Rhode Island Career and Technical Education

Consolidated Annual Report
December 2011

Student Definitions

Category	Definition
A. 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.
B. 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.

In response to technical assistance provided by MPR Associates, RIDE adopted and included these student definitions as a part of the Rhode Island State Perkins Plan.

Narrative

Implementation of Leadership Activities

Required Use of Funds:

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

The Department of Education is revising the Rhode Island Regulations for Career and Technical Education (CTE) and the CTE Program Standards leading to a revised CTE Program Approval Process. Rhode Island's draft Regulations are designed to drive secondary CTE programs toward a RIDE-approved system that delivers opportunities through a diverse array of settings including, but not limited to, traditional classrooms, comprehensive high schools, work and field-based setting, career and technical centers and through virtual and electronic media. Similar to the emerging OVAE agenda, these programs will represent, but not be limited to, critical and emerging industries in Rhode Island and high-growth industries within the region and nation. These Regulations, along with other Rhode Island regulations, standards and applicable state statues, are designed to promote, advance and support: 1) student preparation for postsecondary education, careers and employment at family-sustaining wages; 2) student postsecondary success through planning, credentialing, industry partnerships and articulation with higher education and postgraduate training programs; and 3) state investment in high-quality, highly-effective CTE programs.

Rhode Island's CTE Program Standards are informed by the OVAE Program of Study Design Framework and will be communicated to all LEAs. These standards are designed to clearly establish expectations relating to 1) policies and procedures, 2) partnerships, 3) program operations, 4) staffing, certifications and professional development, 5) curriculum, instruction and technical skill assessment, 6) supplemental and support services, and 7) secondary to postsecondary transition.

Example

Standard 5

Curriculum, Instruction and Technical Skill Assessment

Innovative and creative approaches to secondary curriculum, instruction, and assessment facilitate students' successful completion of CTE preparation programs and transitions to post secondary education and training careers.

A comprehensive and rigorous CTE preparation program curriculum will:

- ***Align to state adopted academic standards and skills***
- ***Include experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills.***
- ***Ensure a minimum of two sequential, non-duplicative courses, or the equivalent, that result in opportunities for earning credentials, college or technical credits and/or advanced standing.***

Effective instruction and learning strategies will:

- ***Integrate academic, technical, and industry standards, knowledge, and skills.***
- ***Employ contextualized work-based, project-based, and problem-based learning approaches.***

Well-developed technical skills assessments will include:

- ***Multiple opportunities for students to demonstrate technical skill proficiency.***
- ***National and/or industry-approved technical skills assessments offering credentials, where available and appropriate***

The intended outcomes of the Program Approval Process will continue to provide information for state and local CTE administrators and faculty as they engage in a process of ongoing assessment for program improvement. It combines self-assessments, documentary support, the external reviews of material, site visits and, as needed, corrective actions. The CTE Program Approval Process materials are being rewritten to more closely align to the expectations of Rhode Island's CTE Program Standards. Concurrently, rubrics are being drafted to provide greater direction and focus for review team members and the overall coordination of the Approval Process is being adjusted to reflect RIDE's capacity for statewide implementation.

Example

STANDARD 5A: Does the CTE preparation program use innovative and creative approaches to secondary curriculum, instruction, and assessment to facilitate students' successful completion of CTE preparation programs and transitions to postsecondary education and training careers?			
Curriculum, Instruction & Technical Skill Assessment Criteria	***Meets Standard***	***Partially Meets Standard***	***Does Not Meet Standard***
A comprehensive and rigorous :CTE preparation programs will have: ***Innovative and creative approaches to curriculum that:***	***Fully align to state adopted academic standards and skills.*** ***Fully include experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills.*** ***Fully ensure a minimum of two sequential, non-duplicative courses, or the equivalent, that result in opportunities for earning credentials, college or technical credits and/or advanced standing.***	***Limited alignment to state adopted academic standards and skills.*** ***Limited experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills.*** ***Limited assurance of a minimum of two sequential, non-duplicative courses, or the equivalent, that result in opportunities for earning credentials, college or technical credits and/or advanced standing***	***No alignment to state adopted academic standards and skills.*** ***No experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills*** ***No assurance of a minimum of two sequential, non-duplicative courses, or the equivalent, that result in opportunities for earning credentials, college or technical credits and/or advanced standing.***

