



PREPARE RHODE ISLAND

2018 ANNUAL REPORT

IF YOU HAVE THE PASSION,
WE HAVE A PATHWAY.



PREPARE
Rhode Island
www.prepare-ri.org

Student Data & Outcomes

INTRODUCTION ●●●●●●●●

Outcome-focused accountability is one of the eight priorities in the PrepareRI Action Plan. With that in mind, PrepareRI assembled data on a number of student outcomes related to PrepareRI's work. This is the first year of collecting and reporting these indicators, so it represents PrepareRI's baseline. PrepareRI will continue publishing this data annually, to ensure it is progressing towards its ambitious goals for Rhode Island's young people.

This data is the most recent information available as of December 2017. For more details, including additional graphs and downloadable files, please visit prepare-ri.org/data.

PATHWAY ACCESS

35.8%

K-12 students who have access to career pathway programs in one of the GWB priority sectors¹

POST-SECONDARY CREDITS

27.3%

High school seniors in fall 2016 who had earned a college credit from a public university in Rhode Island

¹ Governor's Workforce Board (GWB) priority sectors are also known as "high-wage, high-demand" or "high-skill, high-demand" sectors

² The "2014 9th grade cohort" refers to the group students who were in 9th grade during the 2013-14 school year. If they finished high school in four years, these students would have graduated in 2017. This cohort is the most recent 9th grade cohort that would be expected to graduate by the time of this report's publishing.

³ DLT data only report people working in the state of Rhode Island and do not include military jobs, federal government jobs, and jobs with the limited number of private employers that do not participate in the Unemployment Insurance System. Students must also show up in another dataset, such as DMV or Rhode Island public higher education to be identified in the DLT data.

PATHWAY PARTICIPATION

13.4%

Students who participated in career pathways programming during their time in middle or high school

0 of 10,839 8th graders participated in PrepareRI career exploration programming. (PrepareRI did not have such programming in 2017)

28% (2,780/9,936) of the 2014 9th grade cohort participated in CTE during high school

PATHWAY CONCENTRATION

17%

17% of the 2014 9th grade cohort² concentrated in a priority sector CTE program

INDUSTRY-RECOGNIZED CREDENTIALS

6.1%

6.1% (611/9,963) of the 2014 9th grade cohort earned an industry-recognized credential in a priority sector

COLLEGE ENROLLMENT AND EMPLOYMENT

80.9%

80.9% members of the class of 2016 enrolled in college or were employed in a priority sector within 12 months graduation.

