Consolidated Annual Report, Program Year 2012 - 2013 Rhode Island

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

RIDE enhanced the current tool used for presentation and analysis of the data to make it easier to review and validate the data. Additionally, RIDE is in the analysis phase of developing additional tools that will allow us to not only look at the data as collected but will further enhance our ability to check the data across datasets held by the state.

Consolidated Annual Report, Program Year 2012 - 2013 Rhode Island

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The Rhode Island Department of Education (RIDE) requires all local recipients to complete self-monitoring reports to collect mid-year status information related to Perkins funded programs and projects. Each report must describe efforts in the following areas:

.... on-time program implementation;

.... student program enrollment/participation by gender, race and special population status;

.... integration of student academic and technical skills attainment;

.... opportunities for all students to experience and understand all aspects of the industry;

.... incorporation of program specific state-of-the-industry technologies, as appropriate;

.... opportunities for professional development for administrators, teachers and school counselors pertaining to the integration of challenging academic standards, implementation of effective instructional strategies, staying current with all aspects of the industry, using research, best practice and data for improved technical instruction, etc.;

.... employing instructional methods that identify and address barriers encountered by special populations;

.... ensuring appropriate and adequate program staffing; and

.... ensuring industry, postsecondary and community engagement.

Secondary, postsecondary and consortia funded programs, recipients of the largest Perkins awards, are subject to annual independent program evaluations that describe efforts, strengths/weaknesses and provide evidence of program implementation in the following areas:

.... on-time program implementation;

.... student program enrollment/participation by gender, race and special population status;

.... integration of student academic and technical skills attainment;

.... opportunities for all students to experience and understand all aspects of the industry;

.... incorporation of program specific state-of-the-industry technologies and /technologic al, as appropriate;

.... opportunities for professional development for administrators, teachers and school counselors pertaining to the integration of challenging academic standards, implementation of effective instructional strategies, staying current with all aspects of the industry, using research, best practice and data for improved technical instruction, etc.;

.... employing instructional methods that identify and address barriers encountered by special populations;

.... ensuring appropriate and adequate program staffing; and

.... ensuring industry, postsecondary and community engagement.

.... etc.

Previously, RIDE developed a CTE program review process and self-assessment instrument to help CTE programs meet the expectations inherent in the Perkins' legislation. To meet these expectations and provide a quality career and technical education for all students, RIDE proposed that all CTE programs engage in an ongoing process of inquiry, evaluation, and improvement. This continuous improvement process combined self-assessment, documentary support, external review, and as needed, targeted site visits and corrective actions. The CTE Program Review and Self-Assessment processes were designed to engage CTE program teachers, administrators and industry partners, as appropriate, in an assessment of how well they are meeting their mission and how they might improve student and program performance.

The CTE Program Review process entailed three stages – self-assessment, RIDE conducted external review of CTE program self-assessments and ongoing implementation and improvement of CTE programs and targeted site visits and corrective actions, as appropriate . In the first stage, CTE programs assessed their performance and substantiated their assertions with evidence against the identified criteria and indicators for effective CTE programs. In the second stage, RIDE led an external review of the self-assessments and supporting evidence against the criteria and indicators. RIDE communicated performance findings – exemplary, satisfactory, or in needs of improvement – for each CTE program from the external review.For programs that are identified as exemplary or satisfactory, the third stage entailed ongoing improvement efforts guided by the criteria and indicators for effective CTE programs. For programs that were identified as in need of improvement, RIDE conducted targeted site visits and worked with the CTE program to identify and implement necessary corrective actions to allow the program to meet expected performance targets.

Presently, RIDE is working on the development of a program quality assurance process (revised program approval process) as promulgated by the Regulations of the Board of Regents Governing Career and Technical Education (2012), wherein; all approved programs must: 1) align to state academic, career readiness or industry standards; 2) provide students with opportunities to complete coursework that contributes to their graduation requirements; 3) adhere to Rhode Island CTE program standards and; 4) meet RIDE –established targets for student outcomes.

