Rhode Island Perkins V Plan

Strengthening Career and Technical Education for the 21st Century

RIDE Rhode Island Department of Education

Rhode Island's Perkins V State Plan

Strengthening Career and Technical Education for the 21st Century Act

Approved by U.S. Department of Education
June 26, 2020

U. S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan

I. COVER PAGE

A. State Name: Rhode Island

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:

Rhode Island Council of Elementary and Secondary Education

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.

1. Name: Spencer Sherman
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D. Individual serving as the State Director for Career and Technical Education:

☐ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

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A. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

☒ 1-Year Transition Plan (FY2019 only)
☐ State Plan (FY 2019-23)

B. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

☒ State Plan (FY 2020-23)
☐ State Plan Revisions, FY 2020
☐ State Plan Revisions, FY 2021
☐ State Plan Revisions, FY 2022
☐ State Plan Revisions, FY 2023

C. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

☐ Yes
☒ No

D. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):[5]

☒ Yes (*If yes, please indicate year of submission: FY 2020*

☐ No

E. Governor's Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below):*

Date Governor was sent State Plan for signature:
March 14, 2020

☒ The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.

☐ The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

F. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) Spencer Sherman	Telephone: (401) 222-8484
Signature of Authorized Representative	Date:

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Glossary of Key Terms & Abbreviations

- AP – Advanced Placement
- CCRI – Community College of Rhode Island
- CLNA – Comprehensive Local Needs Assessment
- CTE – Career and Technical Education
- CTE Board – Career and Technical Education Board of Trustees
- CTSO – Career and Technical Student Organization
- DLT – Department of Labor and Training
- GO – Governor's Office
- GWB – Governor's Workforce Board
- ELL – English Language Learner
- ESSA – Every Student Succeeds Act
- FY – Fiscal Year
- ILP – Individual Learning Plan
- LEA – Local Education Agency
- OPC – Office of the Postsecondary Commissioner
- PD – Professional Development
- Perkins V – The Strengthening Career and Technical Education for the 21st Century Act
- PrepareRI – Prepare Rhode Island
- RIDE – Rhode Island Department of Elementary and Secondary Education
- WBL – Work-Based Learning
- WIB – Workforce Investment Board (WIB)
- WIOA – Workforce Innovation and Opportunity Act

II. Narrative Descriptions

II.A. Plan Development and Consultation

II.A.1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V and as provided in Text Box 1 on the following page.

In the summer of 2019, RIDE and the Career and Technical Education Board of Trustees (CTE Board) hosted seven stakeholder meetings totaling over 20 hours of in-person discussion with diverse groups of stakeholders, including specific invitations to each of the representatives of stakeholder groups named in section 122(c)(2) of Perkins V.

Key Questions

These meetings were organized around RI's established key questions for the State Plan development, as outlined in Rhode Island's FY20 transition plan:

- **State Alignment:** How can Rhode Island align its PK-20 workforce development initiatives? This includes, but is not limited to, aligning Prepare Rhode Island (PrepareRI) to career and technical education (CTE) and the needs of Rhode Island's employers.
- **Secondary to Postsecondary Transition:** How can Rhode Island increase alignment between secondary and postsecondary CTE programs, particularly the Perkins-grant-eligible Community College of Rhode Island?
- **Middle School:** How can and should Rhode Island increase career awareness, exploration, and programming in our earlier grades?
- **Funding:** How can Rhode Island strengthen our Perkins grant distribution models and leverage additional sources of funding to align with state goals for CTE and meet employer needs, as established by the CTE Board?
- **Equity:** How can Rhode Island increase the participation and outcomes of underrepresented student groups in CTE programs?
- **Careers in Priority Sectors:** How should Rhode Island's CTE system prepare students for the future of work and recognize high-skill, high-growth industries, emerging industries, and industries that are not identified as either?
- **Measuring Program Success:** How can Rhode Island continue to improve upon our system to hold our state and grantees accountable for ensuring students are graduating

high school and postsecondary institutions prepared for career success and ready to meet the needs of industry?

Stakeholder Meetings

RIDE and the CTE Board hosted seven meetings across the state to engage as many stakeholders as possible and to provide multiple opportunities for feedback as the state plan continued to evolve. Meetings were held over the course of four months (June - October 2019) and throughout the planning process to ensure stakeholder feedback was integral to the plan's development. These meetings were advertised in the Commissioner's Field Memo and the PrepareRI Newsletter—which collectively reach over 23,100 people—and through direct communication with CTE programs.

The schedule and meeting topics were:

- June 27: Introduction to the Planning Process & Application Guidelines
- July 11: Secondary Programs
- July 18: Postsecondary Programs
- August 22: Academic & Workforce Readiness
- August 29: Funding Sources, Part 1
- September 12: Funding Sources, Part 2
- October 3: Presentation of Draft Plan (focusing on program requirements, measuring success, and funding sources)

Attendees represented a variety of stakeholder groups, including district and school leadership, CTE centers, community and industry partners, as well as business leaders and members of the CTE Board. Materials were sent via email to everyone who had signed up to receive Perkins V notifications, in case they were not able to attend.

Each meeting began with introductory remarks, including "partnership spotlights" of successful partnerships between industry and schools. These spotlights helped to highlight exemplary models that other schools could replicate and shine a light on successes from the field. They also provided an opportunity for employers to articulate their support for CTE and to share their future workforce needs.

Half of each meeting was a background presentation. Representatives from RIDE provided a summary of the key information needed to make the policy decision under discussion. This

usually included a summary of existing policies, relevant outside federal or state policies, and data on the current landscape.

After the background section, RIDE presented the key policy question and a set of policy options. For example, the question for one meeting was "How should RIDE distribute Perkins funds to schools and districts?" and the policy options included different approaches to using consortia to receive Perkins funds.

After these presentations, the second half of the meeting was organized around small-group policy discussions. Attendees were broken into small groups with a facilitator, and discussed the policy question and options presented. The facilitators took detailed notes, which were then compiled and tallied. This included qualitative feedback as well as rating each policy option from "Strongly Disagree" to "Strongly Agree." The meeting structure was designed to maximize attendee participation with the use of both large group presentations and facilitated small group feedback sessions. The structure allowed time for attendees to provide feedback in small groups, providing for space for multiple voices to be heard.

After each meeting, RIDE compiled feedback from the small group discussion and surveys. This information was used to revise the policy recommendation in the State Plan. This recommendation was then presented at the subsequent stakeholder meeting and incorporated into the State Plan draft.

Incorporating Feedback

In addition to the stakeholder meetings described above, RIDE released six surveys throughout the summer focusing on key policy questions and proposals aligned to the questions above. These surveys were released statewide after each stakeholder meeting. The results of each survey were then shared at the subsequent stakeholder meeting.

Feedback from the plan was debriefed during weekly meetings of the PrepareRI Core Team, which consists of representatives of the Rhode Island agencies responsible for state education and workforce strategy, including: the Rhode Island Department of Elementary and Secondary Education (RIDE), Governor's Workforce Board (GWB), Department of Labor and Training (DLT), Rhode Island Commerce, Governor's Office, Office of the Postsecondary Commissioner (OPC), and Community College of Rhode Island (CCRI). These meetings also facilitated the coordination of alignment between the development of the Perkins Plan and the Workforce Innovation and Opportunity Act (WIOA) Plan.

The plan was presented and discussed at monthly CTE Board meetings, from September 2019 through February 2020. The CTE Board consists of representatives from private industry, labor,

trade associations, government, K-12 schools, RIDE, postsecondary, adult education, economic development, and the Governor's Workforce Board. RIDE solicited feedback from members of the Board to revise the plan.

Including the in-person meetings and surveys, Rhode Island gathered and analyzed over 5,000 feedback statements to inform the development of the draft plan. Data shows that respondents included representatives of all stakeholder groups named in the Perkins consultation list.

To make it easier for all stakeholders to understand the key changes in the Perkins plan, RIDE created a two-page summary of the major changes under Perkins V. This document was posted on the RIDE website, and sent out to the field in both the Commissioner's Field Memo (which goes out to more than 21,000 people across the state, including all superintendents, principals, and teachers) and the PrepareRI newsletter (which goes out to 1,166 people across the state, including leaders from schools, businesses, and non-profits).

CTE Board Endorsement

The plan was also discussed at the monthly meetings of the CTE Board. The plan was formally endorsed by the CTE Board on February 7, 2020.

Public Comment

Following the development of the draft plan, RIDE released the plan for a formal public comment period of 30 days. During this time, RIDE held two formal public comment sessions with 14 participants and collected nine online survey responses. Most CTE stakeholders that talked with RIDE during this period said that they already knew the plan and had shared their feedback during the stakeholder meetings and CTE Board meetings, and they therefore felt no need to add formal public comment. Upon closing the public comment session, RIDE analyzed the comments and made some clarifications to the plan to address the feedback received.

The plan was provided to the Governor for her review and endorsement on March 14, 2020. The Governor's letter of endorsement can be found as Appendix A.

II.A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency 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, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V).

RIDE serves as the administrative entity for Perkins secondary, postsecondary, and adult education. RIDE serves as the primary policy-making entity for all these areas. Therefore, the State Plan does not require consultation with any other state agency in the areas of adult, postsecondary, and adult education. Nonetheless, RIDE included the Governor's Workforce Board (GWB), the Office of Postsecondary Commissioner, the Community College of Rhode Island (CCRI), and the Governor's Office in the ongoing refinements of the plan, through the weekly PrepareRI Core Team meetings. RIDE has also coordinated with the CTE Board, as it has statutory responsibilities related to CTE.

II.A.3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Following the development of the draft plan, RIDE released the plan for a formal public comment period of 30 days. During this time, RIDE and the CTE Board of Trustees hosted two formal public comment sessions to summarize the changes in the state plan, and received feedback. The public comment sessions had 14 attendees who shared zero responses. (Most CTE staff and attendees at the sessions noted that they were already familiar with the plan from the stakeholder engagement sessions and the CTE Board presentations on Perkins V.) RIDE also administered an online survey with nine responses.

Key takeaways from those sessions were shared at the following CTE Board meetings, PrepareRI Core Team meetings, and have been incorporated into the final state plan. Most of the online survey responses voiced concern about admissions policies for some CTE programs creating equity gaps in access to the programs. This Perkins V plan addresses those concerns by requiring CTE programs to report their admissions policies to RIDE, as well as data on the

admissions patterns of students in the programs. If there is evidence of a disproportionate impact on student subpopulations, then RIDE will work with programs to close those equity gaps.

II.B. Program Administration and Implementation

II.B.1. State's Vision for Education and Workforce Development

II.B.1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

CTE Board of Trustees

The Rhode Island CTE Board of Trustees (CTE Board) is a statutorily-created board that establishes policies and provides oversight to Rhode Island's CTE programs and the use of state and federal resources related to CTE.

The CTE Board was created by Rhode Island General Law 16-53 in 2014 to oversee an integrated and efficient CTE system in Rhode Island that is aligned to the real needs of Rhode Island's industries and economy. Members of the Board are appointed by the governor, and seats are reserved for state leaders from industry, government, and labor. The CTE Board holds public meetings on a regular basis to ensure that all stakeholders in the CTE landscape are fulfilling the state's commitment to prepare all students for success in college and career.

The CTE Board oversees a number of statewide Industry Advisories, organized around specific industry sector. The specific industry sectors correspond to the US Department of Education's Career Clusters. Each of these advisories is composed of representatives from K-12 schools, industry, and postsecondary; the advisories are chaired by a representative from industry and education. Starting in 2016, these advisories began developing new, more rigorous, career-specific CTE program standards. CTE Board program standards are developed in the Industry Advisories, approved by the CTE Board, and adopted by RIDE. The CTE Board has approved over 50 program standards in all 16 clusters, including Priority Sectors. (See page 40 for a full discussion of Priority Sectors.) Each CTE Board Standard requires that students earn:

- **Academic skills.** All of the CTE Board Standards include requirements for both academic coursework and technical coursework. The CTE Board recognized that students cannot be career-ready if they do not have academic skills. Proficiency in reading, writing, math, and other subjects are foundational to both college and career success. All of

these academic skills are also connected to relevant majors at Rhode Island's postsecondary institutions.

- **Industry-recognized credentials and/or college credit**. The decision about what counts as an "industry-recognized credential" is made by industry representatives and is formally adopted by the CTE Board. This ensures Rhode Island's CTE programs are meeting the specific needs of actual Rhode Island employers. The credentials of value also align with Rhode Island's WIOA plan and the state's overall credentials system.
- **Coursework and curriculum.** The CTE Board Standards outline approved curricula or course sequences that help students earn the industry-recognized credentials and college credit described above.
- **Work-based learning.** The CTE Board Standards may include work-based learning requirements. These standards outline the specific needs of employers in that career field. These career field standards build upon the minimum criteria set by the Governor's Workforce Board, but provide more rigorous requirements and detail relevant to the specific industry.
- **Employability skills.** Recognizing that employability skills are essential to students' success in the workplace, the CTE Board Standards will clarify the specific skills that students should be developing for the workplace.

Collectively, these CTE Board Standards are written by schools and employers, with a goal of schools meeting the needs of employers. All CTE programs must demonstrate their alignment to these standards and report out annually on their students' achievement of the culminating credentials. All CTE Board Standards are posted on the RIDE CTE website.

According to statute, the CTE Board has 15 members, allocated in the following manner:

- Nine individuals who are representative of the private employment sector:
    - Five representatives of business, industry, and agriculture:
        - Two members who are representatives of general business concerns
        - One member who is a representative of small business concerns
        - One member who is a private sector member of the governor's workforce board, or the Rhode Island workforce investment board, or state job training coordinating council (established pursuant to section 122 of the Job Training Partnership Act, 29 U.S.C. § 1532)
        - One member who is a representative of the CTE Trust
    - Two members who are representatives of labor organizations, one of whom

must be a career and technical teacher
    - Two members from trade associations representing employers in the state
- Five individuals who are representative of secondary and postsecondary educational institutions, including:
    - One member who is a representative of the Rhode Island School Superintendents Association
    - One member who is a representative or the director of career and technical education programs and/or facilities
    - The commissioner of elementary and secondary education, or his/her designee
    - The commissioner of higher education, or his/her designee
    - One member who is a representative of adult education and skills training
- The secretary of commerce or his/her designee shall be the fifteenth (15th) member ex officio

State-Approved CTE Programs

CTE in Rhode Island is designed for individuals who are interested in entering the workforce or are preparing for careers and want to take advantage of postsecondary education and training opportunities. With more than ten regional centers, 54 comprehensive high schools, charter schools, postsecondary institutions and adult programs in the network, Rhode Island learners have unprecedented access to a broad array of educational programs.