STANDARD 5B: Does the CTE preparation program use innovative and creative approaches to secondary curriculum, instruction, and assessment to facilitate students' successful completion of CTE preparation programs and transitions to postsecondary education and training careers?			
Curriculum, Instruction & Technical Skill Assessment Criteria	***Meets Standard***	***Partially Meets Standard***	***Does Not Meet Standard***
A comprehensive and rigorous CTE preparation program will include: ***Effective instruction and learning strategies will:***	***Fully align to state adopted a Fully integrate academic, technical, and industry standards, knowledge and skills fully.*** ***Fully employ contextualized work-based, project-based, and problem-based learning approaches.***	***Limited integration of academic, technical, and industry standards, knowledge and skills.*** ***Limited employment of contextualized work-based, project-based, and problem-based learning approaches.***	***No integration of academic, technical, and industry standards, knowledge and skills.*** ***No employment of contextualized work-based, project-based, and problem-based learning approaches***

STANDARD 5C: Does the CTE preparation program use innovative and creative approaches to secondary curriculum, instruction, and assessment to facilitate students' successful completion of CTE preparation programs and transitions to postsecondary education and training careers?			
Curriculum, Instruction & Technical Skill Assessment Criteria	***Meets Standard***	***Partially Meets Standard***	***Does Not Meet Standard***
A comprehensive and rigorous :CTE preparation programs will provide: ***Well-developed technical skills assessments through:***	***Multiple opportunities for students to demonstrate technical skill proficiency are provided.*** ***National and/or industry-approved technical skills assessments offering credentials, where available and appropriate are offered.***	***Limited opportunities for students to demonstrate technical skill proficiency are provided.*** ***National and/or industry-approved technical skills assessments offering credentials, where available and appropriate are offered on a limited basis.***	***No opportunities for students to demonstrate technical skill proficiency are provided.*** ***National and/or industry-approved technical skills assessments offering credentials, where available and appropriate are not offered.***

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

RIDE provides eligible recipients with technical assistance and information related to best practice and current CTE 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 2010-11 academic year, RIDE authorized in excess of $1,156,000 (allocated local funds) for these purposes.

In other efforts to develop, improve and/or expand the use of technology, the state Career and Technical Education and Virtual Learning staffs will begin to investigate possibilities around moving CTE from strict traditional modes of delivery toward blended and/or virtual learning modalities. These efforts might suggest cost-effective ways to bring innovation to CTE.

- ***Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and 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 authorizes and supports professional/curriculum development through professional development focused on the alignment of CTE curricula to postsecondary education expectations. This work is accomplished through secondary to

postsecondary consortia in the areas of automotive and construction technologies with the New England Institute of Technology; business, culinary arts and hospitality with Johnson and Wales University; applied arts and law, public safety and government with Roger Williams University; and Engineering and Health with the Community College of Rhode Island.

The Providence School Department, Rhode Island's largest school district continues to contract with the Southern Regional Education Board to expand participation in 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 will engage in professional development designed to improve student and program performance. Again, takeaways for all participants will 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 widths 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. All lesson plans and takeaways are available and shared statewide.

In support of Rhode Island's transition to the newly adopted statewide Common Core State Standards implementation and the Partnership for Assessment of Readiness for College and Careers (PARCC) statewide assessment, the CTE community participates in the study of the standards professional/curriculum development activities for administrators and teachers particularly as the standards pertain to the integration of academics and career and technical education. All information, materials and resources are made available to district and school administrators and teachers through the following website: http://www.ride.ri.gov/Instruction/CommonCoreMaterials.aspx#Educators

- ***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 –***

Every effort is made to form partnerships to advance Rhode Island's career and technical education agenda with the ultimate goal of expanding opportunities for all students to participate in CTE programs and improving CTE student and program performance. More recent events included RIDE and local Workforce Investment Boards collaboration to design and deliver *paid* integrated academic and career and technical education programs for at-risk middle school students (July/August 2010 and February/March 2011). These programs included exploratory rotations through approximately four (4) career and technical education programs located at the Cranston, Davies, East Providence, Newport, Warwick, and Woonsocket CTE centers. With 700+ students participating, the programs were augmented with math and English-language Arts instruction, academic and career counseling services and more. The programs served as recruitment tools to attract students for enrollment in Rhode Island's CTE programs of study.

