

**REGULATIONS
of the
BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION**

**Regulations of the Rhode Island Board of Regents Governing Career and Technical
Education**

DRAFT

for

PUBLIC HEARING and COMMENT

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2
3 **1.0 DEFINITIONS**
4

5 As used in these regulations, the following words and terms have the following meaning, unless
6 the context indicates another or different meaning or intent:
7

- 8 1. Apprenticeship – a relationship between an employer and an employee during which the
9 worker or apprentice learns an occupation in a structured program sponsored jointly by
10 employers and labor unions or operated by employers and employee associations.
- 11 2. Articulation Agreement – a signed, formal agreement acknowledging, authorizing and
12 conferring specific academic credit, advanced standing and/or status for work (knowledge,
13 skills and competencies) attained.
- 14 3. Career Cluster – groupings of occupations and industries established by the United States
15 Department of Education and used to organize career and technical education and career
16 and technical education preparation programs.
- 17 4. Career and Technical Education (CTE)– organized educational and work-related
18 educational services that offer students opportunities for career awareness, career
19 exploration and career preparation focused on providing students with the academic and
20 technical knowledge and work related skills necessary to be successful in postsecondary
21 education, training activities, and employment.
- 22 5. Career and Technical Education Center – A grade 9-12 public educational facility with the
23 primary purpose of providing CTE preparation programs and other forms of career and
24 technical education, either as a stand-alone institution or in conjunction with collaborating
25 secondary schools.
- 26 6. Career and Technical Education Program of Study – one of two forms of career
27 preparation programs offered through the CTE System, a program of study:
 - 28 ▪ Offers a series of not fewer than two sequenced, non-duplicative Career and
29 Technical Education courses;
 - 30 ▪ Delivers a curriculum aligned to both state academic and industry-standards;
 - 31 ▪ Is taught by a qualified, appropriately-certified, and highly-trained instructor;
 - 32 ▪ Yields an industry-recognized credential, when such a credential exists, widely
33 recognized work-ready certificate, and/or postsecondary education or training
34 program credits; and
 - 35 ▪ Provides students adequate time for academic, technical, and related theory
36 instruction such as is necessary to master the skills required for postsecondary
37 success.
- 38 7. Career Pathway(s) – industry sector-specific CTE activities, courses, and programs that are
39 vertically aligned from secondary-level education through postsecondary education
40 institutions and/or training programs and are designed to build technical skills and generate
41 stackable credentials.
- 42 8. Career Preparation Programs – Career preparation programs are of two types, 1) traditional
43 programs of study and 2) innovation programs.

- 44
- 45 9. Career Preparation Program Review and Approval Process (Review and Approval Process)
- 46 – a standards-based review process that results in a determination about career preparation
- 47 program approval status.
- 48 10. Career Preparation Program Standards – Standards that provide the basis for the quality
- 49 assurance process and clearly articulate the requirements for the quality, scope, and breadth
- 50 of LEA-administered career preparation programs.
- 51 11. Career and Technical Education System (CTE System): An organized, coherent, and
- 52 comprehensive set of educational opportunities that promote strong academic skills, an
- 53 awareness of careers and occupations, and the mastery of rigorous and relevant technical
- 54 skills that prepare students for college, careers, and life. The CTE System is comprised of a
- 55 spectrum of educational opportunities that are classified into three levels: (1) career
- 56 awareness, (2) career exploration, and (3) career preparation programs.
- 57
- 58 12. Certificate – documentation or credential that can be earned by a student and that validates
- 59 his or her mastery of specific skills or sets of skills, completion of training requirements set
- 60 forth by a certifying body, and/or that validates demonstrated readiness to enter an
- 61 industry, educational setting, independent living, or the workplace.
- 62 13. Commissioner – the commissioner of elementary and secondary education.
- 63 14. Core Academic Areas – English language arts, mathematics, science, social studies, the
- 64 arts, and technology.
- 65 15. Credential – A specialized subset of certificates, credentials provide portable, meaningful
- 66 documentation that a student has mastered an industry-established and validated range of
- 67 skills, met necessary training and education requirements, and demonstrated readiness to
- 68 enter a specific industry.
- 69 16. Individual Learning Plan (ILP) – A student-centered planning and monitoring process that
- 70 guides and directs students’ goals and educational development in three domains:
- 71 academic, career, and personal/social.
- 72 17. Local Education Agency (LEA) – A public board of education/school committee or other
- 73 public authority legally constituted within the State for either administrative control or
- 74 direction of one or more Rhode Island public elementary schools or secondary schools.
- 75 18. Innovation programs: One of two forms of career preparation programs, innovation
- 76 programs are afforded latitude for innovation in the area of course design, curricular
- 77 materials, delivery site, and instructional approach while, at the same time, still
- 78 maintaining full accountability for student outcomes.
- 79 19. Resident Local Education Authority (LEA): The LEA in which a student should be
- 80 enrolled on the basis of residency or, in the case of charter schools, placement through the
- 81 lottery system.
- 82 20. State Education Agency (SEA) – state department of education responsible for ensuring
- 83 the implementation of federal, state and Regents laws, statutes, and regulations.