CTE programs are required to:

- Align to a set of industry-specific career program standards established by the CTE Board
- Include a series of at least three non-duplicative courses, including academic coursework
- Include work-based learning experience for every student aligned to Governor's Workforce Board Guidance and, as applicable, any CTE Board work-based learning standards
- Allow students to earn "culminating credential" of an industry-recognized credential and/or postsecondary credit, as established by the CTE Board
- Help students develop employability skills

Since 2014, the number of CTE programs in the state of Rhode Island has increased from 70 to 226 (280% growth).

Under Rhode Island's CTE Regulations, passed in 2012, students may attend any CTE program in the state, regardless of their home district. This open enrollment policy ensures that 100% of high school students have access to CTE programming in a Priority Sector.

P-TECH

Pathways in Technology Early College High School (P-TECH) offers high school students the opportunity to earn an associate degree while in high school. The P-TECH initiative, based upon IBM's successful grade 9-14 model, helps Rhode Island's high school students prepare and train today for the jobs of tomorrow.

Through collaboration between the state, school districts, the Community College of Rhode Island, and Rhode Island employers, the initial P-TECH programs opened at three high schools (Rogers High School in Newport, Providence Career and Technical Academy, and Westerly High School) in 2016. Two more P-TECH programs launched in fall 2017 at North Providence High School and Woonsocket Area Career and Technical Center. A vital aspect of the P-TECH model involves aligning high school and college coursework to employer needs, creating internships that prepare students to succeed in college and career, and industry mentorship. In 2019, Rhode Island Commerce announced the development of a Center for Advanced Manufacturing at William M. Davies, Jr. Career and Technical High School in Lincoln that is incorporating the key elements of the P-TECH model.

PrepareRI

Rhode Island has created an integrated and aligned statewide system to prepare all students for success in college and career. This umbrella initiative is called Prepare Rhode Island (PrepareRI). PrepareRI launched in 2017, based on a multi-year, interagency PrepareRI Action Plan written jointly by the Governor's Office, the Rhode Island Department of Education, the Governor's Workforce Board, the Office of the Postsecondary Commissioner, and Rhode Island Commerce.

Prepare Rhode Island is one of the most ambitious plans in the nation to improve career readiness. It represents a strategic partnership between the Rhode Island government, private industry leaders, the public education system, universities, and non-profits across the state.

The initiative was built on the belief that all young people – regardless of their background or intended career – will need some form of postsecondary credential and work experience. The

goals for the PrepareRI initiative parallel the goals of the Rhode Island CTE Board of Trustees (CTE Board).

Governor's Workforce Board (GWB)

The Rhode Island Governor's Workforce Board (GWB) is the governing body charged with the continuous improvement of the workforce system and oversight of Workforce Innovation and Opportunity Act (WIOA) funds and programs. GWB's Board consists of industry leaders from across the state who are appointed by the Governor to oversee workforce development activities statewide. Local Workforce Investment Boards (WIBs) fall under the auspices of GWB, which is part of the PrepareRI umbrella. GWB also has a seat on the CTE Board to further ensure alignment between the CTE Board and the workforce investment boards.

State Initiatives to Increase Career Readiness

Internship Program

Part of PrepareRI's approach has been to work with a Statewide Career Readiness Intermediary to form a bridge between businesses and schools. The organization that won the contract for this intermediary role, Skills for Rhode Island's Future, designed and implemented a summer internship program. Starting in summer 2018, the PrepareRI Internship Program began placing Rhode Island high school juniors in paid summer internships with the state's top employers in a range of industries. Through a partnership with a local college, students also earn college credit for completing the internship.

The internship program benefits both students and industry. For students, the internships prepare youth with the skills they need to pursue meaningful, fulfilling futures through professional skills training, on-the-job experience, and connections to adult mentors who can help them achieve their career goals. For employers, the internships help diversify their workforce and build a strong pipeline of young, skilled workers who can keep Rhode Island's future economy vibrant and strong.

The PrepareRI Internship Program has seen tremendous growth, interest and success from both students and employers. In the second year of the program (2019), over 10% of all 11th grade students in the state applied. This level of interest is partially the result of an intensive recruitment and awareness campaign from Skills for Rhode Island Future, which placed an emphasis on recruiting students of color and students attending schools with high poverty rates. In 2019, over 326 students were accepted to the program and completed all requirements. Rhode Island plans on continuing to expand the PrepareRI Internship Program in coming years.

Computer Science for Rhode Island

Computer Science for Rhode Island (CS4RI) is among the most comprehensive statewide computer science initiatives in the country. CS4RI uses a coalition approach by combining national initiatives with local expertise to increase and broaden participation in quality computer science education and professional development. This ensures that computer science learning opportunities and access are available to all Rhode Island students in the years ahead.

In 2015, prior to the launch of CS4RI, only 1% of Rhode Island high school students enrolled in Computer Science (CS) courses and 42 students took the Advanced Placement Computer Science exam. No students of color passed. Today Rhode Island is proud to be among the national leaders in CS education with CS offered in 100% of its school districts and every school in the state participating in CS4RI. Many of these CS programs are state-approved programs, and RIDE aims to increase that number.

Through this effort, Rhode Island has seen record adoption of new CS programs in schools around the state, tripled the number of AP programs, and achieved more than a 500% increase in the number of students taking an AP CS exam since 2015. CS4RI has trained more than 940 educators through free, high-quality CS professional development programs, and empowered students to earn more than 2,500 computer science college credits while still in high school at no cost to the students. 18 out of 32 districts have students taking Computer Science related Concurrent or Dual Enrollment Courses through the University of Rhode Island; of those eighteen districts, eight (44%) are urban districts.

On an annual basis, the CS4RI Summit brings together over 2,000 high school and college students, industry professionals, training providers, and community members to showcase projects, research, education, and career opportunities related to computer science and technology. The goal is to excite students from across Rhode Island with the varied educational and career opportunities that result from studying computer science.

PrepareRI Dual Enrollment Fund

Rhode Island is committed to supporting students in taking college courses to earn credit while still in high school. In 2013, the Rhode Island General Assembly passed legislation (RIGL 16-100) that called for the adoption of a statewide policy for dual enrollment that allows students to take college courses to earn credit at both the secondary school and the higher education institution. Subsequently, the Board of Education adopted regulations in April of 2015 that provide all qualified Rhode Island high school students access to college level coursework while still in high school.

The PrepareRI Dual Enrollment Fund allows any public high school student to access dual enrollment courses with University of Rhode Island (URI), Rhode Island College (RIC), and Community College of Rhode Island (CCRI) at no cost to the student or their family. Each public college has both concurrent and dual enrollment opportunities available to students covered by the PrepareRI Dual Enrollment Fund, but each school has different names for their respective programs.

Students can access college-level courses in two ways by taking:

- **Concurrent enrollment courses at their high school:** these courses are the same courses that are taught at the college but are approved to be taught at the high school, by the high school teacher.
- **Dual enrollment courses at the institution's campus:** these courses are part of the institution's regular schedule and are taught by a college professor.

Apprenticeships

Rhode Island has two comprehensive apprenticeship programs, the PrepareRI Youth Apprenticeship program (PRIYA) and Propel America (Propel).

PRIYA is an opportunity for high school seniors to earn while they learn, embarking on a specific career pathway while still in high school. Career pathways available for the 2019-2020 school year include: Pharmacy Technician, Medical Assistant, Process Technologist, and Horticultural and Landscape Technician. PRIYA students are high school seniors that enroll full-time at the Community College of Rhode Island (CCRI), through its Running Start program. Students work part-time, take classes that directly relate to their employment experience, and work closely with their employer and CCRI to coordinate the beginning of a career path while still in high school. Each employer partner works closely with CCRI staff to coordinate touchpoints to CCRI coursework and guidance to and through associate degree programs that directly link to the student's work and career development. Employers are committed to offering flexible scheduling that allows a student to continue working after high school, while a student is working towards a degree at CCRI through the Rhode Island Running Start or enrichment programs.

Propel America (Propel) is a national nonprofit that helps young adults go from high school into a strong career and higher education within one year of high school graduation. Propel connects high schools, job-training organizations, community colleges, and local employers to build a clear path forward for students. Propel is only available to second semester seniors that are due to graduate in the spring.

Individual Learning Plans (ILPs)

As part of RIDE's strategy to prepare every student for college and career, every child in Rhode Island in grades 6-12 is now required to have an Individual Learning Plan (ILP). The ILP is a student-directed planning and monitoring tool that customizes learning opportunities throughout students' secondary school experiences, broadens their perspectives, and supports the attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college-level programming), transition placements, and other learning experiences both in and out of school. This information produces a thoughtful program of study leading to proficiency for graduation and postsecondary experiences.

The ILP is more than a repository of information about a student; it is a dynamic tool that maps academic plans, and reflects each student's unique set of interests, needs, learning goals and graduation requirements. The ILP process engages all students in a way that advances goal setting, decision-making, and self-advocacy skills that support their lifelong learning.

To support the implementation of ILPs RIDE has:

- Created an ILP framework, adoption toolkit, and school adoption success plan
- Created a menu of state approved ILP platform vendors and provides increased support and training for counselors
- Expanded career exploration programming in middle schools through grants, partnerships with quality curriculum providers, and career fairs
- Hosted the Junior Achievement career fair, which supported nearly 50% of Rhode Island's 8th graders

Career Exploration Grants

PrepareRI has developed the Career Exploration Grant program to support schools in implementing strong career awareness programs beginning in middle school. The grants are intended to accelerate the integration of career exploration activities with existing learning experiences in middle school to help expose students to careers in Priority Sectors. Career Exploration Grants require a partnership between middle schools and industry. In 2019, 18 schools received this grant and are benefiting from ongoing support provided by RIDE and the CTE Board.

For a more detailed discussion of Career Exploration Grants see Section II.C.2.a on page 66.

School Report Cards: Postsecondary Success Index

RIDE values transparency and believes that education data should be as accessible and easy-to-understand as possible.

In 2018, as part of the state's updated system of school accountability under the Every Student Succeeds Act (ESSA), the federal education law, Rhode Island created a new and user-friendly Report Card platform that makes it easier than ever for students, educators, and families to understand how their school community is performing. The Report Card platform displays a range of education data, including student performance, school-level spending, and the results of the state's annual school climate and culture survey (called SurveyWorks).

In 2019, RIDE released new two measures for high schools, collectively called "Diploma Plus." The name refers to the fact that, in today's economy, students need to graduate with a diploma *plus* additional credentials and specialization. One of the Diploma Plus metrics, called the Postsecondary Success Index, measures how many students graduate with industry-recognized credentials (as defined by the CTE Board) and/or college credit. This index provides schools with a clear incentive to improve their students' career readiness through CTE.

PrepareRI Ambassadors

The PrepareRI Ambassadors are a select group of education leaders who use their expertise, knowledge, and connections to advance PrepareRI's goal of building career pathways for all Rhode Island youth. The Ambassadors have diverse backgrounds, and may be currently working as a superintendent, district administrator, principal, school administrator, teacher, college professor or administrator, community leader, or any other position related to youth career pathways. They have supported RIDE and the CTE Board in understanding the needs of our schools as they advise on the development of policies including work-based learning, subcommittee standards, and teacher certification. Ambassadors continue to work full-time in their previous roles, but commit five hours per week to their Ambassadorship and receive a small stipend.

Ambassadors advance PrepareRI's goals in three key ways. First, the Ambassadors create a toolkit that helps stakeholders in the state implement some component of the PrepareRI Action Plan. Second, the Ambassadors serve as policy advisors, leveraging their expertise to provide feedback and insights to PrepareRI's core team and their fellow ambassadors. Third, Ambassadors are spokespeople for PrepareRI, spreading the goals of PrepareRI through their professional networks, and validating the importance of PrepareRI through their endorsement and participation.

II.B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

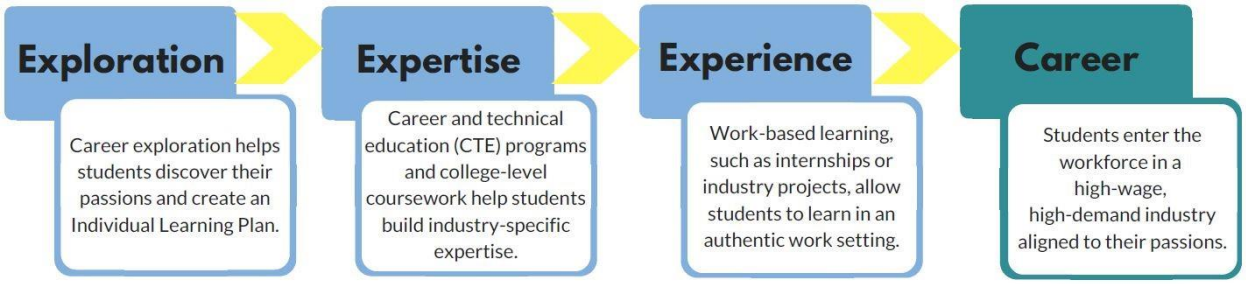
Governor's Vision

In her 2019 Inaugural Address, Governor Raimondo declared: "We won't stop until every Rhode Islander has a shot at a good paying job. Our world is changing so quickly. This change requires all of us to be lifelong learners. No matter who you are, where you come from or what point you're at in your career, you deserve access to job training, an apprenticeship, and education that will help you get ahead in whatever field you choose." The Governor's challenge envisions a Rhode Island where individuals from all income and skill levels, no matter their present circumstance, can rise up the career ladder and improve the economic circumstances for themselves and their families. In the process, Rhode Island employers receive a distinct competitive advantage in the form of a vibrant and talented labor market from which they can draw.

PrepareRI is the structure Governor Raimondo has used to advance this vision. Stated succinctly, the mission of PrepareRI is to:

Prepare all Rhode Island students for success in college and career

PrepareRI is built around a four-stage process of workforce preparation for all students:



1. **Career exploration:** Starting no later than 6th grade, students explore a variety of different industries and job sectors to discover their passions. Students then work with a school counselor (or other faculty member) to create an Individual Learning Plan (ILP), which becomes a roadmap to their future career.

