

**U. S. Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Rhode Island

Eligible Agency Submitting Plan on Behalf of State:

Rhode Island Department of Elementary and Secondary Education (RIDE)

**Person at, or representing, the eligible agency responsible for answering
questions on this plan:**

Signature: _____

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Position: **Coordinator, Office of Adult and Career and Technical
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**State Director, Carl D. Perkins Career and Technical
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Type of State Plan Submission (check *all* that apply):

5-Year

1-Year Transition

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

**PART A: STATE PLAN
NARRATIVE**

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**
- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**
- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**
- 4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**
- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and**

technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

RIDE recently completed a major examination of the State's entire career and technical education system. The study examined program quality and innovation, student opportunity and access, funding, facilities and equipment, and governance. The project resulted in the development and recommendation of a comprehensive system for ensuring compliance with standards of quality for all CTE program in Rhode Island. The study also produced design considerations for highly innovative CTE programs as part of a comprehensive reform of secondary schools. A copy of the study report is included in the Appendices.

RIDE conducted numerous engagement activities in which scores of people participated in formal and informal discussions about the current system and the CTE delivery system that Rhode Island needs. At the earliest stages of the project, RIDE met with educators, policymakers, legislators, and business representatives to identify issues and challenges and to review suggestions for improvement. Briefings were held to discuss preliminary directions, and detailed feedback was obtained through a series of focus groups and briefings. Six forums, three of them statewide and open to the public, were conducted in January 2007. Output from these sessions was used to guide the development of this plan. A log of these engagements is provided in the Appendices.

Statewide public hearings specifically focused on the five-year Perkins state plan were held on February 25, 26 and 27, 2008. A log of these engagements and a summary of comments made is provided in the Appendices.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

- 1. You must prepare and submit to the Secretary a State plan for a 6-year period.**

The following is Rhode Island's Five-Year Plan.

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**

In Rhode Island, Career and Technical Education (CTE) is available as an educational choice for all interested high schools students as they prepare for postsecondary education and/or work – entry through professional levels. CTE courses are offered at approximately forty- five (45) high schools and ten (10) regional career and technical centers across the state, serving approximately 60% of Rhode Island's high school population.

The Rhode Island Department of Education (RIDE) seeks to institute a new statewide career and technical education system designed to assist schools to design and implement rigorous and relevant career and technical education programs defined as high standard, high skills, sequential and progressive secondary school programs of study leading to high skill/high wage employment and/or additional postsecondary preparation in any of the following broad cluster areas and/or pathways: *agriculture and natural resources, architecture and construction, arts, audio/video technology and communications, business and administration, education and training, finance, government and public administration, health science, hospitality and tourism, human services, information technology, law and public safety, manufacturing, retail/wholesale sales and service, scientific research and engineering, and transportation, distribution and logistics.* This system is being designed to provide Rhode Island high schools and career and technical education centers with opportunities to obtain federal and state funding to offer state-approved CTE programs, initiatives and activities designed to meet or exceed State adjusted levels of performance.

Activities to achieve these goals will include but not be limited to providing funding and technical assistance for programs of study in areas determined to be critical to local, state and national labor market needs and which address standards in: 1) design and evaluation, 2) curriculum and instructional design, 3) instructional organization and support, 4) operations, and 5) accountability leading to "approved" program status to be issued by the state. Only those CTE programs that achieve state approval (certification) will be:

- recognized as a part of the *new* statewide career and technical education system.
- eligible for state and federal funds earmarked for career and technical education.
- recommended to students and their families for student enrollment with high probability for outstanding outcomes.

- recommended to local industry for investment, partnership, and recruitment purposes.
- referenced in a statewide public relations campaign designed to recruit students, secure state and private funding, attract industry, and promote education for the state's economic development.

CTE programs of study are critical components of Rhode Island's high school reform agenda. Innovative and diverse CTE programs will stimulate a revitalization and expansion of the CTE system and “seed the edge” of Rhode Island's high school initiatives, thereby contributing to system-wide redesign and improvement.

CTE Program Goals

- CTE programs will provide all students with opportunities to prepare for successful careers, active citizenship, and lifelong learning. All students will have an opportunity to participate in CTE programs to address their productive interests.
- CTE programs will be fully integrated within the state's secondary school system. All secondary schools will be eligible to offer state approved CTE programs among several options for students.
- All CTE program graduates will be highly proficient in core 21st-century skills, such as those identified by the SCANS 2000 report, Levy and Murnane, Conley, O'Toole and Lawler, and the National Center on Education and the Economy. Cross-discipline skills such as these are essential for success in the 21st-century workplace:
 1. Learn-on-demand. The ability to construct and apply new knowledge from work activities.
 2. Expert thinking. The ability to generate solutions that are not rules-based using technical knowledge—predicting, analyzing, forecasting, forming perspective, and recognizing patterns.
 3. Complex communication. The ability to adapt communication skills to multiple situations and cultures, particularly as a member of a team.
 4. Interdisciplinary design. The ability to integrate content from multiple disciplines, including both the arts and sciences.
 5. Mobility. The ability to transition across projects, firms, disciplines, and work/learning experiences.
 6. Productivity. The ability to organize work and persist in its successful conclusion.
- The state will provide funding to support the development of innovative designs for CTE programs that show promise of addressing the needs of the substantial percentage of Rhode Island's high school students who are not succeeding in traditional high school programs. These students are either dropping out or languishing in school and failing to prepare themselves for postsecondary learning and work in the emerging innovation economy. The size and diversity of this population require major systemic changes in Rhode Island's secondary schools.

The system must produce graduates who are: 1) highly proficient in core 21st-century skills, 2) are certified in one or more specialty areas, and 3) are versatile, flexible, balanced, broadly educated, and committed to lifelong learning.

Guidance for the implementation of regulations for high school graduation established by the Rhode Island Board of Regents in 2003 developed by local professionals and the Center for Education with funding from the Gates Foundation is being used to promulgate change in all high schools and CTE centers in Rhode Island.

An intensive accountability process has been implemented that requires all high schools and CTE centers to demonstrate compliance with the Rhode Island High School Regulations by 2008. Beginning June 2008, all high schools and CTE centers will need approval from the Commissioner of Elementary and Secondary Education for their high school diploma system. The Rhode Island High School Diploma system is a multiple measures program that includes applied learning standards within a proficiency-based graduation design that includes two performance-based measures that may include portfolios, 'select' end of course examinations and/or senior projects. Currently, the multiple measures design also requires 20 Carnegie Units including 4 years of English Language Arts, 4 years of Math, 3 years of science, and 3 years of social studies and a regionally designed standards-based test, the New England Common Assessment Program (NECAP).

The Rhode Island Department of Education (RIDE) advocates and supports clearly focusing high schools on the goal of preparing every student for full participation in the spectrum of college opportunities, meaningful work, career advancement, and active citizenship. To do so RIDE encourages every Rhode Island educator to make needed changes in school culture, instructional strategies, and organizational priorities to support this new purpose. Copies of the High School Regulations and the proposed revisions to the Regulations are provided in the Appendices.

The proposed amendments to the High School Regulations include language specifically addressed to CTE programs:

“Credits awarded to students enrolled in state-approved career and technical programs of study will be predicated on state-approved course alignment with the appropriate grade span expectations, standards, and competencies. The credit graduation requirements set forth herein shall include provisions for student selection, declaration and full participation in sequences of courses commensurate with state-approved programs of study in career and technical education.”

To provide clarity for the role of CTE, RIDE supports a three-fold purpose of CTE at the secondary school level:

- Support students in the acquisition of rigorous core knowledge, skills, habits and attitudes needed for success in postsecondary education and the high skilled workplace;

- Engage students in specific career-related learning experiences that equip them to make well-informed decisions about further education and training and employment opportunities; and,
- Prepare students who may choose to enter the work-force directly after high school with levels of skill and knowledge in a particular career area that will be recognized and valued in the marketplace.

RIDE specifically endorses the following recommendations of the ACTE:

1. Establish a clear system goal of career and college readiness for all students.
2. Create a positive school culture that stresses personalization in planning and decision-making.
3. Create a positive school culture that stresses personalization in relationships.
4. Dramatically improve how and where academic content is taught.
5. Create incentives for students to pursue areas of specialized interest.
6. Support high quality teaching in all content areas.
7. Offer flexible learning opportunities to encourage re-entry and completion.
8. Create system incentives and supports for connecting career and technical education and high school reform.
9. Move beyond “seat-time” and narrowly defined knowledge and skills.

A copy of the Rhode Island customization of the ACTE paper is provided in the Appendices.

In November 2007, the Board of Regents adopted a set of recommendations that constitute the policy and program framework for advancing CTE in Rhode Island. These recommendations, which address program, opportunity and access, funding, facilities, and governance, are provided in the Appendices.

- (a) **The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**
 - i. **Incorporate secondary education and postsecondary education elements;**
 - ii. **Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**

- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

RIDE has 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 to all students, RIDE proposes that all CTE programs should engage in an ongoing process of inquiry, evaluation, and improvement. This continuous improvement process combines self-assessment, documentary support, external review, and as needed, targeted site visits and corrective action. The CTE Program Review and Self-Assessment process are 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 entails three stages – self-assessment, RIDE conducted external review of CTE program self-assessments, and either ongoing implementation and improvement of CTE programs or targeted site visits and corrective action. In the first stage, CTE programs assess their performance and substantiate their assertions with evidence against the identified criteria and indicators for effective CTE programs. In the second stage, RIDE leads an external review of the self-assessments and supporting evidence against the criteria and indicators. RIDE communicates performance findings – exemplary, satisfactory, or in needs of improvement – for each CTE program from the external review. The third stage entails, for programs that are identified as exemplary or satisfactory, ongoing improvement efforts guided by the criteria and indicators for effective CTE programs. For programs that are identified as in need of improvement, RIDE conducts targeted site visits and work with the CTE program to identify and implement necessary corrective actions to allow the program to meet expected performance targets. Copies of the CTE Approvals Standards, Self-Assessment Instrument, and On-Site Monitoring Protocol are provided in the Appendices.

RIDE encourages and supports new and existing programs of study that are created to meet demand based on labor market information as provided by the Rhode Island Department of Labor and Training and/or U.S. Department of Labor. Within the frame of the proposed statewide career and technical education system, Rhode Island will phase in required approval criteria for which existing programs and all new programs must support labor market demand.