To date, RIDE is revising the program review process to create program review guidance, explanations of importance, examples of evidence, site visit protocols, rubrics, etc. that adhere to items 1, 2 and 3 (above) of the program quality assurance process. RIDE is particularly focused on LEA, school and/or, as appropriate, program responses to CTE standards for administrative policies and procedures that promote CTE program development and implementation; ongoing relationships among secondary and postsecondary education, business, families, special populations and other community stakeholders; program operations (supports and resources) necessary to meet or exceed standards and quality; instructional staff qualified in the knowledge and skills necessary to provide rigorous academic and technical instruction; curriculum, instruction and assessment approaches that facilitate student program completion and transition to postsecondary education, training and/or careers; supplemental services and supports to maximize student potential for success;

RIDE is developing CTE accountability measures that reflect the intent of RI's Regulations for Career and Technical Education (effective July 2012) to establish and maintain a CTE program quality assurance process. These measures will comprise the data-driven component of a revised CTE program approval process that, in total, is intended to maximize opportunities for student success; provide guidance to LEAs and schools for program development and improvement; and ensure judicious investments of federal, state and local resources.

RIDE has established draft accountability measures that include credentials, postsecondary credits, advanced standing in apprenticeship, program completion, postsecondary enrollment, graduation rates and cost-effectiveness indicators. The measures are designed to elicit more precise, indicative and useful data toward achieving the RI's core CTE principles, including: preparing learners for postsecondary education and careers resulting in employment that provides family-sustaining wages; supporting students' postsecondary success through planning, credentialing, industry partnerships, and articulation with higher education and training programs; and investing in high-quality, highly effective career preparation programs offered through a diverse statewide delivery system. The intention for revising the CTE Program Approval Process is to establish a system where program approval and funding might be tied, in part, to measurable outcomes. These measures and revisions are influenced by the work of the OVAE's State Perkins Accountability Congress (SPAC).

Based on Perkins Final Agreed Upon Performance Levels negotiated measures, definitions, indicators and targets, RIDE assesses student performance through our Rhode Island Career and Technical System (RICATS) data.   While secondary student program outcomes include: math, reading/language arts and technical skill attainment, program completion, graduation, and placement in postsecondary education/training, work and/or the military and postsecondary student program outcomes include: technical skill attainment, program retention, industry recognized credential and degree earning; and placement in advanced education/training, work and/or the military. Program outcomes for adults, as well as incarcerated youth and adults are not tracked due the nature of the programs and the transiency of the populations.

Additionally, RIDE will be using the findings from the August 2013 targeted monitoring visit to inform further work on the accountability measures and program quality assurance process.

Lastly as another means to ensure program quality, local recipients must maintain inventory control for all purchases in excess of $500. This allows for program quality determinations related to state-of the-art technologies, adequacy related to per pupil ratios, etc.

The Rhode Island Department of Education is steadfast in its commitment to special populations. Rhode Island draws no distinction between students enrolled in traditional programs of study at comprehensive high schools and those students enrolled in career and technical education programs of study at career and technical education centers or comprehensive high schools.   RIDE's All Kids agenda is reflected throughout all school reform initiatives relating to academic and career and technical education.

The Board of Regents for Elementary and Secondary Education charges each LEA to ensure that its students are provided with a comprehensive program of study that is guaranteed and viable in each content area from pre kindergarten through grade 12 (PK 12) so that its students are prepared for post secondary education or productive employment. Each curriculum is developed to meet or exceed state content standards that have been adopted by the Board of Regents. In the absence of state adopted standards in a content area, each LEA shall align its curriculum to national content standards specific to that content area. Each LEA formally adopts a set of curriculum documents that specify the content standards, instructional practices, materials, program, texts and assessments, and grading practices that are based on the community's rigorous achievement descriptions for its students and that account for the expectation that students must be globally aware and internationally competitive.

These curriculum documents shall explicitly communicate how students will be supported so that they can achieve high standards through multiple pathways and attain success in the 21st century global economy. Programs of study that are in one of the sixteen (16) industry career cluster areas reflect the relevant academic content standards as well as the applicable national or industry skill standards. These supports account for multiple delivery models and settings while maintaining the common foundation of content standards and rigorous expectations for achievement. All curriculum documents include a Response to Intervention model as an integral component of supports and curriculum design.

In RI, every student enrolled in public schools has the right to an appropriate and individualized opportunity to achieve proficiency as measured by the Regulations of the Board of Regents for K-12 Literacy, Restructuring of the Learning environment at the middle and high school levels, and proficiency based graduation requirements (PBGR) at High Schools including but not limited to:

.... curriculum that provides both the opportunity and time for students to learn. It ensures that the curriculum is implemented consistently by all teachers to all students. It is based on a commitment from the districts and its schools that the written, taught, and learned curriculum is aligned so that all students learn agreed upon standards.

.... individual learning plans (planning and monitoring tools) that customize and direct students' goals and development in three domains: academic, career, and personal/social; and

.... programs, resources, materials, and instruction that schools and teachers must provide in a quantity and of a quality sufficient to enable all students to learn and demonstrate the knowledge and skills set out in state-adopted standards and other relevant content or skill-based standards

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

RIDE provides eligible recipients with technical assistance and information related to best practice and current CTE research focused on the use of new instruction technologies. RIDE approves funds for professional development and local recipient expenditures for developing, improving and expanding the use of technology aligned with curriculum design and instructional support. During the 2012-13 academic year, RIDE authorized approximately $1,008,630 (local funds) for these purposes.

The RIDE CTE and Virtual Learning staffs continue to investigate possibilities for moving CTE from strict traditional modes of delivery toward blended and/or virtual modalities. These efforts suggest cost-efficient ways to bring innovation, improved and expanded technology to CTE.

Most recently, instructor Joseph Barroso and students Kevin Drysdale and Michael Pierce from the East Providence Career and Technical Education presented digital and e-learning in automotive technology as a model for advancing technology in CTE as a featured session of RIDE's Innovation Powered by Technology Conference (http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/VirtualLearning/TechnologyConference.aspx).

Using ATT Training/Mega Tech software to explore how to provide an engaging classroom environment that extends beyond the traditional school day, the presentation emphasized:

.... Strategies to enhance digital learning in the classroom

.... Understanding of adaptive or self-learning curriculum

.... Understand ways to use e-learning to reduce prep time.

For more information, go to http://eventmobi.com/RIDEPOWERED2013/

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

RIDE continues to authorize and support professional/curriculum development focused on the alignment of CTE program-specific curricula to postsecondary and industry standards and expectations. This work is accomplished trough secondary to postsecondary consortia in the areas of automotive and construction technologies with New England Institute of Technology; applied arts and law, public safety and government with Roger Williams University and; engineering and information technology with the Community College of Rhode Island.

RIDE funds the Rhode Island Educator Externship Program that endeavors to connect educators and employers in professional partnership to increase educator understanding of the real-life/real-time world of work. The program provides educator externs with extended first-hand experience about workplace skills, competencies, attitudes, opportunities, etc. for infusion into classroom practice. Educator externships provide teachers with state of the art skills and tools to improve and enhance the school experience for students and advance the concept of lifelong learning and training for CTE instructional staff.

As example during the reporting year, topics included but were not limited to:

.... E-learning in Career and Technical Education

.... Project Lead the Way

.... Milady Beauty Conference

.... National DECA Conference

.... ACTE, as well as,

.... Numerous other program-specific professional development and topics.

See continued response in R4.

4. During the reporting year, how did your state provide 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?

Rhode Island's CTE System endeavors to be responsive to state and regional workforce and economic trends and business and industry demand and to ensure that current labor market data is analyzed to inform the creation or expansion of career preparation programs in critical and emerging industries.

RIDE forges and maintains partnerships with higher education, technical training programs, workforce and economic development initiatives, and regional business and industry. Through these partnerships, RIDE promotes and systemically manages career pathways and provides education and training programs that are responsive to the needs of students, business, industry, and the regional economy.

RIDE provides 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 and promotes the distribution of specialized information focused on nontraditional education, training and employment opportunities 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, Construction, Healthcare, and Information Technology Fairs with targeted recruitment efforts for non-traditional student participation, etc.