84

85 **2.0 AUTHORITY, SCOPE, AND PURPOSE**

86
87 The Board of Regents for Elementary and Secondary Education (Board of Regents) pursuant to its
88 delegated statutory authority under Rhode Island General Law Chapter 16-45 to establish and
89 manage a state Career and Technical Education (CTE) system, promulgate these Regulations of
90 the Rhode Island Board of Regents Governing Career and Technical Education (Regulations).

91
92 In furtherance of the policy set forth in Rhode Island General Law § 16-45, the purpose of these
93 Regulations is to establish a comprehensive and cohesive Career and Technical Education System
94 (CTE System) that provides students exposure to the world of work; offers students the
95 opportunity to learn rigorous technical and career-based skills that are aligned to relevant industry
96 standards; and, through career preparation and the mastery of skills and the earning of credentials,
97 prepares students for a seamless transition to postsecondary education and training programs
98 and/or careers.

99
100 The CTE System shall deliver career and technical educational opportunities through diverse
101 delivery programs. Educational services can and are intended to be delivered in a wide array of
102 settings including, but not limited to, traditional classrooms, comprehensive high schools, work
103 and field-based settings, career and technical centers, and through virtual and electronic media.

104
105 The CTE System shall provide students with access to relevant and rigorous RIDE-approved
106 career preparation programs. These career preparation programs will represent, but shall not be
107 limited to, critical and emerging industries in Rhode Island and high-growth industries within the
108 region and nation.

109
110 The CTE System shall forge and maintain partnerships with higher education, technical training
111 programs, workforce and economic development initiatives, and regional business and industry.
112 With these partnerships, RIDE will promote and systemically manage career pathways in critical
113 and emerging industries and provide education and training programs that are responsive to the
114 needs of students, business, industry, and the regional economy.

115
116 These Regulations, along with other Board of Regents’ regulations, standards, and applicable state
117 statutes, are designed to promote and advance three principles:

- 118
- 119 1. Rhode Island’s CTE System will prepare learners for postsecondary education and careers
120 resulting in employment that provides family-sustaining wage(s).
 - 121 2. Career and Technical Education will support student postsecondary success through
122 planning, credentialing, industry partnerships, and articulation with higher education and
123 training programs.
 - 124 3. Rhode Island’s CTE System will invest in high-quality, highly effective preparation
125 programs offered through a diverse statewide delivery system.

126 **2.1 Elements of the Career and Technical Education System**

127
128 The CTE System includes a comprehensive set of educational opportunities that promote strong
129 academic and applied learning skills, an awareness of careers and occupations, and the mastery of

130 rigorous and relevant technical skills that will prepare students for post secondary education and
131 training and careers. The CTE System is comprised of a spectrum of educational opportunities that
132 are classified into three levels: (1) career awareness, (2) career exploration programs, and (3)
133 career preparation programs.

134 **2.1.1 Career Awareness**

135
136 Career awareness activities include education and counseling programs that help students make
137 informed career choices, and in later grades, inform decisions to enroll in educational and
138 technical courses of study that prepare students for college, careers, and life.

139 Career awareness activities provide K-12 students with focused exposure to industries and careers
140 as a means of helping students to discover their interests and strengths. Career awareness activities
141 help students contextualize their learning and expose students to the world of work, careers and
142 specific jobs. Career awareness activities focus students on the knowledge, skills and dispositions
143 required for careers that interest them as well as the education and training needed to prepare for
144 specific careers and may include, but are not limited to, career interest assessments, job search and
145 shadowing.

146
147 Career awareness activities shall follow the guidance provided by the American School
148 Counselors Association and the Rhode Island Frameworks for School Counseling.

149 **2.1.2 Career Exploration**

150
151 Career exploration activities build upon career awareness by providing a more focused and in-
152 depth investigation of careers and work with the purpose of helping students examine and
153 experience careers. Career exploration includes the integration of assessment activities to aid
154 students in discovering career interests and strengths and to plan the appropriate subjects, courses,
155 disciplines and applied learning skills needed to reach their goals.

156
157 Career exploration activities provide students with the opportunity to experience specific careers
158 and/or to learn basic job-specific skills. Career exploration activities take place in diverse settings
159 including traditional classrooms, technical training facilities, in the workplace and/or in
160 postsecondary education settings. Career exploration may include, but is not limited to,
161 internships, job-shadow programs, and/or enrollment in one or two technical courses offered at the
162 introductory level. Certified public school teachers, employers, mentors, or other members of the
163 community may provide career exploration activities and instruction.