RIDE's CTE plan is supported by Rhode Island's PreK-16 system that is designed to smooth transitions from one level of learning to the next and seamlessly move students from secondary school to post secondary institutions. Creating a more integrated, seamless education system involves grappling with a host of complex issues, including

standards, testing, teacher education, college admissions policies, governance, funding, and differing institutional cultures. The PreK-16 system reflects the central vision of a coherent, flexible continuum of public education that stretches from preschool to grade 16, culminating in a baccalaureate degree

The strengths of Rhode Island's PreK -16 system are that it:

- is inclusive
- aligns efforts at all levels
- supports standards and assessments
- establishes a logical progression
- reduces the need for remediation
- removes artificial barriers
- is efficient and effective, and
- opens doors to new ways of doing business

The RI PreK-16 system: provides access to high quality education opportunities for all students regardless of race, ethnicity, income or gender thereby preparing all learners to be successful as citizens and workers; aligns curricular requirements and expectations across levels of education thereby allowing clear communication of what students should know and be able to do at all education levels; makes the system easier to understand for parents, students, educators and legislators thereby making expectations easier to communicate, outcomes easier to assess and student movement through the system smoother; encourages cooperation and collaboration across boundaries in order to enhance communication, set appropriate expectations, develop mutually reinforcing standards and assessments, and share data thereby drawing levels together, reducing the need for postsecondary remediation, facilitating student progress, and increasing chances of successful completion of postsecondary programs; eliminates overlapping or conflicting requirements at critical transition points such as high school to college, thereby encouraging more students to complete higher learning levels; and improves the professional educators ability to engage in a dynamic system.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

RIDE has developed a new funding application that addresses Perkins IV requirements and its newly-developed program approval criteria. The Carl D. Perkins Career and Technical Education (CTE) Program, Initiative, and Planning Grant: Guidance and Application document is provided for all CTE secondary, post-secondary, and adult programs and targeted initiatives (juvenile, and adult-incarcerated and nontraditional programs). The guidance information, instruments, and procedures contained in this document are designed to support all CTE programs, initiatives, and planning grant efforts through a continuous improvement process.

The CTE Program Funding process when combined with CTE Program and Initiative Review and Site Visit processes are essential components of Rhode Island's

CTE evaluation, monitoring, improvement, and support system. This system is established to ensure that students receive effective career and technical education that meets the individual needs of each student as well as the applicable state and federal requirements.

RIDE has established CTE funding guidelines and application procedures as follows:

- CTE regions (eligible recipients) requesting funding for the 2007 – 2008 academic year must request funding for at least one full CTE program of study consistent with the Perkins definition for a program of study in order to receive a regional funding allocation.
- CTE regions must increase the percentage of funds requested for programs of study according to the following schedule for the 2008 – 2013 academic years.

Academic Year	Minimal Percentage of Funding for CTE Programs of Study by Regional Allocation
2008-2009	15%
2009-2010	30%
2010-2011	45%
2011-2012	60%
2012-2013	75%

Presently, these targets are goals rather than firm objectives allowing secondary recipients to accommodate the RIDE requirement of allocating funds for School-Based Coordinators before determining allocations for programs of study and other initiatives.

- Regional CTE funds are to be distributed and renewed to eligible CTE programs of study, CTE school-based and non-school based initiatives, and CTE program planning grants efforts according to the following schedule.

Type of Allocation	CTE Funding Renewal Eligibility
CTE programs of study	Annually
CTE non-school based initiatives	Annually
CTE school based initiatives	Three years
CTE program planning grant	One year

- Beginning with the 2007-2008 academic year, all CTE funds will be requested and distributed according to the new guidance and processes, within the parameters of the three-year limitation regarding the use of Perkins funds.

Based on the pilot-year implementation of the CTE Program, Initiative and Planning Grant Funding Application and application approval process, suggested changes in both form and process were proposed. While a few applicants experienced confusion regarding the appropriate documents to complete and submit, others were challenged by

the prescribed timelines and submission protocols. These difficulties were not unexpected due to the initial implementation of the application nor did they prove to be detrimental to the application or approval process. As a result however, important changes have been made to the application and approval process to address these and other challenges.

Changes include the following:

- a streamlined guidance document that identifies explicit responsibilities for each type of CTE activity and for each point along the continuum of funding eligibility.
- reordering the budget detail pages for greater prominence and ease of use by reviewers and finance officers.
- creating an Annual Progress Report for eligible recipients to use in years two and three to identify ongoing progress and support requests for continued funding.
- revising terminology in the application guidance and application document based on feedback from the field.
- revising RIDE funding and approval processes based on feedback from the field.

A copy of the funding application is provided in the Appendices.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

The program approval process, including funding application, self-assessment, and on-site monitoring, includes specific attention to articulation agreements with postsecondary institutions. These agreements will:

- Sustain alignment of secondary CTE programs with postsecondary programs to help ensure quality instruction and seamless transition.
- Continue to expand state-level partnerships with postsecondary institutions to establish a clear understanding of program offerings and instructional requirements at both levels.
- Enhance technical assistance efforts to eligible recipients in establishing strong local partnerships with postsecondary institutions.
- Provide technical assistance to eligible recipients in order to develop professional development strategies to strengthen academic skills in CTE programs. This system will reduce the need for remediation for students entering postsecondary institutions.
- Use the Tech Prep model as a vehicle to support articulation.

- RIDE uses the Tech Prep model as a vehicle to support articulation by requiring all consortia to develop and implement articulation agreements with participating high schools and post secondary educational institutions. These articulation agreements link the participating high schools with two-year as well as four-year post secondary institutions of high education which offer non-duplicative sequential courses of study leading to a certificate, or a degree, in a specific career field.
- Strengthen the requirement (through a rigorous approvals process) to address postsecondary transition in the Perkins grant application to ensure that local strategies are being developed to address articulation and transition.

In addition, the postsecondary institutions will encourage and support articulation agreements with the following actions:

- Strengthen communications with secondary schools.
- Facilitate the establishment of local partnerships, the development of dual and/or concurrent enrollment opportunities where appropriate, and the certification of secondary faculty to teach in dual enrollment programs.

RIDE is currently considering recommendations for enhancing its dual enrollment policies regarding governance, crediting, eligibility, funding, and course and program quality. All are designed to promote a state dual enrollment program with the following basic design features:

- All students have an opportunity to receive up to a semester (four courses) of college credit.
- As is now the case, most students will continue to bear much of the cost of college courses, but the state will offer incentives for low-income dual enrollees to encourage their participation.
- College courses are aligned with general education or concentration requirements of state public postsecondary institutions or with courses required to receive an industry certificate or Associate's degree in a career area.
- A limited number of college courses may be taken on college campuses.
- Dual enrollment enables acceleration through dual credit. That is, high school-required courses are replaced by equivalent or more advanced college courses. (For example, calculus is a course that is likely to be equivalent at the high school or college level.)
- Dual enrollment is aligned with the state's high school diploma system.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Information will be made available in a variety of ways. Some of these strategies include the following:

- Transitional activities will be supported on a local and statewide basis not limited to school presentations, program tours, open house sessions, parent nights, etc.
- Programs of study will be promoted through partnerships with middle schools, business and industry and postsecondary institutions.
- A statewide plan for the development of promotional materials regarding programs of study in addition to other critical areas of concern will be created. Materials will include sample forms for students and their families to create draft Individual Learning Plans – a required component of Rhode Island’s High School Diploma system.
- Web-based linkages will be developed that are coordinated with a statewide plan for the dissemination of promotional plans.
- Professional development opportunities will be provided to middle school guidance counselors to address CTE opportunities for students.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

The program approval process, including funding application, self-assessment, and on-site monitoring, includes specific attention to providing sufficient and adequate technology equipment.

Schools and programs outreach to and through the EPC, statewide industry councils and local business and industries for funding support for new technologies as well as for contributions of slightly used technologies.

~~RIDE has partnered with other state agencies in application for the third round of funding the Workforce Innovation in Regional Economic Development (WIRED) initiative. The secondary level education strategy focuses specifically on a request for funds to support the technology needs of RIDE’s emerging CTE biotechnology programs.~~

In addition, the Rhode Island Department of Education is currently examining a proposal to alter the state foundation school aid program to include a specific funding allocation formula for students participating in RIDE-approved career and technical education programs. Weighted funding is designed to account for costs associated with obtaining and maintaining the technology requirements of state-approved career and technology programming.

Three categories of CTE programs are being considered.

Category A: No special equipment or space requirements (in comprehensive high schools or other facilities in the district)

PROGRAM EXAMPLES: LAW AND GOVERNMENT, FASHION MERCHANDIZING, AND FINANCE

Districts operating approved programs in this category will receive funding through the (proposed) revised foundation school aid program at a small percent over of the established per pupil expenditure for high school students. These programs may be open to students in other districts, with reimbursement for per pupil costs arranged between districts. Such programs will be subject to all Board of Regents' requirements, including RIDE CTE program approvals criteria.

Category B: Special equipment but not space requirements (in comprehensive high schools or other facilities in the district)

PROGRAM EXAMPLES: INFORMATION TECHNOLOGY, ART AND DESIGN, BIOTECHNOLOGY/NANOTECHNOLOGY

Districts operating approved programs in this category will receive funding through the (proposed) revised foundation school aid program at a higher percent of the established per pupil expenditure for high school students. Such programs will be subject to all Board of Regents' requirements, including RIDE CTE program approvals criteria. These programs may be open to students in other districts, with reimbursement for per pupil costs arranged between districts. Specialized equipment may be obtained from businesses.

Category C: Specialized equipment and space requirements (in regional facilities)

PROGRAM EXAMPLES: ARCHITECTURE AND CONSTRUCTION/BUILDING TRADES, CULINARY, AND AUTOMOTIVE

Districts operating approved programs in this category will receive funding through the (proposed) revised foundation school aid program at higher percent of the established per pupil expenditure for high school students. These facilities will serve students in a small geographic region and typically be sited in refurbished and repurposed currently vacant schools, on two-year and four-year college campuses, in a collaborative, or perhaps even within business facilities. They will house two to four programs serving 200-300 students with a full-day program. The number and location of such facilities will be determined by districts, much as is done for special education programs, and funded through the State foundation school aid formula.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

**ii. Promote continuous improvement of technical skill attainment;
and**

**iii. Identify and address current or emerging occupational
opportunities;**

The program funding application contains specific criteria to assess the quality of program designs that incorporate strategies and activities for continuous improvement of both academic achievement and technical skill attainment. The criteria also address the relevance of the proposed program in targeting career areas that are or will be priorities with regard to local and/or national economic development.

All program applications will be required to provide student performance data addressing proposed levels of performance for each of the core indicators of performance as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. The Regional Accountability Specialist will pre-populate the forms in Part C with the State's negotiated targets.

The application narrative will describe how the CTE activity is designed and will be implemented and monitored to ensure that all relevant areas of the agreed upon performance levels are met. The CTE activity narrative communicates strategies to support further those schools and students who do not meet these levels.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

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. The Rhode Island Department of Education is steadfast in its commitment to special populations. RIDE's All Kids agenda is reflected throughout all school reform initiatives relating to academic and career and technical education. Thus in addition to the aforementioned application and review processes the Rhode Island Board of Regents implemented high school reform regulations in January 2003. The high school regulations address several areas including individual learning plans as well as special populations such as English Language Learners and students with IEPs.