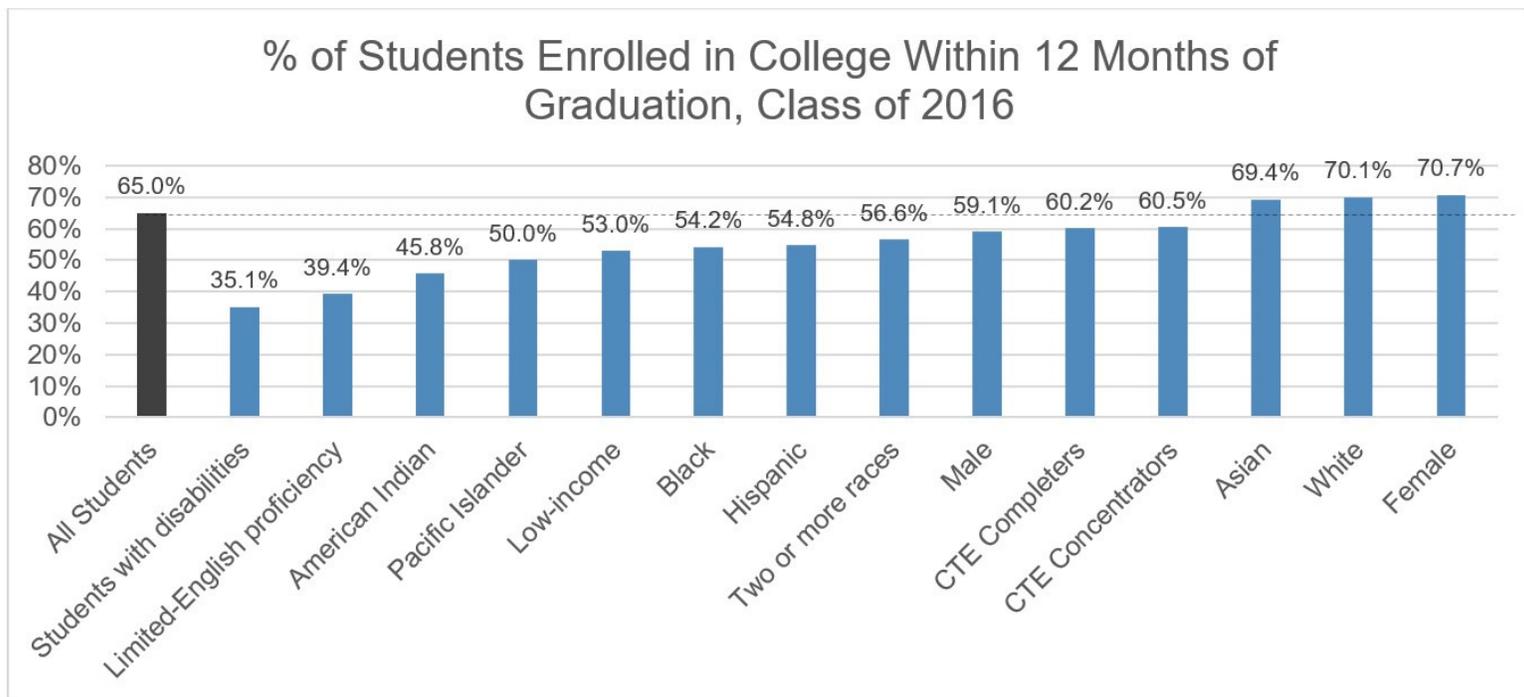
65%

Members of the class of 2016 enrolled in college within 12 months of graduation

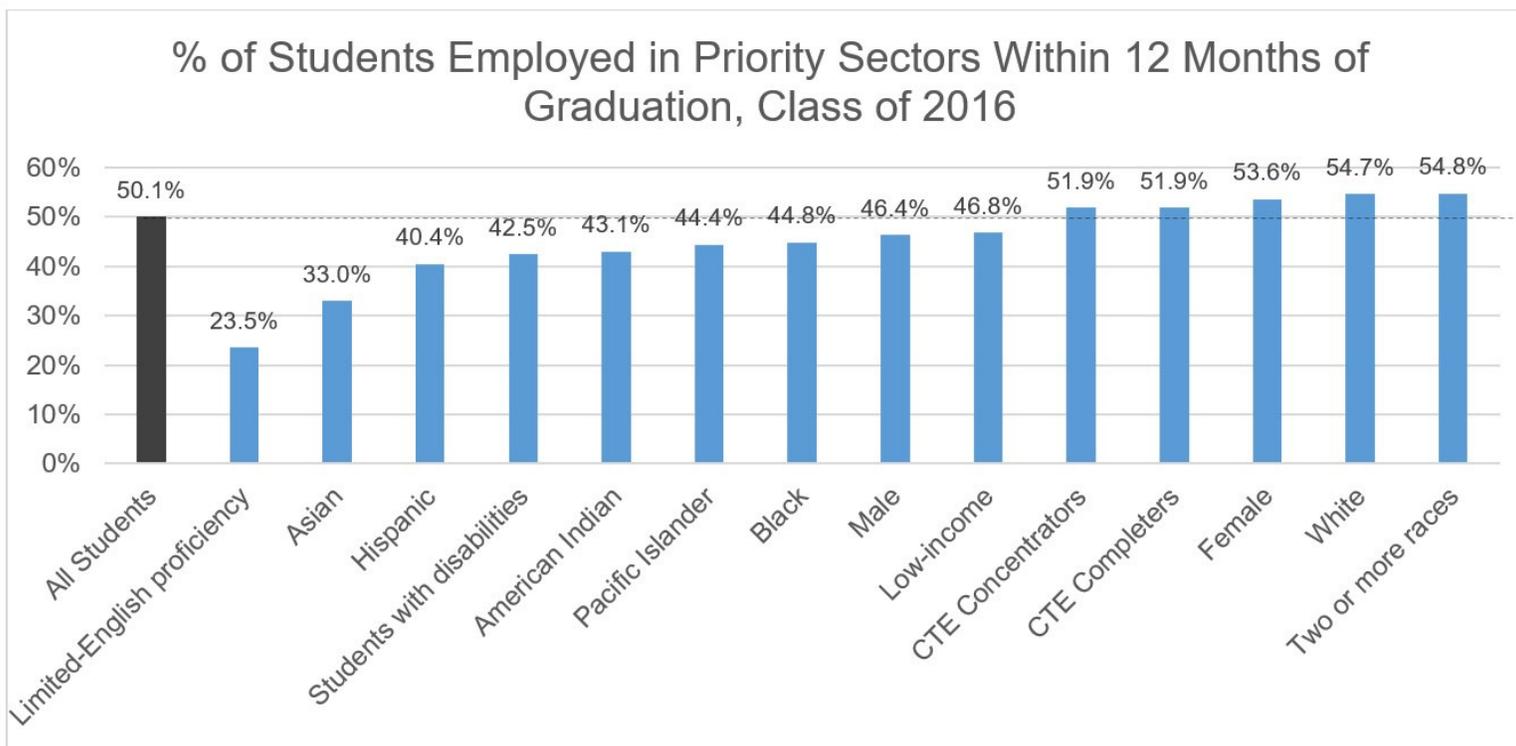
50.1%

50.1% (4,818/9,621) of students were employed in a priority sector in Rhode Island within 12 months of graduation³

ENROLLMENT DATA



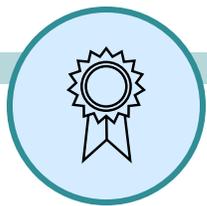
EMPLOYMENT DATA



Employer Engagement