164
165 In accordance with section 5.1 of these regulations and section G-14 of the Basic Education
166 Program, all Rhode Island students have the right to access career exploration opportunities. The
167 availability of and student ability to access general career preparation activities in secondary
168 grades will be reviewed as part of the Commissioner's review process as set forth in L-6 of the
169 Regulations of the Board of Regents for Elementary and Secondary Education.

170 **2.1.3 Career Preparation Programs**

171
172 Career preparation programs are the most intense level of career and technical educational services
173 available to secondary students. The role of career preparation programs is to provide students

174 with rigorous academic and technical training and deep preparation for entry into postsecondary
175 education or training programs and careers. Career preparation programs are distinguished by the
176 depth and rigor of the technical training provided, the number of contact hours and/or sequenced,
177 non-duplicative courses that focus on skill development in a single career-based or occupational
178 area, and the opportunity to earn credentials and/or postsecondary credits upon completion. Career
179 preparation programs require approval from the Rhode Island Department of Education (RIDE) in
180 accordance with section 4.1 and 4.2 of these regulations.

181
182 Career preparation programs are differentiated from career exploration activities through the
183 following four qualities:

- 184 1. Clear alignment to rigorous academic and industry or career-readiness standards;
- 185 2. Adherence to the career preparation program standards published by RIDE;
- 186 3. Student opportunities to earn industry-recognized credentials and/or postsecondary credits;
187 and
- 188 4. Annual accountability for student outcomes including, but not limited to:
 - 189 a. dropout and graduation rates,
 - 190 b. credential earning rates,
 - 191 c. program completion rate, and
 - 192 d. enrollment and persistence in both the preparation program and postsecondary
193 education and technical training programs.

194 Career preparation programs take two forms: (1) traditional programs of study and (2) innovation
195 programs.

196
197 Traditional programs of study offer a program of not fewer than two sequenced, non-duplicative
198 career and technical education courses; deliver a curriculum aligned to both state academic and
199 industry-standards; provide instruction by appropriately-certified and highly-trained instructors;
200 yield an industry-recognized credential when such a credential exists; and provide students
201 adequate time for academic, technical, and related theory instruction such as is necessary to master
202 the skills necessary for postsecondary success. Traditional programs of study require RIDE-
203 approval and are responsible for establishing and maintaining the scope and rigor defined by the
204 four qualities set forth in this section.

205
206 Innovation programs are rigorous career preparation programs that are of a different design than
207 the traditional program of study delivery model. The intent of these regulations is to provide
208 innovation preparation programs the flexibility for program design and delivery models that may
209 not yet exist in careers that are not yet described under the federal career clusters. Innovation
210 preparation programs are afforded design latitude, while still maintaining full accountability for
211 the student outcomes described in 4(a), (b), (c), and (d) above. The Commissioner shall, as a part
212 of the establishment of career preparation program standards and the review and evaluation
213 process, identify standards and criteria that may be adapted or modified to promote program
214 innovation. Innovation programs are distinguished from traditional programs of study through
215 their:

- 216 (a) Exercise of the opportunity to adapt career preparation program standards or criteria (as
217 identified by the Commissioner); and

218 (b) Submission of an approved plan as part of the career preparation program approval process
219 that describes the standards or criteria for which they seek flexibility and an alternative
220 approach for ensuring program quality in the affected area.

221 Innovation programs require RIDE approval and are responsible for establishing and maintaining
222 the scope and rigor defined by the four qualities of career preparation programs set forth in section
223 2.1.3 of these regulations.

224
225 Pursuant to Rhode Island General Law § 16-45-6, RIDE shall be responsible for certifying and
226 ensuring the quality of all career preparation programs using a quality assurance process described
227 in section 4.0, 4.1, and 4.2 of these regulations.

229 **3.0 ROLES AND RESPONSIBILITIES**

230
231 Rhode Island’s CTE System shall be designed and monitored by RIDE and managed and
232 delivered by the LEA. Both RIDE and the LEAs have distinct responsibilities as described herein.