The Rhode Island Regents are in the process of reviewing and updating the 2003 regulations. Many high schools have already responded to the amended defined regulations. The new proposed regulations state:

“All middle level and high school improvement plans and district plans shall include strategies for creating more personalized learning environments and shall provide for a structure by which every student is assigned a responsible adult, in addition to a school counselor, who is knowledgeable about that student and tracks his or her progress. These plans must be designed to ensure a collective responsibility for individual students that result in more students achieving the Regents’ standards for academic proficiency. They shall include approaches such as: student advisories, schools within schools, academies, individual learning plans, differentiated instruction, flexible scheduling, senior year dual enrollment plans, interdisciplinary grade level teams organized around a common group of students, and comprehensive K-12 counseling systems. These school improvement plans and district strategic plans shall address the means by which these personalization approaches and structures will be implemented, how they will be evaluated, and how they will be continuously improved in light of information obtained. Additionally, all school improvement plans and district strategic plans shall address strategies for responding to, recording, and planning for each individual student’s social/emotional, academic, and career needs beginning no later than grade five.”

Funding for special populations and non-traditional training has been combined with funding for the incarcerated in order to increase the amount available to meet the needs of incarcerated groups. All programming at the Adult Correctional Institution (ACI) is offered in collaboration with the Community College of Rhode Island. In addition, the ACI has been able to increase the number of classroom slots available to inmates and to offer non-traditional programming within the Women’s Facility. Similarly, the Rhode Island Training Schools (RITS) for incarcerated youth has been able to strengthen and expand its existing programs and offer non-traditional programming for its adjudicated female students. Further, using these funds the RITS has hired a Job Coach to provide outreach to area employers and counsel and assist students in obtaining employment upon release.

~~Perkins postsecondary programs funded at the community college are primarily dedicated to academic skill building for special populations. Perkins funds are used to support the Colleges Academic and Career Readiness Center, Building Science Skills and Building Mathematics Skills programs.~~

- (h) **How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

The proficiency based graduation requirements for ALL high school including Career and Technical Centers are designed to assure students are ready for post secondary education and/or in high-skill, high-wage and/or high-demand occupations. The requirements are set against a standards-based metric that prepares students to reach proficiency in six areas including English Language Arts, Math, Science, Social Studies,

Technology and the Arts. High Schools are required to develop “school improvement plans and district plans that include strategies for creating more personalized learning environments and provide for a structure by which every student is assigned a responsible adult, in addition to a school counselor, who is knowledgeable about that student and tracks his or her progress. These plans must be designed to ensure a collective responsibility for individual students and results in more students achieving the Regents’ standards for academic proficiency. They must include approaches such as: student advisories, schools within schools, academies, individual learning plans, differentiated instruction, flexible scheduling, senior year dual enrollment plans, interdisciplinary grade level teams organized around a common group of students, and comprehensive K-12 counseling systems. School improvement plans and district strategic plans must address the means by which personalization approaches and structures will be implemented, how they will be evaluated, and how they will be continuously improved in light of information obtained. Additionally, all school improvement plans and district strategic plans must address strategies for responding to, recording, and planning for each individual student’s social/emotional, academic, and career needs beginning no later than grade five.

Again, 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. The Rhode Island Department of Education is steadfast in its commitment to special populations. RIDE’s All Kids agenda is reflected throughout all school reform initiatives relating to academic and career and technical education.

Special populations will participate in these programs, as they do in all of Rhode Island’s CTE programs, with a particular focus on inclusion of nontraditional students. Rhode Island’s programs for all CTE students, including special populations, will continue to focus on enhanced integration of rigorous and challenging academic standards along with a focus on technical skill proficiency. This enhanced focus will result in increased opportunities and success for students in postsecondary education and/or in high-skill, high-wage and/or high-demand occupations.

At the Community College of Rhode Island (CCRI), efforts are made to encourage students with special needs to contact the college staff in order to receive the available services which can help them succeed in occupational or academic programs.

Through the Basic Grant Application, eligible recipients must agree to meet measurable objectives. Areas to be addressed include the following:

- strengthening academic and CTE skills;
- providing professional development directed towards academic integration;
- meeting state and local adjusted levels of performance;
- delivering rigorous academic standards;
- evaluating and continuously improving CTE program performance;

- overcoming barriers for special populations;
- assisting special populations to meet CTE performance measures;
- using funds to prepare for nontraditional fields; and
- providing career guidance and academic counseling for CTE students linked to future opportunities; as well as other objectives.

(i) How funds will be used to improve or develop new career and technical education courses—

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
- ii. At the postsecondary level that are relevant and challenging; and**
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

The goal of the CTE Program Funding process is to provide targeted funds to those CTE programs, initiatives, and planning grant efforts that demonstrate a quality design that is consistent with the needs of all students as well as the expectations for career and technical education outlined in RIDE’s CTE Program and Initiative Review Self-Assessment instrument. New or existing CTE programs, initiatives, or planning grant partners may apply for these funds and RIDE reviews all applications for completeness and eligibility based on the consistency between the design and the expected outcomes. In addition, secondary and postsecondary eligible local recipients are encouraged innovate utilizing local funds or through incentive utilizing leadership funds.

Presently in partnership with the University of Rhode Island, CCRI, the Rhode Island Technology Collective (business partners), the Rhode Island Department of Labor and Training and other partners, RIDE is leading an initiative to support secondary school science teachers engaged in developing secondary-level biotechnology programs of study. To date, approximately forty-five science teachers have participated in summer graduate-level biotechnology courses as well as 10th, 11th and 12th grade curriculum development initiatives with and aim toward launching secondary-level biotechnology programs of study beginning September 2007 and 2008.

~~Teachers will continue their professional development during the summer (2007) and 12th grade curriculum development will begin September (2007). Funds are currently being sought to support a second cohort of teachers for this initiative.~~

Utilizing portions of the Rhode Island's Perkins Reserve Fund and any addition funds secured through the state or privately, RIDE will develop and employ an RFP process to award funds to develop innovative CTE programs that serve a wider range of students in high priority career pathways. These programs should contribute to RIDE's efforts to stimulate and support high school reform through local innovation and entrepreneurial behavior.

Further, the RI Department of Education is currently examining a proposal to alter the state foundation school aid program to include a specific funding allocation formula for students participating in RIDE-approved career and technical education programs. Such a modification would significantly enhance equitable student access and opportunity to RIDE-approved CTE programs and services by providing specific State funds for each student participating in an approved program. Such a modification in state funding would allow for Perkins funding to be used to support increased local program innovation.

(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

School Based Coordinators (SBC's) are required to attend regularly scheduled monthly meetings facilitated by RIDE staff. Professional development activities at these meetings, which are developed and delivered by a Leadership Team of SBC's, include sharing of best practices, career awareness information and other items of general interest to the group. In addition, workshops regarding updates of the RI Diploma System are frequently scheduled and are delivered to the SBC's by the High School Fellows.

Communications regarding the best practices among programs is facilitated and coordinated by RIDE staff using regularly scheduled meetings with all of the various project directors. In addition, to time being devoted to sharing of best practices the agendas of these meetings will also include a review of problems encountered to date, progress made on program objectives and other related issues. Specific technical assistance will be provided to those individual projects in need as well.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

As a criterion for securing state-approved status and a condition for receiving Perkins funding, programs of study will be required to include components addressing embedded academics within career and technical education skills development areas at both the secondary and postsecondary levels. All programs of study may draw on the detailed curriculum work that has been accomplished by the CTE centers addressing embedded academics as well as a solid core of technical skills. Moreover, the new

program approval criteria call for such seamlessly integrated academic and technical skills as measured by the New England Common Assessment Program and appropriate technical skill attainment assessments. All other initiatives, such as tech prep and dual enrollment programs will also address embedded academics.

- (l) **How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

RIDE established a Secondary/Postsecondary Articulation for Technology Education Consortium Project (SPATE) at the Community College of Rhode Island to develop a model articulated curricula process in four career clusters: Information Technology, Reengineering/Robotics, Business/Finance, and Health Sciences. The resulting toolkit, a web-enabled curriculum alignment process allows any program of study to develop detailed matrices delineating the specific standards and competencies addressed in any learning module. RIDE is continuing to support work on the SPATE in establishing terminology, developing protocols, and related technical issues related to the use of the SPATE Alignment Toolkit.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (a) **Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**

Career and Technical Centers and high schools are required to use Grade Span Expectations (GSEs), Rhode Island's academic performance measures for ELA, mathematics and science to delineate academic performance expectations for students and teachers. The Grade Level Expectations for grades kindergarten to eight and the Grade Span Expectations for high school define what students should know and be able to do. In addition, GLEs/GSEs guide all local programming and curriculum development.

Rhode Island's high school regulations require all high schools to implement common planning time by 2008. The common planning must be set around a core group of students and be focused on improving instruction, closing learning gaps, and providing a more personalized learning environment for students. School improvement plans must also describe the means for providing adequate common planning time for all middle level and high school teachers organized around a specific group of students, especially those with the highest needs. Schools use the Grade Span Expectations to frame

instruction, common planning time and professional development to guide their thinking around how to adjust instruction to respond to the learning needs of all students.

Additionally, RIDE will continue to support local career and technical education center directors, high school principals and cross-district faculty aligned with postsecondary faculty within career cluster areas to research their particular clusters, pathways and curricula. This research will entail connections to national industry standards and national certification to determine which, if any of the curricula, are suitable for Rhode Island. In a few instances, the networks will need to create, improve and/or modify curricula in areas where national certification are not available. Finally, each curricula area will be cross-walked to ensure the inclusion of the GSEs, Rhode Island's academic standards in mathematics, ELA, science and social studies adopted or soon to be adopted by Rhode Island for all students.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

Established career and technical education networks meet regularly to create and share lesson plans and for ongoing professional development. The Rhode Island Department of Education eliminated lifetime certification for educators and began developing a program for re-certification of teachers and administrators based on educators creating individualized plans for professional development. This program, known as the "I-Plan" program is a significant goals-driven change from traditional requirements for re-certification.

Under the I-Plan program, educators must conduct a self-study of professional standards, personal professional development needs, and school/district initiatives as the basis for writing personalized professional development goals and plans. The activities selected to accomplish the identified goals can include coursework or embedded professional development. This innovative program was designed to support career-long professional development, the improvement goals of schools/districts, and contribute to improved student performance. Career and technical education networks incorporate the need for continuous improvement within their individual professional development plans for teacher re-certification.

