Unpacking and Understanding CTE Data

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Overview of CTE in Rhode Island

Career and Technical Education (CTE) is one of the most valuable tools educators have to make education meaningful and relevant for students in the K12 system, and to prepare them for their next step: college and career.

There are more than 15,000 RI students enrolled in any of the 200 CTE programs from across the state. Please see the RIDE-approved program list for more details.

CTE Programs are required to:

- align to a set of Industry-Specific Program Standards established by the CTE Board of Trustees and endorsed by K-12 Council
- align to RIDE CTE program standards;
- include a series of at least three interrelated courses;
- include at least one work-based learning experience completed by every student in the program that is aligned to the CTE Board of Trustee's WBL Guidance and criteria;
- have a culminating credential of some sort, and,
- allow students to earn a guided pathway endorsement upon successful completion by integrating the school's proficiency-based graduation assessment with the pathway programming.

Why is CTE data collection so complicated?

In Rhode Island, the CTE data collection that RIDE conducts annually with LEAs is complex, because the root data that LEAs submit is used for **multiple purposes and audiences** as outlined below.

Data needed (comes from various sources):	Perkins Accountability (Federal - the "CAR")	ESSA Accountability (State – Star ratings/Report Card)	CTEBOT Accountability (Local - based on Standards)
Concentrator Counts**	✓		✓
Student demo data	✓	✓	✓
Postsecondary Success (Credentials or College Credit)	✓	✓	✓
Graduation rate	✓	✓	✓
ELA/Math Proficiency	✓	✓	✓
Post-Program Placement	✓		✓
Work-based Learning	✓		✓
"Culminating" credential			✓

**Please note, the federal definition of a "concentrator" is a student who has been present for 15 days of a second CTE course, whereas the local, CTEBOT definition of a "concentrator" is a student who completes two years' worth of CTE courses in a three course sequence.

What were the themes from SY21-22?

RIDE's data and CTE program teams spend significant time supporting CTE programs and LEAs to submit their CTE data. Here are some of the themes identified from school year 2021-2022.

- Rolling out the local, CTE Board of Trustees Accountability metrics was challenging given the **variability in data requirements, data definitions, and timeframes.**

- Local LEA staff significantly underestimate the amount of time required to submit timely, accurate CTE-specific data, and **established deadlines are not being met.**

- Within LEAs, data, finance, and programmatic staff **are not communicating** about data needs.

- Data may be submitted on time, but **does not meet the requirements** outlined on RIDE's data spec sheets.

- RIDE is offering frequent technical assistance and validation opportunities, but local LEA staff are **not participating**.

What happens when data is not submitted/accurate?

When an LEA doesn't submit some of this data, or submits incorrect data, there are multiple consequences for the program, for the school, for RIDE, and for Rhode Island. A few examples are outlined below.

- When the required work-based learning data is not submitted (note, a separate collection but still required for CTE reporting) the program's CTEBOT Accountability is artificially depressed (both 5s3 and 5s5).

- When student concentrator counts are not accurate (example, when an LEA uses the local instead of the federal definition) it impacts RIDE's federal Accountability – the Perkins Consolidated Annual Report (CAR). Discrepancies can impact program allocations, send the state into corrective action, and depress state categorical funding.

- When a program is not coded correctly, LEAs are at risk of missing out on state accountability points (for postsecondary success credentials), state categorical funding, and are at risk of being flagged for corrective action in the upcoming CTE Audit.

- When a program's budget and UCOA codes are not accurate, it delays distribution of federal funding, and impacts state categorical distributions two years later.

Reminder: CTE-Specific Data Collection

CTE data collection is complex and LEAs must report through the enrollment census application via eRIDE or the ADT (automated data transfer).