233 **3.1 RIDE Responsibilities and Functions**

234
235 RIDE shall have the responsibility for and authority to:

- 236 (1) Establish a CTE System that promotes and ensures student access to career awareness and
237 exploration activities for all K-12 students and career preparation programs for students in
238 grades 9-12;
- 239 (2) Establish career preparation program admissions standards;
- 240 (3) Establish and maintain a system of RIDE-approved career preparation programs;
- 241 (4) Establish and maintain a RIDE-managed quality assurance process that includes a Career
242 Preparation Program Review and Approval Process (Review and Approval Process);
- 243 (5) Establish and maintain a Statewide Career and Technical Education Advisory Board;
- 244 (6) Maintain and annually publish the list of RIDE-approved career preparation programs;
- 245 (7) Invest state and federal resources to support both the CTE System and LEA career
246 preparation programs in a manner that advances program quality, ensures efficient and
247 effective use of resources, and is compliant with applicable state and federal law;
- 248 (8) Establish and manage a funding methodology for Career and Technical Education
249 consistent with applicable state statutes and these Regulations that is designed to meet the
250 reasonable and necessary costs for the administration and implementation of RIDE-
251 approved career preparation programs;
- 252 (9) Manage a state-level data system that enables high-quality evaluation, progress-
253 monitoring, and continuous improvement at both the state and local levels;
- 254 (10) Ensure that the CTE System aligns to and promotes statewide workforce and economic
255 development initiatives; and
- 256 (11) Identify critical and emerging industries in Rhode Island and promote the establishment of
257 general and career preparation programs in those areas.

258 **3.2 Local Education Authority (LEA) Responsibilities and Functions**

259
260 All LEAs shall:

- 261 (1) Provide all K-12 students with opportunities to participate in career awareness activities as
262 required by the Rhode Island Basic Education Program (BEP) and K-12 Literacy,

- 263 Restructuring of the Learning environment at the middle and high school levels, and
264 proficiency based graduation requirements (PBGR) at High Schools (2011 Secondary
265 School Regulations);
- 266 (2) Provide all students with the opportunity to participate in career exploration activities;
 - 267 (3) Provide all students the opportunity to enroll in RIDE-approved career preparation
268 programs of study in a career cluster of their choosing;
 - 269 (4) Provide a spectrum of career and college counseling services that include career awareness
270 and exploration activities; and
 - 271 (5) Provide students and families with accurate, high-quality information about the
272 availability of RIDE-approved programs of study and other approved career preparation
273 programs and a student's right to enroll.

274
275 LEAs that administer RIDE-approved career preparation programs shall:

- 276 (1) Meet the career preparation program standards and participate in the state-managed quality
277 assurance process;
- 278 (2) Collect and report accurate and timely Career and Technical Education performance data;
- 279 (3) Manage career and technical education-designated funding in accordance with state and
280 federal regulations;
- 281 (4) Adhere to RIDE-published cost guidelines in accordance with section 7.0 of these
282 regulations; and
- 283 (5) Engage and partner with business, industry, higher education, and postsecondary training
284 programs to improve student performance outcomes.

285 **4.0 QUALITY ASSURANCE**

286
287 The Commissioner shall establish and maintain a quality assurance process that reviews and
288 ensures the quality of the CTE System and all educational opportunities provided under its
289 auspices. This quality assurance process shall focus on the review and approval of career
290 preparation programs. The review and approval of career preparation programs shall be grounded
291 in clear career preparation program standards and will have two primary purposes: (1) promotion
292 of program quality and continuous improvement, and (2) RIDE-approval of career preparation
293 programs.

294 **4.1 Career Preparation Program Standards**

295
296 The Regents shall adopt career preparation program standards (Appendix 1) that are consistent
297 with federal requirements and reflective of research and national best practice. CTE preparation
298 program standards shall be clearly and fully communicated to all LEAs and establish expectations
299 in areas that include but are not limited to: (1) policies and procedures, (2) partnerships (3)
300 program operations (4) staffing, certification, and professional development (5) curriculum,
301 instruction and technical skill assessment, (6) supplemental and support services, and (7)
302 secondary to postsecondary transition.

303 Career preparation program standards shall be reviewed and if necessary, revised no less than
304 every five years. In the event of changes to career preparation program standards, LEAs shall have
305 no less than one year to respond before the changes take effect through the Review and Approval
306 Process.

307 **4.2 Career Preparation Program Review and Approval Process**
308

309 Pursuant to Rhode Island General Law § 16-45, the Commissioner shall develop and manage a
310 career preparation program review and approval process that sets forth clear standards and
311 procedures to approve career preparation programs. Eligibility to become a RIDE-approved career
312 preparation program requires adherence to the career preparation program standards and
313 successful completion of the Review and Approval Process that includes, but is not limited to, the
314 following elements:

- 315 1. A self-study utilizing a RIDE-published instrument;
- 316 2. A review of key student outcome data that is clearly communicated to the field no less than
317 one year in advance of the program review; and
- 318 3. An LEA application that includes program information and student-level outcome data.