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

Rhode Island Quality Professional Development Standards for career and technical education teachers, faculty, administrators, and career guidance and academic counselors have been reviewed in relation to the federal definition and the National Staff Standards and are further defined as professional development that improves the learning of all students as follows:

Context Standards

- Learning Communities: organized all adults involved in educating students into learning communities with goals that are aligned with those of the School Improvement and the District Strategic Plan.
- Leadership: requires effective district leaders who are goals driven and guide continuous instructional improvement through ongoing professional development.
- Resources: requires appropriate resources that are consistently provided to support adult learning and collaboration.

Process Standards

- Data-driven: uses multiple sources of student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Evaluation: continuously uses multiple sources of information to demonstrate its impact in order to guide improvement.
- Research-based: prepares educators to apply research to all aspects of learning and teaching.
- Designs and strategies: uses learning strategies appropriate to the intended goal; acknowledges the importance of new practices as well as existing effective practices; uses a systemic design that allows for implementation over time and builds in support systems and necessary extended activities to sustain change.
- Learning: applies knowledge of human development, learning and change, in order to acknowledge distinct attributes and characteristics of adult learners.
- Professional communities of learners and practice: provides educators with the knowledge and skills needed to foster and develop collaborations and partnerships.

Content Standards

- Equity: prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and ensures the attainment of high academic standards by all students.
- Engaging Families and Communities: provides educators with knowledge and skills to initiate positive interactive relationships with families, community members, and other stakeholders as they participate in the education of children.
- Quality teaching: is informed by individual, school and district goals to deepen educators; content knowledge, provide them with research-based instructional strategies to assist all students in meeting rigorous academic standards, and prepare them to implement a variety of classroom assessments appropriately.

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

One example of quality professional development as relates to career and technical education is Rhode Island's Teacher Externship program, now in its ~~sixth~~ seventh year of operation. The mission of the Rhode Island Educator Extern Program is to connect educators and employers in a partnership to improve and enhance the learning experience for all students and to advance the concept of life long learning. The goals of the program are to facilitate the growth and development of contextual learning within schools by reshaping existing curricula to support current and projected labor market needs and to build and strengthen education and industry partnerships that will provide mutual benefit in preparing the emerging workforce.

The program's purpose is to provide professional development opportunities for educators from all disciplines and grade levels who are committed to personal growth in understanding the world of work and how it can enhance the learning and achievement of students. The educator will experience an extended time in a business setting learning first hand about workplace skills and career opportunities to integrate into curricula.

Further, school improvement plans and district strategic plans must describe how middle level and high schools will incorporate applied learning skills in communication, problem solving, critical thinking, research, personal/social responsibility, and interpersonal interactions across all content areas, as well as in a variety of community and career related contexts for all students through classroom, work-related and/or community service experiences. The implementation of these requirements must be consistent with Rhode Island Department of Education guidance. Each Rhode Island school committee formally adopted these graduation standards in district policy.

Applied learning, as used by the RI Department of Education, has three dimensions:

1. The learner outcomes (knowledge, skills, and cognitive activities) that students need to apply their learning.
2. Student and teacher roles and responsibilities.
3. The contexts or the areas of learning in which applied learning takes place.

Regents' regulations require that, beginning with the class of 2008, students must demonstrate the following two levels of proficiency:

- Initial Applied Learning proficiency across all six (6) required content areas, and
- Advanced demonstration of Applied Learning in an Area of Specialized Interest of the student's choice.

To help districts and schools meet this requirement, School-Based Coordinators provide in-house technical assistance to faculty regarding embedding all aspects of industry and applied/contextual learning into academic as well as and career and technical education classroom instruction.

The School Based Coordinators' concentrate on: 1) strengthening the academic performance of students and improving student vocational/technical skills by working

with school professional staff, and 2) providing students and professional staff with experiences in and understanding of Rhode Island's industries through collaboration with business and industry partnership and career clusters. SBCs are a vital link to business, industry and community resources and opportunities that support and enhance classroom learning by assisting their respective schools with the integration of applied learning by accessing and providing information, materials, resources and expertise about career/contextual learning programs, projects, professional development, and special events.

In addition, SBCs promote and support the Rhode Island High School Diploma System, Rhode Island Grade Span Expectations, Rhode Island's Applied Learning Standards, and Rhode Island's Common Core of Learning for a New Century. Serving on their Regional Career and Technical Education Coordinating Committees to assist in the joint planning for career/contextual programming for all schools in their regions is also the responsibility of the SBC's. Further, they recruit, organize and assist educators for participation in the Rhode Island Educator Extern Program.

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**
- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

Adopted in January 2003, the Rhode Island Board of Regents Regulations for High School Graduation require all middle level and high school improvement plans pursuant to Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended must include documentation that all certified staff, including administrators, will participate in at least 15 hours of ongoing professional development annually, focused on the priority areas of literacy, numeracy, graduation by proficiency, and personalization as informed by each school's student achievement data and guided by best practice in curriculum, instruction and assessment.

4. You must describe efforts that your agency and eligible recipients will make to improve—

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**
- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

RIDE posts information on the Employment Opportunities regarding the availability of a Certificate of Eligibility for Employment (CEE). The CEE is a three (3) year certificate issued to individuals who have satisfied all requirements for certification but have not secured “regular employment” in the state. To be issued a CEE in vocational education an individual needs to satisfy all of the following:

- Diploma from a high school approved by the State Board of Regents for Education or a high school equivalency diploma.
- Appropriate work experience as recommended by the Rhode Island Vocational Credentials Review Committee.
- Written and practical exam administered by the Rhode Island Vocational Credentials Review committee.
- Twelve semester hours of the following professional education courses which are designed for the preparation of vocational education teachers (Six of the twelve semester hours must be in the area of vocational methods and curriculum): Methods and Curriculum in Teaching of Vocational Subjects; Educational Psychology; History, Social, or Philosophical Foundations of Education and/or Principles of Education

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Current programs of study are being reviewed and expanded and all future “state approved programs of study will, as appropriate, include articulation agreements for student transitions from subbaccalaureate career and technical education programs to baccalaureate degree programs at institutions of higher education. RIDE will work with the Community College of Rhode Island to identify and take advantage of the College’s pre-existing agreements with four-year institutions and to provide technical assistance for the creation of new agreements to support seamless student progression from the secondary-level through two-year schools and on to baccalaureate degree institutions in career and technical education majors.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

The program standards, embedded in the funding application, the self-assessment instrument, and the on-site monitoring protocol, require that all program planning activities include substantial and significant engagement of parents, academic and career

and technical education teachers, administrators, faculty, career guidance and academic counselors, local businesses, and the labor organizations in all aspects of the design, implementation, and evaluation of career and technical education programs. Further, the program standards require active involvement of an advisory board in both evaluation and continuous improvement activities. In addition to the newly developed self-assessment protocol, RIDE will employ an on-site monitoring system that is fully integrated within RIDE's system for compliance and quality enhancement used for all high schools in the state. See the appendices for copies of the standards, self-assessment instrument, and the on-site monitoring protocol.

7. You must describe efforts that your agency and eligible recipients will make to—

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in-**
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. Career and technical education subjects;**
- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**
- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

RIDE will focus its education, training, and support on helping CTE teachers embed appropriate academics into each CTE program of study so that students experience a seamlessly integrated academic and technical skills program. RIDE will provide examples of how academic skills can be integrated with attention to specific industry standards at a level commensurate with, or exceeding, those provided to students in traditional high school programs.

RIDE will continue to support local career and technical education center directors, high school principals and cross-district faculty aligned with postsecondary faculty within career cluster areas to research their particular clusters, pathways and curricula. These investigations will impose controls for connections to national industry standards and national certification to determine which, if any of the curricula, are suitable for Rhode Island. In a few instances, the networks will need to create, improve and/or modify curricula in areas where national certification are not available. Finally, each curricula area will be cross-walked to ensure the inclusion of the GSEs, Rhode Island's academic

standards in mathematics, ELA, science and social studies adopted or soon to be adopted by Rhode Island for all students.

The SPATE Toolkit will allow programs of study teams to develop detailed matrices delineating the alignment between the specific academic requirements of the core academic subjects as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended as well as the career and technical education subjects that are a part of state-approved career and technical programs as measured by the New England Common Assessment Program and appropriate technical skill attainment assessments

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 at career and technical education centers or comprehensive high schools. Per the Rhode Island Board of Regents' Regulations of High School Graduation districts and schools must provide:

- scaffolded adolescent literacy programs to ensure that all students achieve the necessary literacy levels to allow them to engage in grade appropriate reading and to succeed in post-secondary education or 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 and the American School Counseling Association.

The Regulations require districts and school to implementation processes that ensure:

- all students have a fair and legitimate opportunity to learn the knowledge and skills represented by the grade span expectations (Rhode Island's academic standards in English language arts, mathematics, science and social studies);
- all students have genuine access to rigorous programs that support their individual learning plans and prepares them to meet their goals beyond high school;
- students have multiple pathways through their high school programs to achieve the required standards and;
- a system for the ongoing evaluation of the existence of access and opportunity for all students.

Further, districts and schools must provide:

- assessments designed and implemented so all students, including any subgroup of students, have valid opportunities to demonstrate what they know;

- universally designed assessments to ensure equal access and that additional accommodations are provided as needed/appropriate;
- disaggregated data identifiable by subgroups enabling searches for potential bias in assessments;
- assessments results that pre communicated to students and families in a clear 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.

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

RIDE will provide technical assistance using a combination of education, training, and support services. Education and orientation will be provided via written publications and state and regional orientation sessions. Training will be provided through state and regional workshops for reviewing the new program funding application and self-assessment guide. Ongoing support will be provided via one-on-one technical assistance sessions as well as via on-site monitoring and improvement activities.

RIDE staff meet with regional representative, career and technical education center director, high school principal, school-based coordinator and consortia groups monthly to share national perspectives on career and technical education, best practice and current CTE education research; to provide direction and guidance regarding program implementation based on federal legislation and/or state priorities; to elicit ideas, interest, input and information regarding state plans and planning; state-level implementation and supports to programs, schools, as well as to provide training and technical assistance on system-wide initiatives and interest; etc. Guests are routinely invited to attend based on topical areas of interest and/or concern i.e. teacher certification, Perkins-supported *postsecondary consortia*, academic/industry standards, career and technical academies, professional development, industry associations, *postsecondary school recruiters*, etc.

RIDE staff members meet regularly with representatives of the Community College of Rhode Island, R I's sole *public postsecondary partner* regarding Perkins funded programs focused on academic and skill career readiness, skill building programming and adult skills training. In addition, staff members meet regularly with and are informed by program managers and others from the Community College of Rhode Island as well as the New England Institute of Technology, Johnson and Wales and Roger Williams Universities regarding Perkins-supported *postsecondary consortia initiatives* focused on secondary/postsecondary articulation in technology education for the information technology, business and finance, construction, hospitality and tourism, culinary arts and law and public safety career cluster areas.