PrepareRI has cultivated 18 industry partners to support and advance high-quality career pathway opportunities for all Rhode Island students.

18



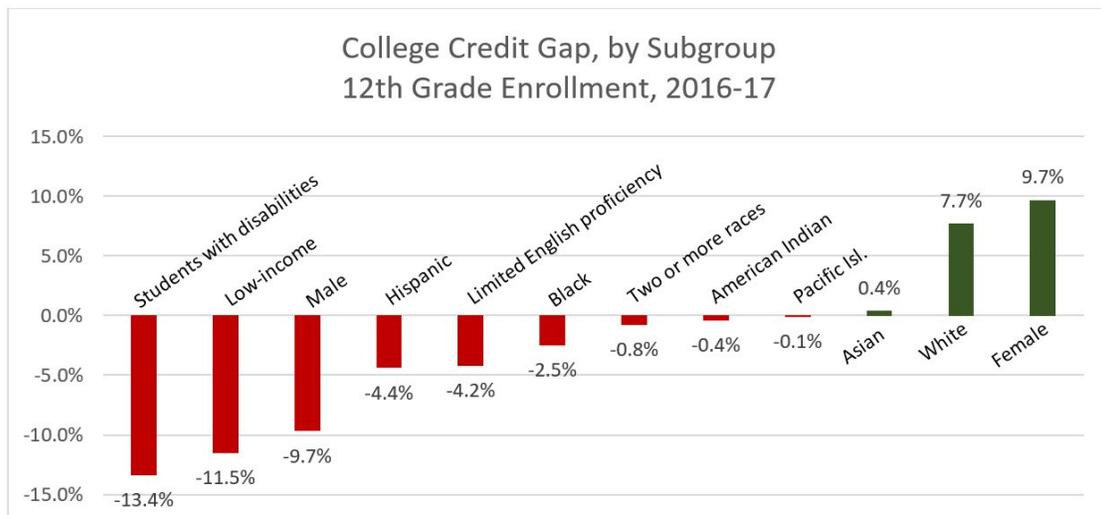
Industry Credentials and College Credit

COLLEGE CREDIT

27.3% (2,738/10,042) of students enrolled in Grade 12 in October 2016 attained a college credit from one of Rhode Island’s public universities – up from 19.6% the prior year.

27.3%

There were, however, significant disparities in which student groups earned college credit