319 The Review and Approval Process and all judgments rendered as a result shall be clearly aligned
320 to and consistent with the career preparation program standards.
321

322 At the conclusion of the Review and Approval Process, RIDE shall issue a report that will
323 conclude with one of four designations:

- 324 (1) *Initial approval*: new career preparation programs that require, an action plan, additional
325 monitoring and review prior to reaching the status of “fully approved” or “provisionally
326 approved”;
- 327 (2) *Provisionally approved*: career preparation programs that, as a result of the Review and
328 Approval Process, are required to develop an action plan to address program deficiencies;
- 329 (3) *Fully approved*: career preparation programs that have satisfied all elements of the Review
330 and Approval Process and have met all established performance benchmarks; and
- 331 (4) *Not approved*: career preparation programs that have been found deficient through the
332 Review and Approval Process, have not successfully met the requirements set forth in their
333 action plan, and/or have failed to meet clearly established performance benchmarks.
334

335 Those programs designated as either *Fully Approved* or *Provisionally Approved* may be classified
336 as RIDE-approved career preparation programs.

337 **4.3 Results of Career Preparation Program Review and Approval Process**
338

339 Results of the Review and Approval Process will be communicated to the LEA in a timely
340 manner. LEAs shall be given no less than 30 business days to respond to an initial draft of the
341 findings of the Review and Approval Process. *Fully Approved* and *Provisionally Approved* career
342 preparation programs will be designated as a RIDE-approved career preparation program on the
343 RIDE-maintained and published list. Non-approved programs will be provided an opportunity to
344 develop and submit an action plan to address program deficiencies.
345

346 Career preparation programs shall not lose the status of *Fully Approved* or *Provisionally Approved*
347 without full and adequate notice. Career preparation programs classified as *Provisionally*
348 *Approved* will be afforded not more than two calendar years from the date of the issuance of the
349 final report to engage in targeted improvement action plans before being reviewed again. If, after
350 two calendar years, the career preparation program has failed to improve the student outcomes

351 and/or address the deficiencies identified in the report, the program will face the loss of RIDE
352 approval.
353

354 In all cases where LEAs or career preparation programs do not gain RIDE approval, they retain
355 the right to due process as provided through the Board of Regents appeals process as described in
356 the Regulations of the Board of Regents.

357 **5.0 ACCESS, ADMISSIONS, AND SUPPORT SERVICES**

358

359 Pursuant to the requirements set forth in G-14 of the Basic Education Program, all students in
360 Rhode Island shall be provided career awareness and exploration activities as described in section
361 2.1.1 of these regulations. All students in grades K-12 shall have the right to request career
362 exploration activities as described in section 2.1.2 of these regulations. Pursuant to Rhode Island
363 General Law §16-45, all Rhode Island students shall have the right to access RIDE-approved
364 career preparation programs as defined by section 2.1.3 of these regulations. No student shall be
365 denied access to career and technical education on the basis of sex, race, ethnicity, linguistic
366 background, disability, or district of residence.

367 **5.1 Access to Career Preparation Programs**

368

369 All students shall have access to RIDE-approved career preparation programs without prejudice in
370 regards to sex, race, ethnicity, linguistic background, disability, or district of residence. Students
371 shall have the right to request, from their resident LEA, access to a RIDE-approved career
372 preparation program of their choice. This right of access shall be limited only by four criteria or
373 conditions.
374

375 (1) *Nature of program*: The resident LEA shall make every effort to enroll the student in their
376 program of choice. In lieu of the student's program of choice, the LEA may offer an
377 alternative, materially-similar RIDE-approved career preparation program provided that
378 the alternative:

- 379 a. Falls within the same federally-defined career cluster; and
380 b. Provides the student the opportunity to earn an industry-credential, where available
381 and appropriate, within the same career cluster or occupational area.

382 (2) *Availability of space*: In the event that a student requests access to a RIDE-approved career
383 preparation program and the program of choice is fully enrolled, the LEA shall conduct a
384 lottery pursuant to section 5.2 of these regulations. Subsequent to the lottery the resident
385 LEA shall make every effort to identify and enroll the student in an appropriate alternative
386 program. In selecting an alternative program, the resident district shall first seek out and
387 offer RIDE-approved career preparation programs within the same federally defined career
388 cluster as that which the student sought as their program of choice.

389 (3) *Geographic location*: Students are guaranteed access to RIDE-approved career preparation
390 programs throughout the school transportation region established at RIGL Chapter 16-21.
391 Students requesting access to RIDE-approved career preparation programs outside their
392 established school transportation region may enroll in such programs, but the resident LEA
393 shall not be responsible for the costs of the transportation.

394 (4) *Fair, equitable, and reasonable admission standards*: LEAs operating RIDE-approved
395 career preparation programs are authorized to set reasonable, fair, equitable, and
396 appropriate admission standards in accordance with Rhode Island General Law § 16-45
397 and section 5.2 of these regulations. Students requesting access to a RIDE-approved career
398 preparation program may be denied access to the program based on these admission
399 standards. In the event that a student is denied access to a career preparation program of
400 their choice based upon failure to meet minimum standards, the resident LEA shall make
401 every attempt to place the student in an alternative RIDE-approved career preparation
402 program.

