Annual Report on Career and Technical Education for the 2012-2013 School Year

Submitted February 28, 2014
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Introduction

Rhode Island General Law §16-45 describes the role and importance of career and technical education (CTE) as a means of increasing the skills of Rhode Island’s workforce, improving the employability and earning potential of students, and contributing to the vitality of Rhode Island’s economy.

RIGL §16-45 provides direction and opportunity for Rhode Island to develop a world class CTE system in which all students have opportunities to learn in rigorous technical pathways leading to careers in economically viable sectors that will drive the RI, national and global economies. Considered together, the comprehensive CTE program approval process, the development of a robust CTE data collection process, and the focused awarding of CTE categorical funds bring RI closer to this vision.

RIGL §16-45 also requires that the Rhode Island Department of Education (RIDE) submits an annual report on career and technical education to the Senate President and Speaker of the House. This is the annual report covering the 2012-2013 school year.

Context

Since the Regents promulgated new regulations governing CTE in 2012, CTE educators and RIDE have worked together to focus on CTE program quality, develop a best-in-class measurement and accountability system, and coordinate with other state agencies to support the establishment of CTE programming in state priority sectors.

Assessing CTE Program Quality

Determination of CTE program quality is centered on the vision of improving student outcomes through rigorous programming and increased access for all students to industry credentials, college credit and advanced standing in apprenticeships and other postsecondary academic and technical programs.

RIDE is in the final stages of developing a comprehensive program approval process that includes both a review and analysis of program and student data and targeted site visits. A manageable, well understood, data driven program approval process is key to improving statewide program quality.

Developing a System of CTE Measurement and Accountability

To support rich and evidence-based CTE program evaluation, RIDE developed a measurement system that brings the state much closer to full implementation of a robust accountability system that will help to meet the expectations of quality CTE programs across the state. The CTE data collection system is designed to provide
rich information on program quality and student outcomes. The design and implementation of the comprehensive CTE program approval process, another key initiative for ensuring quality CTE programs, is well underway with a pilot planned for spring of 2014.

Involvement from an experienced CTE educator team is an essential component for each step in the development and implementation processes described in this report. The CTE educator team is working closely with RIDE and with CTE colleagues to develop draft accountability measures.

2012-2013 was a transition year for many of RI's CTE programs, with a focus on working to improve their programs based on the new regulations. RIDE is delivering technical assistance to the CTE community to ensure that all programs are meeting the CTE standards, with specific focus on sequential coursework and providing students with postsecondary learning opportunities through credentialing, dual enrollment and advanced standing in academic and technical programs. Analysis of the new data will direct technical assistance to the greatest areas of need.

The 2012-2013 CTE annual report focuses on three areas: a detailed snapshot of the current statewide system; a description of how a system-wide vision and re-imagining of CTE can be realized through the new accountability/program approval system; and finally, information about the management of state categorical funds.

**Section 2:** Snapshot of the Current Statewide System: This section includes a review of the statewide data. Data represented in this and in Section 3 are collected from provisionally approved programs only. These data include the overall and sector-specific student participation data, enrollment data by location, and numbers of programs by category type.

**Section 3:** System-Wide Re-imagining of CTE: RIDE is developing and implementing a program approval process that will move RI closer to the vision of a comprehensive system of quality CTE programs. This section briefly describes the goals and development of the approval process and the measures that will be used in program approval and accountability.

**Section 4:** Alignment of Resources to RI's Workforce Priorities: Rhode Island legislators and the Governor continue to make a significant commitment to improving the RI CTE system through the appropriation of categorical funds.
This section provides an overview and update on the CTE programs that received categorical funds and a brief description of how high cost programs are identified and how funds are allocated. Also included in this section is the process used to select new programs aligned with the state priority sectors for grant awards and a list of those aligned and innovative programs.