Providence/Cranston and Greater Rhode Island Workforce Investment Boards (combined)			
Director	**Agency/Organization**	**Director**	**Agency/Organization**
Diane Cook	Dept. of Human Services	Victor Barros	Private Economic Development
Guy Alba	Local Education	Nichole Campbell	Business
Marc Amato	Business	Tim Kinnaman	Business
Phil Less	Dept. of Education – ABE	Alexis Devine	Business
Joseph DiPina	Job Corps	Carmen Diaz-Justino	Business
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	Steve Boyle	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	Sherry Ferdinandi	Business
Mark Kravatz	Business	Keith Lavimodiere	Business
Eric Gasbarro	Business	Debra Quinn	Business
Hector Rivera	Dept of Labor and Training	Andrew Tyska	Business
Hillary Salmons	Community-based Organization	Jeffery Senese	Johnson and Wales University
Craig Sipe	Business	Betty Pleacher	Business
Michael Traficante	Labor	James White	Dept. Labor and Training
Ken Filarski	Business	Michael Paruta	Business
Janet Raymond	Business	Paul Wielgus	Business
Raymond Sepe	Business	Heather Singleton	Business
Thom Deller	City of Providence	Robin Smith	Comm. College of Rhode Island
Sharon Lee	Dept. of Education	Raymond Pingitore	Dept. of Labor and Training
Darrell Waldron	RI Indian Council	Lauren Slocum	Business
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	Ernest Cabral	Business
Robin Zukowski	Business	Karen Jedson	Economic Development
Cynthia Farrell	Business	Diane Karcz	Business
Steven Kitchin	N E Institute of Technology	Peter Koch	Business
Bob Cooper	Commission on Disabilities	Dorothy Mattiello	Business
Marie DeRoche	Dept. of Labor and Training	Paul Ouellette	Business
Peter Stipe	Business	**Vanessa Cooley**	**Dept of Education - CTE**

A RIDE career and technical education staff member is appointed by the Governor and the Mayor of Providence to serve on the two local workforce investment boards of directors to: 1) contribute to the strategic 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 regional business and industry.

Representing the collective thinking of over 100 public and private sector leaders, the Strategic Workforce Plan for Rhode Island offers a blueprint for short-term and long-term investments in one of our state's greatest assets - its workforce. RIDE's CTE work is incorporated into and supported by the Governor's Workforce Board Strategic Plan (http://www.rihic.com/pdfs/StrategicPlan_final.pdf) and is an integral part of Rhode Island's vision for economic development, as evidenced by the following secondary school and youth focus.

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 – effective January 2011

Governor's Workforce Board	
Name	**Position**
The Honorable Lincoln Chafee,	Governor, State of Rhode Island
Constance A. Howes	President and CEO, Women and Infants Hospital
Deborah Gist	Commissioner - RI Department of Elementary and Secondary Education
Ray DiPasquale	Commissioner – RI Office of Higher Education
Charles Fogarty	Director – RI Department of Labor and Training
Keith Stokes	Director – RI Department of Economic Development
Mike Grey	Vice President, Sodexo School Services
Juana Horton	President and CEO, Horton Interpreting Services, Inc
Mario Bueno	Director – Progresso Latino
Sharon Moylan	Realtor/Associate Coldwell Banker
Robin Coia	Representative – New England Laborers Management Coop. Trust
Paul McDonald	President – Providence Central Federated Council
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

Beginning 2010, the Governor's Workforce Board began tracking state and federal expenditures and programs in support of their vision for a strategic statewide economic development plan. The first Unified Workforce Development Expenditure and Program is attached to this report.

2010 Unified Agency templates (drilldown).

Additionally, the Governor's Workforce Board has called for the establishment of a seamless workforce development system that is designed to formally connect efforts around select priority pathways that include the healthcare, bioscience, construction, advanced manufacturing, marine, hospitality, information technology and green industries. This system of Multiple Pathways will afford learners (youth through adult) with opportunities to access to information, education, training and credentialing based on individualized interest and need. Presently, pilot pathways scaffolding these opportunities through state and local secondary, postsecondary and adult CTE education; labor and training; industry partnerships and more are being created in the areas of healthcare and information technology.

- ***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 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.

