

Consolidated Annual Report, Program Year 2016 - 2017

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?

No

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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?

Again, the Rhode Island Department of Education (RIDE) continues the Quality Assurance process for CTE as promulgated by the regulations of the PK- Council governing Career and Technical Education; whereas all programs seeking RIDE-approved status must: 1) align to state academic, CTE and industry standards; 2) provide students with opportunities to complete coursework that contributes to their graduation requirements; 3) adhere to the Rhode Island CTE program and industry-specific standards and; 4) meet RIDE established targets for student outcomes.

Work is (re)underway to develop methodologies for collecting reliable data and setting targets related to: dropout prevention; credential and postsecondary credit-earning rates; enrollment and persistence in postsecondary education and technical training programs; and employment and employment-earnings..

RIDE continues to vet, recognize, adopt and/or augment 3rd party program assessments deemed to be viable and reliable assessments of quality. Not limited to NEASC, PLTW, NCEER, etc., RIDE acknowledges these systems of accountability as comprehensive and well-grounded in the best judgment of practitioners..

The Career and Technical Education Board of Trustees authorizes committees comprised of industry representatives and educators to review CTE programs to ensure program alignment to industry standards and industry-recognized credentials, as well as, for alignment to the Governor's Workforce Board priority industry sectors.

RIDE requires local recipients to complete Mid-year Monitoring (self) Reports that describe how the Perkins grant award addresses all Perkins required and any funded permissive uses of funds. In addition, local recipients must:

...describe the characteristics of students/clients being served;

...describe the recruitment/outreach activities used by the programs, specifically notes efforts targeted at special populations;

...report the number and type of project staff for consistency with the funding application; and insure that

...the program is operating in the facility specified in the proposal;

...the facility is appropriate for program implementation;

...all proposed equipment, materials and supplies are purchased and placed in operation; and

...all special grant award conditions have been addressed.

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

Rhode Island receives limited leadership funds for developing, approving or expanding the use of technology. However, RIDE approves local recipient Perkins expenditures for developing, improving and expanding the use of technology aligned with curriculum and for instructional support. During the 2016-17 academic year, RIDE authorized in excess of \$312,984 (property and equipment).for these purposes.

Beginning in the Fall of 2016, Rhode Island secondary schools had opportunities to expand credit-bearing CTE and work-based coursework for high school and middle school students through the Advanced Coursework Network (ACN). With courses offered through a wide variety of providers (i.e. institutions of higher education, community-based organizations, approved Department of Labor Training providers, etc.), the ACN is designed to help students master skills; get a head start on postsecondary success and be prepared for careers. CTE courses are offered in face-to-face, blended or fully modalities. Information about the ACN can be found at <http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx>

The RIDE and Virtual Learning staffs will resume investigating best practices for migrating appropriate and/or adaptive CTE from traditional classrooms and laboratories/shops 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 fund and support program-specific professional/curriculum development focused on the alignment of CTE program-specific curricula to postsecondary and industry standards and expectations. During PY2016 -17, this work was accomplished through secondary to postsecondary consortia in the areas of welding, automotive and construction technologies with the 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.

In addition, RIDE authorized local recipient Perkins expenditures in excess of \$101,000 for secondary-level program professional development.

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 provides information related to non-traditional education/career opportunities to include labor market demand, job placement, and growth and earning potential to CTE administrators, teachers and students. RIDE participates, promotes and supports statewide initiatives i.e. non-traditional trade forums, Construction, Healthcare, Information and Marine Trades Fairs with targeted recruitment efforts for non-traditional student participation.

Rhode Island schools provide programs in a limited range of nontraditional by gender areas i.e. automotive technologies, childcare, construction, cosmetology, engineering, health careers, marine, ROTC, The balance of the programs, including information technology, and the bulk of Rhode Island students are enrolled in program that are not categorized as nontraditional by National Partnership in Equity (NAPE) recommended SCED codes.

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?

In accord with Rhode Island's approved Perkins State Plan, leadership funds earmarked for special populations and nontraditional training are combined with funding for incarcerated populations. This strategy provides funding amounts for sustainable programming to meet the needs of incarcerated groups.

All programming at the Adult Correctional Institutions for Men and Women is offered in collaboration with the Community College of Rhode Island and provides participants with college and/or non-matriculating credits. The Rhode Island Training School for incarcerated youth strengthened and expanded programs and offered nontraditional skills programming for its hard-to-serve, high transitory, adjudicated male and female populations.