RIDE uses listserves to provide near daily contact with the statewide career and technical education community.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

RIDE monitors Rhode Island Department of Labor and Training – Labor Market Information group and the Economic Development Council and provides that information to all local school districts. Further, the program approval standards include a requirement that all new programs of study include a delineation of how the program response to current labor market needs. See the appendices for a synthesis of current labor market information.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

RIDE staff serve on the state's local Workforce Investment Boards, Governor's Workforce Cabinet and the Rhode Island Economic Policy Council.

Rhode Island is one of only sixteen states to receive an award from the U. S. Department of Labor to serve as a catalyst for their Shared Youth Vision Federal Collaborative Partnership. The award was granted to Rhode Island Department of Labor and Training as a means of helping state agencies to better coordinate their individual priorities, programs and initiatives as well as to better leverage their state and federal funds and other resources. This initiative, co-sponsored by the Departments of Education, Labor and Training, Human Services, Children, Youth and Families, Corrections, various community based organizations as well as the Economic Development Corporation and the Community College of Rhode Island results from numerous meetings and negotiated agreements around each agency's capacity to provide education and workforce development services and supports to Rhode Island's neediest youth.

Rhode Island's latest endeavor under the leadership of the Department of Labor and training involves creating a statewide plan for workforce development. To date a contractor has been hired and committees are being established. Representatives from the Department of Education have volunteered to participate in this initiative. ~~Work is scheduled to begin on May 1, 2007.~~

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Though RIDE's use of Perkins funds for secondary school dropouts, youth eighteen years or younger, has been and continues to be limited to providing non-

traditional skills training opportunities for those youth detained in centers for youthful offenders by Rhode Island Department of Children and Their Families. Rhode Island was a recent recipient of an award of technical assistance from the U. S. Department of Labor – Shared Youth Vision Federal Collaborative Partnership. The award was granted to Rhode Island Department of Labor and Training as a means of helping state agencies to better coordinate their individual priorities, programs and initiatives as well as to better leverage their state and federal funds and other resources. This initiative, co-sponsored by the Departments of Education, Labor and Training, Human Services, Children, Youth and Families, Corrections, various community based organizations as well as the Economic Development Corporation and the Community College of Rhode Island results from numerous meetings and negotiated agreements around each agency’s capacity to provide education and workforce development services and supports to Rhode Island’s neediest youth.

RIDE reserves a portion of Perkins postsecondary funds to support adult training skills training programs. These programs are designated for unemployed and underemployed Rhode Islanders. Skills training is offered in several high demand areas as determined they the Rhode Island Department of Labor and Training – Division of Labor Market Information.

In addition to skill training, participants have access to case management services in support of their attending social and economic needs. Typically Ancillary services are provided by referral to state agencies and/or community based organizations.

B. Other Department Requirements

- 1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in Section 134(b) of the Act.**

See Appendices

- 2. You must provide a description of your State’s governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

Rhode Island's Board of Regents for Elementary and Secondary Education has overall responsibility for the career and technical education system, which it views as an integral part of the State’s secondary school system. A table of organization delineating the chain of authority and responsibility from the Regents through the Commissioner to the Office of Adult and Career and Technical Education is provided in the appendices as is a delineation of the eligible recipients of Perkins funding.

- 3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA**

A RIDE career and technical education staff member is appointed by the Governor and the Mayor of Providence to serve on the Workforce Solutions of Providence/Cranston and the Workforce Partnership of Greater Rhode Island Boards of Directors, the two Rhode Island Workforce Development Act regions, to 1) contribute to the directions, initiatives and programs supported by the Workforce Investment Act, and 2) as the Carl D. Perkins Vocational Education Act eligible agency, be informed and guided in Perkins plan development and program implementation by a broad perspective of the education and training needs of youth and adults as well as by the education and skill needs and demands of local and state business and industry. As legislated, these Boards consist of representatives from the *public education agencies* as well as the broader public, private and community-based sectors of Rhode Island.

Additionally, RIDE provides funds to support adult skills training in certificated retail training, certified nursing assistance and medical technology programs offered at local Workforce Investment Board - One Stop Delivery locations.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. **You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**

(a) **Will be provided with equal access to activities assisted under the Act.**

Per the Rhode Island Board of Regents' Regulations of High School Graduation districts and schools must provide:

- scaffolded adolescent literacy programs to ensure that all students achieve the necessary literacy levels to allow them to engage in grade appropriate reading and to succeed in post-secondary education or 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 and the American School Counseling Association.

The Regulations require districts and school to implementation processes that ensure:

- all students have a fair and legitimate opportunity to learn the knowledge and skills represented by the grade span expectations (Rhode Island's academic standards in English language arts, mathematics, science and social studies);
- all students have genuine access to rigorous programs that support their individual learning plans and prepares them to meet their goals beyond high school;
- students have multiple pathways through their high school programs to achieve the required standards and;
- a system for the ongoing evaluation of the existence of access and opportunity for all students.

Further, districts and schools must provide:

- assessments designed and implemented so all students, including any subgroup of students, have valid opportunities to demonstrate what they know;
- universally designed assessments to ensure equal access and that additional accommodations are provided as needed/appropriate;

- disaggregated data identifiable by subgroups enabling searches for potential bias in assessments;
- assessments results that pre communicated to students and families in a clear 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.

At the postsecondary level, the Community College of Rhode Island has modified its application for admission to include new information categories addressing single parents and displaced homemakers. These additions will ensure that persons in these categories will be provided with equal access to Perkins-funded activities. RIDE continues to work with CCRI to add additional Perkins categories to the application form. Strategies must be developed for other postsecondary partners, i.e. New England Technical Institute, Johnson and Wales and Roger Williams Universities.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

In addition to the safeguards detailed in Section III A1c, Rhode Island’s proposed student career and technical education admission policy is based on minimum reading (comprehension) and mathematics (applied problems/computation) levels. These levels are determined by readability levels associated with technical program textbooks and local research associated with the maximum grade level reading remediation achievable in a year with intense resource support. Special care and concern is provided to maintain, and even, enhance enrollment opportunities for special needs and ESL students. Note: The policy serves to respond the state interest in high expectations, high skills, school improvement and improved student performance as well as to limit placements by districts and schools faced with low school performance and/or intent on ridding themselves of low-level learners, behavior disordered, special education and ESL students and applicant numbers exceeding space available. Note: One sending district faced with budget and enrollment crises of it own filed a civil rights complaint (2002) with regard to this admission policy. The U.S. Office of Civil Rights ruled in favor of the school piloting the policy and the Rhode Island Department of Education.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

- Efforts are underway to validate all ~~2005-06~~ 2006-07 data on all indicators for all three levels.

- RIDE is developing procedures for collecting and using performance data on special populations.
- At the post-secondary level, the Community College of RI (CCRI) has been a willing partner in clarifying core indicators and measures and addressing data collection problems. Actual performance on the indicators is much better than reported on the four indicators reporting zero performance. Adequate data for retention (3P2) remains problematic. Recognizing the challenge of tracking students placed in employment, advanced training, further education, or the military, without a statewide identification system, completion of a follow up survey of students placed after completing their program at CCRI falls, by default, on staff currently working at maximum capacity. Further planning is necessary to assure timely and accurate reporting on this indicator. Proposed revisions to the measures of CCRI's core indicators have been developed and submitted to the Office of Vocational Education (OVAE), US. Department of Education. Adoption of these measurement approaches will support implementation of procedures resulting in reporting of valid, accurate data.
- A relatively large percentage of Rhode Island's adults are unemployed/underemployed and the small number of agencies and organizations receiving Perkins funding for adult skills training struggle to keep up with demand. RIDE works with each of these varied organizations individually to strengthen their programs and their collection and use of data to guide program improvement.

Professional development will be focused on serving non-traditional and special populations students.

Within the guidelines established under federal legislation regarding students' right to privacy, community colleges make concerted efforts to identify and assist students who belong to one or more of the special populations' categories. In some cases, students may self-identify as a member of one of these categories on the enrollment form. The colleges generally have departments that are designed to support retention and completion of programs by special populations' students. Such support may be provided by the college's Disability Office, or it might involve "transition specialists," an adult re-entry program, or CTE-oriented advising and counseling.

Specific services include advising, counseling, tutoring, help in securing financial aid, career exploration, accommodation services, and other services as appropriate. In the coming year, the colleges will explore additional strategies for serving the needs of special populations in order to increase retention and program completion among these students.

Planning involves parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Though RIDE's use of Perkins funds for secondary school dropouts, youth eighteen years or younger, has been and continues to be limited to providing non-traditional skills training opportunities for those youth detained in centers for youthful offenders by Rhode Island Department of Children and Their Families. Rhode Island is a recent recipient of an award of technical assistance from the U. S. Department of Labor – Shared Youth Vision Federal Collaborative Partnership. The award is granted to Rhode Island's Youth Council as a means of helping state agencies to better coordinate their individual priorities, programs and initiatives as well as to better coordinate the use of state and federal funds and other resources. This initiative, co-sponsored by the Departments of Education, Labor and Training, Human Services, Children, Youth and Families as well as the Economic Development Corporation and the *Community College of Rhode Island* results from numerous meetings and negotiated agreements around each agency's capacity to provide education and workforce development services and supports to Rhode Island's neediest youth.

RIDE reserves a portion of Perkins postsecondary funds to support adult training skills training programs. These programs are designated for unemployed and underemployed Rhode Islanders. Skills training is offered in several high demand areas as determined they the Rhode Island Department of Labor and Training – Division of Labor Market Information.

In addition to skill training, participants have access to case management services in support of their attending social and economic needs. Typically Ancillary services are provided by referral to state agencies and/or community based organizations.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

RIDE plans to implement several actions to ensure that funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. First, programs of study are required to address labor market projections produced by the Department of Labor and Training. RIDE will monitor compliance with this requirement. RIDE is also working closely with the RI Department of Labor and Training, the RI Economic Development Corporation, and the RI Economic Policy Council to move beyond merely targeting key fields, but to emphasize attention to essential workplace skills and relevant academic preparation to ensure that graduates of these programs can continue their learning on the job, an essential requirement for a 21st Century workforce.

RIDE is also investigating the possibility of targeting a portion of State foundation aid for supporting innovative programs of study that address these fields. These funds will complement and strengthen the State's Perkins funds. For example, these State funds might be used to support innovative programs in the health services professions, particularly nursing.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Funds for special populations and non-traditional training have been combined with funds for the incarcerated in order to increase the amount available to meet the needs of incarcerated groups. All programming at the Adult Correctional Institutions (ACI) is offered in collaboration with the Community College of Rhode Island. By combining these Perkins requirements (Section 135), the ACI has been able to increase the number of classroom slots available to inmates and to offer non-traditional programming for both male and female inmates. Similarly, the Rhode Island Training Schools (RITS) for incarcerated youth has been able to strengthen and expand its existing programs and offer non-traditional programming for its adjudicated male and female students. Further, using these funds the RITS has hired a Job Coach to provide outreach to area employers and counsel and assist students in obtaining employment upon release.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in Section 427(b) of the General Education Provisions Act as amended.