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

As written into the Rhode Island State Plan and implemented throughout Perkins IV, funds for special populations and non-traditional training are combined with funding for incarcerated populations in efforts 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 and provide each participant with college and/or non-matriculating credits. In addition, the ACI has been able to increase the number of classroom slots available to incarcerated women and to offer non-traditional programming within the Women's Facility. Similarly during the reporting year, the Rhode Island Training School (RITS) for incarcerated youth strengthened and expanded existing programs and offered non-traditional programming for its adjudicated male and female students.

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 literacy programs to ensure that all students achieve literacy levels that allow them to engage in grade-appropriate reading and to succeed in postsecondary education or their chosen 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.

The Regulations require districts and schools to implement processes that ensure:

- all students have a fair and legitimate opportunity to learn the knowledge and skills represented by state academic standards - 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;

Further, districts and schools must provide:

- assessments designed and implemented so that 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 method to evaluate and ensure equitable access to appropriate learning resources.

- ***Offering technical assistance for eligible recipients.***

Also as previously reported RIDE provides technical assistance using a combination of education, training, and support services. Orientation is provided via written publications and state and regional technical assistance 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 superintendents, regional representatives, career and technical education center directors, high school principals, 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, industry standards, Common Core 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 Include:

- ***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 funded consortia with Providence College, the Rhode Island School Counselors Association and Rhode Island's school districts, the Rhode Island School Counseling Framework has been created and adopted as a critical component of the states secondary school education delivery system. With a three-pronged approach, the Framework focuses on the academic, career and personal/social development of students. Supports, including information and guidance for the delivery of this model are provided to administrators, school counselors, school-based coordinators and advisors via regular emails, written publications, state and regional workshops.

In support of improving career guidance and academic counseling programs and establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students; RIDE's draft revision of the Rhode Island Regulations for Career and Technical Education (CTE) and the CTE Program Standards purposely include standards relating to supplemental and support services and secondary to postsecondary transition.

Supplemental and support services are defined as *comprehensive services to enable all students to access academic, personal/social and career supports to maximize their potential for success. Supplemental support service systems will ensure that: 1) students have access to the system of supports and services described in state statutes and regulations; 2)students have the opportunity to engage in a goal setting and planning process that supports their academic, career, and personal/social goals and individual needs; and 3) students have access to the services provided through a Comprehensive School Counseling program.*

Secondary to postsecondary transition is defined as *effective programs that ensure that students graduate college- and career-ready and are prepared to transition to postsecondary education and training and careers. To prepare students for postsecondary success, effective programs: 1) align curriculum with applied learning and career readiness skills, state adopted and nationally recognized academic standards, and industry–recognized technical standards; 2) provide student access to career-based and work-site learning experiences; 3) maintain formal articulation agreements with higher education and business partners that earn students early college access and/or access to postsecondary training programs or job placement.*

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

Again through Perkins, RIDE maintains secondary to postsecondary consortia in the areas of automotive and construction technologies with the New England Institute of Technology; business, culinary arts and hospitality with Johnson and Wales University; applied arts and law, public safety and government with Roger Williams University; and Engineering and Health with the Community College of Rhode Island.

These consortia agreements are designed to: sustain alignment of secondary CTE programs with postsecondary programs to help ensure quality instruction and seamless transition; 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; and reduce the need for remediation for students entering postsecondary institutions.

Lastly, these consortia 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 fields.

- ***Supporting career and technical student organizations;***
- ***Supporting family and consumer sciences programs;***
- ***Providing activities to support entrepreneurship education and training;***

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

- ***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 or program. Rhode Island charter schools are administered, supported and funded according to federal and RIDE established formulas, policies and practices for career and technical education. During the 2010-11 academic year, Perkins funds were awarded to support programs at the Academy for Career Education (Providence), NEL/CPS Construction Career Academy (Cranston), Blackstone Academy (Pawtucket), TIME2 Academy (Providence) and Beacon Charter Schools.

- ***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 through school districts across Rhode Island and on the Community College of Rhode Island campuses. These programs are designated for unemployed and underemployed Rhode Islanders age 18+. 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;***

RIDE's previous RICATS system supported day to day processes that collected CTE data for federal Perkins reporting requirements, however the system required CTE staff to remediate issues associated with fragmented and inaccurate student data collected via shadow cleansing and reporting processes.