2. **Expertise:** Starting in high school, students build expertise and content knowledge in their specific career field of interest. Students learn through CTE programs and college-level coursework aligned to real-world requirements of their future career.
3. **Experience:** While skills and knowledge gained in the classroom is important, true mastery involves students applying their skills in the real world of work. All high school students should participate in a rigorous work-based learning experience, such as internships, apprenticeships, industry projects, service learning, or school-based enterprises.
4. **Career:** Following high school or postsecondary (depending on the career field), students enter the workforce in a high-wage, high-demand industry aligned to their passions.

Goals

The CTE Board has partnered with RIDE to develop long-term goals for CTE. The CTE Board is the driver of creating standards and providing program oversight to ensure students will be prepared to meet the current and future needs of industry, and grow the state's economy.

In order to fulfill this mission, the following goals have been developed based on the labor and economic conditions of our state, future needs of industries, and the strengths of the workforce network. All programs within the state workforce network have committed to these goals, each playing their own respective role within the larger mission. Attaining these goals will not be possible without making significant strides in services to all students, including youth and individuals with barriers to employment. Collectively, these goals create a focus on guiding all Rhode Islanders towards success in the state's economy.

The long-term goal for Rhode Island's CTE programs is for Rhode Island youth to have a job, be enrolled in an educational program, or enlist in the military within six months of graduation.

CTE Programs' Role in Preparing a Skilled Workforce

To achieve the state's long-term goals, CTE programs will:

1. Align to Rhode Island's **Priority Sectors** and emerging industries, wherever possible, to prepare students for the future Rhode Island economy
2. Provide students with the **core academic skills** needed for college and career success
3. Allow students to earn **college credits and/or an industry-recognized credentials** of value
4. Provide students with access to high-quality, rigorous **work-based learning** experiences that include the development of identified employability skills that meet the CTE Board

Standards

5. Connect to **career exploration** programming in middle schools and students' Individual Learning Plans (ILPs) with a focus on awareness of Priority Sectors and emerging industries
6. Use **data-driven decision-making**, with the oversight and collaboration of the CTE Board and RIDE
7. **Align and leverage funding** sources to ensure the quality and growth of CTE programming
8. Build a pipeline of **qualified CTE teachers**, and continuously improve the practice of the existing teacher workforce through professional learning

RIDE's Office of College and Career Readiness (OCCR) achieves these goals by defining core values and using them to guide how the office operates and makes decisions. OCCR is guided by these four core values:

- **Equity:** We value diversity, and provide whatever supports are needed to help all people achieve excellence.
- **Learning:** We are always hungry to do better, and constantly seek out new opportunities for growth.
- **Results:** We are unwavering in our goals, but flexible in our approach.
- **Partnership:** We break down barriers so we can go further together.

Equity is a foundational value of RIDE and the CTE Board. Our CTE system is based on the belief that <u>all</u> students will be prepared for college and career success. Students from special populations will succeed when provided with the necessary resources and supports. It is the state's responsibility to provide those resources and supports to help all of Rhode Island's students thrive in the state's economy.

II.B.1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

CTE Board of Trustees

The Board of Trustees is an employer-majority board responsible for ensuring a comprehensive and coordinated career and technical education system within the state. The 15-member board includes representatives from the private sector, K-12 education, postsecondary education, workforce boards, and economic development agencies.

For more information on the CTE Board, see Section II.B.1.a on page 13. For more information on how the CTE Board sets standards for CTE programs, see section II.B.2.a on page 31.

CTE Statewide Industry Advisories

The CTE Board oversees a number of statewide Industry Advisories, organized around specific industry sectors, which correspond to US ED Career Clusters. Each of these advisories is composed of representatives from schools and industry, and are chaired by a representative from industry and education. For more information on the statewide Industry Advisories, see Section II.B.1.a on page 13.

Alignment to Priority Industry Sectors

Determining Priority Sectors involves expertise in economic modelling, analyzing labor market information, and surveying trends in the local economic landscape. RIDE and the CTE Board rely on the Rhode Island's Long-Term Economic Development Plan, required by state statute and overseen by Rhode Island Commerce, to make these determinations. RIDE and CTE Board, with the advice of the Governor's Workforce Board, maps the plan's Priority Sectors to specific fields in the CTE Board Standards.

RIDE and the CTE Board (including the related state agencies of the Governor's Office, Commerce, Office of Postsecondary Commissioner, and Governor's Workforce Board) work to ensure CTE programs in the state provide students with a breadth of offerings, but emphasize

growth in Priority Sectors. Priority Sectors are industry sectors that are high-skill and high-demand. Rhode Island's CTE system will prepare students for jobs that will provide a rewarding career that will grow over the course of their lifetimes.

For more information on the Priority Sector determination, please see section II.B.2.c.iii on page 40.

CTE Program Approval

Programs must demonstrate industry role in curriculum identification, and overall program endorsement, as part of the approval process. Through the program approval process, schools must provide letters of support from employers and assure ongoing industry involvement through advisory and work-based learning.

Programs must maintain industry relationships and ensure students complete work-based learning as part of each program. The growth of the CTE Industry Advisories has increased the presence of industry in all state programs and supporting schools by aligning programs to employer-identified skills. As identified in the state's WIOA industry and workforce analysis, employers have highlighted a need for all students to be prepared with employability skills and STEM-related skillsets. Program needs are validated through labor market information and student demand. RIDE, Governor's Workforce Board (GWB), and the CTE Board have identified and prioritized work-based learning as a primary strategy for ensuring all students are able to gain these critical employability skills.

Funding for CTE programs

In addition to federal Perkins dollars, RIDE further supports CTE programs with Rhode Island state CTE Categorical Funding. To encourage growth in Priority Sectors, starting in FY19, CTE Categorical Funds are only generated by, and used for, programs in Priority Sectors. Programs receiving CTE Categorical Funds will report on the use of their funds to RIDE and the CTE Board on a quarterly basis.

Statewide Action Plan

In 2016, Rhode Island developed an interagency PrepareRI Action Plan for education and workforce by 2020. The plan led to dramatic improvements in Rhode Island career preparation landscape.

Rhode Island is currently in the process of developing a new five-year plan, for 2020-2025. This plan is being developed to integrate and align directly with this Perkins V plan and the state's WIOA plan, all of which are being drafted together.

PrepareRI

Over the past five years, Rhode Island has worked to align priorities, resources, and processes across the state agencies responsible for economic and workforce development. To build on this work, Rhode Island has decided to submit the Rhode Island State Plan in the overall WIOA state plan. This will help to ensure continued coordination between the responsible agencies.

RIDE plans to continue a core inter-agency working group, known as the PrepareRI Core Team, which had been developed to facilitate inter-agency cooperation to build career pathways for all Rhode Island youth. This group is comprised of representatives from the following agencies:

- Governor's Office (GO)
- Department of Labor and Training (DLT)
- Governor's Workforce Board (GWB)
- RIDE
- Rhode Island Commerce
- Office of Postsecondary Commissioner (OPC)
- Community College of Rhode Island (CCRI)
- Other agencies and/or organizations that lead core programs or policies related to workforce readiness of RI students and adults

Starting in 2017, the PrepareRI Core Team began meeting weekly to leverage the collective power of the major players in Rhode Island's workforce development landscape around a common action plan. The Core Team establishes new strategic priorities, adopted from the long-term Action Plan, every six months and sets monthly benchmarks for expected progress. The Core Team tracks progress on those priorities during every meeting.

In addition to policy and program alignment, this group works to align resources including the coordination of related state and federal funds. This has led to a dramatic increase in programs supporting students' career readiness, as outlined in Section II.B.2.a on page 31.

Once a month, the PrepareRI Core Team provides updates to the leaders of the each of the agencies listed above. Members of this group include: the Commissioner of Elementary and Secondary Education, the Postsecondary Commissioner, the Director of the Department of Labor and Training, the Executive Director of the Governor's Workforce Board, and senior representatives of the Governor. Status updates are given through a conference call coupled

with a PowerPoint presentation. Important policy decisions and ways to continue to eliminate barriers for important stakeholders are also discussed during these meetings.

Given the success of the PrepareRI initiative, the Commissioner for RIDE has pushed for the idea of inter-agency teams as a best practice for similar initiatives. In December 2019, the state launched an Adult Education Interagency Core Team. This team is based on the PrepareRI model and brings together a similar group of agencies to better unite the state's efforts to prepare adults for jobs.

Workforce Development Legislation

The strength of the PrepareRI Core Team is that it brings together important stakeholders on a weekly basis, including most of the agencies that oversee workforce development legislation in Rhode Island. This legislation includes:

- RIDE
  - Strengthening Career & Technical Education for the 21st Century Act (Perkins V)
  - Adult Education and Family Literacy (WIOA Title II)
- Department of Labor and Training (DLT)
  - Adult (Title I)
  - Dislocated Worker (Title I)
  - Youth (Title I)
  - Wagner-Peyser (Wagner-Peyser Act, as amended by Title III)
  - Trade Adjustment Assistance for Workers Program (Chapter 2, Title II Trade Act); Jobs for Veterans State Grants (Title 38, Chapter 41)
  - Migrant and Seasonal Farmworker Program (Title I)
  - Senior Community Service Employment Program (Title V Older Americans Act)
- Department of Human Services (DHS)
  - Temporary Assistance for Needy Families (TANF) Program (42 U.S.C.)
  - Vocational Rehabilitation (Title I Rehabilitation, as amended by Title IV)

Governor's Workforce Board (GWB)

The Rhode Island Governor's Workforce Board (GWB) is the governing body charged with the continuous improvement of the workforce system and oversight of Workforce Innovation and Opportunity Act (WIOA) funds and programs. GWB ensures that the state workforce activities

are aligned with the efforts of economic development, education, workforce development, government, and business stakeholders at the local and state level. This multifaceted alignment of public and private stakeholders creates a workforce system that is demand-driven, flexible, and responsive to the needs of Rhode Islanders.

Governor's Workforce Board (GWB) Advisory Committees

RIDE relies on two specific advisory committees to provide input and guidance regarding CTE programs: the Education and Employment Advisory Committee (EEAC) and the Career Pathways Advisory Committee (CPAC).

EEAC is responsible for overseeing programs that ensure adults and out-of-school youth in/or approaching participation in the labor force have access and opportunity to obtain industry and/or postsecondary credentials, and jobs that provide living wages.

CPAC is responsible for overseeing the development and growth of career pathways that connect populations throughout the state with career opportunities. Central to this function is overseeing execution of the state's PrepareRI Action Plan to provide all youth K-24 with access to flexible and quality career pathways programming through high quality delivery models inclusive of, and beyond, traditional CTE. This includes monitoring the implementation of a mixed-delivery career pathways system and holding various parties accountable for outcomes.

RIDE makes it a priority to attend both committee meetings to provide input and support.

WIOA Planning

Weekly meetings of the PrepareRI Core Team facilitated the coordination of alignment between the development of the Perkins Plan and the Workforce Innovation and Opportunity Act (WIOA) Plan. The Core Team recognized an opportunity to align all policies affecting workforce development. This proactive approach will allow key agencies to serve more youth and adult learners in the state of Rhode Island. Youth with Alternative Learning Plans, as well as Opportunity Youth were taken into deep consideration when formulating both plans. (Opportunity Youth are defined as young people between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market.) Members of the PrepareRI Core Team were intentional about attending Stakeholder Engagement Sessions for both plans.

II.B.1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act. (Section 122(d)(7) of Perkins V)

Each year, Rhode Island will reserve up to 10% of the federal Perkins allocation for the following uses:

- Provide **technical assistance** to grant recipients including: the use of data for continuous improvement as measured by federal and state metrics; building, maintaining, and strengthening recipient partnerships with industry and community partners; and increasing alignment of policy and programs in support of secondary to postsecondary education transition. The exact amount dedicated to this each year may vary.
- Conduct **evaluations** of effectiveness of CTE-related technical assistance, policy, and/or programs implemented at the state or local level.
- Increase school buy-in and support of **Career and Technical Student Organizations (CTSOs)** by dedicating a portion of leadership funds earmarked for these organizations to be distributed to schools through the secondary formula.
- Develop, implement and maintain **centralized resources** to support student, family and community access to information regarding CTE opportunities, with a focus on ensuring this information is accessible to special populations.
- Provide funding and support to **incarcerated youth and adults** to receive industry-aligned career and technical education. Rhode Island will reserve at least 2% of its state allocation per Perkins law.

II.B.2. Implementing Career and Technical Education Programs and Programs of Study

II.B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V).

Industry-led development of CTE standards

Rhode Island, through the CTE Board of Trustees (CTE Board), has developed state standards for secondary programs within all 16 career clusters identified by the US Department of Education. These CTE Board Standards identify requirements for coursework, expected postsecondary outcomes (including a "culminating credential" of either industry credentials and/or postsecondary credits), work-based learning, and employability skills. The CTE Board Standards that have been approved by the CTE Board and adopted by RIDE can be found on the RIDE CTE website.

CTE Board Standards are developed by statewide CTE Board Advisories, subcommittees of the CTE Board that are organized around major industry sectors or career clusters. These Advisories are led by two co-chairs: one from industry and one from education. The CTE Board of Trustees voted in 2019 to add representatives from public institutions of higher education as non-voting members of the Board, and to add postsecondary co-chairs to the sector-specific subcommittees. This creates an additional line of continuous communication and collaboration between secondary and postsecondary eligible recipients. The intention of the CTE Board Advisories is to ensure that students graduate high school both college and career ready. The Advisory for each industry sector drafts the CTE Board Standards for career fields within that industry. Once finalized, these standards are presented to the full CTE Board for a vote. If approved by the CTE Board, the standards are sent to RIDE for implementation.

All CTE Board of Trustees Standards include the following components:

- CTE curriculum and coursework requirements, including at least a three-course, non-duplicative sequence
- Academic course requirements
- A "culminating credential" of an industry-recognized credential and/or postsecondary credit
- Work-based learning requirements aligned to the Governor's Workforce Board (GWB)

guidance, and any relevant CTE Board work-based learning standards

- Industry-specific labor market information, job outlook information, and occupations related to this career cluster
- Identification and development of relevant employability skills
- Any required teacher certifications, as identified by RIDE

Connecting secondary and postsecondary

Each of the secondary CTE programs is mapped to an aligned "Guided Pathway" at the Community College of Rhode Island (CCRI) and University of Rhode Island (URI). Guided Pathways are groups of majors at URI and CCRI, similar to career clusters.

RIDE has mapped the CTE Board Standards for secondary programs to postsecondary Guided Pathways, so all students can easily follow a CTE program of study that spans secondary and postsecondary.