403 **5.2 Admissions**

404
405 LEAs operating RIDE-approved career preparation programs shall have the right to develop and
406 employ appropriate and program-specific admission criteria to manage student applications and
407 applicant selection. Selection criteria shall not be limited to assessment results but rather shall
408 reflect a combination of criteria that, when taken as a whole, does not unfairly limit student access.
409

410 All admission criteria shall, in both intent and execution, comply with all relevant state and federal
411 civil rights laws and regulations. LEAs employing admission criteria shall demonstrate that the
412 criteria:

- 413 1. Are clearly derived from the academic and instructional demands of the career
414 preparation program;
 - 415 2. Represent the minimum levels of student readiness so as to reasonably ensure student
416 success in the career and technical education program;
 - 417 3. Provide multiple opportunities to learn with appropriate academic supports;
 - 418 4. Adhere to all relevant RIDE-developed admission standards; and
 - 419 5. Do not result in discriminatory admissions decisions.
- 420

421 LEAs that choose to employ program-specific admission standards shall develop and implement
422 an admissions policy that is formally adopted and made publicly available. The policy shall
423 include no less than (1) the admissions criteria used in the selection process; (2) the application
424 process and continuing enrollment conditions; and (3) a review and appeal process for any student
425 denied admission to a career preparation program.

426
427 Students denied access to a specific program based on admissions process or selection criteria
428 shall retain the opportunity to apply for other RIDE-approved career preparation programs.
429

430 Over-enrolled career preparation programs shall utilize a lottery process to select amongst
431 applicants that meet the minimum admissions standards. All students meeting the minimum
432 admission standards shall be afforded an equal opportunity to be placed in over-enrolled career
433 preparation programs, without regard to academic achievement, occupational skills, or other
434 elements of their profile or application package.

435 **5.3 Recruitment**

436
437 Pursuant to Rhode Island General Law § 16-45, all LEAs shall be responsible for issuing clear,
438 accessible, accurate and timely communication to families and students informing them of all
439 RIDE-approved career and technical education programs that align with a student's academic and

440 career goals. This communication shall inform students and families of student’s rights to access
441 career and technical education. LEAs shall be responsible for providing the same information to
442 all educators and school counseling staff.

443
444 LEAs shall allow student recruitment efforts conducted on behalf of RIDE-approved career
445 preparation programs. Recruiters representing RIDE-approved career preparation programs shall
446 have access to students in all secondary schools. Recruitment access may include, but is not
447 limited to, physical and electronic mailing lists; assemblies and other presentation opportunities;
448 and field trips and site visits. Recruitment access shall be limited by applicable federal and state
449 privacy regulations.

450 **5.4 Continued Enrollment**

451
452 LEAs are granted the authority to establish enrollment conditions that shall include a code of
453 conduct that applies both to school and on-site work placements, attendance, and other criteria that
454 adhere to applicable statutes and regulations. Such enrollment criteria shall not unfairly target
455 students on the basis of sex, race, ethnicity, linguistic background, or disability. The adopted
456 enrollment policy shall be published in the student handbook and a copy provided to each student
457 and family upon enrollment.

458
459 The career and technical education program policy shall include a review and appeal process for
460 students whose enrollment has been suspended and/or terminated.

461 **6.0. INDUSTRY, BUSINESS, HIGHER EDUCATION, AND POSTSECONDARY** 462 **TRAINING PROGRAM PARTNERSHIPS**

463

464 **6.1 Statewide Career and Technical Education Advisory Board#**

465
466 RIDE shall establish a Rhode Island Career and Technical Education Advisory Board (Advisory
467 Board) with the primary purpose of leading and supporting the development and continuous
468 improvement of the CTE System. Membership of the Advisory Board shall include representation
469 pursuant to Rhode Island General Law § 16-45 and as stated in section 2.0 of these Regulations.
470 The Commissioner or an appointed designee shall chair the Advisory Board.

471
472 The Commissioner shall ensure that current labor market data is analyzed and referenced in order
473 to inform the creation or expansion of statewide career and technical education programs in
474 critical and emerging industries. Workforce development data shall be, in part, used to identify
475 and validate the technical and workforce readiness skills that should be a part of the curriculum
476 and training that occurs in CTE programs.

477
478 The Advisory Board shall have responsibility for shaping the design and implementation process
479 to ensure that the state CTE System:

- 480 1. Reflects current workplace practices and provides students with access to state-of-the-art
481 facilities and training;
- 482 2. Includes business and industry partnerships;

- 483 3. Provides students with the opportunity to earn industry credentials and advanced standing
484 in post secondary academic and technical programs; and
485 4. Promotes seamless student entry into postsecondary education and training programs
486 through articulation agreements and postsecondary partnerships with public and private
487 institutions and industry-based training programs.