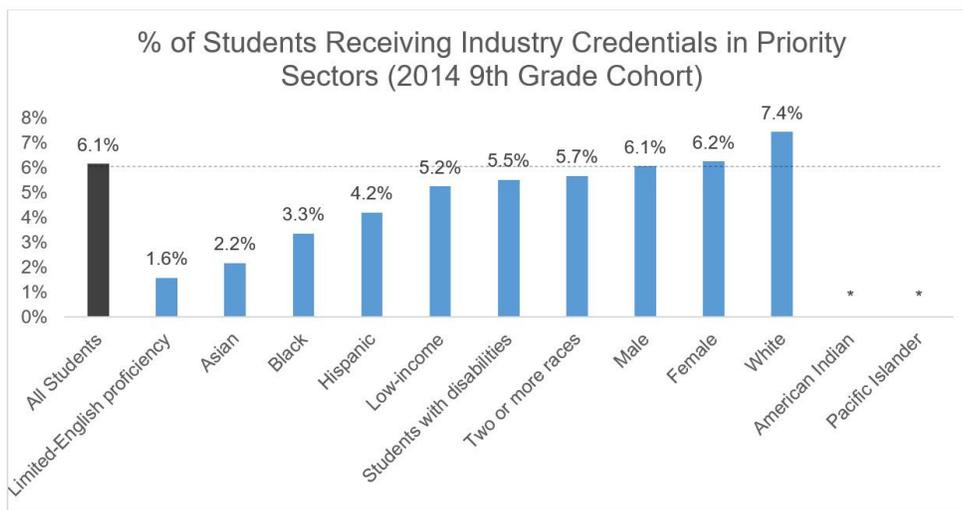


The graph above measures the difference between a group’s proportion in the general population minus their proportion of college credit earners. For example, women represent nearly 10% more of the credit-earning population than their share of Rhode Island’s 12th grade class. On the other end of the spectrum, students with disabilities or from low-income backgrounds are significantly underrepresented among credit-earners.

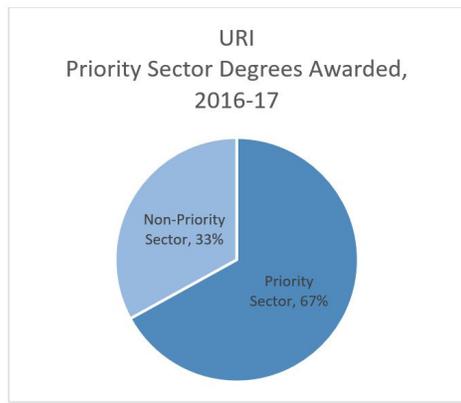
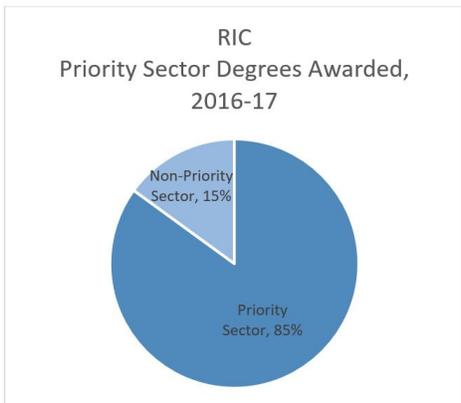
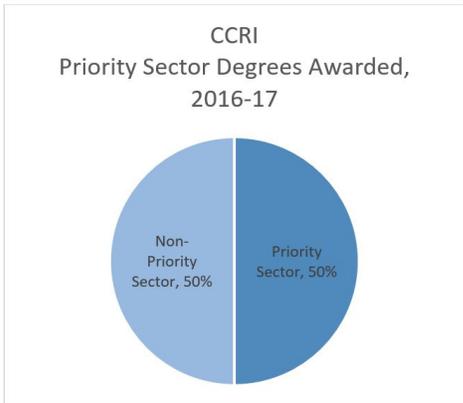
INDUSTRY-RECOGNIZED CREDENTIALS

6.1%

6.1% (611/9,963) of students in the 2014 9th grade cohort received an industry-recognized credential in a priority sector. The figure for the previous year’s cohort was 6.0% (666/11,122).