Statewide, all Perkins supported CTE secondary and postsecondary programs ensure that all students, fully including special populations:

- have opportunity to attain knowledge and skill associated with academic and selected industry-specific standard;
- have access to rigorous programs that support their individualized learning plans and helps to prepare them to meet their goals beyond high school.

All Perkins supported CTE secondary and postsecondary programs provide:

- assessments designed and implemented so that all students, including special populations, have access to multiple measures to demonstrate what they know and are able to do;
- universally designed assessments to insure equal access and that additional accommodations are provided as needed and/or appropriate;
- disaggregated data identifiable by subgroups;
- assessment results available to students and families;
- 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 PY2016-17, RIDE continued to provide support to all local recipients via face to face technical assistance; on-site monitoring; and other useful strategies for CTE program improvement.

RIDE staff members continue to meet with superintendents, regional representatives, career and technical center directors, high school principals, school-based coordinators and consortia group leaders regularly. These meetings, sessions and workshop opportunities are created to elicit ideas, interest, input and information for state plan/planning purposes, state-level implementation and supports to programs and schools. With the aforementioned, state staff members share national perspectives on CTE; address current research and consider Rhode Island's implementation of proven best practices.

RIDE staff provide direction and guidance regarding program implementation based on federal legislation and program guidance as well as state regulations and priorities. Staff leads negotiations related to RI's agreed upon performance levels for Perkins accountability.

RIDE staff members meet regularly with representatives of the Community College of Rhode Island, New England Institute of Technology and Roger Williams University. These meetings focus on secondary/postsecondary articulation in the arts, information technology, business and finance, construction, engineering, hospitality and tourism, law and public safety as well as shipbuilding.

Beginning Spring 2017, RIDE staff began meeting with CTE program staff and industry representatives to review and evaluate CTE programs to ensure alignment to industry standards and industry-recognized credentials, as well as, for alignment to the Governor's Workforce Board priority industry sectors.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

167176

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

107

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

The Adult Correctional Institutions (ACI) report the following local uses of Perkins funds (including carryover) for the Food Service Manager, Culinary Arts Assistant and Plaster/Drywall programs:

- 1 - Skill development and academic (including program-specific measurement(s)) training is provided to all participants in preparation for industry-related assessments and certifications.
- 2 - Programs instruction includes overviews of the fields and the respective industry codes; equipment, materials and tool handling policies; related safety systems and practices; etc., leading to OSHA and industry-specific certifications.

- 3 - Instructors are actual practitioners required to maintain appropriate credentials in their respective fields.
- 4 - Programs are reviewed quarterly to ensure that all activities are consistent with the Perkins application and CCRI Interagency instructional agreements.
- 5 - Instruction remains current with the industry standards of their respective fields.
- 6 - Program size, scope and quality are limited by funding allocations.
- 7 - All Perkins funded programs are offered through the Community College of Rhode Island.
- 8 - Staff work with the CCRI office of Disabled Student Services to develop and provide accommodations.
- 9 - Course offering are selected based on employment statistics and predictions published by the Department of Labor and Training - Labor Management Information.
- 10 - Rosters of program completers are entered the the ACI's Transition from Prison to Community Data System where the information is available to counselors, discharge planners, work release coordinators and parole/probation officers. Employment opportunities are provided to program completers based on availability consistent with protocols and policies.

The Rhode Island Training School (RITS) report the following local uses of Perkins funds(including carryover) for the Barbering and Culinary Arts programs:

- 1 - Reading and math skills are enhanced by the technical instruction that is taught in each vocational field. Reading and math skills are improved through the acquisition of technical skills that are required in each field.
- 2 - Students have a strong experience and true understand of the field because both programs provide classroom instruction and hands on application of those skills.
- 4 - Programs are reviewed each school year to ensure that the instruction meets the needs of the residents. Input from the residents are a part of this evaluation.
- 5 - Programs adapt to current trends and standards in the field.
- 6 - All postsecondary students who are deemed institutionally appropriate, not a danger to self or others, have the opportunity to participate in the career and technical programs
- 7 - Beginning with the first day of incarceration, RITS works with resident to identify postsecondary academic and career and technical opportunities,
- 8 - The goal of RITS is self-sufficiency. Barriers to all aspects of life are identified and plans are created to overcome those barriers. This is done through creating an Individualized Treatment Plan for each resident.
- 9 - All stakeholders are involved in the design of the program.
- 10 - RITS is a correctional facility so there are limited mentoring opportunities to continue the programs in community placements.
- 11 - Career guidance and academic counseling are proved to each resident through his/her treatment team. The treatment team includes a representative from every aspect of the institution.
- 16 - Both programs try to assist released resident with finding employment in their fields (Barbering and Culinary Arts)
- 18 - The programs are offered to youth while incarcerated. Many residents continue their training with the instructional staff upon release.