Collection	Purpose(s)	Timeframe	Validation process (if applicable)
CTE Programs	*What RIDE approved programs does your school offer?* • Funding decisions • Accountability	October 1 (maintained throughout the year)	• Validate against RIDE's current list of RIDE approved programs
CTE Courses	*What courses make up each of your CTE programs?* • Funding decisions • Accountability	October 1 (maintained throughout the year)	• Can only submit courses for the CTE Programs reported • Can only submit courses for which you have submitted TCS data
CTE Students in Programs	*What students are enrolled in what programs?* • Funding decisions • Accountability	October 1 (maintained throughout the year)	• Can only report the programs already reported in CTE programs • Students must be enrolled in the school
CTE Recognized Credentials Earned	*What credentials did students earn and in what program?* • Funding decisions • Accountability	Report as soon as students earn credentials, no later than June 30	• Can only report the programs already reported in CTE programs • Student must be enrolled in the school • Can only report certain credentials for certain program types (i.e., validated against the CTEBOT standards)

Reminder: CTE-Specific Data Collection Continued

CTE data collection is complex, and LEAs must report through the enrollment census application via eRIDE or the ADT (automated data transfer).

Collection	Purpose(s)	Timeframe	Validation process (if applicable)
CTE Apprenticeship Programs	*What students participated in a RIDE program with a current agreement with a certified apprenticeship program?*	Report as soon as students qualify as having advanced standing in apprenticeship program, no later than June 30	• Can only report the programs already reported in CTE programs • Student must be enrolled in the school • Valid apprenticeship code
CTE Postsecondary Credit	*In what program-guided agreement did students earn postsecondary credit?* • Accountability	Report as soon as students earn postsecondary credit, no later than June 30	• Can only report the programs already reported in CTE programs • Student must be enrolled in the school • Valid postsecondary code

[CTE Data Collection Specifications](#)

Reminder: Work-Based Learning (WBL) Collection

While technically a separate data collection, WBL is a requirement for every CTE student (and is a goal for all students) but as of May 10, 2022, **only 24 LEAs have submitted WBL data to RIDE.**

- All students in grades 9-12 should be participating in a high-quality work-based learning opportunity.

- All students seeking completer status in a CTE program or for a pathway endorsement must complete a minimum of 80 hours of high quality WBL in one or more of the 5 categories identified by the Governor's Workforce Board (GWB):

  1. School-Based Enterprise
  2. Service Learning
  3. Industry-Based Project
  4. Internship
  5. Apprenticeship

- For CTE programs to meet standards, students must complete WBL hours identified in their program standards.

- The PrepareRI 2.0 goal is that by 2025, 80% of all students will complete at least one high quality WBL experience.

Reminder: WBL Collection Continued

The purpose of the WBL data collection is to collect the number of WBL hours that each student is completing, **whether they are enrolled in a CTE program or not.** Required data fields are below.

Basic Info
- District
- School
- Student's SASID (state student identifier)
- Student's LASID (local student identifier)
- Student's Name

Setting
- Class Section (if WBL is part of a class)
- Club (if WBL happens through a club)
- Other (WBL that is not part of a class or club)

Partner
- The industry partner where the WBL takes place

Type
- Apprenticeship
- Internship
- Industry Project
- School Based Enterprise
- Service Learning

Hours
- The total number of WBL hours the student earned within each WBL type
- If paid: the total number of WBL hours the student earned within each WBL type for which the student received payment

Sector
- Architecture & Construction
- Arts, A/V Tech & Communications
- Biz Mngmt, Admin, & Finance
- Environmental and Life Sciences
- Education, Training, and Human Services
- Health Sciences / Medical Pathways
- Hospitality & Tourism
- Information Technology
- Law, Public Safety, and Government
- Environmental and Life Sciences Manufacturing
- Marine Technology
- STEM
- Transportation, Distribution, & Logistics

WBL Data Collection Specifications

WBL data can be reported through enrollment census application via eRIDE or the ADT (automated data transfer) via WBL submission type

Learn more

Questions?

- For programmatic questions related to CTE, please email CTE@ride.ri.gov

- For questions about Rhode Island's Career Coordinator network, please email Paul.Williams@ride.ri.gov

- For technological questions or eRIDE-specific questions, please email Mario.Goncalves@ride.ri.gov

- To learn more about CTE in Rhode Island, please visit: https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx