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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

As discussed on numerous occasions, Rhode Island's plan to migrate the CAR data from a stand-alone collection and reporting system to the RIDE statewide data system has taken place. Unfortunately, this transition has uncovered several instances where unreported CTE courses and students were not captured in the collection resulting in significant decreases in secondary concentrator and participant enrollment that might lead to related changes reported for the secondary performance measures. In following, secondary enrollment and performance was prematurely reported through Eden EDFax.

To correct the 2014-15 Consolidated Annual Report, RIDE intends to require technical assistance for CTE director and data manager teams from each affected local education agency. Additionally, we have received a commitment from the RIDE Office of Data and Research responsible for the RIDE statewide data system to lead this training effort.

On December 18, 2015, RIDE submitted a request to extend the submission and review date for the state's 2014-15 Consolidated Annual Report (CAR) to April 29, 2016. The request was granted on December 21, 2015 by Ms. Sharon Head, OCTAE Regional Accountability Specialist.

Once corrected, the new data collection and reporting system should prove to be more accurate and with greater alignment to statewide data at a cost saving to the Perkins grant.

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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) continues with its CTE Program Review and Approval process creates as promulgated by the Regulations of the Board of Regents Governing Career and Technical Education.

All programs seeking RIDE-approved status 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.

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 and industry, 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.

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

Due to its size, Rhode Island receives limited leadership funds for developing, approving or expanding the use of technology. However, RIDE does approve 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 2014-15 academic year, RIDE authorized in excess of $600,000 for these purposes.

Increasingly, Rhode Island's secondary system is becoming one-to-one driven whereby each students is provided with or allowed to use individual devices (technology) as a school supported instructional tool. These effort greatly enhance teaching and learning in CTE and academic environments.

The RIDE CTE and Virtual Learning staffs continue to investigate possibilities to and encourage and promote best practices for migrating appropriate and/or adaptive CTE from traditional classroom and laboratory/shop environments and modes of delivery to blended and/or virtual modalities.

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 through 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 continues to fund 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 externship 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.

During the 2014-15 reporting year, additional professional development topics included but were not limited to: curriculum development, maintaining professional certifications, content specific advancement, etc.

Additionally, Rhode Island's Basic Education Plan requires supports to all staff including but limited to induction programs to support the developing proficiencies for new staff and staff serving in new assignments, mentoring and coaching to enhance professional learning and to foster peer relationships, job embedded professional development for continuous improvement, a compensation system reasonably related to achieving the purposes of these regulations, and a targeted support system for staff in need of improving their performance.

The standards are broad and interdependent, describing a vision of a comprehensive and dynamic program for beginning teachers (defined as teachers who have never opened and closed a school year in the same position) and those who support them. The standards provide a research-based foundation that will guide and support the process for inducting RI Beginning teachers into the profession. The intent of these standards is to foster thoughtful, high quality growth and development; they become purposeful and meaningful when implemented fully and with fidelity. Standards help reflect on best practices and effective structures necessary to the design and deliver a high quality, effective induction program. These standards serve as the next step in a continuum from the RI Standards for Educator Preparation. They also align to the RI Professional Teaching Standards and are aligned to the Professional Practice components of the Teacher Evaluation & Support System.

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?

RIDE continues to provide 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 supports middle and high school efforts to provide 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.

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?

As written into the Rhode Island State Plan and implemented throughout Perkins IV, leadership 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 ensure that:

.... 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; and

All Perkins supported career and technical education programs 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;

.... disaggregate 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.

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

During FY 2014 - 15, there was no change in RIDE's strategies for providing technical assistance and the capacity of local 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 ew 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:

52355

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

183

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

The Department of Children, Youth, and Families (DCYF) operates 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 an OSHA 10 training Lead Hazard Site Supervisor program, a Culinary Arts Assistant program, and a Food Manager program.

These programs have proven most successful for providing marketable skills for populations with transient status.

Part II: State Institutions Serving Individuals with Disabilities

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

0

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

0

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

See # 5 regarding the distribution of funds for special populations including those who are disabled and/or non-traditional.

Rhode Island's disabled CTE students are integrated into existing programs. As indicated previously, the Rhode Island Department of Education is committed to special populations and 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.

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 2014-15 academic year, Perkins funds were awarded to support programs at the Academy for Career Education (Providence), Blackstone Academy (Pawtucket), TIME2 Academy (Providence), Trinity Arts 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

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 other federal and state funds for supported transition to work services.

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 in 1998, the Rhode Island CTE community has been 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, art, 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 has 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.

Finally, 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.

Effective January 30, 2015, the Rhode Island General Assembly established the Rhode Island Board of Trustees for Career and Technical Education. With more than 7,300 students in the RIDE-approved program CTE system* to date and in excess of 52,000 jobs added to the already planned for 115,000 job openings (2010-2020) created through attrition, this largely business-led Board representing industry sectors is created to ensure a comprehensive and coordinated career and technical system for workforce development. To date, the CTE Board has held approximately four (4) organizing meetings resulting in the establishment of priority sectors for their work focus and setting skill standards for each.

Meanwhile, RIDE maintains 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.

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.

*The fledgling RIDE-approved program numbers are anticipated to grow in large numbers as schools continue to organize and strengthen existing and planned course offerings to meet the rigorous standards of the CTE Program Program Review and Approval process.

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

Yes

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.

Comprehensive counseling related career and technical education awareness, exploration and preparation is a critical component of the CTE Program Review and Approval process.

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

See Part C - #5

Further, the Board of Education adopted regulations in April of 2015, that provide all qualified Rhode Island high school students access to college level coursework while still in high school. Students can access college level courses in two ways by taking:

Concurrent enrollment courses at their high school: these courses are the same courses that are taught at the college, but are approved to be taught at the high school, by the high school teacher and/or

Dual enrollment courses at the institution's campus: these courses are part of the institution's regular schedule and are taught by a college professor.

Upon successful completion of a dual or concurrent course, students will earn credit toward their high school graduation requirements and they will earn credit with the higher education institution where they are enrolled for the course. Depending on their plans after high school, students can choose to transfer the credit with another institution.

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.

While membership for each organization is tops out in comparable state percentages, Rhode Island boasts of a SkillsUSA with in excess 6,000 members.

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 are designed and will be implemented to meet Perkins IV requirements. Narratives are divided into the following sections:

.... Narrative Introduction/Overview

.... Perkins Legislation - Section 134

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 programs 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?

Yes

RIDE authorized secondary expenditures in support the Metropolitan Regional Career and Technical Center, the only stand-alone entrepreneurship center for high school students in the country where students "learn and/or sharpen their skills in the areas of work ethics, self-motivation, determination, confidence, perseverance and the ability to take measured risk while they learn about building from concepts and the skills necessary to create and design a business.

The mission of the Center for Innovation and Entrepreneurship is to cultivate, encourage and support new entrepreneurs in the spirit of innovation.

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.

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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Step 8: Program Improvement Plans

Extension Requested?

Yes

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step

Local Program Improvement Plans