Section 2: Snapshot of the Current Statewide System:

2.1 Overall Enrollment Data

While the new CTE data collection system is not yet fully implemented, analyses of the current data provide a clearer picture as compared to the 2011-2012 report of the current status of career and technical education in RI. During the 2012-2013 school year, Rhode Island career and technical education served 7,604 students in provisionally approved programs. Of these students, 5,302 (70%) were served in one of Rhode Island’s ten career and technical education centers. Another 2,302 (30%) students were served in traditional high schools.

Figure 1 below shows the overall student enrollment by facility type and location. Students represented here are those who have been reported as being enrolled in a provisionally approved CTE program located in one of the 10 CTE centers.

Figure 1: CTE Student Enrollment by Site
The new data collections will allow greater analysis and detailed reporting regarding student outcomes including earned credentials and post-secondary participation in higher education or technical training opportunities. The new collections will also give a more accurate picture of the number of students who explore career and technical education but do not focus on it throughout their secondary education.

Students enrolled in CTE programs span a wide array of industry sectors. The current distribution of students enrolled in programs has been driven largely – though not entirely – by the facility opportunities and capacity limitations in Rhode Island’s career and technical education centers and traditional high schools. Expansion of CTE programming into new industry sectors in additional traditional high school sites is one important strategy to increase the overall number and types of programs and participant numbers.

There are currently 120 RIDE-recognized Career and Technical preparation programs representing approximately 27 distinct career program types spanning each of the 16 federally defined career clusters. **Table 1** on the following page includes a summary of the type and frequency of each program type in RI as of this report.

**OF NOTE:**
Nearly one quarter of approved programs fall into one of the four career pathways endorsed by the Governor’s Workforce Board.
Appendix A gives more detailed information about CTE programs in RI, identifying program by school location.
Figure 2 provides additional information about the extent of career and technical education in Rhode Island showing student enrollment data across recognized CTE industry sectors.

Section 3: System-Wide Re-imagination of CTE

3.1 Program Review and Accountability

The 2012 Regulations of the Board of Regents Governing Career and Technical Education in Rhode Island (CTE Regulations) include rigorous and comprehensive program standards that provide the foundation for developing the RI CTE Program Approval Process. The major standards include:

- Policies and Procedures
• Partnerships
• Program Operations
• Staffing, Certification, and Professional Development
• Curriculum, Instruction and Technical Skill Assessment
• Supplemental and Support Services
• Secondary to Postsecondary Transition

See Appendix B for additional details of the RI CTE standards.

The 2012 CTE Regulations focus on program quality with an emphasis on positive student outcomes that include but are not limited to:

• Dropout and graduation rates
• Credential and/or postsecondary credit-earning rates
• Program completion rates
• Enrollment and persistence in postsecondary education and technical training programs.

The program approval process, in conjunction with the awarding of state categorical funds, is designed to support the goal of high quality CTE programs and to ensure that students are engaged in meaningful and career-focused experiences. The two processes will cultivate new programs aligned with RI workforce and economic development initiatives, encourage expansion of CTE programs in a wide variety of venues and promote new and innovative CTE instruction delivery systems. These efforts put RI on an accelerated pace to reach the goal of at least 40% of RI secondary students enrolled in quality CTE preparation programs.

The CTE program accountability measures and the program approval process will overlap into an efficient and effective system that strives for and requires continuous improvement of CTE programs. CTE educators have been closely involved in the development of the accountability metrics. The initial set of draft measures includes both student outcomes and a program measure:

1. Credentials earned
2. Postsecondary credits earned
3. Advanced standing in apprenticeship/training program
4. Program completion
5. Enrollment in postsecondary education and
6. Cost effectiveness

The program approval process is designed to provide a comprehensive evaluation of program quality and student learning opportunities and outcomes. In order to achieve a high level of rigor in the evaluation process, the program approval process will include:
• A close review of a comprehensive set of data submitted by each program;
• A detailed report from program leadership and educators that demonstrates the quality of their program by adherence to the set of regulatory CTE standards; and
• A focused site visit that includes interviews with key stakeholders.