RIDE initiated a 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 promised to 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 needed to 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. The re-designed system has been used for the 2010-2011

Perkins data collection however RIDE experienced data collection software failures and noted the lack of referential integrity for the database. As a part of the RIDE Perkins Accountability work plan, these problems will be corrected.

Additionally RIDE will:

a. launch a Teacher/Course/Student data collection application designed to share, coordinate, and reduce redundancies.
b. contract to complete statewide course coding. With the academic courses completed, phase two will involve coding all CTE courses which will eliminate the need for the perpetual updating of the system.

Lastly, it is critically important to note that RIDE's continued inability to utilize secondary student social security numbers continues to limit the ability to report on some indicators and/or measure outcomes with fidelity especially as it pertains to placement.

- ***Supporting occupational and employment information resources***

RIDE works in close association with the Rhode Island Department of Labor and Training – Labor Management Information office http://www.dlt.ri.gov/lmi/. In that capacity, RIDE utilizes occupational and employment information resources to inform the development and/or continuation of CTE programs of study noting that local and state CTE efforts must focus on state and regional economic development.

Example

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

1.1 Planning. The LEA engages in an annual planning process that:
- ***Incorporates labor market information into the planning, development, and refinement of CTE preparation programs.***

(from Carl D. Perkins Career and Technical Education Program, Initiative, and Planning Grant: Guidance and Funding Application – 2010)

Example

The Commissioner shall ensure that current labor market data is analyzed and referenced in order to inform the creation or expansion of statewide career and technical education programs in critical and emerging industries
Further and as indicated by 5S1 (Placement) results, Rhode Island's economic climate and unemployment rate of 11% has direct impact on RIDE's Perkin performance.

(from draft Regulations of the Rhode Island Board of Regents Governing Career and Technical Education)

- ***Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and***

A RIDE staff member is assigned to oversee the transitioning of all teacher applicants from business and industry to CTE classrooms. Included in these activities is the administration of NOCTI tests and in conjunction with the RIDE Office of Educator Quality, ensuring that all certifications are in place for expedited classroom assignment.

Progress in Developing and Implementing Technical Skill Assessments

- ***Developing valid and reliable assessments of technical skills;***

Rhode Island is primarily focused on assessments aligned to credentials that meet industry standards. In keeping, Rhode Island conducts statewide surveys of technical skill assessments to determine the scope of work necessary to ensure that all CTE programs of study incorporate technical skill assessments. CTE Center administrators and faculty adopt technical skill assessments, as available, and/or create assessments, as appropriate, in areas where there are none. However, career preparation programs in comprehensive and charter schools will need to stretch to meet industry-recognized

credential earning rates. Center-based CTE programs of study report 100% of their CTE concentrating and graduating students take technical skill assessments in compliance with this Perkins requirement.

Technical Skills Assessment

Cluster	Program of Study	Location	Certificate
Agriculture, Food	Agriculture	EWG	None available
& Natural Resources	Aquaculture	Cranston	None available
	Greenhouse/Landscaping	EPACTC	None available
Architecture & Construction	Carpentry	Chariho	NCCER & OSHA 10
	Drafting & Design Tech.	Chariho	Instructor's Skill Assessment
	Carpentry & Construction	Coventry	NCCER & OSHA 10
	CAD/Drafting Technology	Cranston	Instructor's Skill Assessment
	Residential Bldg Repair & Remodeling	Cranston	NCCER & OSHA 10
	Carpentry	Davies	NCCER & OSHA 10
	Electrical	Davies	NCCER, OSHA, PLC
	Carpentry/Construction	EPACTC	NCCER & OSHA 10
	Boat Building	Barrington	Instructor's Skill Assessment
	Marine Technology	Chariho	ABYC-Journeyman
	Construction	Newport	NCCER & OSHA 10
	Residential Carpentry/Construction	NACTC	NCCER & OSHA 10
	Construction Technology	PCTA	NCCER, OSHA 30, Ramset, Scissor Lift
	General Construction	PCTA	Opens 2012-13
	Plumbing & Pipefitting	PCTA	NCCER, OSHA 30, Ramset, Scissor Lift
	Electrical Technology	PCTA	NCCER, OSHA 30, Ramset, Scissor Lift
	HVAC	PCTA	NCCER, OSHA 30, Ramset, Scissor Lift
	CADD Tech.	Warwick	Instructor's Skill Assessment
	REACH	Chariho	Instructor's Skill Assessment
	Electricity	Warwick	NCCER & OSHA
	Construction Trades/HVAC	Warwick	ABYC-Journeyman, OSHA, NCCER
	Marine Trades	Warwick Vets	NCCER & OSHA 10
	Construction/Elect Tech	Woonsocket	OSHA 10, NCCER
Arts, Audio Visual &	Advertising, Design & Digital Printing	Chariho	Print Ed
Communications	Graphic Communication	Coventry	Instructor's Skill Assessment
	Video Production	EWG	Print Ed
	Graphic Communications	Cranston	Print Ed
	Graphics & Art Printing	Davies	Print Ed