488 **6.2 Local Advisory Boards/Program Advisory Committee**

489
490 LEAs may form local advisory boards to provide advice, assistance and support to school
491 personnel in order to improve planning, management, and evaluation of programs.

492 **6.3 Career and Technical Education’s Role in State Workforce and Economic Development**
493 **System#**

494
495 Rhode Island’s CTE System shall be responsive to state and regional workforce and economic
496 trends and business and industry demands. It shall be the responsibility of the Commissioner to
497 ensure that current labor market data is analyzed and referenced in order to inform the creation or
498 expansion of statewide career and technical education programs in critical and emerging
499 industries. In selecting the key economic growth areas serving as a focus for program expansion,
500 the Commissioner shall make every attempt to coordinate with other active workforce and
501 economic development initiatives.

502
503 **7.0 FUNDING FOR CAREER AND TECHNICAL EDUCATION IN RHODE ISLAND**

504
505 **7.1 SEA Support for the Career and Technical Education System**

506
507 RIDE is hereby instructed to manage state and federal funds in such a manner as to support career
508 preparation programs, support the development of innovation delivery models, incentivize the
509 development of programs in critical and emerging industries in Rhode Island, and to expand and
510 improve the infrastructure upon which the CTE system rests.

511
512 The Commissioner, in accordance with RIGL RIGL§16-45, shall establish and manage criteria for
513 distribution of funding including but not limited to:

- 514 (1) Transform existing career preparation programs and create new career preparation
515 programs and career pathways in critical and emerging industries;
516 (2) Off-set extraordinary capital expenses and expenses associated with equipment
517 maintenance;
518 (3) Off-set expenses for career preparation programs found, through the benchmarking
519 process, to have extraordinary costs for administration and maintenance.

520
521 RIDE shall prorate the funds available for distribution among those eligible school districts if
522 the total approved costs for which school districts are seeking reimbursement exceed the
523 amount of funding available in any fiscal year.

524
525

526 **7.2 LEA Support for the Career and Technical Education System**

527
528 RIDE shall ensure the effective use of resources through a rigorous program review and approval
529 process. Career and technical education programs that are not RIDE-approved career preparation
530 programs are ineligible to receive reimbursement from resident districts in accordance with
531 provisions of this section.

532
533 To ensure an empirically-based and equitable cost structure for students choosing to attend RIDE-
534 approved career preparation programs, RIDE will establish cost benchmarks for RIDE-approved
535 career preparation programs. The cost benchmarks will be established using financial and industry
536 data including Rhode Island's uniform chart of accounts and data from the National Center on
537 Education Statistics (NCES). Cost benchmarks will be updated every three (3) years, or more
538 frequently if deemed necessary by RIDE, using the same data sources. An adjustment using the
539 Consumer Price Index (CPI) or the uniform chart of accounts data will be applied to the
540 benchmarks when a full data update does not occur.

541
542 In the event that a student enrolls in a RIDE-approved career preparation program outside his or
543 her resident district, the LEAs administering RIDE-approved career preparation programs shall be
544 reimbursed by the resident LEA in accordance with the cost benchmark for the assigned program
545 in which the student is assigned. The resident district will also provide reimbursement for actual
546 incremental services associated with student needs as defined by the student's Individual
547 Education Program (IEP).

548
549 State, local and allowable federal funds shall be directed toward, but not limited to, the
550 development and improvement of programs of study and to associated operating costs of high
551 quality, relevant, high cost career and technical education RIDE-approved career preparation
552 programs. Based on the availability of funding, one-time grants may be awarded to cover start-up
553 costs of innovation career and technical education programs of study and/or one-time costs of
554 construction and equipment.

555 **Appendix 1: Rhode Island Career and Technical Education Career Preparation Program**
556 **Standards**

557

558 Rhode Island Career and Technical Education
559 Career Preparation Program Standards

560

561 The Rhode Island Career and Technical Education Program Framework and the United States
562 Department of Education (USDOE) Office of Vocational and Adult Education (OVAE) Program
563 of Study Design Framework informed the development of the Rhode Island Career and Technical
564 Education (CTE) Program Standards. Rhode Island's CTE **Program Standards** support the
565 development and implementation of effective CTE career preparation programs. These program
566 standards shall guide the planning, implementation and improvement of career preparation
567 programs and shall be the criteria that form the basis of the review and approval process.

568

569 CTE preparation program standards shall be clearly and fully communicated to all LEAs and
570 establish expectations in areas that include but are not limited to: (1) policies and procedures,
571 (2) partnerships (3) program operations (4) staffing, certification, and professional development
572 (5) curriculum, instruction and technical skill assessment, (6) supplemental and support services,
573 and (7) secondary to postsecondary transition.

