



# Rhode Island Perkins V State Plan Summary

The primary federal law relating to career and technical education (CTE), the Perkins Act, was reauthorized in fall 2018. This reauthorization requires Rhode Island to submit a State Plan for how it will allocate the approximately \$6M the state receives annually for CTE programs. This document summarizes the major policy and programs proposed. For additional information, including the full Rhode Island Perkins State Plan, visit [ride.ri.gov/cte](http://ride.ri.gov/cte).

## PROGRAM REQUIREMENTS

### MIDDLE & HIGH SCHOOL

- **CTE Board Requirements:** To be eligible for Perkins funding, programs must:
  - Align to CTE Board of Trustees (CTE Board) Standards, which include requirements for students to earn CTE Board-recognized credentials or postsecondary credit, and to develop employability skills;
  - Include at least three non-duplicative courses that meet RIDE's CTE Regulations from 2012 and any relevant course requirements from the CTE Board Standards; and
  - Include work-based learning experiences for every student aligned to Governor's Workforce Board (GWB) guidance and, as applicable, any CTE Board work-based learning standards.
- **Priority Sectors:** In order to receive funding, LEAs must have at least one state-approved CTE program in a Priority Sector. If an LEA does not yet have a state-approved Priority Sector program, the LEA may still access funds by receiving state preapproval to develop such a program, and applying for full state approval within 18 months of first fund use. Priority Sectors are identified through Rhode Island Commerce's Long-Term Economic Development Plan, and mapped to the CTE Board Standards by RIDE and the CTE Board. Perkins funds may be used for any state-approved programs, including those outside Priority Sectors; state CTE Categorical funds, however, may only be used for Priority Sector programs.
- **Admissions:** Eligible programs cannot have discriminatory admissions processes, which includes restricting access based on race, gender, disability status (IEP), language, and/or income status (FRL). RIDE and the CTE Board reserve the right to identify programs with admissions policies that have a disproportionate impact on student subpopulations, and will work with schools to develop admissions requirements that ensure all student groups are equitably served by CTE programs. Programs must report admissions requirements to RIDE and the number of students admitted/rejected from different student subpopulations.

### POSTSECONDARY PROGRAMS SERVING HIGH SCHOOL STUDENTS

- **Transcribed credit:** Funded programs must offer *transcribed* (not articulated) credit through dual or concurrent enrollment.
- **Concurrent enrollment:** To be eligible for funding, concurrent enrollment courses must be of the same level of quality and rigor for high school students as college students, including the course's delivery, assessment, and content. The college must provide professional development and quality reviews for the course.

### POSTSECONDARY PROGRAMS SERVING POSTSECONDARY STUDENTS

- College-level programming must:
  - Lead to students earning industry-recognized credentials, as recognized by the CTE Board of Trustees and/or the Department of Labor and Training
  - Provide *transcribed* (not articulated), credit-bearing coursework that helps student advance toward degree completion
  - Engage students in career counseling
  - Embed state-aligned work-based learning opportunities and employability skills

## MEASURING SUCCESS

### PROGRAMS SERVING MIDDLE & HIGH SCHOOL STUDENTS

The denominator for middle and high schools is *concentrators*, defined as: students served by an eligible recipient who have completed at least two courses in a single CTE program or program of study. The specific measures are:

- The number of concentrators who complete high-quality **work-based learning** experiences that meet state standards
- **Academic performance** (in SAT math, SAT English, and the upcoming RI science exam), **graduation rate**, and **post-program placement** of concentrators (in college, non-traditional courses, career, military, or other service)
- The number of concentrators who meet Rhode Island's **Postsecondary Success Index** under ESSA School Report Cards, which measures the number of concentrators who have earned CTE Board-recognized industry credentials and/or college credit
- The **completion rate** of concentrators in the program. "Completion" is defined as meeting the full requirements of the CTE Board Standards for their program, including: earning approved college credits/credentials, passing all courses in the course sequence, and completing the work-based learning experience aligned to GWB and CTE Board Standards.

Whenever possible, all Perkins goals will be aligned with established state goals.



## PROGRAMS SERVING COLLEGE STUDENTS

- The denominator for postsecondary schools is *concentrators*, defined as: students enrolled by an eligible recipient who have earned at least 12 credits within a CTE program of study; or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
- As required by Perkins, programs will be measured by **post-program placement** of concentrators in career, military, or other service; the number of concentrators that **pursue a degree program** after program completion; and the number of concentrators in programs leading to **nontraditional fields** (as defined by US Department of Education).

## FUNDING

### FORMULA GRANTS

These grants make up a total of 85% of the federal Perkins allocation. Rhode Island will distribute approximately 90% of the funds to secondary programs and 10% to postsecondary programs, which is similar to the allocation under the previous Perkins plan.

- **Secondary Formula Grants:** These grants will follow the methodology used by the United States Department of Education for district level allocations. These are determined based on US Census data with 30% of funding based on overall population and 70% of funding based on poverty in the population. Census data is adjusted to account for schools without a corresponding geographic region.
  - **Consortia:** Each LEA is eligible to receive these funds directly, or they may choose to pool their funds in consortia of LEAs. LEAs are no longer required to join regional consortia.
  - **Middle Schools:** LEAs will be eligible to use up to 10% of their Perkins allocation for career exploration activities and programs in grades 5 to 8. The primary objective of these allocations should be career exploration programming that helps middle school students identify which career fields and CTE programs interest them.
  - **Non-instructional expenses:** RIDE may set a cap for the allowable percentage of Perkins funds spent for non-instructional expenses.
- **Postsecondary Formula Grants:** As the only public, two-year degree-granting institution in Rhode Island, CCRI is the only eligible entity to receive postsecondary formula grants.
  - A portion of funding each year may be dedicated to ensuring coordinated **communication** strategies for schools, students, and families' awareness of opportunities. A portion of funding each year may be dedicated to **aligning** academic content requirements between high school CTE programs and corresponding postsecondary programs.

### RESERVE FUNDS

Over the next three years, RIDE will increase the amount of Reserve Funds from 9% up to 15% of the total Formula Grants allocation. Reserve Funds will be allocated 75% to secondary programs and 25% to postsecondary programs. RIDE will award these grants on a competitive basis, and all grantees will be required to report on student outcomes to RIDE. These grant programs replace the previous Vocational Training for Adults (VTA) and Secondary to Postsecondary Articulation for Technology Education (SPATE) programs.

- **Equity Grants:** High schools may apply for these funds to address access, participation, or performance gaps of specific student subgroups in CTE programs in GWB priority sectors. To be eligible, applicants must identify the gap, complete a root cause analysis, and propose programmatic and/or policy solutions to address the identified root cause.
- **Career Exploration Grants:** Middle and high schools may apply for these funds to help middle school students learn about possible careers and high school CTE programs. All applicants must have an industry partner, connect programming to students' Individual Learning Plan (ILP), and integrate career exploration curriculum into core content classes.
- **CTE Teacher Grants:** High schools may apply for these funds to defray the costs of certifying and training CTE teachers.
- **Postsecondary Partnership Grants:** Public and private postsecondary institutions in Rhode Island may apply for these funds to support programs that allow high school students to earn transcribed, portable credits that prepare students for careers.

### LEADERSHIP & ADMINISTRATIVE FUNDS

- The percent of Perkins funds allocated for Leadership and Administrative Funds will remain at 15% of total Perkins funding.
- RIDE will use a portion of these funds for the support of **incarcerated youth and adults** in earning industry-recognized credentials, and increasing access and participation in CTE programs among **special populations**, as required by the US Department of Education. RIDE will also use these funds for **RIDE** staffing, technical assistance, and administrative costs.
- **Career and Technical Student Organizations (CTSOs)** are effective at improving the career readiness of students, and RIDE believes they are particularly impactful when directly managed by schools and aligned to their programs. Therefore, RIDE will provide the funds for CTSOs directly to LEAs for their decision-making, rather than having RIDE manage the relationships. The CTSO Allocation will remain at 15% of Leadership Funds, but will now be distributed directly to LEAs using the same funding formula as Secondary Formula Grants.