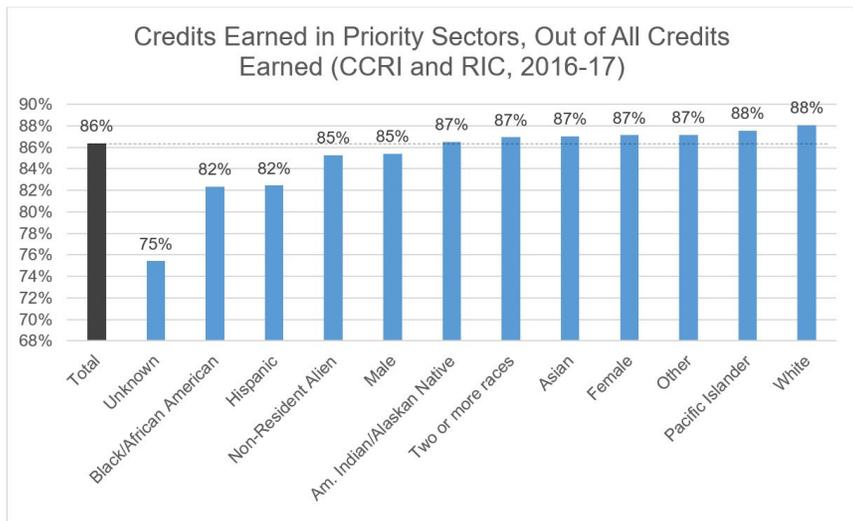


COLLEGE DEGREES EARNED IN PRIORITY SECTORS



CREDIT AND COURSES IN PRIORITY SECTORS

86% (329,978.5/382,033.2) of credits awarded at RIC and CCRI were in priority sectors **86%**

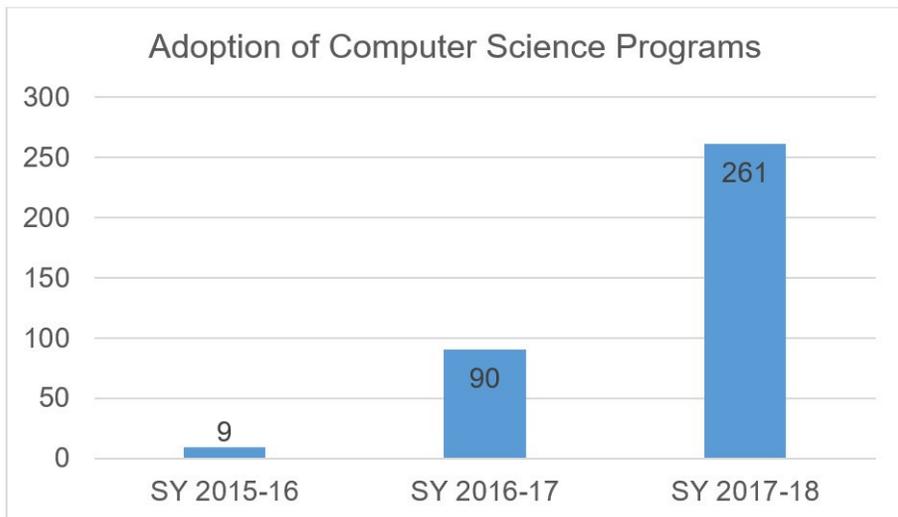


COURSES OFFERED IN PRIORITY SECTORS

CCRI - 2016-17 - 92.8%
 RIC - 2016-17 - 90.5%
 URI - 2015-16 - 76.7%

URI's data for 2016-17 was unavailable ⁴

COMPUTER SCIENCE FOR RHODE ISLAND (CS4RI)



88.2%

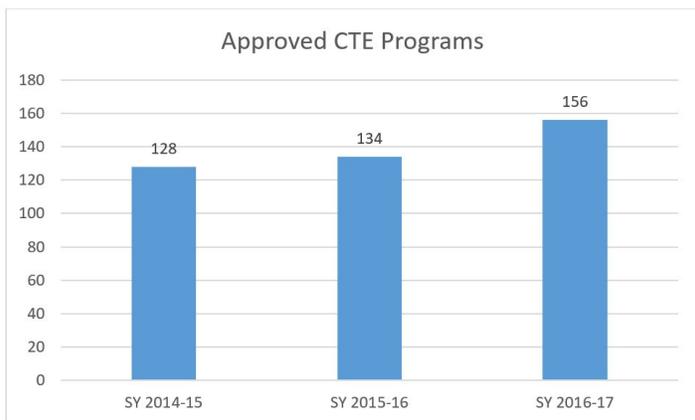
As of fall 2017, 261 out of 296 schools, or 88.2%, have adopted computer science programming.