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.

No students identified with disabilities were reported.\ by the Adult Correctional Institutions or the Rhode Island Training School.

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 teated 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 PY2016-17, Perkins funds were awarded to the Academy for Career Education (Providence), Trinity Arts Academy (Providence), Beacon Academy (Woonsocket) and the RI Nurses' Institute (Providence).

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 RI and on the Community College of Rhode Island campuses. These programs are designed 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 skills training, participants have access to case management, ABE and high school equivalency testing in support of their attending educational, social and economic needs. Ancillary services are provided by referral to state agencies, American Job Centers and/or community-based organizations (community action programs) funded by other federal and state funds for 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?

CTE administrators and teachers continue to ensure that mathematics, literacy, science, art, etc. are expressly well embedded, as appropriate, in career and technical education programs of study. Further, Rhode Island secondary school regulations, graduation requirements, standards and assessments are established to graduate students who are "well prepared for postsecondary education, work and life". As such, students can meet the requirements for graduation through career and technical education programs and other non-traditional academic and career-readiness learning experiences.

In addition, RIDE continues to authorize Perkins expenditures in support professional/curriculum development focused on the alignment on secondary CTE curricular to state academic standards.

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.

The regulations governing career and technical education include the requirement for 'ongoing relationships among secondary and postsecondary education, business, families, special populations and other community stakeholders'.... for the purpose of "supporting quality programs".

During PY2016-17, local recipients maintained 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.

RIDE's CTE Board of Trustees comprised of business representatives and CTE administrators established CTE practitioner committees to review programs of study to ensure alignment to industry standards and credentials especially as pertains to the Governor's Workforce Board priority sectors.

RIDE's Commissioner is a member of the Governor's Skills Cabinet and Governor's Workforce Board in partnership with other state agencies and industry representatives focused on workforce development. 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 local WIOA Workforce Boards of Directors. These partnerships and others are maintained to ensure that students are prepared for postsecondary education and/or work.

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

No

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

Presently, Rhode Island does not have statewide articulation agreements; however during PY2016-17, RIDE authorized the expenditure of local funds (upon request) to support program/school articulation agreements to provide students with opportunities to earn postsecondary credit(s) and/or advanced standing while in high school.

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

During PY16-17, RIDE maintained secondary to postsecondary relationships with the New England Institute of Technology in the areas of welding, automotive and construction technologies; with Roger Williams University in the areas of applied arts and law, public safety and government; and with the Community College of Rhode Island in Engineering and Health.

These agreements were created to align secondary to postsecondary programs; to help ensure quality instruction and seamless transitions; establish and synchronize program offerings and instructional strategies required at both levels; expand and coordinate technical assistance to eligible recipients; develop, deliver and/or authorize shared curriculum/professional development; and to reduce the need for remediation.

These relationships use the former Tech Prep model as a vehicle to support articulation and are supported by agreement with participating high schools and postsecondary educational institutions.

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, FFA, and TSA. RIDE supports and authorizes local allocations to Rhode Island SkillsUSA and RIDE staff members serve on the local and national boards of SkillsUSA.

Impressively, Rhode Island SkillsUSA membership includes in excess of 7,000 secondary and postsecondary students.

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

As previously reported, RI's CTE Program Standards are created to ensure that all approved career preparation programs (programs of study) offer experience in, and understanding 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; and

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

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; and

.... 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

Annually, RIDE authorizes and supports local recipient Perkins expenditures of not less than 65% of their total grant award in support of new and existing CTE programs of study that adhere to CTE regulations and meet CTE Program and CTE Board industry-specific standards. Well-designed programs of study and initiatives aspire the needs of learners.

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