Cluster	Program of Study	Location	Certificate
	Journalism & Broadcasting	Lincoln	Instructor's Skill Assessment
	Dance	JM Walsh	Instructor's Skill Assessment
Arts, Audio Visual &	Music	JM Walsh	Instructor's Skill Assessment
Communications	Theatre	JM Walsh	Instructor's Skill Assessment
	Visual Arts	JM Walsh	Instructor's Skill Assessment
	Electrical/Telecom	Davies	Print Ed
	Graphic Communications	EPACTC	Instructor's Skill Assessment
	Television Production & Journalism	Barrington HS	Instructor's Skill Assessment
	Graphics	Portsmouth	Instructor's Skill Assessment
	TV Studio	Portsmouth	Print Ed
	Graphic Communications (Adv, Design)	Newport	Print Ed
	Graphic Communications	PCTA	Adobe
	Design Connections	Hope Arts	ETS & A+
	Electronics & Audio Tech	WACTC	Print Ed
	Graphic Design	WACTC	Print Ed
	Graphics & Printing	Woonsocket	Adobe
	Digital Media	Woonsocket	MS Office
Business, Management &	Business Mgmt. Technology	Chariho	Instructor's Skill Assessment
Administration	Business Technology	Davies	Instructor's Skill Assessment
	International Business Academy	Lincoln	Instructor's Skill Assessment
	Facilities Operations Management	WWHS	Instructor's Skill Assessment
	High School Entrepreneurship Academy	CF HS	A+
	Business Education	Mt. Hope	Instructor's Skill Assessment
Education	Teacher Academy	Mt. Pleasant	Instructor's Skill Assessment
Finance	Finance & Mktg. Mgmt.	Cranston	Microsoft Office
	Business Finance	Smithfield	Instructor's Skill Assessment
	Academy of Finance	WWHS	Instructor's Skill Assessment
Govt. & Public Admin.	Government & Public Service	Shea HS	Instructor's Skill Assessment
Health Science	Health Occupation	Chariho	Adult CPR, AED, CNA, EMT-Basic, & First Aid
	Health Occupations	Coventry	CNA, First Aid, Basic EMT & CPR/AED
	Biotechnology	EWG	CNA, PSA, CPR/AED
	Medical Pathways	Cranston	CNA,
	Health Careers	Davies	CNA, PSA, & CR/AED
	Medical Pathways	ACE	CNA &CPR/AED
	Biomanufacturing	Davies	Instructor's Skill Assessment

