstruct data without the use of social security numbers in efforts to report 5S1 data (October 2010).**

<b>b. Strategy</b>	<b>c. Action Steps</b>	<b>d. Staff Responsible</b>	<b>e. Timeline</b>
Build CTE staff capacity to support and be responsible for quality data collection, reporting and analysis	Replace CTE Data Specialist	Andrea Castaneda, Chief of Accelerating School Performance	<b>Winter 2010 position posted</b>
Collect and report secondary student placement in postsecondary institutions	Execute an agreement with National Student Clearinghouse for statewide access to student postsecondary enrollment/placement information (see attached Student Tracker Agreement)	David Abbott, Deputy Commissioner	<b>January 2010 completed</b>
Import/export data between the National Student Clearinghouse and RIDE CTE data system	Modify the RIDE CTE data program to incorporate and disaggregate postsecondary placement data collection and reporting for Perkins Accountability purposes	Richard Farnsworth, Network and Information Systems	<b>December 2010 completed and implemented for 2010 CAR</b>
In lieu of the use of social security numbers, investigate the cost and viability associated with conducting email surveys for securing secondary student work and military placement, or	Modify the RIDE CTE data program to incorporate and disaggregate survey generated work and military placement data collection and reporting for Perkins Accountability purposes	Vanessa Cooley, State CTE Director  Richard Farnsworth, Network and Information Systems	June 2011
In lieu of the use of social security numbers, investigate the cost and viability associated with using IVR (Interactive Voice Response) for securing secondary student work and military placement	Modify the RIDE CTE data program to incorporate and disaggregate IVR generated work and military placement data collection and reporting for Perkins Accountability purposes	Vanessa Cooley, State CTE Director  Richard Farnsworth, Network and Information Systems	June 2011

**IMPLEMENTATION OF LOCAL PROGRAM IMPROVEMENT PLANS**

N/A