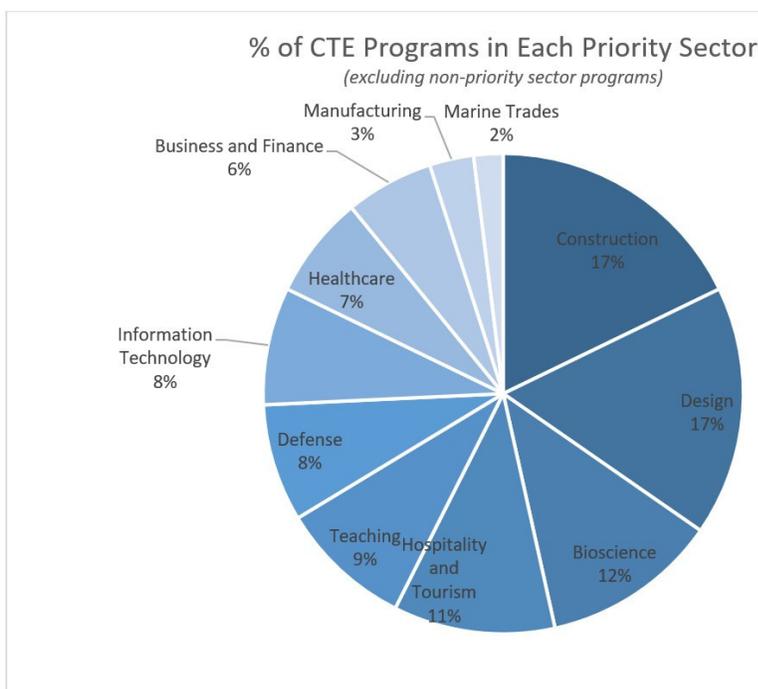
Work-Based Learning

PrepareRI did not offer approved work-based learning in 2017, so the baseline number is 0 for access, participation, and completion in quality work-based learning. In 2018, PrepareRI is rolling out a number of work-based learning programs and tools, including starting the PrepareRI Internship Program and the GWB approving guidance on work-based learning programs.

Career & Technical Education



156 approved CTE programs operating in Rhode Island during the 2016-17 school year. This is a 16.4% increase over the prior year



83.5%

83.5% of reporting CTE programs were in priority sectors during the 2015-16 school year (the most recent year for which such data is available)

CTE ACCESS

100%

100 % of high school students have access to CTE programming in a priority sector. Rhode Island allows students to enroll in any CTE program in the state.

16.3%

16.3% (7,036/43,294) of high school students have access to a trained priority sector CTE teacher in their building.

CTE PARTICIPATION ●●●●●●●●●●

28% (2,780/9,936) of members of the class of 2017 (2014 9th grade cohort) participated in a CTE program. This is up from 23.8% (2645/11,122) from the members of the previous year's cohort. However, data collections from prior years maybe not be exactly comparable to current data, due to improvement in data quality.