II.B.2.b.i Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will promote continuous improvement in academic achievement and technical skill attainment;

Program Approval and Renewal

Secondary Programs

For secondary programs, RIDE and the CTE Board has established a program approval process in which programs may be approved for terms of up to five years. Components of the application include:

- Evidence of meeting the RIDE CTE Regulations from 2012
- Indicating which of the aforementioned CTE Board Standards the program will meet.
- Demonstrating industry involvement in the development of the program and courses.
- Identifying school-level personnel who will attend regular statewide CTE Board Advisory meetings pertaining to the program's sector.
- Identifying the teachers for the courses in the sequence, and providing evidence of

proper certification.

- Identifying intentional, coordinated alignment of academic, technical, and employability skills.
- Indicating how the program will collect and analyze disaggregated data to support continuous improvement and confirm their state reporting abilities for the state CTE Program accountability system.
- Identifying work-based learning experiences that all students will complete, and which meet GWB guidance and any CTE Board work-based learning standards.

RIDE reviews applications for new CTE programs, and presents its recommendations to the CTE Board for discussion and vote, which may include input from the CTE Advisories. RIDE issues official letters of approval to programs.

RIDE-approved CTE programs will be given an approval designation for up to five years and RIDE reserves the right to withdraw RIDE-approved designation if there are major changes in the structure of the program from what was originally approved, or if student outcomes are consistently not meeting expectations.

Postsecondary Programs

For postsecondary programs, programs will apply through an annual Perkins funding application in which they must demonstrate industry demand, alignment and credit contributions towards available degree programs, data collection mechanisms and processes for analyzing collected data for the purposes of continuous improvement. RIDE-approved CTE programs will be given an approval designation for up to five years, and RIDE reserves the right to withdraw RIDE-approved designation if there are major changes in the structure of the program from what was originally approved, or if student outcomes are consistently not meeting expectations.

CTE Program Report Cards

Beginning in 2019, RIDE began releasing CTE Program Report Cards. These report cards are modeled on the school-level Report Card RIDE releases under ESSA. The goal of the report cards is to provide more transparency and accountability for programs, allowing districts, schools, and families to make data-driven decisions about the quality of CTE programs in their community.

The CTE Program Report Card metrics were approved by the CTE Board in winter 2018. The metrics are:

1. Program Completion Rate
    a. This is Perkins metric 5S5
2. Graduation rate
    a. This is Perkins metric 1S1 and 1S3
3. Postsecondary outcome
    a. This is Perkins metric 3S1
    b. RIDE is also exploring the possibility of analyzing the post-program wage data for graduates, using the statewide longitudinal data system.
4. Equity
    a. Participation gap: difference in the percentage of students from each subgroup who are participants in the CTE program compared to their percentage among the entire school population.
    b. Completion gap: difference in the percentage of students from each subgroup who are *completers* (as defined in metric 5S5) in the CTE program compared to their percentage among the entire school population.

Professional Learning through CTE Board Industry Subcommittees

CTE Board Advisories meet, at a minimum, twice each academic year. During these meetings, the Advisories may: review overall program operations, identify or validate instructor professional development opportunities, propose any modifications to the CTE Board Standards in their industry cluster or develop a new career-specific standard for growth occupations or emerging industries.

II.B.2.b.ii Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will expand access to career and technical education for special populations.

Statewide Open Enrollment for CTE

Per the CTE Regulations passed in 2012 by Rhode Island's Council on Elementary and Secondary Education, all students shall have the right to request, from their resident Local Education Agency (LEA), access to a RIDE-approved career preparation program of their choice. This right of access shall be limited only by the following three conditions:

1. Availability of enrollment seats;
2. Geographic location; and,
3. Fair, equitable and reasonable admission standards.

Any student denied access to a career preparation program reserves the right of appeal through the policies and procedures managed by the LEA responsible for the denial of access.

Reporting on Admissions to CTE Programs

Local Education Agencies (LEAs) operating RIDE-approved CTE programs have the right to develop and employ appropriate program-specific admission criteria. All admission criteria should comply with all relevant state and federal civil rights laws and regulations. Admissions criteria should:

- Be clearly derived from the academic and instructional demands of the approved CTE program;
- Represent the minimum levels of student readiness so as to reasonably ensure student success in the CTE program;
- Adhere to all relevant RIDE-developed admissions standards; and,
- Not result in discriminatory admissions decisions.

LEAs that employ program-specific admission criteria should develop and implement an admissions policy that is formally adopted and made publicly available. The policy should include no less than (1) the admissions criteria used in the selection process; (2) the application process and continuing enrollment conditions; and (3) a review and appeal process for any student denied admissions to a RIDE approved CTE program.

To fill available seats, RIDE-approved CTE programs shall use a lottery process that fairly and equitably selects students from the entire pool of applicants meeting the minimum admissions standards. When applicable, LEAs shall retain the right to prioritize program enrollment for resident students.

Students denied access to a program based on the admissions process or admissions criteria reserve the right of appeal and the right to apply for another RIDE-approved CTE program of their choice.

Technical Assistance for Analyzing Data

Rhode Island will collect and analyze state and local program data, disaggregated by student subgroup. Recipients are required to review this data regularly for use in program improvement. Rhode Island will focus technical assistance on this analysis and program improvements in support of closing participation or performance gaps.

Expanding Access

RIDE is expanding access in a number of ways, including:

- Increasing marketing funds available to promote CTE opportunities;
- Launching a new Unified Enrollment Platform: This platform will provide students with the ability to enroll in different courses and programs available through RIDE in one centralized location; and
- Through Equity Grants: grants offered to CTE programs with the objective of closing participation or performance gaps. These grants require applicants to analyze program data, determine a root cause for any participation or performance gap by any student subgroup, and propose an actionable, sustainable solution for addressing the identified gap. Equity Grants are a way to ensure that programs are being designed with student access at the forefront.

II.B.2.b.iii Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V).

Rhode Island will support the inclusion of employability skills in CTE programs by:

- The CTE Board, through the CTE Advisories will create a **definition of employability skills**, and develop a process for measurement of employability skills that will be required for approved secondary CTE programs.
- Changing funding and management of **career and technical education student organizations (CTSOs)** from flat state grants to school-driven investments aligned to programs offered in each school. Rhode Island's program approval will ask schools to indicate if they are aligning CTSOs to programs, how they will integrate into program

curriculum and ensure program participation. Rhode Island sees strategic, aligned CTSOs as an opportunity for students to build employability skills. (See the funding section II.C.2.a. on page 66 for more information.)

- Ensuring that schools are utilizing comprehensive counseling programs, and in particular **Individual Learning Plans (ILP)**, to promote academic, career, and social emotional development. ILPs are required for all students beginning in sixth grade by the Council on Elementary and Secondary Education's Regulations Governing Secondary Education Environments. ILPs assist in guiding students in possible career paths, while empowering students to take the lead in their own growth.
- Including **work-based learning** as a statewide strategy for students to acquire employability skills. All students in CTE programs are required to meet the Governor's Workforce Board guidance and any relevant CTE Board work-based learning standards.
- Ensuring **postsecondary programs** identify ways that each program will integrate and assess employability skills.

II.B.2.c.i Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Unified Enrollment and Information System

While RIDE has an open enrollment policy for CTE programs within the state in Section II.B.1.a on page 15, students and families will only be able to take advantage of this policy if information on programs is easy to access and understand. With that in mind, Rhode Island will develop a centralized enrollment and information system. This tool will help students and families navigate the various programs available to them throughout the state.

Rhode Island has begun efforts to develop this during FY20, with plans to ultimately encompass all CTE, dual and concurrent enrollment, Advanced Course Network, Charter Schools and other opportunities in coming years. This system will include admission processes and enrollment procedures. In January 2020, RIDE issued an RFP for a vendor to fill this role.

Rhode Island will publish CTE Program Report Cards annually. These reports will help students and families make choices about the right opportunity for their needs, and will help schools to

determine gaps and needs for program improvement. See Section II.B.2.b.i, page 33 for more information about the CTE Program Report Cards.

Sharing Information with Schools

RIDE is employing multiple channels of communication with school and district personnel to ensure they have the information they need to run successful CTE programs. The structures for communication with schools include:

- CTE Board Meetings and Industry Advisories
    - The CTE Board holds public meetings on a regular basis to discuss matters of importance for CTE in the state. Industry Advisories meet to provide industry-sector specific information and discussions.
- Career Coordinators Network
    - RIDE organizes statewide monthly meetings with Career Coordinators to disseminate relevant information. The Career Coordinators are staff members at high schools who serve as liaisons between RIDE, school administrators, and students. Currently, nearly 90% of high schools in the state have identified a Career Coordinator.
- PrepareRI Newsletter and Commissioner's Field Memo
    - RIDE shares updates with people across the state, including all superintendents, principals, and teachers through the PrepareRI Newsletter (on a monthly basis) and the Commissioner's Field Memo (on a weekly basis).
- PrepareRI Ambassadors
    - This group of education and community leaders help to guide PrepareRI's implementation. They use their unique perspective and skills to advise the PrepareRI team, create resources and trainings to help their colleagues, and serve as spokespeople for the initiative.
- PrepareRI Summits
    - Educators and community influencers have an opportunity to gain professional development through PrepareRI Summits. Summits allow for the sharing of best practices, including the implementation toolkits developed by the PrepareRI Ambassadors.
- Employer groups
    - Employer groups, trade associations, chambers of commerce, and other related stakeholders will share information relevant to their members.

Career Exploration

Before students fully commit to a CTE program in a particular career field, they should explore the many different possible careers available to them.

RIDE has developed the Career Exploration Grant program to support schools in implementing strong career awareness programs, beginning in middle school, which connect schools and industries, particularly those in Priority Sectors and emerging industries. RIDE began a pilot program of the Career Exploration Grant program in 2019, and provided grants to 18 middle schools. Starting in FY21, the Career Exploration Grants will be offered annually, using Rhode Island's Perkins Reserve Fund.

RIDE is also developing a database of resources to support academic, career, and social emotional development and goal setting as it relates to comprehensive counseling programs and Individual Learning Plans. This tool is targeted for use by educators and administrators in middle and high schools.

II.B.2.c.ii. Describe how the eligible agency will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Participation in CTE Board Advisories

To facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study, Rhode Island requires all state-approved programs to designate school-level personnel to regularly participate in CTE Board Advisories. The advisories are tasked with developing program standards, continuous improvement of state program expectations, and continued alignment with industry expectations, including (but not limited to) work-based learning and employability skills. The CTE Board Advisories are also expected to promote best practices for teaching CTE in their career field.

II.B.2.c.iii. Describe how the eligible agency will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Using Data to Define Priority Sectors

Under Rhode Island General Legislation 42-64.17, the state of Rhode Island must develop a "long-term economic development vision and policy for the state of Rhode Island" every four years. This report, hereafter called the Long-Term Economic Development Plan, provides a detailed analysis of Rhode Island's economy, based on labor market information, historical data, and likely future trends. Rhode Island Commerce manages this report. This report identifies the high-skill, high-demand industry sectors (hereafter called "Priority Sectors") in the state of Rhode Island.

RIDE and the CTE Board, in partnership with Rhode Island Commerce, the Department of Labor, and the Governor's Workforce Board, identify which CTE Board Standards and career fields fall under the Priority Sectors identified in the Long-Term Economic Development Plan.

The first such report was conducted by the Brooking Institution in 2016, and was entitled "Rhode Island Innovates." This report led to the identification of the following Priority Sectors:

- Bioscience
- Business
- Construction
- Defense
- Education & Training
- Healthcare
- Hospitality & Tourism
- Information Technology
- Manufacturing
- Marine Trades

RIDE and the CTE Board have adopted this list for use in prioritizing resources. In order to be eligible for Perkins dollars, all LEAs must have at least one state-approved program in a Priority Sector.

Rhode Island Commerce released an updated Long-Term Economic Development Plan in February 2020 under the title "Rhode Island Innovates 2.0." This new report will be used to update the list of Priority Sectors in the CTE Board Standards document.

Aligning State CTE Funding to Priority Sectors

RIDE will use state, regional, or local labor market data to determine the alignment of eligible recipients' programs of study to the needs of the state, regional, or local economy, including Priority Sectors, and to align career and technical education with such needs.

Established with the support and input of the CTE Funding Working Group in 2018 and the CTE Board, this approach to CTE funding applies the same process to all schools of choice: charters, state schools, and CTE programs. This formula factors in local per pupil costs, state share, and community wealth.

To be eligible for state CTE Categorical Funding, CTE programs must:

- Prepare students for careers in Priority Sectors; and
- Meet the program standards adopted by the CTE Board

Effective July 1, 2020, CTE Categorical Funding will be invested into the program that generated the funds. Funds may not be reallocated to different CTE programs within the same school.

Each recipient will be required to submit an annual expenditure report detailing how funding was invested. LEAs may request a waiver from some or all of this requirement. Waiver requests must be made to RIDE, which will evaluate the request based on standards set by the CTE Board and notify the CTE Board of any waivers granted at the CTE Board's next meeting. Schools are required to demonstrate business demand through the state program approval process and the local needs assessment.

Rhode Island General Law 16-53 outlines the duties and responsibilities of the CTE Board on the policy principles and goals that govern the distribution of financial assistance from state funds.

II.B.2.c.iv. Describe how the eligible agency will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

RIDE will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations through:

- The **program approval process**, which considers program recruitment, admission, enrollment and retention policies.
- The **program accountability system**, which reports disaggregated data whenever possible to identify participation and/or performance gaps by student population. RIDE will require programs that have consistent participation or performance gaps to conduct a root cause analysis and address the issue to continue to qualify for funding for the program.
- **State-coordinated communication** through a central information and enrollment platform to be developed in FY20 and FY21.

See Section II.B.3 on page 51 for more information.

II.B.2.c.v. Describe how the eligible agency will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Rhode Island's Board of Education is the chief policy-setting body overseeing K-20 education in Rhode Island. Through its designated powers and duties, the Board helps shape the course of public education to ensure that all of the state's students receive the best possible education. The Board is divided into a Council of K-12 Education and a Council of Postsecondary Education.

The 17-member Rhode Island Board of Education was created by the Rhode Island General Assembly in 2014 and replaced the Board of Regents for Elementary and Secondary Education and the Board of Governors for Higher Education. This consolidated governance of all public education in Rhode Island is an innovative integration of policymaking and planning for elementary, secondary, and higher public education in our state.

In 2012, The Rhode Island Board of Regents for Elementary and Secondary Education approved and adopted, effective July 1, 2012, the Board of Regents Regulations Governing Career and Technical Education (CTE) in Rhode Island, which supersedes all previous rules and regulations pertaining to career and technical education and vocational education. This body is commonly called the CTE Board of Trustees (CTE Board). These regulations can be found on RIDE's CTE website.