A program approval process pilot is scheduled for this spring. Informed by the spring pilot results and feedback from participants, adjustments will be made to the process with a full program approval process scheduled to commence in the 2014-2015 school year.

The approval process schedule allows for new programs to be added for program review as they are ready. Following a very aggressive timeline and goal, it is expected that all provisionally approved programs will undergo a full review by 2017.

3.2 Data Collection and Accountability

RIDE has worked closely with the field to develop a CTE data collection and accountability system. This system, which will roll out over several years and distinct phases, represents a best-in-class state approach to program measurement and accountability.

• **Phase 1:** The first phase is complete and includes the collection of program and student data from 98 of the 120 provisionally approved programs and the design of a data system and data collection processes to allow regular and reliable data collections from all programs.

• **Phase 2:** The data collected during Phase 1 will be used to further understand the current status of program performance, set baseline targets, and develop a coherent and rich performance measurement system with clear metrics focused on student outcomes. During Phase 2, a complete set of baseline data will be collected from all of the provisionally approved programs to more fully inform the accountability system. It is expected that this phase will be completed by fall of 2014.

• **Phase 3:** The implementation of a robust data collection system and the measures developed from phases 1 and 2 will be used to inform program approval and improvement. It is expected that program approval will be piloted in spring 2014 with an initial group of ten programs with representatives of both new and existing CTE programs.
3.3 Study Year Data Collection

RIDE collected a comprehensive set of data (study year data) from 98 of the 120 provisionally approved programs operating in 2012-13. This is the first step in developing baseline information that will be used as part of the program approval and accountability processes. The 2012-2013 study year data collection is a critical first step in building an understanding of the data collection components, the data collection process and the importance of submitting quality data. Access to this level of program data will begin to inform CTE educators and administrators as to the extent they are meeting the required program standards and accountability measures.

The program administrators and educators are working closely with RIDE to provide the best possible set of initial data while working hard to manage their programs to a higher set of standards resulting from the 2012 CTE regulations.

Preliminary Results from 2012-13 Study Year Data

Initial review of the study year data provides some positive results to report at this time. The data reveal that approximately 41% of students who completed their CTE program (minimum of 3 more sequential courses in their chosen pathway) earned industry recognized credentials. Another significant finding shows that approximately 40% of CTE program completers earned at least one postsecondary credit prior to completing their program. Statewide, the 4-year graduation rate for the cohort of students who enrolled in the 9th grade for the first time in 2009-2010 is 79.7%. Of the 2012-2013 CTE study year students, there are 1,403 students who belong to the 2009-2010 cohort. In this cohort, 1,283 students or 91% graduated last year.

The schedule of data availability presented some challenges to acquiring all of the data necessary for this year’s report and may continue to be challenging due the schedule of collection and release of some data. Longitudinal data elements such as rates for program completion and other data, advanced standing in apprenticeship programs, are part of the new CTE collections and will be available in future reports. As other data from this year become available and analyzed, RIDE will provide an addendum to this report.

The 2012-2013 study year data represents an important first step for Rhode Island CTE. However, because the data is self-reported by CTE programs, the extent to
which inferences can be made is limited. RIDE will continue to provide guidance to CTE administrators and LEA data managers as to the new CTE data collections and processes. The new data collections will be submitted annually through established RIDE data systems that will deliver more accurate and reliable data in the upcoming years.

Section 4: Alignment of Resources

4.1 Overview of the CTE Categorical Fund

In FY13 for the first time, the General Assembly approved a $3M career and technical education categorical fund. A portion of the FY13 categorical fund was designated to provide financial relief for school districts administering high-cost career preparation programs and promotes program growth in priority sectors. RIDE used a cost-benchmarked process to distribute funding to offset the cost of high-cost programs and a competitive process to award start-up funding to Rhode Island districts.

4.2 Offset for High Cost Programs

The method used to determine average program costs was derived from FY12 expenditure data specific to career and technical education that is in excess of core education expenditures. The average expenditure data was compared to FY11 expenditures to verify general reliability and accuracy. Awards totaling $2,696,303 were provided to programs falling in the higher cost range based on the average expenditure above core education costs. For additional information see Appendix C, Categorical Fund Distribution Explanation.

4.3 Funding for Start-Up Programs in State Priority Sectors

The balance of 2013 funds was made available through a competitive process to expand CTE programs in the following three areas of focus:

- Information Technology;
- Medical/Healthcare; and
- Pre-engineering/Robotics (STEM).

The three areas of focus were identified as supporting prior/current priority sectors as established by the RI Governor’s Workforce Board.
Twelve schools submitted successful applications and agreed to provide the following set of deliverables no later than June 30, 2014 and committed to prepare for program approval by spring 2015.

- Syllabus reflecting the three sequential course structure
- Course enrollment projections for the three sequential course program of study
- Local Education Authority (LEA) match of up to 20% of the application amount.

The details of the initial distribution process and awards by school and area of focus is provided in Appendix C. By requiring a local cash match, RIDE leveraged an additional $111,000 in funding to support career and technical education. RIDE will continue to refine the method for awarding categorical funds to offset high costs through careful cost analysis using the most current fiscal information.

**Conclusion**

Since the 2012 CTE report: RIDE has developed and implemented a categorical award process to support existing high cost programs and fund new programs in priority sectors; collected and analyzed a comprehensive set of CTE program data; developed a CTE data collection process to be part of the RIDE data collection system; developed a draft set of program accountability measures; and is implementing a new program approval process this spring. RIDE will continue to seek the input and collaboration of the field in the next phases of this work.

The CTE categorical award process resulted in a total of combined categorical and district support in the amount of $180,000.00 for information technology, $168,000.00 for medical pathways, and $330,000.00 for pre-engineering/robotics. This support is in addition to Perkins funded programs in these priority sectors. In addition to the work directly supported with Perkins and state categorical funds, several districts are developing career pathway programs in priority sectors that in future years will greatly expand career and technical education opportunities for RI students and contribute to the overall health of the RI economy.

The spring pilot program approval process will provide new and existing programs with the opportunity to gain approved status for period of up to five years. This fall will herald the beginning of the full program approval process that will ensure the quality of CTE programming for RI students.

Looking forward to the 2013-14 report, it will be exciting to report the outcomes of the first program approval process, the details of the expansion of programming into new priority sectors, and the results of the first complete set of student outcome data from the new CTE collection process.
APPENDICES
## Appendix A: Career and Technical Programs by School Location