RIDE requires local recipients to address RI and regional economic and employment projections. In selecting the key economic growth areas serving as a focus for program expansion, RIDE makes every attempt to coordinate with other relevant workforce and economic development initiatives.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Once again and as originally written into the Rhode Island State Plan and implemented throughout Perkins IV, funds earmarked for special populations and non-traditional training are combined with funding for incarcerated populations in efforts to increase the funding amounts and subsequent programming 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. Again during this 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 for 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.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

RIDE continues to provide 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 regulations and priorities; to negotiate local-level agreed upon performance levels for Perkins accountability; 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.

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 activities focused on secondary/postsecondary articulation 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

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

114092

Number of students participating in Perkins CTE programs in state correctional institutions:

205

Describe the CTE services and activities carried out in state correctional institutions.

The Department of Children, Youth, and Families (DCYF) runs two programs at the Training School. The Harvest Kitchen program teaches safe food handling, and wholesale and retail food production. The Barbering/Cosmetology program provides classes towards achieving certification in those two fields.

The Department of Corrections (DOC) runs three programs at the Adult Correctional Institution. They provide training, testing, and certification for a Lead Hazard Site Supervisor program, a Culinary Arts Assistant program, and a Food Manager program.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

32

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

15000

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The Department of Children, Youth, and Families (DCYF) runs two programs at the Training School. The Harvest Kitchen program teaches safe food handling, and wholesale and retail food production. The Barbering/Cosmetology program provides classes towards achieving certification in those two fields.

The Department of Corrections (DOC) runs three programs at the Adult Correctional Institution. They provide training, testing, and certification for a Lead Hazard Site Supervisor program, a Culinary Arts Assistant program, and a Food Manager program.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Charter high schools offering career and technical education programs are treated as any other Rhode Island high school, 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 2012-13 academic year, Perkins funds were awarded to support programs at the Academy for Career Education (Providence), Blackstone Academy (Pawtucket), TIME2 Academy (Providence) and Beacon (Woonsocket) Charter Schools.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

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, and information technology. 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.

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. Ancillary services are provided by referral to state agencies (one-stop centers) and/or community-based organizations (community action programs) funded by federal and state funds for supported transition to work services.

As originally written into the Rhode Island State Plan and implemented throughout Perkins IV, funds earmarked for special populations and non-traditional training are combined with funding for incarcerated populations in efforts to increase the funding amounts and subsequent programming 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.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Beginning with 1998 Perkins legislation, the Rhode Island CTE community committed to ensuring the integration of academic and technical knowledge. To date, many students earn academic credit for CTE course taking, i.e. math credit for construction; science credit for culinary arts; etc.

Similarly, the Rhode Island education community, as a whole, was an early adopter of the "college and career ready" movement. As such, CTE administrators and teachers have been and continue to ensure that mathematics, literacy, science, etc. are embedded, as appropriate, in career and technical education programs.

With the Common Core transition launched (2013-14) and Partnership for Assessment of Readiness for College and Careers slated for implementation beginning with the 2014-15 school-year, RIDE staff led professional development for all administrators and teachers focused on the state's adoption of both as they pertain to general and, in this instance, CTE instructional practices . Statewide professional development has included in depth "study of the standards", rigorous curriculum development aligned with the Common Core Standards, transition planning, use of data, instruction and assessment, response to intervention, etc.

As previously reported, central premises to Rhode Island's successful Race to the Top applications are that effective teachers can change and improve the course of students' lives; and that effective leaders can guide and motivate whole school communities. As such, Rhode Island has adopted an educator quality evaluation system that is key to developing, supporting and improving the effectiveness of educators and education by focusing on three central components: professional practice, professional responsibility and student learning,   CTE teachers as well as all other instructors are required to adhere to six Educator Evaluation Standards, comprehensive district educator evaluation systems that:

.... establish a common understanding of expectations for educator quality within the district;

.... emphasize the professional growth and continuous improvement of individual educators;

.... create an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;

.... provide quality assurance for the performance of all district educators;

.... assure fair, accurate, and consistent evaluations; and

.... provide district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

http://www.ride.ri.gov/educatorquality/educatorevaluation/Docs/AcadPersTE/Day_3_Packet.pdf

Further, RIDE continues to authorize and support professional/curriculum development focused on the alignment of secondary 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, applied arts and law, public safety and government with Roger Williams University; and engineering and information technology with the Community College of Rhode Island.