RIDE is the eligible agency coordinate with the State Board and the CTE Board to support the local development of career pathways.

II.B.2.c.vi. Describe how the eligible agency will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Work-based learning (WBL) allows students to apply their skills in a real-world setting and build competencies that will make them successful in their future careers. Therefore, RIDE and the CTE Board require that all CTE programs in the state include work-based learning.

The CTE Board has adopted the GWB Work-Based Learning Guidance in its standards for programs. Work-based learning in Rhode Island must meet the standards created by the Governor's Workforce Board's (GWB) guidance. CTE programs must also meet any additional work-based learning requirements included in the CTE Board Standards for their career field.

The GWB defines a work-based learning activity as a planned, structured learning experience that provides youth (ages 14-24, in school or out-of-school) with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills; and contributes to the achievement of their postsecondary and employment goal(s). The GWB is employing a flexible definition of WBL, encompassing the activities below:

- **Internship:** A position for a student or trainee to work in an organization, sometimes without pay, to gain work experience, satisfy requirements for a credential, and/or gain course credit.
- **Apprenticeship:** Highly-formal job training experience that involves studying with a master of the trade on the job.

- **Service learning:** A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.
- **School-based enterprise:** Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise.
- **Industry project:** Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

The GWB recommends that schools, districts, industry partners, businesses, community-based organizations, and others engaged in work-based learning design and implement activities which are safe, follow all State and Federal labor laws, allow students to earn academic credit and/or wages, and meet standards for quality outlined below, and in the additional detailed work-based learning guidance document.

- **Rigorous:** Skill-based and tied to measurable outcomes. The experience should allow a student to gain measurable skills, whether those be essential skills (also known as professional skills, soft skills, or 21st century skills) or hard technical skills. The entire activity, including corresponding classroom time, should encompass a minimum of eighty hours.
- **Relevant:** Connected to a student's interests, as indicated in his/her Individualized Learning Plan (ILP) and to the real world of work. Projects and tasks should mirror those that exist in a real workplace, and should align to Priority Sectors in Rhode Island.
- **Reflective:** Engages the student in reflection and analysis throughout and after the experience, including guided self-reflection (for example, through the ILP process) and meaningful evaluations from the industry professionals. In this process, students should connect the work-based learning experience to their academic work as well as future professional and educational goals.
- **Interactive:** Providing multiple and extended opportunities for students to interact with industry professionals, whether as supervisors, mentors, advisors, or collaborators.
- **Integrated:** Connected with the student's school-based curriculum. A work-based learning experience is a practical application of academic and/or technical learning and should allow the student to practice the theory learned in the classroom in a real-world setting.

II.B.2.c.vii. Describe how the eligible agency will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

RIDE will ensure equal outcomes to approved CTE programs of study and activities assisted under this Act for special populations through:

- The **program approval process** which considers program admission, enrollment and retention policies.
- The **program accountability system** which reports disaggregated data whenever possible to identify participation and/or performance gaps by student population. RIDE will require programs that have consistent participation or performance gaps to conduct a root cause analysis and address the issue to continue to qualify for funding for the program.
- **State-coordinated communication** through a central information and enrollment platform to be developed in FY20 and FY21.
- RIDE will publish **CTE Program Report Cards** annually. These reports require breakouts by student population. These reports will help students and families make choices about the right opportunity for their needs, especially for members of special populations and will help schools to determine gaps and needs for program improvement.

Equity Grants

For programs for which the data shows that students of special populations are not participating or succeeding, RIDE will offer "Equity Grants" – grants with the objective of closing participation or performance gaps. These grants require applicants to analyze program data, determine a root cause for any participation or performance gap by any student subgroup, and propose an actionable, sustainable solution for addressing the identified gap. Applicants must be able to provide lessons learned and/or materials to support other schools in implementing the action if successful. Ultimately, this strategy will create a database of tested strategies for ensuring equity of access, participation, and performance of all student subgroups. RIDE will consult the CTE Board in making its funding decisions and reporting on outcomes.

This grant program will be available to schools through Perkins Reserve Funds. Grants support the development of resources that can be shared with schools around the state in support of closing participation and performance gaps. Eligible recipients (including secondary and

postsecondary applications) must first complete a root cause analysis, then develop a research-based approach to addressing the program. Applicants may then submit a proposal to implement the proposed solution. As a requirement of the grants, the recipient must develop a related toolkit for potential future application and/or lessons learned and analysis of information in cases where improvement was not observed.

The outcomes of the Equity Grant program will live in a database available to educators and administrators with the intent of amplifying financial impact of the grant investment, and ultimately creating a library of proven approaches to participation and/or performance gaps.

Additionally, the CTE Program Report Card reports disaggregated data whenever possible to identify participation and/or performance gaps by student population. RIDE may require programs that have consistent participation or performance gaps to conduct a root cause analysis and address the issue to continue to qualify for funding for the program.

II.B.2.d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

RIDE will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs and/or early college high school through:

PrepareRI Dual Enrollment Fund

Rhode Island General Law 16-100-3(a) of 2012 mandated the creation of a statewide dual enrollment policy that increased access to dual, concurrent, and early college programs for all RI public school students. Further, annually since 2015, Rhode Island has included a fund, the PrepareRI Dual Enrollment Fund, to cover the tuition and fees for all students, thereby eliminating previously experienced financial barriers to the program. The fund includes covering tuition and fees for concurrent enrollment courses that have been embedded in CTE programs. Additional funding from Perkins supports the implementation of the CTE-related courses from the Community College of Rhode Island (CCRI).

Transcripted Credit Requirements

The CTE Board Standards for many career fields identify required postsecondary transcripted college credit requirements. Where identified, programs must demonstrate that all students have the opportunity to earn transcripted college credit to be approved as a state CTE program.

P-TECH

As of 2016, RIDE recognizes the Pathways in Technology Early College High School (P-TECH) model as a CTE program. As of the 2019-20 school year, RIDE has five established P-TECH programs in Rhode Island. Students from any district may enroll in these programs to pursue their high school diploma, an associate degree, and first-in-line employment opportunities with each respective industry partner.

Postsecondary Partnership Grants

Eligible postsecondary institutions may apply for Postsecondary Partnership Grants from Rhode Island's Perkins Reserve Fund to better support transcripted, program-aligned college credit earned while in high school CTE programs, and industry-specific teacher professional development.

Updated Secondary School Regulations

As of 2014, Rhode Island adopted a competency-based model of student learning through the Rhode Island Council on Elementary and Secondary Education's Regulations Governing Secondary Learning Environments. Since that time, Rhode Island has supported schools in adopting competency-based approaches through partnerships with the Center for Collaborative Education and the Nellie Mae Foundation, the Rhode Island Foundation and other partners.

II.B.2.e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d) (12) of Perkins V)

As previously described, RIDE will involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its CTE programs, through:

- The public publishing of a central enrollment and information system
- The public publishing of CTE Program Report Cards
- Public CTE Board meetings and CTE Board Advisories meetings

Further, since fall 2017, RIDE has hosted a public event, known as the PrepareRI Summit, which serves as an opportunity for sharing opportunities and engaging various stakeholders in state priorities regarding college and career readiness. As part of the PrepareRI initiative, Rhode Island has hired PrepareRI Ambassadors – parents, community leaders, educators, and industry representatives – to take on discrete projects to increase engagement with specific communities, develop toolkits for implementing state initiatives, and provide stakeholder voice in policy and program development. PrepareRI Ambassadors lead sessions at the PrepareRI Summits to gather input and/or share out their projects with the state.

II.B.2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

See attached.

II.B.2.g Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.

See attached.

II.B.2.h Provide the definition for "size, scope, and quality" that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

Size, Scope, & Quality: Secondary

Perkins funds may only be spent on CTE programs that have been state-approved or have received preapproval. Preapproved programs will have 18 months to receive full state approval.

In order to be considered for state approval, all secondary CTE programs must include all of the following:

- Include at least three non-duplicative courses that meet CTE Board Standards

- Meet RIDE's CTE Regulations from 2012
- Meet CTE Board Standards, culminating in students earning CTE Board-recognized credentials or credit
- Include work-based learning experience for every student aligned to Governor's Workforce Board (GWB) guidance and, as applicable, any CTE Board work-based learning standards
- Evidence that all CTE teachers have proper certification
- Evidence that students are provided opportunities to demonstrate employability skills

Additionally, LEAs must have:

- At least one state-approved program in a Priority Sector; or be developing such a program, receive pre-approval from RIDE and the CTE Board, and submit it for approval within 18 months of first fund use.
- Non-discriminatory admissions policies

For more detailed information about secondary funding eligibility, see Section II.C.1 on page 58.

Size, Scope, & Quality: Postsecondary

The only postsecondary institution receiving local formula funds in Rhode Island is the Community College of Rhode Island (CCRI). Other postsecondary institutions in Rhode Island, including both public and private institutions, may receive Perkins funds through the Reserve Fund, via competitive Postsecondary Partnership Grants.

All courses for secondary school students paid for by Perkins dollars must offer students *transcripted* academic credit that is transferrable to other universities. Courses that offer *articulated* credit (that is, credit which is only accepted at the issuing postsecondary institution) are not eligible for Perkins funds.

Postsecondary Programs for K-12 Students

Funded programs may offer courses via dual enrollment or concurrent enrollment. Dual enrollment courses are courses offered at the postsecondary institution. Concurrent enrollment courses are courses offered at the high school by an instructor approved by the postsecondary institution. To be eligible for Perkins funds, concurrent enrollment courses must meet the same standards of quality and rigor as dual enrollment courses. Funded programs may be asked to present to the CTE Board.

Postsecondary Programs for Postsecondary Students

College-level programming must lead to students earning industry-recognized credentials of value. Programs must embed work-based learning opportunities and employability skills training aligned to relevant state standards. Programs must engage students in some form of career counseling. Funded programs may be asked to present to the CTE Board.

For more detailed information about postsecondary funding eligibility, see Section II.C.1 on page 60.

II.B.3. Meeting the Needs of Special Populations

II.B.3.a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;

ii. will not be discriminated against on the basis of status as a member of a special population;

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

iv. will be provided with appropriate accommodations; and

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

RIDE has long fought to ensure students with disabilities receive the support they need to meet high expectations, and exit the public education system as productive citizens, lifelong learners, and contributing members of the workforce. RIDE strives to ensure that individuals with diverse learning needs and children receiving special education services are provided access to a rigorous public education—including, but not limited to, CTE programs—and that schools develop effective strategies for meeting the needs of these unique learners.

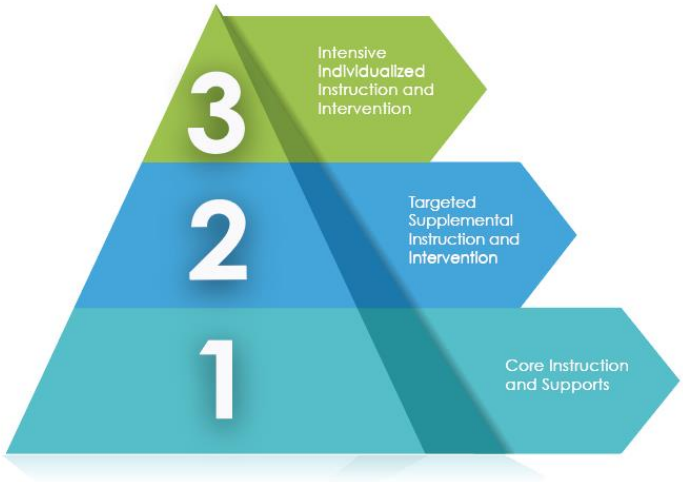
RIDE is responsible for advancing the education of:

- Children and youth with disabilities who require special education.
- Children and youth who are English Language Learners (ELL), Multi-Lingual Learners (MLL), or Limited English Proficient/Non-English Speaking (LEP).
- Children and youth who are disadvantaged and/or participate in Title I, who are experiencing homelessness, and/or who are neglected, delinquent, or at-risk.
- Children and youth who are gifted or Learning Beyond Grade Level.
- Children and youth who learn through Expanded Learning Opportunities (ELOs). This includes after-school or summer programs, which support learning opportunities for students outside of the regular school day or school year.
- Children and youth whose health and safety are advanced through nurturing school environments.

RIDE is currently working on a Multi-Tiered System of Support (MTSS), which is a framework for ensuring all students receive the support they need to be successful. This framework ensures that all students are supported for meeting academic, behavioral, and social-emotional outcomes. CTE is for all students, and that means all students—including multilingual learners, differently-abled students, and any student who needs more support to be successful. RIDE believes any student can be successful, if given the proper supports.

In a Multi-Tiered System of Support, all students have equitable access to strong, effective core instruction using high-quality curriculum and differentiated instructional practices at Tier 1, evidence-based group interventions at Tier 2, and intensive, evidence-based interventions at Tier 3. (See diagram below.) By providing these supports in schools and communities where children and youth in special populations reside and visit, Rhode Island's education system is setting students up for success.

Multi-Tiered System of Support (MTSS)



RIDE aims to be a champion for educational equity, and has committed to lead the way in addressing inequities of the past by focusing on providing learning opportunities for all students. RIDE will maintain a relentless focus on student outcomes that ensures stakeholders deliver on the promise of equity for all students. RIDE will strive to ensure individuals of special populations are able to access CTE programs, including programs in Priority Sectors. All students should be able to earn credentials and complete work-based learning experiences that prepare them for further learning and for competitive, integrated employment. RIDE will achieve this vision for inclusive CTE through the following mechanisms:

- In applications for the creation or renewal of CTE programs, programs must provide evidence that they provide adequate supports, staffing, and/or resources for students with Individualized Education Plans (IEPs).
- Through yearly reporting and applications for new/renewed programs, LEAs must demonstrate that any program utilizing Perkins funding maintains inclusive, nondiscriminatory admission, enrollment, and retention policies. This includes both in-district and out-of-district student enrollment.
- RIDE will increase communication and access to program opportunities through a statewide unified enrollment and information system for students. RIDE will begin rolling out this system in FY21.
- In the annual reports required of all programs receiving Perkins formula funds, programs must report disaggregated student outcome data. RIDE and the CTE Board may ask programs with participation or performances gaps to conduct a needs analysis and action plan.
- RIDE will provide technical assistance to support schools in analyzing disaggregated program data, and implementing evidence-backed strategies for supporting student from special populations.
- RIDE will provide professional development to help special educators, counselors, teachers, and other school personnel work with students to align IEPs with Individual Learning Plans (ILPs) that provide students with a roadmap for how to develop the academic, career, social-emotional, and employability skills they need for postsecondary success.
- RIDE will ensure CTE programs meet federal Office of Civil Rights (OCR) requirements through regular reviews, as overseen by OCR.