<table>
<thead>
<tr>
<th>School Location</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy for Career Exploration</td>
<td>Hospitality, Healthcare</td>
</tr>
<tr>
<td>Barrington High School</td>
<td>Television Production/Journalism</td>
</tr>
<tr>
<td>Burrillville High School</td>
<td>Environmental Science/Green Technology</td>
</tr>
<tr>
<td>Central Falls High School</td>
<td>Arts Academy</td>
</tr>
<tr>
<td>Central High School</td>
<td>Law &amp; Public Safety</td>
</tr>
<tr>
<td>Cooley High School</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>Coventry Area CTE Center</td>
<td>Automotive, Diesel &amp; Marine Technology, Early Childhood Education, Carpentry/Construction Technology, Cosmetology, Culinary Arts Baking &amp; Food Services, Graphics Communications, Health Careers</td>
</tr>
<tr>
<td>Cranston Area Career Technical Center</td>
<td>Aquaculture, Child Development, CISCO Networking, Construction Technology, Culinary &amp; Pastry Arts, CAD/Drafting Technology, Entrepreneurship, Graphic Communications, Interactive Digital Media/Computer Technology, Health Careers, Pre-Engineering Robotics</td>
</tr>
<tr>
<td>Institution Name</td>
<td>Programs Offered</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>East Providence Area CTE Center</td>
<td>Environmental &amp; Life Sciences, Auto Collision Repair, Auto Technology, Construction Technology, Cosmetology, Culinary Arts, Graphic Communications, Forensics, Pre-Engineering (PLTW)</td>
</tr>
<tr>
<td>Hope Academy</td>
<td>Visual Arts, Computer Information Systems</td>
</tr>
<tr>
<td>Jacqueline M. Walsh School for the Performing and Visual Arts</td>
<td>Visual Arts, Music, Dance, Theater</td>
</tr>
<tr>
<td>Metropolitan Regional Career and Technical Center</td>
<td>Independent Voc. Studies (IVS)</td>
</tr>
<tr>
<td>Mount Pleasant High School</td>
<td>Teacher Academy</td>
</tr>
<tr>
<td>Mt. Hope High School</td>
<td>Consumer Services/Child Development, Business Education</td>
</tr>
<tr>
<td>Newport CTE Center</td>
<td>Automotive Technology, Academy of Information Technology-AOIT, Construction Technology, Cosmetology, Culinary Arts, Design, Graphics &amp; Advertising Media</td>
</tr>
<tr>
<td>Pilgrim High School</td>
<td>Child Development</td>
</tr>
<tr>
<td>Portsmouth High School</td>
<td>Child Development, Television Production</td>
</tr>
<tr>
<td>School Name</td>
<td>Program Offerings</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>Providence Career and Technical School</td>
<td>Automotive Technology, Construction Technology, General Construction, Cosmetology, Culinary Arts &amp; Hospitality, Pastry Arts, Electrical Technology, Graphic Communications, HVAC, Plumbing &amp; Pipefitting</td>
</tr>
<tr>
<td>Shea Senior High School</td>
<td>Government &amp; Public Service</td>
</tr>
<tr>
<td>Smithfield Senior High School</td>
<td>Early Childhood Education, Business Finance, Engineering Technology</td>
</tr>
<tr>
<td>West Warwick High School</td>
<td>Academy of Finance, Facilities Operations &amp; Management</td>
</tr>
<tr>
<td>William E Tolman Senior High School</td>
<td>Early Childhood Education, Law &amp; Public Safety, Engineering, Marketing &amp; Management</td>
</tr>
<tr>
<td>Woonsocket Area Career and Technical Center</td>
<td>Automotive Technology</td>
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<td>-------------------------------------------</td>
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<tr>
<td></td>
<td>Biotechnology</td>
</tr>
<tr>
<td></td>
<td>Child Studies &amp; Human Services</td>
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<tr>
<td></td>
<td>Academy of Information Technology &amp; Game Design</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts, Hospitality &amp; Tourism</td>
</tr>
<tr>
<td></td>
<td>Digital Media Production</td>
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<tr>
<td></td>
<td>Graphics &amp; Printing</td>
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<tr>
<td></td>
<td>Health Careers</td>
</tr>
</tbody>
</table>
Appendix B: CTE Standards

1. Policies and Procedures
   Administrative policies and procedures promote Career and Technical Education preparation program development and implementation. Local Education Agency (LEA) policies will:

   a. Include formal procedures for the design, implementation, and continuous improvement of career preparation programs.

   b. Clearly describe admissions, policies and procedures, selection criteria, enrollment conditions, and appeals processes.

   c. Ensure that all students have opportunities to earn industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs.

   d. Ensure the review and evaluation of student outcome data including achievement gaps.

2. Partnerships
   Ongoing relationships among secondary and postsecondary education, business, families, special populations and other community stakeholders are central to career preparation programs. Collaborative partnerships will:

   a. Include formal and/or informal relationships as necessary for supporting quality programs.

   b. Reflect the community and be representative of key stakeholders.

3. Program Operations
   Career preparation programs shall operate with appropriate supports and resources necessary to meet or exceed OSHA and program-specific standards and quality. Career preparation programs will:

   a. Ensure the health and safety of students at all school and technical facilities used for instruction and training.

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

   c. Ensure that facilities and equipment used for instructional or training purposes are current with business and industry standards.
d. Provide all students with access to up to date technology.