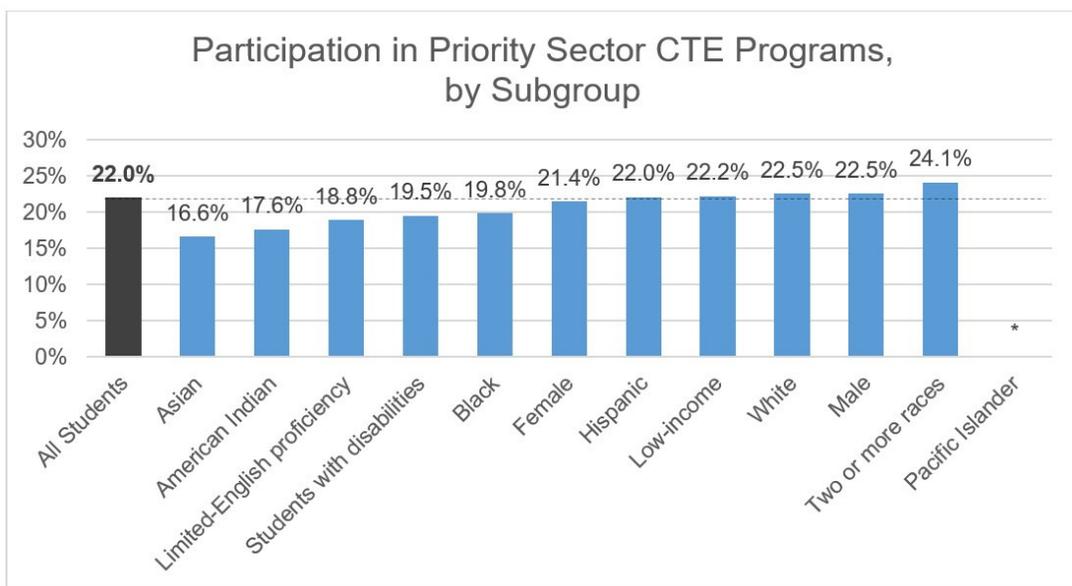
28%

●●●●●●●● CTE PARTICIPATION AND COMPLETION

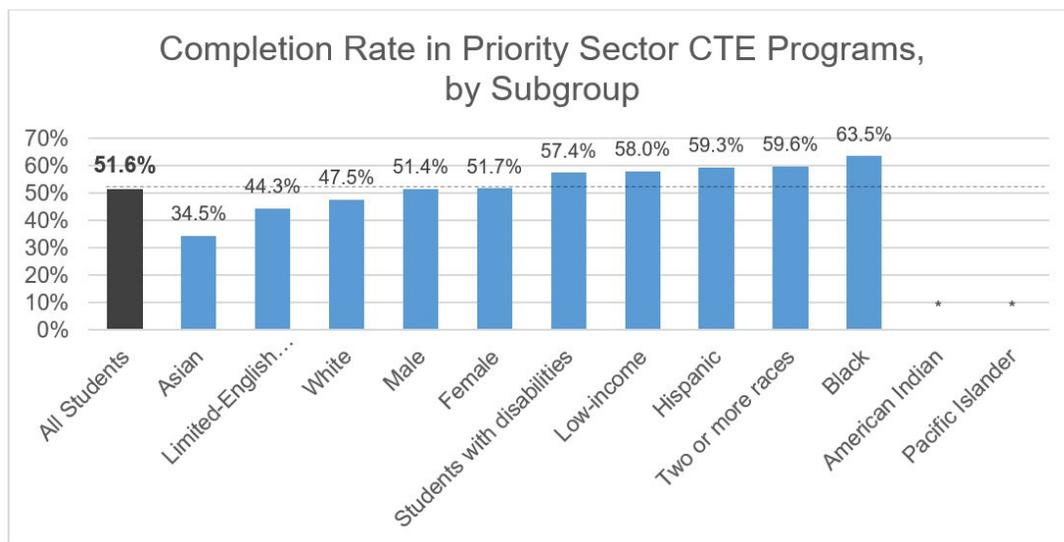
22%

Data shows that the biggest obstacle is getting students to take their first CTE class: only 22% of students became CTE participants. Of the students who became participants, though, fully 77% continued on to become concentrators or completers, with roughly equal numbers falling into these two categories.

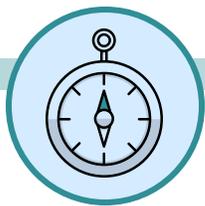
Students with disabilities, who are underrepresented in participation and completion rates overall, tend to persist at above average rates compared to the state as a whole.



The data above is for the expected graduating class of 2017 (2014 9th Grade Cohort)



These graphs reveal some interesting trends not evident elsewhere in the statewide data. Specifically, traditionally underserved student groups—such as black, Hispanic, or low-income students—complete CTE programs at higher rates than white or Asian students.

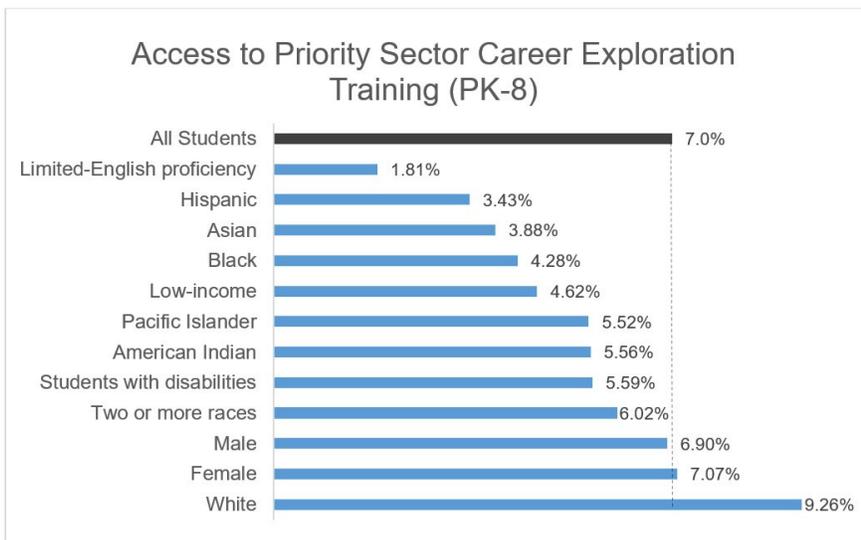


Counseling and Career Exploration

CAREER EXPLORATION

7% of PK-8 students have access to an educator trained in priority sector career exploration. These educators are found in 13 schools across 13 districts or local education agencies.