Schools should provide access to CTE programs to members of special populations in accordance with their interests and career goals —not based on their status as members of a special population. Perkins fund recipients are encouraged to work together to assess performance data for all students across all special populations, to identify performance gaps and trends, and subsequently select strategies to address any inequalities in student performance.

RIDE intends to use the annual Equity Grants program, funded through Perkins Reserve Funds, to encourage schools to develop innovative supports for students from special populations. During and after the term of their Equity Grant, recipients will work with RIDE to provide professional development to other schools that are struggling with similar equity gaps. This process will help develop a community of practice that works together to spread best practices

for serving students with diverse needs. The Equity Grants should thus help Rhode Island develop reality-tested resources for how to serve all students in CTE programs, and help create a culture among Rhode Island's CTE programs that prioritizes equity.

II.B.4. Preparing Teachers and Faculty

II.B.4.a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

CTE Teacher Pipeline

RIDE will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals, to provide world-class CTE instruction in Rhode Island. RIDE is adopting a few strategies, outlined below, to build the teaching corps that Rhode Island's CTE students deserve.

CTE Teacher Certification

RIDE has been working to make it easier for schools to hire qualified professionals to teach CTE in Rhode Island. In December 2019, the Council on Elementary and Secondary education passed revisions to the teacher certification regulations to better align RIDE's requirements with industry requirements. Previously, all CTE teachers were required to hold a bachelor's degree to become a certified teacher, regardless of their level of expertise in their career field or the standard degree expectation for that field. This policy had the unintended effect of keeping many qualified mid-career professionals from teaching CTE programs.

The revised regulations provide more flexibility around the degree requirements for CTE teachers. CTE teachers must have whatever level degree is typical for the career field they teach. For example, CTE programs in many trade professions do not require a bachelor's degree, but computer science programs do require one. To determine the degree requirements expected by industry, RIDE adopted the recommendations of industry and education professionals in each of the career field Advisories of the state CTE Board.

CTE Teacher Grant

RIDE will leverage part of the secondary Perkins Reserve Fund for CTE Teacher Grants, which support the certification and training of CTE teachers. For more information, see section II.C.2.a on page 66.

CTE Teacher Certification at Roger Williams University

A key component of developing a robust CTE teacher pipeline is making CTE teacher certification programs easily accessible to potential teachers. Unfortunately, until a few years ago, Rhode Island did not have any approved CTE teacher certification programs in the entire state. To address that issue, RIDE released a request for proposal (RFP) to launch an in-state CTE teacher certification program. This led to the creation of the CTE Teacher Certification program at Roger Williams University, a private college in Rhode Island. The program is located at Roger Williams's University College and provides a competency-based education designed with working adults in mind. Assignments are designed to be practical, job-embedded, and closely connected to classroom learning. Micro-courses are held each month with additional learning experiences, resources, and assignments available at all times. The program launched in fall 2019.

Teacher Endorsements

Under the revised teacher certification regulations passed in 2019, RIDE created the opportunity for teachers to earn micro-credentials, called "endorsements," to demonstrate expertise in a particular subject area. In 2020, the Council on Elementary and Secondary Education approved a Computer Science Endorsement. This endorsement was created to encourage and recognize teachers who have demonstrated expertise in computer science, one of the CTE Priority Sectors RIDE is hoping to expand. RIDE will evaluate the impact of the Computer Science Endorsement on the state's computer science teaching corps, to determine if such a similar approach should be adopted for other CTE career fields.

Professional Learning

While Rhode Island needs a strong pipeline to get qualified CTE teachers in front of students, these teachers also need ongoing learning and professional development to be effective. RIDE understands that both teachers and students should engage in a process of continuous learning and improvement.

PrepareRI Summits

Starting in fall 2017, RIDE and the PrepareRI partner agencies began hosting PrepareRI Summits, a statewide conference for leaders from schools, industries, and colleges. At the Summits, these cross-sector stakeholders meet each other and learn about state and local efforts to build career pathways for Rhode Island's young people.

Career Coordinators Network

In 2018, RIDE asked every high school in Rhode Island to designate a "Career Coordinator," a staff member who serves as the point person for employer partnerships and coordinates work-

based learning. As of January 2020, nearly 90% of Rhode Island's high schools had designated a Career Coordinator and submitted that person's contact information to RIDE. Beginning in the 2018-19 school year, RIDE began convening a monthly statewide professional development session for Career Coordinators, dubbed the Career Coordinator Network. This forum allows RIDE to share information related to career pathways work with personnel at nearly every high school in the state and creates a professional learning community focused on sharing best practices.

Professional Learning Communities for Individual Learning Plans

Starting in the 2019-20 school year, RIDE began hosting a Professional Learning Community (PLC) for school counselors. The focus of these PLCs is helping school counselors work with students to develop Individual Learning Plans (ILPs) that help students plan how to navigate their K-12 experience to prepare for a career aligned to their passions.

II.C. Fiscal Responsibility

II.C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

a) each eligible recipient will promote academic achievement;

b) each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential;

Eligibility Criteria: Secondary Schools

State Approval

Perkins funds may only be spent on CTE programs that have been state-approved. Funds may be spent to seed new programs if the program has received pre-approval from RIDE and the CTE Board; such programs must be submitted for state approval within 18 months of first fund use.

All CTE programs must meet RIDE requirements for "size, scope, and quality" (see Section II.B.2.h on page 48 above. Specifically, programs must:

- Include at least three non-duplicative courses and meet RIDE's CTE Regulations from 2012
- Align to CTE Board program standards, culminating in students earning CTE Board-recognized credentials or credit
- Include work-based learning experience for every student aligned to Governor's Workforce Board (GWB) guidance and any CTE Board work-based learning standards
- Teach employability skills

The state approval process is designed to ensure that all CTE programs in the state provide students with skills that are actually valued by Rhode Island employers. The CTE Board Standards, which are developed by Industry Advisories consisting of representatives from both education and industry, set standards that include recognized postsecondary or industry credentials, as well as requirements regarding academic course sequences.

Priority Sectors

To be eligible for Perkins funds, LEAs must have at least one state-approved program in a Priority Sector, as defined in Rhode Island's Long-Term Economic Development Plan and adopted by RIDE. If the LEA does not yet have a state-approved Priority Sector program, LEAs may receive Perkins funds if they receive pre-approval from RIDE and the CTE Board for a Priority Sector program; such programs must be submitted for full state approval within 18 months of first fund use.

The Perkins funds that LEAs receive do not need to be solely spent on the LEA's Priority Sector programs; they may be spent on any state-approved CTE program within the LEA. By contrast, *state* CTE Categorical funds may only be used for CTE programs in Priority Sectors.

Admissions

Rhode Island's CTE Regulations from 2012 allow students to enroll in any CTE program in the state, including those at high schools outside the LEA of their residence. To be eligible for Perkins funds, LEAs cannot have discriminatory admissions processes for their CTE programs. This includes restricting access based on race, gender, disability status (IEP), language, and/or income status.

Programs must report admissions requirements to RIDE and the number of students admitted/rejected from different student populations annually. 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.

Use of Funds

RIDE and the CTE Board will issue use-of-funds guidance to support an effective use of Perkins formula funding. It will outline effective strategies for increasing the career readiness of youth.

Middle schools. Recipients 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 reserves the right to set a cap on the allowable percentage of Perkins funds spent on non-instructional expenses.

Funding Application

Rhode Island will release an annual application for Perkins funding. This application may include a narrative application, required evidence, and budget. The application's focus will be how the program will use the funds to meet the CTE Board Standards and prepare students for career success. RIDE and the CTE Board are focused on maximizing the return on investment (ROI) of Perkins dollars on student outcomes.

RIDE and the CTE Board shall create a process for review of eligible recipients to present their annual funding application, proposed budget, and needs assessment to the CTE Board and RIDE. All programs may be required to follow this process; the CTE Board and RIDE will jointly decide which programs must follow this presentation process in a given year.

If programs need to modify their approved budgets, they must notify RIDE and the CTE Board. Major modifications require prior approval from RIDE.

Annual Reporting

All LEAs are required to submit data and a year-end report to RIDE every year. This data submission will be used for RIDE's school-level Report Cards under ESSA, as well as for program-level CTE Program Report Cards.

If these annual reports indicate the program is not meeting expectations for student outcomes, RIDE and the CTE Board reserve the right to work with CTE programs to improve those outcomes.

Programs are required to report any changes to their program related to their ability to meet RIDE and CTE Board Standards. For example, if programs change the course sequence within the term of their approval, they must notify RIDE and CTE Board. If the new course sequence does not meet CTE Board Standard for which they were originally approved, they may lose their RIDE approval.

Eligibility Criteria: Postsecondary Institutions

The only postsecondary institution receiving local formula funds in Rhode Island is the Community College of Rhode Island (CCRI). Other postsecondary institutions in Rhode Island, including both public and private institutions, may receive Perkins funds through the Reserve Fund, via competitive Postsecondary Partnership Grants.

Postsecondary Programs Serving Secondary Students

All courses for secondary school students paid for by Perkins dollars must offer students *transcripted* academic credit that is transferrable to other universities. Courses that offer *articulated* credit (that is, credit which is only accepted at the issuing postsecondary institution) are not eligible for Perkins funds. This policy ensures that high school students receive college credits that provide value, regardless of which postsecondary institution students' end up attending.

A portion of funding each year must be dedicated to ensuring coordinated communication strategies for helping schools, students, and families learn about postsecondary CTE opportunities. RIDE encourages postsecondary programs to dedicate a portion of funding each year to aligning academic content requirements between state-approved high school CTE programs and corresponding postsecondary programs, particularly those in Priority Sectors.

Funded programs may offer courses via dual enrollment or concurrent enrollment. Dual enrollment courses are courses offered at the postsecondary institution. Concurrent enrollment courses are courses offered at the high school by an instructor approved by the postsecondary institution.

To be eligible for Perkins funds, concurrent enrollment courses must meet the same standards of quality and rigor as dual enrollment courses. Specifically, concurrent enrollment courses must offer:

- The same college course (delivery, assessment, and content) for high school students as offered on the college campus.
- College-provided teacher mentorship/ professional development for course.
- College-led course quality reviews

Postsecondary Programs Serving Postsecondary Students

College-level programming must lead to students earning industry-recognized credentials of value. Representatives from the PrepareRI agencies—including the Rhode Island Governor's Office, RIDE, Department of Labor and Training (DLT), Governor's Workforce Board (GWB), Office of the Postsecondary Commissioner (OPC), Rhode Island Commerce, and the CTE Board are working to more precisely define industry-recognized "credentials of value" for postsecondary students.

- Programs must offer *transcripted*, not *articulated*, credit to students. (See the previous section for a discussion of articulated versus transcripted credit.)
- Programs must embed work-based learning opportunities and employability skills training, aligned to relevant state standards.
- Programs must engage students in some form of career counseling.

Applications and Reporting for Formula Funds

CCRI is the only postsecondary institution in Rhode Island that will receive formula funds. RIDE will release an annual application for Perkins funding for these funds. This application may include a narrative application, required evidence, and budget. The focus of the application is how the postsecondary institution is using the funds to prepare students for career success. RIDE and the CTE Board are focused on how to maximize the return on investment (ROI) of Perkins dollars on student outcomes. If the postsecondary institution needs to modify the budget that received RIDE approval in the original funding application, it must notify RIDE and the CTE Board. Major modifications require prior approval from RIDE.

The postsecondary institution will be required to submit data and a year-end report to RIDE and the CTE Board every year. If these annual reports indicate the program is not meeting expectations for student outcomes, RIDE and the CTE Board reserve the right to work with the postsecondary institution to improve those outcomes. Student outcomes are tied to transcripted postsecondary credit, industry recognized credential(s), work-based learning opportunity, employability skills, and a demonstrated connection to secondary CTE programs. This may include modifying the terms of approval from the original funding application.

Postsecondary Partnership Grants

Postsecondary Partnership Grants are competitive grants that may be offered to any postsecondary institution in Rhode Island. These grants are offered through the Reserve Fund, and awards are granted based on evidence of providing students with valuable postsecondary/industry credentials, academic skills, and industry-specific teacher professional development. See page 64 for more information.

II.C.1.c. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Structure of the Comprehensive Local Needs Assessment

All recipients must demonstrate strong local industry, student interest, and community support to be eligible for Perkins funds. The Comprehensive Local Needs Assessment is the mechanism programs will use to demonstrate this demand.

Program application will require recipients to complete a Comprehensive Local Needs Assessment using a state provided template which requires the eligible recipient to consider local economic and education needs, including, where appropriate, Priority Sectors, as defined by Rhode Island Commerce (see Section II.B.2.c.iii on page 40 for more information) and applied to the CTE Board Standards by the CTE Board and RIDE. Grants will not be distributed to applicants who do not demonstrate completion of the Comprehensive Local Needs Assessment with fidelity.

The Comprehensive Local Needs Assessment asks specific questions around the size, scope and quality of each program. The tool considers:

- **Labor Market Information:** the skills and areas where students will identify career opportunities that allow for career progression and life success in growth industries
- **Program Quality:** the alignment and ability of programs to deliver, support, and meet the academic, technical, and employability skills necessary for students to enter the world of work and be successful in future careers in growing fields
- **Educator Certification and Professional Development:** Support the development of a pipeline of individuals able to meet the requirements of CTE Programs and address related instructor certification requirements. Further, develop the tools and related experiences educators require to prepare students for those opportunities
- **Student Access to Programs:** ensuring all students have access to quality programs that will prepare them for these opportunities
- **Student Performance:** whether students in the program are achieving the necessary skills and indicators of readiness for those opportunities

Timing and Frequency of Local Needs Assessments

During the FY20 planning year, all Perkins recipients will be required to fill out a Comprehensive Local Needs Assessment explaining how all of their CTE programs provide students with the skills they need to succeed in the Rhode Island economy. If student performance data indicates that programs are not meeting the agreed upon expectations of the CTE Program Standards, then RIDE may request that the Comprehensive Local Needs Assessment be updated annually.