4. **Staffing, Certification, and Professional Development**
Career preparation programs ensure students have access to sufficient instructional staff qualified in the knowledge and skills necessary to provide rigorous academic and technical instruction. High quality preparation programs ensure:

a. Teacher certifications will meet RIDE Educator Certification regulations.

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

c. Teachers or instructors are trained in the academic and technical knowledge and skills aligned to industry standards in areas to which they are assigned.

d. Teachers and instructors remain current in academic and technical skills through participation in regular professional development activities.

5. **Curriculum, Instruction and Technical Skill Assessment**
Innovative and creative approaches to secondary curriculum, instruction, and assessment facilitate students’ successful completion of career preparation programs and transitions to postsecondary education and training careers.

5A. A comprehensive and rigorous career preparation program curriculum will:

1. Align to state adopted academic standards and skills.

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

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

5B. Effective instruction and learning strategies will:

1. Integrate academic, technical, and industry standards, knowledge, and skills.

2. Employ contextualized work-based, project-based, and problem-based learning approaches.

5C. Well-developed technical skills assessments will include:
1. Multiple opportunities for students to demonstrate technical skill proficiency.

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

6. **Supplemental and Support Services**
   Comprehensive supplemental services enable all students to access academic, personal/social, and career supports to maximize their potential for success. Supplemental support service systems will ensure:

   a. Students have access to the system of supports and services described in state statutes and regulations.

   b. Students have the opportunity to engage in a goal setting and planning process that supports their academic, career, and personal/social goals and individual needs.

   c. Students have access to the services provided through a Comprehensive School Counseling program.

7. **Secondary to Postsecondary Transition**
   Effective programs ensure that students graduate college- and career-ready and are prepared to transition to postsecondary education and training and careers. To prepare students for postsecondary success, effective programs:

   d. Align curriculum with applied learning and career readiness skills, state adopted and nationally recognized academic standards, and industry-recognized technical standards.

   e. Provide student access to career-based and work-site learning experiences.

   f. Provide students with embedded credit earning opportunities that integrate academic and technical skill development opportunities.

   g. Maintain formal articulation agreements with higher education and business partners that earn students early college access and/or access to postsecondary training programs or job placement.
Appendix C: Categorical Fund Distribution Methodology

1 - Offset Funding for High-Cost Career and Technical Education Programs

Purpose:
In FY13, the General Assembly approved a $3M career and technical education categorical fund. A portion of this categorical fund is designated to provide financial relief for school districts administering high-cost career preparation programs. LEAs that receive offset funding currently operate a career preparation program that has been:

(1) Formally designated as “provisionally approved” by RIDE; and
(2) Classified as a Tier 2 or Tier 3 based upon a FY12 cost-benchmarking analysis.

FY2013 Calculation Method
Calculating the Average Costs per Career Preparation Program
The FY13 calculation method was derived from FY12 UCOA expenses. All FY12 career and technical education expenditures were classified by career preparation program and analyzed, enabling RIDE to calculate average program costs. These expenditure averages were then compared with other CTE cost studies and against FY11 expenditures to verify their general reliability and accuracy.

Establishing Three Tiers of Program Cost
After calculating the average expenditures by program, the overall distribution of average program costs were divided into three tiers using quartiles. Tier 1 programs (for which the average cost is at or below the lowest quartile) are ineligible for categorical offset funding. Tier 2 programs (for which the average cost ranges from between 26% to 75% of all programs) and Tier 3 programs (for which average costs are in the highest quartile) are eligible for categorical offset funding.
Formula for Calculation of Awards:

\[ A \times B = X \]

\( A \) = averaged program expenditures per student  
\( B \) = number of in-district students in program

Example

An LEA administers a Tier 2 career preparation program with an average FY12 expenditure of $230 per pupil. Their current program enrollment includes 25 in-district students and 5 out-of-district students

\[ A \ ($230 \text{ per pupil average}) \times B \ (25 \text{ in-district students}) = X \ ($5,750 \text{ in off-set funding}) \]