Each application 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.) will be provided with equal access to recruitment, enrollment and placement activities.” The CTE program is required to monitor and report non-traditional and special population student outcomes to ensure equitable access to appropriate learning resources.

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

See Appendices

2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate

number of eligible recipients at both secondary and postsecondary levels.

See Appendices

- 3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

A representative from the Department of Education serves on Rhode Island's two Workforce Investment Boards and contributes by offering adult skills training courses through and at one-stop centers. Courses may include but are not limited to certified nursing assistant, medical technology, retail services and pharmacy technology. Participants are typically single, unemployed parents who are un- and/or underemployed.

New and emerging investigations are underway in the areas of nursing and allied health. In particular, licensed practical nursing offered on the secondary school level is being discussed as a way of helping to alleviating shortages in Rhode Island's healthcare industry.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Career and Technical Education (CTE) Staff at the Rhode Island Department of Education (RIDE) will collect input from eligible recipients in order to establish measurement definitions and approaches for core indicators of performance for secondary, adult and postsecondary levels. Input will be was solicited from eligible recipients the following way:

Local recipients will meet ~~in January 2007~~ and received an overview of the new Perkins Act.

- Copies of the Perkins Act will be distributed to the Local CTE Directors. Historical accountability data will be ~~was~~ presented to expedite the understanding of accountability requirements.
- Local recipients will be supplied with an adjusted level of performance voting form and asked to accept or reject the proposed adjusted levels of performance.

Career and Technical Education Staff at the Rhode Island Department of Education will receive specific input from eligible recipients for establishing performance measures closely aligned with the core indicators identified in the Perkins Act and currently CTE State Staff have decided not to add any additional indicators of performance.

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

In February 2008, RIDE held a day long technical assistance session facilitated by MPR Associates to define a “participant” and “concentrator” and to also determine measurement definitions and approaches. This group reviewed all input to date and proposed efficacious and result-driven definitions. Measurement definitions and approaches ~~Performance levels~~ were proposed, as much as possible, to be consistent with OVAE issued non regulatory guidance ~~performance levels which have been adopted by~~

~~the state and/or by schools, or consistent with performance levels created in response to Perkins accountability requirements. In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.~~

Career and Technical Education Staff will examine existing and historical attainment of performance measures and participate in identifying proposed levels for each of the core indicators ~~required in this transition plan~~. The following ~~timelines and~~ baseline levels will be used:

Core indicator definitions and measurements will be determined by April 30, 2008. ~~as defined in the Rhode Island Department of Education State Plan 2000–2004, will be used for submission of data for school year 2007–2008. RIDE is awaiting recommendations from MPR Associates and will incorporate these recommendations into our definitions and baseline targets as appropriate. These recommendations will be vetted statewide.~~

- For school year ~~2008-2009~~ 2007–2008, baseline performance measures will be negotiated with OVAE by April 30, 2008. ~~based on data using the definitions, as defined in the Rhode Island Department of Education State Plan 2000–2004.~~
- Rhode Island Department of Education will report additional measures for adult concentrators.

~~Rhode Island Department of Education will not be reporting any additional measures that are not required by OVAE.~~

3. You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

RIDE will assist district and school staff in developing and implementing procedures to ensure that local data are valid and reliable. RIDE will provide guidelines and technical assistance throughout the year, and will monitor these district and school procedures through the annual targeted CTE Program Review.

In order to accomplish this task, RIDE will establish a goal of conducting 3 data collection and reporting training sessions annually for local recipients: will do the following:

- ~~Emphasizing the importance of collecting measurable outcomes and reporting accurate data; The importance of addressing measurable outcomes and reporting accurate data will be emphasized at both the state and local levels.~~
- ~~RIDE Using measure high school graduation rates using electronic data match aligned with the NCLB requirements when ever possible.~~
- ~~Electronic data match at RIDE will be used for Academic Attainment indicators.~~
- ~~Aligning whenever appropriate definitions and measures will Secondary Placement data will align with DQI recommendations OVAE issued non regulatory guidance. and will be submitted in September rather than June for the previous school year. This system will allow CTE State Staff to perform analysis in addition to facilitating local data reporting in a more timely and accurate manner.~~
- ~~State staff will explore and use electronic data match for secondary and postsecondary placement indicators.~~
- ~~Using the NAPE OVAE list for nontraditional programs to increase the reliability of the nontraditional measures.~~
- ~~Enrollment data for the postsecondary level will be submitted by June 30th.~~
- ~~Providing technical assistance to eligible recipients for the development of Improvement Plans will be submitted by eligible recipients and implemented with sufficient time to ensure proper follow-through and afford state-level monitoring with technical assistance.~~
- ~~Exploring the National Student Clearinghouse for obtaining reliable data for program completers and graduates. Adult and Postsecondary measurement approaches will use consistent student assessment and data collection.~~

~~These procedures will ensure that valid and reliable measures and data collection processes will be used for all measures during the transition year.~~

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

~~During the transition year, The Rhode Island Department of Education Office of Assessment and Accountability will provide student assessment data to CTE State Staff as reported by NCLB. These scores will be used to report 1S1: Academic Attainment-Reading; and 1S2: Academic Attainment-Mathematics, and 4S1: Graduation. These in order to match Reading and Math test scores for use in performance measure 1S1: Academic Attainment Reading; and 1S2: Academic Attainment Mathematics. They will also provide the electronic data match for the NCLB high school graduate data match.~~

Going forward, RIDE CTE State Staff will explore electronic data matching by investigating accessing electronic data matching using (Federal Employment Data Exchange System (FEDES), Unemployment Information (UI) and National Student Clearinghouse for use in the calculation of 5S1: Placement. ~~They will begin their work by reviewing resources created for use by states participating in the Data Quality Institutes.~~ CTE State Staff anticipate accessing electronic data matching for use in the calculation of 1S1, 1S2, 4S1, 3P1, 4P1 and 5S1.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

All core indicator performance levels are objective, quantifiable, and measurable, and are expressed as percentages. To ensure that the performance of career and technical education students improves, the targeted performance levels are projected to increase.

See Part C: Accountability Form

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

The process for reaching agreement on local adjusted levels of performance will be implemented in the following way:

- RIDE will review historical Perkins data.
- RIDE will propose adjusted performance measures to eligible recipients.

- Eligible Recipients will provide RIDE with input and concerns.
- RIDE will respond to concerns and objections.
- RIDE will disseminate to all eligible recipients the levels of adjusted levels of performance.
- RIDE will negotiate with OVAE the state adjusted levels of performance.

Eligible recipients that reject the proposed adjusted levels of performance will be required to submit a written explanation. This will be done within a specified timeframe and the following information will be included:

- Secondary or postsecondary institution identifier
 - district name
 - district CTD number
- Contact information
 - CTE administrator
 - phone number
 - email address
- Request reason/ background
 - performance measure
 - program name
 - program CIP number
 - current performance measure level
 - proposed LALP
- Justification/rationale
 - explanation of why the request should be granted
 - description of circumstances leading to low performance
- Superintendent signature/authorized secondary/postsecondary designee

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Eligible recipients, on behalf of schools and programs, may request a modification to an existing LALP due to unanticipated circumstances beyond their control. If an unanticipated circumstance has an impact on the previously negotiated local adjusted level of performance, eligible recipients will submit a request for

negotiating an adjusted LALP. The request will include all relevant and compelling evidence. These requests will be submitted to the LALP Hearing Committee, made up of the Regional Planning Team, and other interested parties, for a recommendation that will, then, be submitted to the State CTE Director. A state level appeal process will be developed for use by the eligible recipients.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Eligible recipients report their data to RIDE using a web enabled data collection system called RI-CATS. The RI-CATS software employs extensive data validation. Schools are prevented from submitting RI-CATS Perkins data if their data set violates the business rules that were put in place to ensure data integrity. Specifically:

- Secondary students must provide a unique state student identifier.
- If the gender, birth date or ethnicity of the student does not match the state's record for that student, the school is warned about the integrity of the data.
- If a social security number is invalid, a warning is issued. Accurate social security numbers (when provided) are required to ensure the highest possible matching with the Department of Labor (for placement performance indicators).
- The uniqueness of students is tested by ensuring that another student with the same social security number does not exist; and ensuring that another student with the same unique state identifier does not already exist.
- The demographic indicators must be provided, and they must be valid.
- Finally, warnings are issued when the indicators for completing technical skills or high school diploma are set to 'N' on a program completer.

The RICATS system was developed to meet the technological business standards of RIDE's Office of Network and Information Systems (ONIS). The RICAT System is integrated within the eRIDE system, a RIDE developed web portal, which allows various data reporting entities to access multiple data applications to submit their data. Users of the eRIDE system must securely log in. The RICATS database is interlinked to several other student information databases maintained by ONIS. This feature allows for the

Education Specialist responsible for maintaining RICATS data to check and verify various data elements, which have been submitted against other databases, and are maintained within the larger RIDE data.

In addition to the above RIDE will implement the following:

- Provide training and technical assistance for the end-users.
- Provide online performance measures reports for eligible recipients to use to review data and to ensure accuracy.
- Study student placement surveys.
- Report results to RIDE when students begin taking the technical assessments.
- Other data verification processed are being identified to verify the completeness and reliability of data submitted from reporting Post-Secondary Institutions and verify the reliability of the Department of Labor Wage Match.
- Due to the possible funding implication to failed accountability attainment, State staff are exploring protocols for final recipient verification.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

~~RIDE has opted to merge the basic and tech prep allocations for at least the first 2 years. Performance levels for the transition year will be funded through an RFP process. Each Tech Prep consortia partner must negotiate and meet performance levels. As a part of the application process there must be an executed Consortia Agreement populated with the relevant performance levels.~~

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

The Career and Technical Education Staff at the Rhode Island Department of Education will ~~annually~~ evaluate CTE program effectiveness at the secondary, adult and postsecondary level. Programs will be recommended for approval if they are of sufficient, size scope and quality to be considered for approval as determined by the program funding, review and site visit processes detailed below.

Additionally, each CTE region's data will be aggregated for each of the core indicators. CTE regions will be held accountable for the performance levels for each of

the core indicators and will be required to submit an Improvement Plan if they fail to achieve 90% of the State Adjusted Level of Performance or the agreed upon Local Level of Performance.

Annually, local secondary, adult and postsecondary eligible recipients staffs receive program Performance Measures data reports from CTE State Staff. These data will be used by the eligible recipients' staff members to conduct a self-assessment and annual evaluation with technical assistance from RIDE.