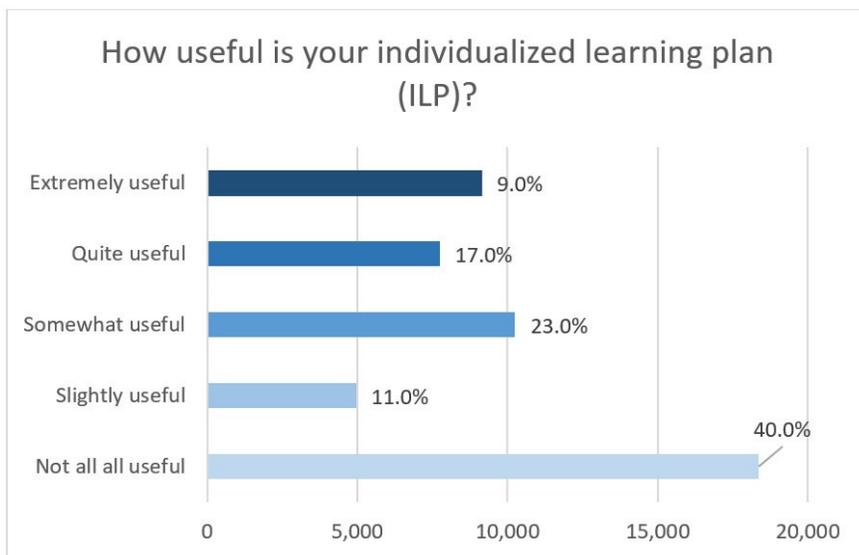
7%



INDIVIDUAL LEARNING PLANS

26%

26% of 6-12 grade students in the annual SurveyWorks survey said their Individual Learning Plan was either "extremely" or "quite" useful.





Aligned Funding

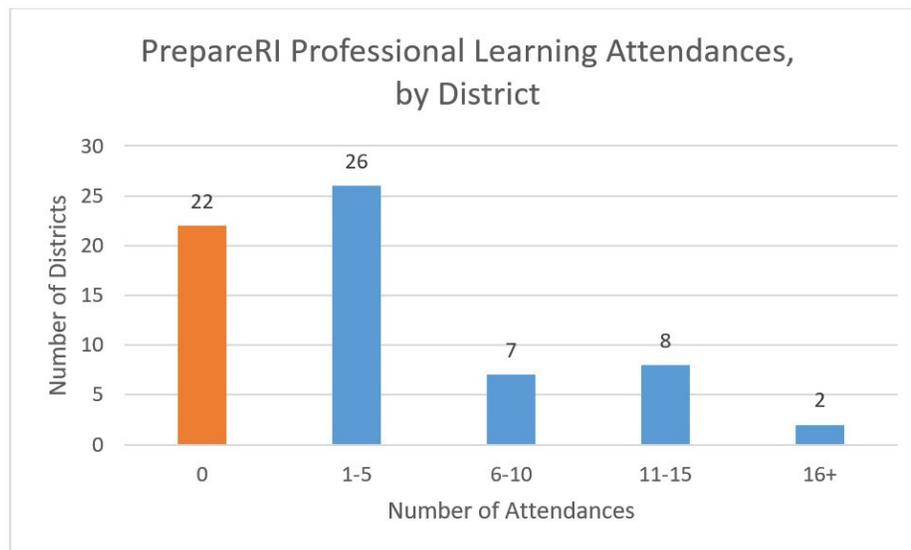
Fiscal year 2016 is the most recent year for which Rhode Island workforce funding data is available. Since that pre-dates PrepareRI, none of the FY16 funding was allocated according to PrepareRI's definition of quality. The following table outlines the total eligible funding that year.

Youth Workforce Funding	\$1,500,00
Youth Centers	\$500,000
Work Immersion	\$887,562
CTE Pilots	\$52,275
CTE Categorical	\$3,500,000
Total	\$6,439,837



Outreach and Professional Learning

66.2% (43/65) of districts had at least one teacher attend a PrepareRI professional learning event in 2017. Such events included the PrepareRI Fall Summit or a Project Lead the Way training.



The above graph counts the number of “attendances” at PrepareRI professional learning events. An “attendance” is an instance of a teacher attending a PD; for example, a district with two attendances could have one teacher attend two events, or two teachers attend one event.