Distribution of the CTE Categorical Fund, Off-Set for High Cost Programs

<table>
<thead>
<tr>
<th>Program Location</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Chariho Career &amp; Tech</td>
<td>$204,768</td>
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<tr>
<td>Coventry Career &amp; Tech</td>
<td>184,831</td>
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<tr>
<td>Cranston Career &amp; Tech</td>
<td>173,648</td>
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<tr>
<td>Davies Career &amp; Tech</td>
<td>401,711</td>
</tr>
<tr>
<td>E. Providence Career &amp; Tech</td>
<td>300,810</td>
</tr>
<tr>
<td>Newport Area Career &amp; Tech</td>
<td>75,717</td>
</tr>
</tbody>
</table>
Providence Career & Technical Academy 383,764
Warwick Career & Tech 123,749
Woonsocket Career & Tech 251,066
Mt. Hope High, Bristol-Warren 22,208
Academy for Career Exploration Charter, Providence 34,291
Barrington High 10,998
Lincoln High 40,034
Mt. Pleasant High, Providence 8,675
Portsmouth High 67,824
Smithfield High 50,875
Tolman High, Pawtucket 11,411
West Warwick High 11,914
Metropolitan Career & Tech, Statewide 338,009

Total FY13 Categorical Fund Off-Set Distribution $ 2,696,303

2 - Funding for Start-Up Funding for State Priority Sectors

The balance of the FY13 CTE Categorical fund was competitively distributed to support high quality career and technical career preparation programs. The competitive start-up awards will support the career pathway and economic development efforts of the Rhode Island Governor’s Workforce Board focusing on the growth sectors and advanced CTE programming in Information Technology (IT), Medical/Healthcare (MH) and Pre-Engineering (PE). Criteria for the FY13 competitive process included:

Submission of a completed application with:
(1) evidence of a minimum of two (2) existing courses in a single priority sector;
(2) demonstrated district commitment to invest through matching local funds; and
(3) intent to qualify for RIDE-approved program status by 2015, as demonstrated by the LEA Superintendent of Schools
Distribution of the FY13 CTE Categorical Fund for Start-Up Programs in State Priority Sectors

<table>
<thead>
<tr>
<th>SCHOOL NAME AND FY 2013 AREA OF FOCUS</th>
<th>Amount</th>
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<tbody>
<tr>
<td>East Providence Area Career &amp; Technical Center (IT)</td>
<td>$50,000</td>
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<tr>
<td>Lincoln High School (MH)</td>
<td>3,697</td>
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<td>Mount Hope High School (PE)</td>
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<td>North Kingstown High School (PE)</td>
<td>50,000</td>
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<tr>
<td>North Smithfield High School (PE)</td>
<td>50,000</td>
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<tr>
<td>Regional Career &amp; Technical Center @ Coventry High School (IT)</td>
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<td>Tolman High School (IT), Pawtucket</td>
<td>50,000</td>
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<td><strong>TOTAL 2013 INVESTMENT</strong></td>
<td><strong>$303,697</strong></td>
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</table>

FY14 Categorical Fund Distribution Plans and Timeline

The FY14 Categorical fund will invest in the offset funding for high cost CTE programs. Any balance of funds will be dedicated to year two support for the FY13 funded state priority sectors. The FY13 Categorical fund criteria will be continued but modified to reflect changes in expenditure data and start-up program needs.

Accessing Categorical Funds:

All eligible LEAs that meet the criteria for offset and/or start-up funding must sign a Memorandum of Agreement (MoA) prior to fund disbursement. This MoA describes the conditions and limitation of the categorical funding and the term of fund availability. Key conditions and limitations include:

1. Offset Funds may only be spent on provisionally approved career preparation programs.
2. Start-Up Funds may only be spent for planning, developing, equipping and implementing identified high quality career preparation program in state priority sectors.
3. Categorical Funds may not be used to pay for the salary or fringe of core instructional staff (core teachers and core technical aides).
4. FY13 Categorical funds must be spent by June 30, 2015 and LEAs may not carryover more than 15% of funding from year to year.