RIDE has developed these processes to ensure that it fulfills its role in the improvement process also detailed in Perkins IV legislation: “to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities” Section 113(a).

The CTE Program Funding, Review, and Site Visit processes are essential components of Rhode Island’s CTE Program evaluation, monitoring, improvement, and support system. This system is established to ensure that students receive effective career and technical education that meet all applicable state and federal requirements as well as the individual needs of each student. As CTE programs engage in the cycle of continuous improvement detailed in these documents, RIDE will provide technical support and assistance as needed

RIDE has developed the CTE Program Review process and Self-Assessment instrument detailed in the following pages to help CTE programs meet the expectations inherent in this definition.

To meet these expectations and provide a quality career and technical education to all students, RIDE supports all CTE programs to engage in an ongoing process of inquiry, evaluation, and improvement. This continuous improvement process combines self-assessment, documentary support, external review, and as needed, targeted site visits and corrective action. The CTE Program Review and Self-Assessment process are designed to engage CTE programs in an assessment of how well they are meeting their mission and how they might improve their performance.

CTE Program Self-Assessment and Review – year 1

All funded CTE programs conduct a self-assessment against the identified criteria and indicators for effective CTE programs. The CTE program uses evidence to assess its performance in four areas – program design and evaluation, curriculum and instructional design, instructional organization and support, and program operations. Self-assessments are completed by the end of year 1 and submitted to RIDE for peer review.

CTE Program Continuous Improvement and Targeted Site Visits – year 2-3

CTE programs identified as either exemplary or satisfactory by the external review process continue to implement their program while engaging in ongoing improvement efforts based on the identified criteria and indicators for effective CTE programs. Exemplary and satisfactory CTE programs should engage RIDE and their stakeholders to support these efforts.

CTE programs identified as in need of improvement by the external review process receive a targeted CTE Program Review Site Visit in year 2 of program operation. The focus of the site visit is the criteria and indicators identified as in need of improvement by the external review as well as overall CTE program operation. The site visit team will report findings and make recommendations for improvement based on their inquiry. RIDE and the CTE program stakeholders will support the program's efforts to improve.

In summary, the Rhode Island Department of Education will provide leadership for the secondary, adult and postsecondary eligible recipients to annually evaluate the effectiveness of career and technical education programs by the following strategies:

- providing easily-accessible data reports based on performance on each of the core indicators;
- utilizing performance measures to determine program quality, outcomes and direction for improvement;
- utilizing results of the CTE Program Assessment Review to determine strengths and weaknesses and indicate improvement strategies;
- utilizing results of each district's annual local evaluation;
- determining program size, scope and quality;
- reviewing each Local Plan/Application to determine and direct appropriateness of expenditures and improvement strategies;
- performing on-site and desk monitoring;
- conducting on-site visits and technical assistance by staff; and
- evaluating progress of districts that did not meet 90% of their performance level during the time frame that they are on an improvement plan.

To the extent possible, secondary and postsecondary will identify and align efforts with existing federal programs to ensure non-duplication of efforts. Coordinating these efforts is sometimes not feasible because the type of data collected for one program might be vastly different from data for another program.

B. Other Department Requirements

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**

- (a) The student definitions that you will use for “investors” and “concentrators” for the secondary core indicators of performance;**

See Part C: Accountability Forms

- (b) The student definition that you will use for “concentrators” for the postsecondary/adult core indicators of performance;**

See Part C: Accountability Forms

- (c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; and**

See Part C: Accountability Forms

- (d) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

Not Applicable.

- 2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State’s calculation of CTE concentrators who took assessments, and the State’s plan for increasing the coverage of programs and students reported in this indicator in future program years.**

Currently Rhode Island offers limited technical skill assessments in the following areas: Agriculture/Forestry/Animal Sciences, Business Management and Finance, Information Technologies, Family & Consumer Sciences, Law/Public Safety & Security,

Culinary Arts, Travel & Tourism, Engineering Technologies, Manufacturing and Processing, Health Occupations, Printing/Graphics and Applied Arts.

Approximately 45% of all concentrators in the CTE areas listed above will take available aligned technical skill assessment.

Unfortunately due to access, affordability and availability, Rhode Island's plans to increase the number of areas and assessment participants will be predicated on the technical skill assessment development work being conducted by the National Association of State Directors of Career and Technical Education in conjunction with the Office of Vocational and Technical Education and MPR, Associates. At the same time, the New England states have begun conversations relating to the development or sharing of common assessments.

V. TECH PREP PROGRAMS

Rhode Island has opted to merge the Basic and Tech Prep grant allocations for at least the first two years of Perkins IV.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1) You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

RIDE will consolidate funds received under the provisions of Section 111 with funds received under Section 201 in accordance with Section 202. The funds will be distributed in accordance with Section 112.

At the secondary level, funds will be distributed under the provisions of Section 131(a) of the Act. Postsecondary funds will be distributed in accordance with the requirements of Section 133(a)(B) and 133 (a)(2). ~~for Rhode Island fiscal year 2008 (July 1, 2007—June 30, 2008).~~

RIDE will set aside 86.25% of the consolidated total for formula distribution, less 10% which will be reserved of the consolidated total for local formula distribution less 10% which will be reserved for secondary/postsecondary programs and consortia in accordance with Section 112. The formula distribution will allocate 85% to secondary recipients and 15% to postsecondary and adult recipients. Rhode Island will allocate 4.5% of the consolidated total for administration and 8.62% for leadership activities.

- 2) You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

RIDE will continue to allocate funds to eligible secondary institutions utilizing its currently approved formula based on adjusted and updated 2004 poverty census data. Seventy percent (70%) of the secondary funds awarded under the provisions of Section 131 will be based on the number of individuals, 5-17 years of age that reside in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year. The balance, thirty percent (30%), of the secondary funds will be available will be awarded on the basis of the number of individuals, 5-17 years of age that reside in the area being served by the eligible recipient based on ~~October 2006~~ enrollment data from the National Center for Education.

See Appendices

- 3) You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Allocations will be formula driven to support secondary/postsecondary programs of study that focus on Rhode Island career clusters and employment opportunities in high skill, high wage occupations.

- 4) You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Because poverty data are not readily available for Rhode Island's two state-operated schools, each school provides a list of students who receive free lunch by community. Each career and technical education school's community is then compared to the total number of free lunch students within the entire community. This percentage is multiplied by the total number of poverty census of each community. The result of this computation is pulled from each community and entered into the specific career and technical education school. The balance of the census poverty stays with the community for the allocation run. This method is also utilized for all Rhode Island poverty generated education funds.

- 5) You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

RIDE is not requesting to use an alternative allocation formula under the provisions of Section 131(b) or 132(b). Postsecondary funds will be distributed under the provisions of Section 132.

B. Other Department Requirements

1) You must submit a detailed project budget, using the forms provided in Part B of this guide.

See Part B: Budget Forms

2) You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Career Cluster Area(s)	Lead Organization	Negotiated Allocation(s)
Health, Information Technology and Business	Community College of RI	\$75,000 - \$100,000
Construction and Audio Visual	New England Technical Institution	\$75,000 - \$100,000
Law, Public Safety and Security and Human Services	Roger Williams University	\$75,000 - \$100,000
Culinary Arts and Hospitality	Johnson and Wales University	\$75,000 - \$100,000

3) You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

RIDE’s formula allocations are developed in accordance with Section 112(a)(1), 131, 132 and 133 of the Perkins Act of 2006 and based on adjusted and updated 2004 poverty census data. Seventy percent (70%) of the secondary funds awarded under the provisions of Section 131 will be based on the number of individuals, 5-17 years of age that reside in the area being served by an eligible recipient and who are from families below the poverty level for the preceding fiscal year. The balance, thirty percent (30%), of the secondary funds will be awarded on the basis of the number of individuals, 5-17 years of age that reside in the area being served by the eligible recipient based on October 2006 enrollment data from the National Center for Education.

RIDE utilizes the postsecondary funds to support statewide adult education and postsecondary programs at the Community College of Rhode Island, Rhode Island's sole two-year post secondary institution.

Under Sec 132(c)(1) – Minimum Grant Amount, each adult education program is allocated \$50,000 with the balance of the postsecondary funds allocated the Community College.

4) You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Proposed Uses of Reserve Funds

~~During the 2007-08 transition year,~~ RIDE proposes to formula fund the Reserve as follows:

- not less than 12.14% of Reserve Funds will be allocated to secondary programs to incentivize program innovation. Thereafter, RIDE will explore possibilities regarding the allocation of Reserve Funds as incentives to eligible recipients that make significant improvements in meeting and/or surpassing negotiated performance levels.
- not less than 87.36% of Reserve Funds will be allocated by formula to postsecondary institutions in support of consortia to create, implement and maintain seamless secondary to postsecondary programs of study in career clusters leading to high skill, high wage occupations.

5) You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

A committee of local CTE practitioners will advise RIDE on criteria and procedures for ranking and determining eligible recipients.

6) You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Not Applicable

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]

According to Rhode Island General Law (R.I.G.L.) 16-45-1, 16-45-5 and 16-45-6, the Rhode Island Board of Regents for Elementary and Secondary Education is the agency state eligible to submit the Rhode Island State Plan.

(b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

Under the provisions of R.I.G.L. 16-45-1, 16-45-5 and 16-45-6, the Rhode Island Board of Regents for Elementary and Secondary Education has authority under state law to perform the functions of the state under the program.

(c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

Under the provisions of R.I.G.L. 16-45-1, 16-45-5 and 16-45-6, the Rhode Island Board of Regents for Elementary and Secondary Education is authorized to carry out the provisions of the Plan.

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

All provisions of the State Plan are consistent with Rhode Island state law.

(e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.]

Under the provisions of R.I.G.L. 16-45-5, the General Treasurer of the State of Rhode Island has authority under Rhode Island law to receive, hold and disburse funds made available under the Plan.

(f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

Under R.I.G.L. 16-60-1, 16-60-4, and 16-60-4 the Chairman of the Rhode Island Board of Regents for Elementary and Secondary Education and/or the Commissioner of Elementary and Secondary Education have authority to submit the Rhode Island State Plan.

(g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

The Rhode Island Board of Regents for Elementary and Secondary Education adopted and approved the Rhode Island plan on April 26, 2007.

(h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

The Rhode Island State Plan is the basis for Rhode Island's operation and administration of the program.

B. Other Assurances

1. You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

The Rhode Island Five-year State Plan will be subject to the Intergovernmental Review Process.

2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]

The signed certifications regarding lobbying, debarment and suspension, and drug-free workplace requirements are provided in the Appendices.

3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]

The completed and signed Assurance for Non-Construction Programs Form is provided in the Appendices.

4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

The signed assurance of compliance with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs is provided in the Appendices.