2. During the reporting year, how did your state support 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.

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. The Perkins/RIDE State Director for Career and Technical Education is appointed by the Governor and the Mayor of the City 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 Career and Technical 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.

Providence/Cranston and Greater Rhode Island Workforce Investment Boards (combined)

Diane Cook, Dept. of Human Services

Victor Barros, Private Economic Development

Guy Alba, Local Education

Michael Black, Business

Marc Amato, Business

Tim Kinnaman, Business

Phil Less, Dept. of Education – ABE

Alexis Devine, Business

Mark Riolo, Job Corps

Carmen Diaz-Justino, Business

Robert Langlois, Dept. of Labor and Training

Hy Golman, Business

Ann Gooding, City of Providence

Chris Lombardi, Business

Sorrel Devine, Housing and Urban Development

Gail Patry, 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

Jay Visnjick, Business

Socrates Ramirez, 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

Gina Clapprood, Business

Michael Traficante, Labor

James White, Dept. Labor and Training

Ken Filarski, Business

Michael Paruta, Business

Janet Raymond, Business

Paul Wielgus, Business

Rick Laferriere, Business

Heather Singleton, Business

Steve Duvel, City of Providence

Robin Smith, Community 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

Gary Bliss, Business

Wendy Kagan, Business

Deborah Anthes, Business

Joseph Oakes, Business

Scott Seaback, Business

Mark Mancinho, AFL-CIO

Karen Jedson, Economic Development

Thomas Fay, Business

Karen Paolucci, Business

Steven Kitchin, N E Institute of Technology

Peter Koch, Business

Bob Cooper, Commission on Disabilities

Dorothy Mattiello, Business

Robert Langlois, Dept. of Labor and Training

Paul Ouellette, Business

Peter Stipe, Business

Paul Harden, Economic Development

Monica Dzialo, Office of Rehabilitative Services

Vanessa Cooley, Dept of Education - CTE

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 our state's greatest assets - its workforce. RIDE's CTE work is incorporated into and supported by the Governor's Workforce Board Strategic Plan 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

In addition, workforce development programs and initiatives supported by Carl D. Perkins Career and Technical Education Funds are included and deemed critical to the Board's employment and training plans.

Rhode Island Governor's Workforce Board

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

Charles Fogarty, Director – RI Department of Labor and Training

Timothy Byrne, Business Manager – United Association of Plumbers and Pipefitters

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 McDonaldPresident – Providence Central Federated Council

Cheryl Merchant, President/CEO Hope Global

Manuela Raposo, Director – Rhode Island Welcome Back Center

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.

Michael Grey, Vice President of Operations – Sodexo School Services

Beginning 2010, the Governor's Workforce Board began tracking state and federal expenditures and programs in support of their vision for a strategic statewide workforce development plan. The first Unified Workforce Development Expenditure and Program is attached to this report. The 2013 report was released November 15, 2013 (see pages 11-13). http://www.rihric.com/pdfs/UEP1113.pdf.

Lastly, each program is required to establish and maintain advisory committees comprised of business and industry, postsecondary, and community stakeholders. These and the aforementioned relationships provide schools with access to a myriad of opportunities for schools, teachers and students to access and engage individuals, businesses, government, etc.in efforts to study, train and work to academic and industry standards.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Still in place statewide, the Perkins-funded Rhode Island School Counseling Framework was created and adopted as a critical component of the states secondary school education delivery system. With its three-pronged approach, the Framework focuses on the academic, career and personal/social development of students.

RIDE's 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 (non-academic/non-skill development) 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.

RIDE's current work toward the development a revised program review process will include focus on supplemental support service and might be evidenced by documentation:

.... that student awareness, exploration and opportunities to enroll in CTE programs are part of school counseling and advisory programs.

.... that students with individual education plans in programs are ensured appropriate supports and/or accommodations.

.... that includes evidence of the number of students receiving supplemental services.

.... that includes signed evidence of student goal setting and individual learning plans.

.... etc.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Please see response to 3P.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

As Rhode Island's practice continues, during the reporting year RIDE maintained 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.