Cluster	Program of Study	Location	Certificate
	Environmental & Life Science	EPACTC	Instructor's Skill Assessment
Health Science	Medical Assistant	Cooley	CNA, CPR/AED & First Aid
	Biotechnology	Cooley	None available
	Health Occupations	WACTC	CNA &CPR/AED
	Biotechnology	Woonsocket	Instructor's Skill Assessment
	Health Careers	Woonsocket	Instructor's Skill Assessment
Hospitality & Tourism	Culinary Arts	Chariho	Serv Safe, ACF & Jr. Culinarian
	Hospitality, Travel & Tourism	Chariho	Serv Safe & Pro Start
	Culinary Arts	Coventry	Serv Safe & Pro-Start
	Culinary Arts	Cranston	Pro-Start
	Culinary Arts	Davies	Serv Safe & Pro-Start
	Hospitality Careers	Davies	Serv Safe
	Culinary Arts	EPACTC	Serv Safe & Pro-Start
	Culinary Arts	Newport	Serv Safe & Pro-Start
	Culinary Arts & Hospitality	PCTA	Serv Safe & Pro-Start
	Hotel & Lodging Academy	CFHS	Teacher's Technical Assessment
	Travel & Tourism	Shea HS	Instructor's Skill Assessment
	Hospitality & Tourism	Woonsocket	ACF & RI Sanitation License
	Culinary Arts/Baking & Pastry Arts	Woonsocket	Serv Safe & Pro-Start
	Culinary & Baking Arts	WACTC	Parapro, Serv-Safe & Pro-Start
Human Services	Cosmetology	Chariho	RI Cosmetology & Nail License
	Child Development	Coventry	Instructor's Skill Assessment
	Cosmetology	Coventry	RI Cosmetology Lic.
	Cosmetology	Newport	RI Cosmetology Lic.
	Cosmetology	PCTA	Instructor's Skill Assessment
	Cosmetology	EPACTC	RI Cosmetology Lic.
	Cosmetology & Barbering	Davies	RI Cosmetology Lic.
	Child Studies/Human Services	Woonsocket	Instructor's Skill Assessment
	Child Development/Elderly	Pilgrim	Instructor's Skill Assessment
	Early Childcare & Education	Tolman	Instructor's Skill Assessment
	Child Development	Portsmouth	A+
Information Technology	Computer Tech.	Chariho	Cisco CCENT/CCNA
	Electronics/Computers	Coventry	Instructor's Skill Assessment
	Cisco Networking	Cranston	ACA (Dreamweaver, Photshop, Flash)
	Office Management Technology	Davies	Microsoft/Adobe
	Computer Information Systems	Davies	CCNA
	Computer Information Systems	Hope IT	Instructor's Skill Assessment

Cluster	Program of Study	Location	Certificate
	Cisco Networking	WACTC	Cisco
Law, Public Safety,	Law & Public Safety & Security	Lincoln	Instructor's Skill Assessment
Corrections & Security	Law & Public Safety & Security	Central	Instructor's Skill Assessment
	Law & Public Safety & Security	Woonsocket HS	Instructor's Skill Assessment
	Law & Public Safety & Security	Tolman	Facilities Op. Mgmt certiificate
Manufacturing	N/A		
Marketing, Sales & Service	Marketing Career Readiness	NPHS	Instructor's Skill Assessment
	Fashion Merchandising & Mgmt.	WACTC	Instructor's Skill Assessment
STEM	Pre-Engineering Robotics	Cranston	Instructor's Skill Assessment
	Electronics, Pre-engineering, Robotics	Davies	Instructor's Skill Assessment
	Machine Technology	Davies	PLTW
	Pre-engineering	EPACTC	Instructor's Skill Assessment
Transportation, Distribution	Automotive & Diesel Technology	Chariho	ASE, SP2 cert, NATEF
& Logistics	Automotive	Coventry	NATEF/SP2
	Automotive Careers	Davies	NATEF/SP2
	Automotive Technology	EPACTC	NATEF (in process)/SP2
	Automotive Technology	Newport	NATEF, SP2, OSHA 30/Valvoline/ASE Air
	Automotive Technology	PCTA	NATEF (in process), SP2 & OSHA
	Automotive Technology	WACTC	NATEF, SP2 & OSHA
	Automotive Technology	Woonsocket	NATEF, SP2 & OSHA
Transportation, Distribution	Aviation Academy	EGHS	FAA Pilot Prep, Airframe & Power Plant
& Logistica	Automotive Collision & Repair	EPACTC	NATEF (in process), SP2 & OSHA
Long Trem Internships*	Independent Vocational Studies (IVS)	The MET	Instructor's Skill Assessment
	Business Education (E360)	The MET	Instructor's Skill Assessment
* Not a CTE Program under the National Career Clusters			

As a part of the revised CTE Regulations and revised CTE Standards, RIDE proposes to more aggressively incorporate program and student outcomes as a requirement for RIDE-approved career preparation program status. It is anticipated that these Regulations will be voted on March 2012 and all aspects of technical school attainment, not limited to those associated credential earning rate assessments, will become effective upon promulgation by the Board of Regents.