Secondary

After the FY20 planning year, LEAs must complete an updated Comprehensive Local Needs Assessment on a biannual basis. The Comprehensive Local Needs Assessment will be a required part of the renewal process for CTE programs. Programs may receive up to a five-year approval. RIDE reserves the right to request additional information, as determined by student performance data and CTE program outcomes. Comprehensive Local Needs Assessments will be included as part of the application process for the approval of new CTE programs.

Postsecondary

Postsecondary institutions receiving formula grants must complete a Comprehensive Local Needs Assessment in FY20, and biannually thereafter. Under this plan, CCRI is the only Rhode Island postsecondary institution receiving formula grants.

Postsecondary institutions receiving competitive Postsecondary Partnership Grants through Perkins Reserve Funds shall be required to complete a Comprehensive Local Needs Assessment as part of the original grant application and any subsequent renewals of the grant.

II.C.2.a. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace.

RIDE will allocate 5% of Perkins funds for State Administration, 10% for State Leadership, and 85% for Local Formula Distribution.

Increasing Reserve Fund to 15%

Of the 85% to be distributed through Local Formula Distribution, RIDE will increase the percentage allocated to the Reserve Fund from 10% in FY21 to 15% in FY23. The Reserve will be 10% in FY21, 12.5% in FY22, and 15% in FY23 onwards.

The Reserve Fund will be allocated as follows: 75% for secondary programs and 25% for postsecondary programs. The secondary Reserve Funds will be used for Equity Grants, Career Exploration Grants, and CTE Teacher Grants. The postsecondary Reserve Funds will be used for Postsecondary Partnership Grants. RIDE will award all these Reserve Fund grants on a competitive basis, and all grantees will be required to report on outcomes to RIDE. For the Career Exploration, Equity, and Postsecondary Partnership Grants, grantees must report on *student* outcomes and fulfillment of grant requirements. For the Teacher Grants, grantees must report on *teacher* outcomes and fulfillment of grant requirements. These grant programs replace the previous use of Reserve Funds grants, namely the Vocational Training for Adults (VTA) and Secondary to Postsecondary Articulation for Technology Education (SPATE) programs.

Allocation of Perkins Funds				
	FY21	**FY22**	**FY23**	**FY24**
State Administration	**5%**	**5%**	**5%**	**5%**
State Leadership	**10%**	**10%**	**10%**	**10%**
Local Formula Distribution	**85%** Reserve: 10% Secondary: 75% Postsec.: 25% Formula: 90% Secondary: 90% Postsec.: 10%	**85%** Reserve: 12.5% Secondary: 75% Postsec.: 25% Formula: 87.5% Secondary: 90% Postsec.: 10%	**85%** Reserve: 15% Secondary: 75% Postsec.: 25% Formula: 85% Secondary: 90% Postsec.: 10%	**85%** Reserve: 15% Secondary: 75% Postsec.: 25% Formula: 85% Secondary: 90% Postsec.: 10%

See Section IV on page 86 for a more detailed budget.

Equity Grants

LEAs may apply for these funds to address access, participation, or performance gaps of specific student subgroups in CTE programs in Priority Sectors. Eligible subgroups include, but are not

limited to, special populations and groups such as those defined by: gender, race, socioeconomic status, English Language Learner status, disability status, and others. 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. They are funded through the 75% of the Reserve Fund allocated to secondary programs. These funds may be used for approved programs, or for new programs that have not yet been approval; if used for new programs, the grantee must apply for program preapproval.

Career Exploration Grants

LEAs may apply for these funds to help middle school students explore and build awareness of possible careers—particularly those in Priority Sectors—and high school CTE programs where they could continue pursuing this career progression. All applicants must have an industry partner, connect programming to students' Individual Learning Plan (ILP), and integrate career exploration curriculum into core content classes and report student outcomes. They are funded through the 75% of the Reserve Fund allocated to secondary schools.

CTE Teacher Grants

LEAs may apply for these funds to pay for the costs associated with providing professional development for CTE teachers and for reimbursing teachers for the cost of certification to teach in CTE programs. These grants are funded through the 75% of the Reserve Fund allocated to secondary schools.

Postsecondary Partnership Grants

Postsecondary institutions in Rhode Island may apply for these funds to support programs that allow high school students to earn transcripted, portable credits that prepare students for careers, and provide teachers industry-specific professional development. They are funded through the 25% of the Reserve Fund allocated to postsecondary programs.

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations (CTSOs) are currently funded through 15% of State Leadership Funds. RIDE will maintain current funding levels within State Leadership funds for a CTSO Allocation.

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 CTSO Allocation directly to LEAs for their decision-making, rather than having RIDE manage the relationships. These funds will be distributed to LEAs using the same formula used for the Local Formula Distribution. The use of these funds will follow the

same rules as Local Formula Distribution dollars. (See page 65 for more information on those rules.) LEAs may decide to spend as much or as little of their CTSO Allocation and their formula allocation on CTSOs as they think will maximally benefit their students.

Leadership and Administrative Funds

RIDE will use Leadership and Administrative funds for funding of technical assistance, support of incarcerated youth and adults in earning industry recognized credentials and skills, and increasing access and participation in CTE programs, specifically among special populations (as defined by United States Department of Education), and staffing and administrative costs at RIDE.

II.C.2.b. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Previously, RIDE required LEAs to join regional consortia, and RIDE distributed all Perkins funds to the fiscal agent of the regional consortia. RIDE is ending that policy under Perkins V. Starting in FY21, LEAs may decide, at their discretion, to join consortia or to receive funds from RIDE directly. RIDE believes schools and district are best able to make these decisions, and therefore RIDE will empower LEAs to make their own decisions about how to receive their Perkins funding.

In order to submit an application for Perkins fund for FY21 onwards, LEAs must submit notice to RIDE about whether they would like to receive the funds generated by their LEA directly, or whether they should be allocated to another fiscal agent as part of a consortium. LEAs may form consortia of any type allowed under federal and state law, regional or otherwise.

Any funds distributed through a consortium will be in accordance with the terms of the consortia's agreed upon practices and procedures that best support the consortium's purpose for serving students. Consortiums must demonstrate all members have considered how to most effectively provide students with the skills needed to succeed in the workplace, and that the proposed distribution model is in service to that goal. RIDE may develop common business rules for all consortia to ensure transparency around funding decisions for LEAs.

The formula for distributing grants among LEAs will not change for FY21 onwards. 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 adjusted to account for schools without a corresponding geographic region, using the same method RIDE follows for the distribution of other federal funds, such as Title I.

II.C.3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Based on the FY20 federal allocation, RIDE expects to allocate $4,301,174 for secondary programs using Census data in accordance with the formula in Section 131(a). As noted above, RIDE may distribute these funds directly to LEAs or to consortia, depending on the LEA's stated preference.

II.C.4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Based on FY20 federal allocation, RIDE expects to allocate $477,908 for postsecondary programs. The entire amount will be distributed to the Community College of Rhode Island, as it is the only institution that meets the criteria of being public and offering a two-year technical program of study.

II.C.5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Because the Census data used for allocating funds is based on municipalities and does not include charter schools or state schools, RIDE adjusts the data to shift students from their district of residence to the appropriate charter or state school based on the most recent enrollment figures available. For a poverty measure, RIDE assumes that the number of students at the charter or state school in poverty reflect the same proportion as the district they came from. This method is the same one that is also used for other Rhode Island education funding based on poverty (for example, Title I).

There are no charter schools or schools funded by the Bureau of Indian Affairs in Rhode Island.

II.C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

a) include a proposal for such an alternative formula; and

b) describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V). Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

RIDE will not submit an application for a waiver to the secondary allocation formula.

II.C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

a) include a proposal for such an alternative formula; and

b) describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V). Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

RIDE will not submit an application for a waiver to the postsecondary allocation formula.

II.C.8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Rhode Island's aggregate annual expenditures for CTE is $27,585,825, based on FY19. This not a new baseline and is not a waiver request.

II.D. Accountability for Results

II.D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

a) the percentage of CTE concentrators (see Text Box 2 on the following page) graduating from high school having attained a recognized postsecondary credential;

b) the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or

c) the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

For Perkins accountability purposes, Rhode Island will adopt work-based learning (option C) as a secondary-level program indicator. Work-based learning (WBL) is a requirement of all students in CTE programs.

RIDE will continue to support and expect all students in programs to earn industry-recognized credentials and/or related college credit. Under the CTE Board Standards, all CTE programs must culminate in industry credentials and/or college credit. Since the culminating credential is college credit for some career fields and industry credentials for other career fields, RIDE would not be able to hold all programs accountable to a statewide target related only to college credit or only to credentials. However, programs in all career fields are required to meet any CTE Board Standards and the GWB work-based learning guidance, so that metric is more appropriate for RIDE's program quality metric.

The GWB created a guidance document for work-based learning that RIDE adopted as the minimum requirement for all work-based learning CTE programs. The GWB defines five types of work-based learning: internships, apprenticeships, service learning, industry-projects, and school-based enterprises. See Section II.B.2 on page 43 for a more information on the GWB work-based learning guidance.

The CTE Board is currently in the process of developing career field-specific work-based learning standards. These standards will be aligned to the GWB guidance, but may be more rigorous and specific. Once those standards are approved by the CTE Board and adopted by RIDE, RIDE will adjust this metric to align to those revised work-based learning standards.

5S3 Program Quality: Work-Based Learning	***Numerator:***	Number of program concentrators in a graduating class completing high-quality work-based learning, as defined by the CTE Board Standards and the GWB Guidance
	Denominator:	Number of program concentrators in a graduating class

Include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins IV)

Postsecondary Success Index

In 2019, Rhode Island added two new high school measures to the state accountability system under the Every Student Succeeds Act (ESSA): the Commissioner's Seal measure, and Postsecondary Success Index. Together these two measures are called the "Diploma Plus" measures, so-named because they are based on a recognition that students in the 21st century need to graduate with a high school diploma *plus* some additional training or credential. The Diploma Plus measures are designed to recognize when schools better prepare students for postsecondary success by measuring two main features of preparedness: academic proficiency (as determined by students earned a Commissioner's Seal) and postsecondary credentials such as industry-recognized credentials, college credit, and credit-earning Advanced Placement scores.

RIDE believes that CTE and traditional academic coursework should not be separate tracks. Rather, all students should have access to an education that integrates traditional academics and career and technical education. To encourage that integration and alignment, RIDE will adopt the ESSA Postsecondary Success Index as an additional measure of program quality under Perkins V. This helps to ensure RIDE's ESSA accountability system and ESSA Report Cards are aligned to RIDE's Perkins accountability system and CTE Program Report Cards.

5S4 Program Quality: Postsecondary Success Index	***Numerator:***	Number of program concentrators in a graduating class earning one or more of the following: industry-recognized CTE credentials, college credit, AP credit, and IB credit *See table below for more details on eligible credentials and credits.*
	Denominator:	Number of program concentrators in a graduating class

The Postsecondary Success Index for Perkins will be calculated using the same business rules and methodology for Perkins as ESSA. The only difference is that the Perkins calculation will only consider CTE concentrators in both the numerator and denominator, while the ESSA calculation includes the entire graduating class.

The following are the list of credentials that count toward the Postsecondary Success Index:

Credential Type	Details
Industry-recognized credentials	• Credentials must be from the list of credential bundles approved by the CTE Board as the culminating credential for a career field. In cases where the CTE Board of Trustees requires multiple credentials for career field preparation, those are considered in bundles in which a credential is only counted if all in the bundle are earned. • Students may earn these credentials through a CTE program or independently.
Concurrent enrollment	• Only courses worth at least 3 credits are counted as one college credit course. Courses worth less than 3 credits cannot be added together to equal a 3-credit course. Courses worth 4 or 5 credits also count as one course. • Students must earn a passing grade, defined as the level at which the relevant institution awards full college credit. • The credit must be transcripted, not articulated, credit.
Dual enrollment	
Advanced Placement	• Students must earn a 3 or higher on any AP exam.
International Baccalaureate	• Students must earn a 5 or higher on any Higher Level exam. Standard Level exams are not eligible.

After identifying all credentials earned by the cohort of high school graduates, each student's count of credentials is translated to a weight for the Postsecondary Success Index:

- Students who earn no credentials count as 0.
- Students who earn 1 credential count as 1.
- Students who earn 2 credentials count as 1.1.
- Students who earn 3 or more credentials count as 1.2.

See RIDE's Accountability site for more details about the Postsecondary Success Index calculation.

Program Completion Rate

RIDE will calculate a "program completion rate" metric that measures the percentage of students within a program who complete all requirements of the CTE Board Standards for that program. To count as a "completer" in this metric, students must:

- Pass all courses in the course sequence, including academic and technical coursework requirements
- Complete a work-based learning experience that meets the standards of the Governor's Workforce Board (GWB) Guidance and any additional CTE Board work-based learning standards
- Earn the culminating credentials required by the CTE Board Standards
- Demonstrate employability skills, as applicable

Note that this metric is calculated for each state-approved *program* within an LEA, not for the LEA as a whole. All the other metrics included in this section are aggregated at the LEA level.

5S5 Program Quality: Program Completion Rate	***Numerator:***	Number of program concentrators in a CTE program's graduating class who completed the full requirements of the CTE Board Standards, including: completing the full course sequence, completing a work-based learning experience, earning the culminating credential, academic course sequence, and any employability skills
	Denominator:	Number of program concentrators in a CTE program's graduating class

II.D.2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined levels of performance for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

See Section V on page 87.

II.D.3.a Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance under that section as provided in the text box on the following page;

RIDE has aligned state-determined level of performance for Perkins with previously-established state goals whenever possible. For metrics where there were not previously-established goals and targets, RIDE considered historic data to determine target levels of performance.

The performance levels, alongside the state plan, were open to public comment from February 1, 2020 through March 2, 2020. RIDE made intensive efforts to engage stakeholders from the beginning of the plan development via stakeholder feedback sessions, surveys, summary documents, public presentations to the CTE Board, and a public comment period to promote accurate communication about changes in the plan.