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 higher education which offer non-duplicative, sequential programs of study leading to a certificate, or a degree, in a specific career fields.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

RIDE utilizes leadership funds to support DECA, FBLA, FCCLA, FFA, and TSA. RIDE staff members serve on the local and national boards for SkillsUSA. RIDE supports and authorizes local allocations to Rhode Island SkillsUSA and supports the Rhode Island Business Educators Association relating with regard to their focus on incorporating financial literacy into business education curricula.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

RI's CTE Standards are created to ensure that all approved career preparation programs (programs of study) offer experience in, and understand of, all aspects of an industry by:

.... providing students with opportunities to earn industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs.

.... providing access for students to adequate and appropriate facilities, equipment, and supplies.

.... ensuring that facilities and equipment used for instructional or training purposes are current with business and industry standards.

.... providing all students with access to up to date technology.

.... ensuring that teacher certifications meet RIDE Educator Certification regulations.

.... ensuring that staffing levels are consistent with program requirements and/or business and industry standards and sufficient to meet the needs of students.

.... ensuring that teachers and instructors remain current in academic and technical skills through participation in regular professional development activities.

In addition, RIDE encourages innovative and creative approaches to secondary curriculum, instruction, and assessment to facilitate students' successful completion of career preparation programs and transitions to postsecondary education and training careers.

RIDE requires a comprehensive and rigorous career preparation program curriculum that:

.... aligns to state adopted academic standards and skills.

.... includes experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills.

.... ensures a minimum of three non-duplicative courses, or the equivalent, that result in opportunities for earning industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs.

RIDE requires effective instruction and learning strategies that:

.... integrate academic, technical, and industry standards, knowledge, and skills.

.... employ contextualized work-based, project-based, and problem-based learning approaches.

RIDE relies on well-developed technical skills assessments that include:

.... multiple opportunities for students to demonstrate technical skill proficiency.

.... national and/or industry-approved technical skills assessments offering opportunities to earn industry-recognized credentials whenever applicable to the program.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

The expectation is that well-designed CTE programs, initiatives, and planning efforts will deliver effective career and technical education that meets the individual needs of each learner as well as meet RIDE's standards and expectations for career and technical education.

RIDE authorized local recipient Perkins expenditures in support of both, new and existing activities predicated on narrative details of how the CTE program, initiative and planning efforts is designed and will be implemented to meet Perkins IV requirements and the expectations of the Rhode Island CTE Program Standards. CTE programs, initiatives, and planning grant efforts should refer to the attached application rubric, Rhode Island CTE Program Standards and the Perkins Legislation - Section 134 requirements for guidance in developing the narrative.   The written narrative should be divided into sections following the suggested outline reflecting the CTE Program Standards:

.... Overall Program Introduction

.... Design and Evaluation

.... Curriculum and Instructional Design

.... Program Organization, Staffing and Support

.... Program Operations

.... Accountability and Continuous Improvement

.... Documentary Evidence

New efforts are encouraged to view the narrative as an opportunity to communicate how the design for the CTE activity is intended to meet the federal levels of performance and the RI CTE standards. Existing programs are required to identify key actions taken during the previous funding year to improve program design, implementation, and most importantly, outcomes – student learning. Narratives for existing are not meant to be an exhaustive document but, rather an overview of key actions, changes, and improvement made by the CTE program or initiative.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve 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?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

RIDE did not include non program-specific credentials (i.e. OSHA 10) however, a complete list of program credentials is available at:
http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Educational-Programming/Career-and-Te

Further, RIDE is currently working with local practitioners to create "credential criteria" as an objective means of determining a credential's measurable value to Rhode Island CTE students and programs as "value" pertains and/or leads to positive placement and retention in postsecondary education, advanced training, employment and/or the military. Example: A RI recognized credential might be required to meet 3 of the following 5 criteria:

.. Requires rigorous student work or practice to earn the credential.

.. The attainment of the credential is considered an entry qualification for a specific industry (i.e. RI CNA License).

.. The credential documents a specific technical skill mastery that is recognized by and unique to a specific industry.

.. The credential is portable and documents an array of skills acquired by the student.

.. The credential authenticates skill and/or education attainment with the need for additional assessment(s).

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Secondary Program Improvement Plans

N/A

Local Program Improvement Plans

N/.A