Example

All career preparation programs must:

1. ***Align to rigorous academic and industry or career-readiness standards;***

2. ***Adhere to the career preparation program standards published by RIDE;***
3. ***Provide industry-recognized credentials, postsecondary credits, and/or advanced standing in training programs or jobs; and***
4. ***Meet negotiated targets for student outcomes including, but not limited to:***
    a. ***dropout and graduation rates,***
    b. ***credential earning rates,***
    c. ***program completion rate, and***
    d. ***enrollment and persistence in both the preparation program, postsecondary education and technical training programs.***

(from draft Regulations of the Rhode Island Board of Regents Governing Career and Technical Education)

Excerpt from the revised Regulations of Rhode Island Board of Regents Governing Career and Technical Education

Implementation of State Program Improvement Plans
Implementation of Local Program Improvement Plans

With regard to Rhode Island's graduation data, please note that Rhode Island uses a cohort model and in accordance with the Rhode Island EDEN data submission agreement, standard procedure and past practice is for Rhode Island schools to complete and sign off on local graduation data by approximately January 31 allowing for submission to EDEN immediately thereafter. Rhode Island's 4S1 was submitted February 7, 2012 and can be viewed at http://ride20/edfacts/webPost.aspx.

Indications are that Rhode Island's failure to meet Postsecondary Level Core Indicator **4P1** – **Placement** is directly correlated to Rhode Island's economic standing, unemployment levels and momentum that began to shift in 2007 as the state budget crisis, increased energy costs and the housing and credit collapse pushed the state into recession a full year before the nation and reached a high of 11.8*% in December 2009. Recently Rhode Island's labor force has exhibited mixed signs of improvement however unemployment remains among the highest in the nation and currently is calculated by the Rhode Island Department of Labor and Training at 11% for December 2011.

Rhode Island
2011 Improvement Plan

1. Failure to meet Postsecondary Placement (**4P1**) negotiated performance for PY 2010-11

    a. Barriers to meeting Postsecondary Placement:

        1. Rhode Island's economic momentum began to shift in 2007 as the state budget crisis, increased energy costs and the housing and credit collapse pushed the state into recession a full year before the nation and reached a high of 11.8*% in December 2009 .
        2. Rhode Island's labor force has exhibited mixed signs of improvement and currently is calculated by the Rhode Island Department of Labor and Training at 11% for December 2011.

b. Strategy	c. Action Steps	d. Staff Responsible	e. Timeline
RIDE and our local recipients will ensure that current labor market data is analyzed and referenced in order to inform the creation or expansion of statewide career and technical education programs in critical and emerging industries	Include as a requirement in the new Regents' Regulation for Career and Technical Education	Vanessa Cooley, State CTE Director	***Ongoing***
RIDE and local recipients will	Include as a requirement	Vanessa Cooley, State	***Ongoing***

ensure that CTE administrators and faculty incorporate labor market information into the refinement of CTE preparation programs	of the CTE Program Approval and Perkins Grant Application processes	CTE Director Joyce Anderle, CTE Education Specialist Paul McConnell, CTE Education Specialist	

Although the following performance measures were not met at 100%, both show significant improvement over Rhode Island's previously reported percentages (2010) and do exceed the 90% threshold for requiring improvement plans.

Postsecondary Level – Core Indicator 2P1: Credential, Certificate, or Degree (Actual 96.99%)

Postsecondary Level – Core Indicator 5P1: Nontraditional Participation (Actual 91.24%)

Pertaining to Core Indicator 2P1, the state adjusted level of performance for 2010-11 was predicated on a cohort measurement model that was changed to a general population model. The general population model does not account for students who leave without notification. Anecdotal information secured from the Community College of Rhode Island indicates that increasingly students are: 1) taking courses in response to the lack of employment opportunities; 2) primarily interested in obtaining skills as opposed to credentials, certificates and degrees; and 3) leaving programs and school as soon as employment becomes available thus making it more difficult for the Community College to reach the previously negotiated performance levels for these indicators.

As previous reported for Core Indicator 5P1, all Community College of Rhode Island programs were re-examined as to their nontraditional status. The PCRN website was used as the source of the nontraditional data. (http://cte.ed.gov/accountability/crosswalks.cfm). We found that several new and existing programs are now classified as nontraditional male (7.47%) however male enrollment in these areas has not kept pace with this increase therefore decreasing the overall nontraditional participation percentage.

Tech Prep Grant Award Information

N/A

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