574

575 While it is the expectation that all career preparation programs will be designed and implemented
576 to meet the qualities described in section 2.1 of these regulations, innovation preparation
577 programs, by their very nature, may require flexibility in meeting the following standards: 4)
578 Staffing, Certification and Professional Development; 5) Curriculum, Instruction, and Technical
579 Skill Assessment; 6) Certification and Professional Development and Supplemental and
580 Supportive Services; and 7) Secondary to Postsecondary Transitions. Innovation preparation
581 programs must petition the Commissioner for flexibility in meeting these standards prior to
582 submitting a request to RIDE for program review and evaluation.

583

584 **1. Policies and Procedures**

585

586 Administrative policies and procedures promote Career and Technical Education preparation
587 program development and implementation.

588

589 Local Education Agency (LEA) policies will:

590

- 591 • Include formal procedures for the design, implementation, and continuous improvement of
592 career preparation programs.
- 593 • Clearly describe admissions, enrollment conditions, and appeals processes, as applicable.
- 594 • Ensure that all students have opportunities to earn credentials, advanced standing, or
595 preferred job placement.
- 596 • Ensure the review and evaluation of student outcome data including achievement gaps.

Appendices

597 **2. Partnerships**

598
599 Ongoing relationships among secondary and postsecondary education, business, families, special
600 populations and other community stakeholders are central to career preparation programs.

601
602 Collaborative partnerships will:

- 603
- 604 • Include formal and/or informal relationships as necessary for supporting quality programs.
- 605 • Reflect the community and be representative of key stakeholders.
- 606

607 **3. Program Operations**

608
609 CTE preparation programs shall operate with appropriate supports and resources necessary to meet
610 or exceed OSHA and program-specific standards and quality.

611
612 CTE preparation programs will:

- 613
- 614 • Ensure the health and safety of students at all school and technical facilities used for
- 615 instruction and training.
- 616 • Provide access for students to adequate and appropriate facilities, equipment, and supplies.
- 617 • Ensure that facilities and equipment used for instructional or training purposes are current
- 618 with business and industry standards.
- 619 • Provide all students with access to up to date technology.
- 620

621 **4. Staffing, Certification, and Professional Development**

622
623 CTE preparation programs ensure students have access to sufficient instructional staff qualified in
624 the knowledge and skills necessary to provide rigorous academic and technical instruction.

625
626 High quality preparation programs ensure:

- 627
- 628 • Teacher certifications will meet RIDE Educator Certification regulations.
- 629 • Staffing levels are consistent with program requirements and/or business and industry
- 630 standards and sufficient to meet the needs of students.
- 631 • Teachers or instructors are trained in the academic and technical knowledge and skills
- 632 aligned to industry standards in areas to which they are assigned.
- 633 • Teachers and instructors remain current in academic and technical skills through
- 634 participation in regular professional development activities.
- 635

636 **5. Curriculum, Instruction and Technical Skill Assessment**

637
638 Innovative and creative approaches to secondary curriculum, instruction, and assessment facilitate
639 students' successful completion of CTE preparation programs and transitions to post secondary
640 education and training careers.

Appendices

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A comprehensive and rigorous CTE preparation program curriculum will:

- Align to state adopted academic standards and skills
- Include experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills.
- Ensure a minimum of two sequential, non-duplicative courses, or the equivalent, that result in opportunities for earning credentials, college or technical credits and/or advanced standing.

Effective instruction and learning strategies will:

- Integrate academic, technical, and industry standards, knowledge, and skills.
- Employ contextualized work-based, project-based, and problem-based learning approaches.

Well-developed technical skills assessments will include:

- Multiple opportunities for students to demonstrate technical skill proficiency.
- National and/or industry-approved technical skills assessments offering credentials, where available and appropriate.

6. Supplemental and Support Services

Comprehensive supplemental services enable all students to access academic, personal/social, and career supports to maximize their potential for success.

Supplemental support service systems will ensure:

- Students have access to the system of supports and services described in state statutes and regulations.
- Students have the opportunity to engage in a goal setting and planning process that supports their academic, career, and personal/social goals and individual needs.
- Students have access to the services provided through a Comprehensive School Counseling program.

7. Secondary to Postsecondary Transition

Effective programs ensure that students graduate college- and career-ready and are prepared to transition to postsecondary education and training and careers.

To prepare students for postsecondary success, effective programs:

- Align curriculum with applied learning and career readiness skills, state adopted and nationally recognized academic standards, and industry-recognized technical standards.
- Provide student access to career-based and work-site learning experiences.

Appendices

- 686 • Maintain formal articulation agreements with higher education and business partners that
687 earn students early college access and/or access to postsecondary training programs or job
688 placement.