II.D.3.b Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, which at a minimum shall include an explanation for the State determined levels of performance; As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Secondary Measures

1S1 **Secondary: Concentrator Graduation rate**		
Description:	The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965). Under the ESEA, Rhode Island is required to calculate four-year adjusted cohort graduation rate (ACGR).	
Numerator:	The four-year ACGR is the number of students who graduate from high school within four years with a regular high school diploma	
Denominator:	The number of CTE concentrators in the graduating class "CTE concentrators" at a secondary level is defined as students who complete the second course in a state-approved CTE course sequence. The "graduating class" cohort is defined as the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out.	
Baseline: 84%[1]		***Target:*** 95% (6-year graduation rate for all students by 2025 – ESSA)

2S1 **Secondary: Academic Proficiency in Reading/Language Arts**	
Description:	"CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and

[1] https://reportcard.ride.ri.gov/201819/StateGraduation

	Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act." Proficiency is measured for high school students through the 11th grade SAT. Proficiency is defined as meeting the College Board's College Ready benchmark.
Numerator:	Number of concentrators in graduating class with an SAT score on the ELA section above the College Ready benchmark
Denominator:	Number of concentrators in graduating class
Baseline: 38%[2]	***Target:*** 69% (ESSA target)

2S2 **Secondary: Academic Proficiency in Mathematics**	
Description:	"CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act." Proficiency is measured for high school students through the Mathematics section of the 11th grade SAT. Proficiency is defined as meeting the College Board's College Ready benchmark.
Numerator:	Number of concentrators in graduating class with an SAT score on the Mathematics section above the College Ready benchmark
Denominator:	Number of concentrators in graduating class
Baseline: 31%[3]	***Target:*** 68% (ESSA target)

2S3 **Secondary: Academic Proficiency in Science**	
Description:	"CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and

[2] https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/ESSA/RhodeIsland-ESSA-State-Plan-Sept2017-FINAL-9-18.pdf (page 82)
[3] https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/ESSA/RhodeIsland-ESSA-State-Plan-Sept2017-FINAL-9-18.pdf (page 83)

	Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act." Rhode Island is in the process of developing a statewide science proficiency assessment. That exam has not yet been released statewide.
Numerator:	Number of concentrators in graduating class with scores on the Rhode Island science assessment above the proficiency threshold.
Denominator:	Number of concentrators in graduating class
Baseline: N/A (exam not yet released)	***Target:*** N/A (targets for the science exam will be developed in a future ESSA state plan)

3S1 **Secondary: Concentrator Postsecondary Enrollment**	
Description:	"The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed." Rhode Island does not currently collect data on students who are in advanced training, military service, or eligible service programs. RIDE is exploring mechanisms to collect this data in future years.
Numerator:	Number of concentrators who are in postsecondary education
Denominator:	Number of concentrators in graduating class
Baseline: 63%[4]	***Target:*** 2 percentage points improvement each year

4S1 **Nontraditional Program Concentration**	
Description:	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. * Nontraditional fields are defined as those in which a subgroup is significantly underrepresented. For gender, "significantly underrepresented"

[4] New Skills For Youth report, Table 5A

	is defined as 25% or less of a gender in a particular field. RIDE will develop numerical benchmarks for other subgroups.	
Numerator:	CTE concentrators in graduating class in non-traditional fields	
Denominator:	CTE concentrators in graduating class	
Baseline: 5%		***Target:*** 2 percentage point improvement each year

5S3 **Secondary: Work-Based Learning**		
Description:	The percentage of CTE concentrators graduating from high school having participated in work-based learning that meets the standards from the Governor's Workforce Board Guidance and any relevant CTE Board Standards. *See Section D.1 on page 71 for more information.*	
Numerator:	Number of graduating concentrators having completed qualifying work-based learning	
Denominator:	Number of graduating concentrators	
Baseline: Baseline will be set in FY20.		***Target:*** 2 percent improvement per year

5S4 **Secondary: Postsecondary Success Index**		
Description:	Under ESSA, RIDE is calculating a Postsecondary Success Index which measures the percentage of students in the graduating class who have earned an industry-recognized credential (from the CTE Board of Trustees Standards) or college credit (from dual enrollment, concurrent enrollment, AP, or International Baccalaureate). Note: this index score may be above 100, because students can earn bonuses for earning multiple credentials. *For more information, please see Section D.1 on page 80.*	
Numerator:	Number of concentrators in the graduating class who earned a state-approved industry-recognized credential or college credit. This includes a bonus of 0.1 for students earning 2 credentials, and a bonus of 0.2 for students earning 3 or more credentials.	
Denominator:	Number of concentrators in the graduating class	
Baseline: 35%		***Target:*** 5% increase each year

5S5 Secondary: Program Completion Rate		
Description:	The percentage of students within a program who complete all requirements of the CTE Board Standards for that program, including: completing the full course sequence, completing a work-based learning experience, and earning the culminating credential. *For more information, please see Section D.1 on page 82.*	
Numerator:	Number of program concentrators in a CTE program's graduating class who completed the full requirements of the CTE Board Standards	
Denominator:	Number of program concentrators in a CTE program's graduating class	
Baseline: *Not yet measured*		***Target:*** 2.5% increase each year

Postsecondary Measures

1P1 Postsecondary: Post-program placement		
Description:	"The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment." Rhode Island does not currently collect data on students who are in advanced training, military service, or eligible service programs.	
Numerator:	CTE postsecondary concentrators who remained enrolled in postsecondary education	
Denominator:	CTE postsecondary concentrators "CTE postsecondary concentrators" are defined as a student enrolled in an eligible Perkins-funded postsecondary program who has earned at least 12 credits within a CTE program, or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.	
Baseline: Baseline will be set in FY20.		***Target:*** 2 percentage point improvement each year

2P1 Postsecondary: Earned Recognized Postsecondary Credential		
Description:	The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.	
Numerator:	CTE postsecondary concentrators in earning credential within one year	
Denominator:	CTE postsecondary concentrators who graduated one year earlier	
Baseline: Baseline will be set in FY20.		***Target:*** 2.5 percentage point improvement each year

3P1 Postsecondary: Concentrator in programs leading to nontraditional fields		
Description:	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	
Numerator:	CTE postsecondary concentrators in nontraditional fields	
Denominator:	CTE postsecondary concentrators	
Baseline: Baseline will be set in FY20.		***Target:*** 2 percentage point improvement each year

II.D.3.c. a description of how the state determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

Under the Every Student Succeeds Act (ESSA), RIDE updated its School and District Report Cards. These report cards provide the foundation for RIDE's system of school accountability and include a broader range of performance metrics. RIDE sees this as an opportunity to anchor its accountability work in the levers that RIDE knows make a difference, including not only traditional indicators—like test scores—but also leading indicators like attendance and suspension rates, which give a more holistic view of school climate, culture, and performance.

These Report Cards are designed to provide data in an accessible, transparent way for educators, policymakers, and—most importantly—students and families. RIDE wants all stakeholders to feel empowered to not only understand their school community, but also to make informed decisions for their families.

Wherever possible, RIDE aligned these performance goals to the goals set in ESSA and measured by these Report Cards. Other goals are aligned to the goals and policies of the CTE Board, which was created under Rhode Island General Law Chapter 16-45.

More specifically:

- The student graduation rates (1S1 and 1S2) are aligned to the graduation rate goals established in Rhode Island's ESSA plan.
- The indicators of academic proficiency in Reading/Language Arts (2S1), Mathematics (2S2) and Science (2S3), are aligned to the academic goals established in Rhode Island's ESSA plan.
- The work-based learning indicator (5S3) is aligned to the policies of the Governor's Workforce Board and the CTE Board.
- The Postsecondary Success Index indicator (5S4) is aligned to the Postsecondary Success Index included in the Diploma Plus measure of Rhode Island's ESSA plan.
- The Program Completion Rate indicator (5S5) is aligned to the policies of the CTE Board.
- The postsecondary Earned Recognized Postsecondary Credential (2P1) is aligned to the policies of the Department of Labor, Governor's Workforce Board, Office of the Postsecondary Commissioner, and CTE Board.

II.D.4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

RIDE did not receive any feedback during public comment related to state-determined levels of performance. Most of the feedback focused on how to better serve student subgroups, so RIDE added more details about how it defines student groups for the goals and metrics outlined in this plan.

II.D.5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

Through the previously-mentioned annual CTE program accountability reporting and Perkins accountability reporting, RIDE will analyze data on program concentrators and the core indicators of performance to identify gaps in participation and performance. Where local gaps exist, RIDE will work with schools to determine root cause and apply research-based practices to close gaps. Where state level gaps are found, RIDE will identify state-wide research-based practices for implementation and conduct technical assistance to eligible recipients to address and close such gaps.

These implementation measures may be supported in part or whole through the previously described Equity Grant program funded through the Perkins Reserve Fund.

III. Assurances, Certifications, and Other Forms

Statutory Assurances

☒ The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this 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. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

EDGAR Certifications

☒ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

Other Forms

☒ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

IV. Budget

B: Budget Form

State Name: Rhode Island

Fiscal Year: 2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	Not applicable	$6,247,167
2	**State Administration**	5%	$312,359
3	**State Leadership**	10%	$624,716
4	• Individuals in State Institutions	10%	$60,000
4a	○ Correctional Institutions	Not required	$30,000
4b	○ Juvenile Justice Facilities	Not required	$30,000
4c	○ Institutions that Serve Individuals with Disabilities	Not required	$0
5	• Non-traditional Training and Employment	Not applicable	$60,000
6	• Special Populations Recruitment	1%	$6,246
7	**Local Formula Distribution**	85%	$5,310,092
8	• Reserve	10%	$531,009
9	○ Secondary Recipients (Equity Grants; Career Exploration Grants; CTE Teacher Grants)	75%	$ 398,257
10	○ Postsecondary Recipients (Postsecondary Partnership Grants)	25%	$132,752
11	• Allocation to Eligible Recipients	90%	$4,779,083
12	○ Secondary Recipients	90%	$4,301,174
13	○ Postsecondary Recipients	10%	$477,908
14	State Match *(from non-federal funds)*	Not applicable	$313,000

V. State Determined Levels of Performance (SDLP)

State Determined Performance Levels (SDPL) Form

State Name: Rhode Island

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Secondary Indicators					
1S1: Four-Year Graduation Rate	84%[5]	89%	91%	92%	93%
1S2: Extended Graduation Rate	87.2%[6]	89%	90%	91%	92%
2S1: Academic Proficiency in Reading/Language Arts	38%[7]	56%	61%	65%	69%
2S2: Academic Proficiency in Mathematics	31%[8]	53%	58%	63%	68%
2S3: Academic Proficiency in Science	0%[9] (Data not yet available)	+2%	+4%	+6%	+8%

[5] https://reportcard.ride.ri.gov/201819/StateGraduation
[6] https://reportcard.ride.ri.gov/201819/StateGraduation
[7] https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/ESSA/RhodeIsland-ESSA-State-Plan-Sept2017-FINAL-9-18.pdf (Page 82)
[8] https://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/ESSA/RhodeIsland-ESSA-State-Plan-Sept2017-FINAL-9-18.pdf (Page 83)
[9] Data not available: Rhode Island does not currently have a statewide science assessment. That assessment will begin in FY21.

3S1: Post-Program Placement	63%[10]	65%	67%	69%	71%
4S1: Non-traditional Program Concentration	5%[11]	7%	9%	11%	13%
5S1: Program Quality – Attained Recognized Postsecondary Credential	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
5S2: Program Quality – Attained Postsecondary Credits	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
5S3: Program Quality – Participated in Work-Based Learning	0%[12] (Data not yet available)	+2%	+4%	+6%	+8%
5S4: Program Quality – Postsecondary Success Index	35%	RI will set targets for this in updated ESSA plan.			
5S5: Program Quality – Program Completion Rate	0%[13] (Data not yet available)	+2%	+4%	+6%	+8%
Postsecondary Indicators					
1P1: Post-Program Placement	0%[14] (Data not yet available)	+2%	+4%	+6%	+8%
2P1: Earned Recognized Postsecondary Credential	0%[15] (Data not yet available)	+2%	+4%	+6%	+8%

[10] Rhode Island's New Skills For Youth report, Table 5A
[11] Calculation of CTE Concentrators in non-traditional courses = 252/4687 or .05%.
[12] Data not available: RIDE's data collection for work-based learning began in FY20. Data reporting occurs at the end of the school year, so the first round of data will be available in the late summer of 2020.
[13] Data not available: This additional metric includes the work-based learning metric 5S3. Therefore, the initial data will not be available until the first round of work-based learning data becomes available in late summer 2020.
[14] Data not available: CCRI does not yet have data for this measure, but will next academic year.
[15] Data not available: CCRI does not yet have data for this measure, but will next academic year.

3P1: Non-traditional Program Concentration	0%[16] (Data not yet available)	+2%	+4%	+6%	+8%

For more information on all of these indicators, please see Section II.D.3. on page 75.

[16] Data not available: CCRI does not yet have data for this measure, but will next academic year.

Appendix A

Governor's Letter of Support

State of Rhode Island and Providence Plantations
State House
Providence, Rhode Island 02903-1196
401-222-2080

Gina M. Raimondo
Governor

April 9, 2020

Ms. Betsy Devos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

I write to express my support for Rhode Island's Perkins V Plan submission to the U.S. Department of Education, and to request that the Department of Education approve the Plan.

Over the last four years, the State of Rhode Island has exponentially increased access to career education programs, advanced coursework, early college experiences, and work-based learning opportunities, all with the goal of creating a more skilled workforce and a stronger talent pipeline to fill the needs of Rhode Island's growing economy. Through our partnership with government agencies, private industry leaders, the public education system, universities, and non-profits across the state, we have created incredible opportunities for Rhode Island students. My administration believes that career education is not an alternative pathway; it is the pathway that all students should follow to explore their passion, strengths, and interests.

Today, every single student in the State of Rhode Island has access to career education programming in a priority sector. We have opened the doors for students to pursue college credits at no cost to their families by creating the Advanced Course Network and making dual and concurrent enrollment at our public higher education institutions universal and free. Computer science is now embedded in every public school through my Computer Science 4 Rhode Island (CS4RI) initiative. Our PrepareRI high school summer internship program has attracted the interest of roughly ten percent of the junior class across the state. In addition, the state has become a national leader in FAFSA completion to make college more affordable.

All of this was taken into consideration as the Rhode Island Department of Education (RIDE) submits our four-year State Plan under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Approval of this plan will ensure that our work over the last 4 years can be maintained for another four; the State Plan covers federal fiscal year 2020 through fiscal year 2023, effective date of July 1, 2020 through June 30, 2024.

We submit this State Plan as part of Rhode Island's Combined State Plan under the Workforce Innovation and Opportunity Act (WIOA). This ensures that the administration of Career and Technical Education (CTE) programs are consistent with the state's policies and objectives, as well as related federal laws and regulations. The Rhode Island Department of Education (RIDE) will serve as the eligible state agency under the Act and will lead the state plan development, administrative and evaluation routines, and oversight of the distribution of federal funds in coordination with the Rhode Island Department of Labor and Training (DLT).

Sincerely,

Gina M. Raimondo
Governor of the State of Rhode Island