5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

The signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization is provided in the Appendices.

6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

The signed assurance that Rhode Island will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act is provided in the Appendices.

7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

The signed assurance that Rhode Island will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year is provided in the Appendices.

8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service career and

technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

Rhode Island will fully comply with the provisions of Sec 317(a) as indicated by the signed assurance that funds used under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient [Sec. 317(a)]. See Appendices.

9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

The signed assurance that, except as prohibited by state or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient is provided in the Appendices.

10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

The signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education

programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools is provided in the Appendices

PART B: BUDGET FORMS

REVISED PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(For Federal Funds Available July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$5,811,469
B. Amount of Title II Tech Prep Funds to Be Consolidated With Title I Funds	\$ 523,764
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$6,335,233
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x .86%</i>)	\$5,463,513
1. Reserve (<i>not more than 10% of Line D</i>)	\$ 546,351
a. Secondary Programs (1.2% of <i>Line D</i>)	\$ 66,304
b. Postsecondary Programs (8.8% of <i>Line D</i>)	\$ 480,047
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$4,917,162
a. Secondary Programs (85% of <i>Line D.2</i>)	\$4,179,588
b. Postsecondary Programs (15% of <i>Line D.2</i>)	\$ 737,574
E. Leadership (not more than 10%) (<i>Line C x 9.17%</i>)	\$ 581,147
a. Nontraditional Training and Employment (\$60,000)	
b. Corrections or Institutions (\$58,115)	
F. State Administration (not more than 5%) (<i>Line C x 4.58%</i>)	\$ 290,573
G. State Match (<i>from non-federal funds</i>) ¹ 435,000	\$

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds Available July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ 523,764
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 523,764
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$ 0
D. Tech-Prep Funds Earmarked for Consortia	\$ 0
a. Percent for Consortia (<i>Line D divided by Line C</i>) [90%]	
b. Number of Consortia	4
c. Method of Distribution (<i>check one</i>):	
Formula	
<input checked="" type="checkbox"/> Competitive	
E. Tech-Prep Administration	\$ 0
a. Percent for Administration (<i>Line E divided by Line C</i>) [10%]	

PART C: ACCOUNTABILITY FORMS

I. Student Definitions*

Category	Definition
A. Secondary Level	
Participant:	<p>A student enrolled in any one or more of the vocational education areas (agriculture, business, family and consumer sciences, health occupations, marketing, technical, technology, and/or trade and industrial education) not classified as a career and technical education, career academy or Tech Prep program. These courses are identified by course, units, or hours.</p> <p><u>A student enrolled in any one or more non sequential career and technical education courses.</u></p>
Concentrators:	<p>A student who meets the threshold definition (see postsecondary concentrator, secondary concentrator, adult vocational training concentrator) and continues to work to complete program objectives at an institution.</p> <p><u>A secondary student who has completed at least two (2) or more courses in a single CTE program area (e.g., health care or business services) where a program sequence represents three or more courses, or one (1) course in a single CTE program area, but only in those program areas where two course sequences at the secondary level are recognized by the State and/or its local eligible recipients.</u></p>
Completer:	<p>A student who has successfully completed program requirements and has a who attained academic, workplace readiness/applied learning and technical knowledge, skills, and/or proficiencies (certification) within a program/sequence of courses designed to prepare the individual for employment and/or further education</p>

B. Postsecondary/Adult Level	
<u>Participant</u> (Postsecondary):	<u>A postsecondary student who has earned one (1) or more credits in any CTE program area.</u>
Concentrators (Postsecondary):	<u>A postsecondary student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.</u>

C. Adult Level	
Participants: (Adult)	<u>An adult student who has enrolled in a non-credit career and technical education training course or series of courses.</u>
Concentrators: (Adult)	<u>An adult student who has completed a non-credit career and technical education program or series of courses.</u>

*In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.

**RHODE ISLAND
FINAL AGREED UPON PERFORMANCE (FAUPL)**

LEVEL: SECONDARY (*In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05- 6/30/06)	Year One 7/1/07- 6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	Numerator: <i>Subset of the denominator where the student met or exceed the standard in reading on the state administered 11th grade assessment.</i>	State and Local Administrative Records	B: 23%	L: 28%	L: 28%
	Denominator: <i>Number of career and technical education concentrators with valid test scores, who took the state administered reading 11th grade assessment.</i>			A:	A:
	Numerator: <i>Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</i>				
	Denominator: <i>Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</i>				

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Numerator: <i>Subset of the denominator where the student met or exceed the standard in mathematics on the state administered 11th grade assessment.</i>	State and Local Administrative Records	B: 23%	L: 28%	L: 28%
	Denominator: <i>Number of career and technical education concentrators with valid test scores, who took the state administered mathematics 11th grade assessment.</i>			A:	A:
	Numerator: <i>Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.</i>				
	Denominator: <i>Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</i>				

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: <i>Number of CTE concentrators who completed their CTE program and passed technical skill assessments that are aligned with industry standards during the reporting.</i></p> <p>Denominator: <i>Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry standards during the reporting year.</i></p>	State and Local Administrative Records	B:*	L: * A:	L: * A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)	<p>Numerator: <i>Number of CTE concentrators who earned a regular secondary school diploma and left secondary education during the reporting year.</i></p> <p>Denominator: <i>Number of CTE concentrators who left secondary education during the reporting year.</i></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05- 6/30/06)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: <i>Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</i></p> <p>Denominator: <i>Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</i></p>	State and Local Administrative Records	B: 56%	L: 61%	L: 61%
				A:	A:
					—
5S1 Student Placement 113(b)(2)(A)(iv)	<p>Numerator: <i>Number of CTE concentrators who completed their CTE program and left secondary education in the reporting year and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</i></p> <p>Denominator: <i>Number of CTE concentrators who completed their CTE program and left secondary education during the reporting year.</i></p>	State and Local Administrative Records	B: *	L: *	L: *
				A:	A:
					—

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p><u>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</u></p> <p><u>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p><u>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</u></p> <p><u>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

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LEVEL: POSTSECONDARY (In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p><u>Numerator: Number of CTE concentrators who completed their CTE program and 1) passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year OR 2) earned a cumulative program GPA of <3.0> or higher.</u></p> <p><u>Denominator: Number of CTE concentrators who completed their CTE program.</u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: <u>Number of CTE concentrators who received an industry credential, a certificate, or a degree and left postsecondary education during the reporting year.</u></p> <p>Denominator: <u>Number of CTE concentrators who left postsecondary education during the reporting year.</u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

**RHODE ISLAND
FINAL AGREED UPON PERFORMANCE (FAUPL)**

LEVEL: POSTSECONDARY (In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(i)	<p>Numerator: <u>Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry credential, a certificate or a degree in the previous reporting year.</u></p> <p>Denominator: <u>Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry credential, a certificate, or a degree in the previous reporting year.</u></p>	Federal Employment Data Exchange System (FEDES), Unemployment Information (UI) and National Student Clearinghouse	B: *	L: * A:	L: * A:

**RHODE ISLAND
FINAL AGREED UPON PERFORMANCE (FAUPL)**

LEVEL: POSTSECONDARY (In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(ii)	<p>Numerator: <i>Number of CTE concentrators who completed their CTE program and earned a credential, certificate, or degree and who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</i></p> <p>Denominator: <i>Number of CTE concentrators who left postsecondary education during the reporting year.</i></p>	Federal Employment Data Exchange System (FEDES), Unemployment Information (UI) and National Student Clearinghouse	B: *	L: * A:	L: * A:

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LEVEL: POSTSECONDARY (In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: <i>Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</i></p> <p>Denominator: <i>Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</i></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

**RHODE ISLAND
FINAL AGREED UPON PERFORMANCE (FAUPL)**

LEVEL: POSTSECONDARY (In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p><u>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</u></p> <p><u>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

**RHODE ISLAND
FINAL AGREED UPON PERFORMANCE (FAUPL)**

LEVEL: ADULT (In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1A1 Technical Skill Attainment 113(b)(2)(B)(i)	<p><u>Numerator: <i>Number of adult concentrators who completed their adult program and 1) passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year</i></u></p> <p><u>Denominator: <i>Number of adult concentrators who completed their adult program and took technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year.</i></u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:
2A1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p><u>Numerator: <i>Number of adult concentrators who received an industry-recognized credential or a certificate and left an adult program during the reporting year.</i></u></p> <p><u>Denominator: <i>Number of adult concentrators who left an adult program during the reporting year.</i></u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A:

**RHODE ISLAND
FINAL AGREED UPON PERFORMANCE (FAUPL)**

LEVEL: ADULT (In response to recent technical assistance provided by MPR Associates, RIDE has included recommended definition changes that are being vetted with local recipients. These changes will require state-level expenditure approval for RICATS software modifications and local-level training sessions related to data collection and reporting. Any need to change these definitions will be communicated to OVAE at once.)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
3A1 Student Retention or Transfer 113(b)(2)(B)(i)	<p>Numerator: <i>Number of adult concentrators who remained enrolled in an adult program in the reporting period.</i></p> <p>Denominator: <i>Number of adult concentrators who were enrolled in an adult program in the reporting period.</i></p>	Federal Employment Data Exchange System (FEDES), Unemployment Information (UI) and National Student Clearinghouse	B: *	L: * A:	L: * A:

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>4A1 Student Placement 113(b)(2)(B)(ii)</p> <p>Due to significant changes in this Measurement Definition, RI requests a waiver on reporting on this indicator until December 2009</p>	<p>Numerator: <i>Number of adult concentrators who completed an adult program and earned a credential or certificate, if available and who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left the adult program.</i></p> <p>Denominator: <i>Number of adult concentrators who completed and left adult programs during the reporting year.</i></p>	<p>Federal Employment Data Exchange System (FEDES), Unemployment Information (UI) and National Student Clearinghouse</p>	<p>B: *</p>	<p>L: *</p> <p>A:</p>	<p>L: *</p> <p>A:</p>
<p>5A1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: <i>Number of adult participants from underrepresented gender groups who participated in an adult program that leads to employment in nontraditional fields during the reporting year.</i></p> <p>Denominator: <i>Number of adult participants who participated in an adult program that leads to employment in nontraditional fields during the reporting year.</i></p>	<p>State and Local Administrative Records</p>	<p>B: *</p>	<p>L: *</p> <p>A:</p>	<p>L: *</p> <p>A:</p>

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5A2 Nontraditional Completion 113(b)(2)(B)(v)	<p><u>Numerator: Number of adult concentrators from underrepresented gender groups who completed a adult program that leads to employment in nontraditional fields during the reporting year.</u></p> <p><u>Denominator: Number of adult concentrators who completed a adult program that leads to employment in nontraditional fields during the reporting year.</u></p>	State and Local Administrative Records	B: *	L: * A:	L: * A: