

**Carl D. Perkins Career and Technical Education
Program, Initiative, and Planning Grant:
Funding Application and Guidance**



...Real-life Skills...Real-world Experience

**Rhode Island Department of Education
Office of Middle and High School Reform**

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Preface

The Carl D. Perkins Career and Technical Education (CTE) Program, Initiative, and Planning Grant: Guidance and Application document is provided for all CTE secondary, post-secondary, and adult programs and targeted initiatives (juvenile, and adult-incarcerated and nontraditional programs). The guidance information, instruments, and procedures contained in this document are designed to support all CTE programs, initiatives, and planning grant efforts through a continuous improvement process that ensures that all CTE programs, initiatives, and planning grant efforts:

“improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in – the core academic subjects ... and career and technical education subjects.” *Perkins IV*, Section 134(b)(3)(B)(i-ii)

RIDE has developed these processes to ensure that it fulfills its role in the improvement process also detailed in Perkins IV legislation: “to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.” Section 113(a)

The CTE Program Funding process when combined with CTE Program and Initiative Review and Site Visit processes are essential components of Rhode Island’s CTE evaluation, monitoring, improvement, and support system. This system is established to ensure that students receive effective career and technical education that meet all the individual needs of each student as well as the applicable state and federal requirements. As CTE programs, initiatives, and planning grant efforts engage in the cycle of continuous improvement, RIDE will provide technical support and assistance as needed and or/requested. The eligible recipient of these career and technical education funds must recognize, however, that the responsibility for continuous improvement rests with them. These materials are intended to help in that effort.

Those interested in seeking CTE funds should note that the reauthorization of Perkins legislation, Perkins IV, and corresponding increased expectations for quality and effective CTE programs, is producing changes in the funding of career and technical education. The overarching goal of these changes is both to improve the quality of career and technical education and to increase the number of CTE programs of study as the primary recipient of CTE funding. The CTE funding guidelines detailed below are provided to clarify this evolving landscape. These guidelines are further defined and explained throughout this document.

- CTE regions requesting funding for the 2007 – 2008 academic year must request funding for at least one full CTE program of study consistent with the Perkins definition for program of study to receive its funding allocation.

- CTE secondary program regions must increase the percentage of funds requested for programs of study according to the following schedule for the 2008 – 2013 academic years. Note that the listed percentages are approximations due to the variance in size and number of programs among the CTE secondary regions. Note also that CTE regional leadership should work with CTE schools, centers, and comprehensive high schools to support the development and increased number of approved programs of study as the main recipient of Perkins funds.

Academic Year	Minimal Percentage of Funding for CTE Programs of Study by Secondary Allocation
2008-2009	15%
2009-2010	30%
2010-2011	45%
2011-2012	60%
2012-2013	75%

- CTE funds are to be distributed and renewed to eligible CTE programs of study, CTE school-based and non school-based initiatives, and CTE program planning grants efforts according to the following schedule.

Type of Allocation	CTE Funding Renewal Eligibility
CTE programs of study	Up to three years
CTE school based initiatives	Up to three years*
CTE non-school based initiatives	Up to three years and beyond*
CTE program planning grants	One year

*Perkins IV legislation and RIDE requirements allow certain initiatives to receive funding beyond the three year limit. These include activities that are changing and evolving, such as professional development, curriculum development, reform/leadership activities, and program planning and design.

- Beginning with the 2007-2008 academic year, all CTE funds will be requested and distributed according to the guidance and processes outlined in this guidance document.

Any questions regarding this guidance document and/or the CTE program funding process should be directed to the Rhode Island Department of Education - Office of Middle and High School Reform.

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Introduction

The Carl D. Perkins Career and Technical Education Act of 2006 defines Career and Technical Education as organized educational activities that:

- (A) offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and
- (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. Section 3(5)

RIDE has developed the CTE Program Funding process detailed in the following pages to ensure that approved and funded CTE programs, initiatives, and planning grant efforts are designed to meet, lead towards, or support this definition and the associated expectations for CTE programs and initiatives articulated in the RIDE CTE Approval Standards (Appendix A). RIDE will allocate Perkins CTE funds for planning, developing, and implementing activities, programs, and services that meet this definition, advance student learning, and promote the integration of career, technical, and academic education.

The CTE Program Funding process is intended for all CTE planning efforts, CTE program initiatives, and newly proposed or existing secondary, post-secondary, adult programs, and targeted initiatives (juvenile- and adult-incarcerated and non-traditional programs.) The CTE Program Funding process is designed to allow all eligible CTE programs, initiatives, and planning grant efforts seek and benefit from targeted funds to support career and technical education. RIDE has designed this process to connect it directly to the CTE Program and Initiative Review process that all approved CTE programs and initiatives engage in during the funding cycle. The expectation is that well-designed and approved CTE programs, initiatives, and planning grant efforts will deliver or lead to effective career and technical education that meet the individual needs of each student as well as meet RIDE's standards and expectations for career and technical education. This document is intended as guidance for all CTE directors, program directors, and related personnel as they complete the newly revised funding application process.

CTE programs, initiatives, and planning grant efforts that wish to apply for CTE funding from RIDE are encouraged to review the material contained in this document including the Overall and CTE Program, Initiative, and Planning Grant Applications (Appendix B and C) and the CTE Program, Initiative, and Planning Grant Application Rubric (Appendix D) to understand the funding process. CTE programs, initiatives, and planning grant efforts that seek funding are required to complete the CTE Program, Initiative, and Planning Grant Application in its entirety following established timelines for RIDE approval (Appendix E). Secondary school CTE programs, initiatives, and planning grant efforts apply to RIDE for approval and funding as part of an overall application process explained below. This includes submitting all of the required

information, compiling the necessary budget information and required signatures, developing a written narrative with corroborating and supporting evidence, and following all established timelines. Incomplete or late applications will be returned for revision and/or delay the approval process and the awarding of funds.

Those preparing new or existing CTE programs, initiatives, and planning grants applications should work collaboratively with their stakeholders to develop an effective plan and design to seek funding and approval through by the CTE Program Funding process. RIDE staff is available to provide support and technical assistance to all new or existing CTE programs, initiatives, or planning grant efforts throughout the CTE Program Funding process. CTE programs, initiatives, and planning grant efforts that are not approved for funding may review and revise their application and/or program design and submit for future review.

Important Changes to the CTE Funding Process

The passage of Perkins IV legislation has produced significant changes in career and technical education. Most prominent among these is an increased emphasis on accountability. As such, RIDE has developed a CTE funding process based on expectations for career and technical education articulated in the newly developed CTE Approval Standards.

The user of this document and funding process will note the following changes:

- CTE regions will complete **an overall** CTE funding application requesting all funds for that region.
- Those proposing individual CTE activities will complete individual CTE funding applications and submit these as part of the **overall** CTE funding application.
- CTE funds are available for four categories of CTE activities: programs of study, school-based initiatives, non school-based initiatives, and planning grants.
- CTE funds will be distributed through an application process based on the CTE Approval Standards and a rubric review.

Although CTE funds may still be expended for all purposes consistent with Perkins IV and RIDE requirements for career and technical education, funds will be increasingly directed toward programs of study.

Overview of the CTE Program and Initiative Review Process

The overview of the CTE Program and Initiative Review process is provided to remind applicants of the expectation for continuity and connection between each of the components of the review process - CTE program and initiative funding, self-assessment and review, and continuous improvement and targeted site visits. Approved CTE programs of study, after the allowable three year funding cycle, must rely on non-Perkins funds consistent with legislative requirements. School and non-school based CTE initiatives that are eligible to extend funding beyond a three year funding cycle may re-enter the cycle by submitting further applications in year three. CTE program planning grants are not renewable beyond the one year allocation. The

overarching goal for this process is for all CTE programs, initiatives, and planning grant efforts to meet the needs of all students while also meeting the identified criteria and indicators for effective career and technical education articulated in the CTE Approval Standards.

CTE Program Funding Process – prior to year 1

Any new or existing CTE program, initiative, or planning grant activity requesting funds from RIDE submits an application for funding. The application details how the program, initiative, or planning grant activity is designed or implemented to meet the needs of all students as well as the CTE Approval standards. RIDE reviews applications and funds eligible requests that meet rubric expectations.

CTE Program and Initiative Self-Assessment – year 1

All funded CTE programs and initiatives conduct a self-assessment based on the CTE Approval standards. CTE programs and initiatives use evidence to assess its performance in five areas – design and evaluation, curriculum and instructional design, instructional organization and support, operations, and accountability. Self-assessments are completed by the end of year one and submitted to RIDE for review along with statements of improvement and budget requests for funding year two.

CTE Program and Initiative Continuous Improvement and Targeted Site Visits – year 2-3

CTE programs and initiatives identified as either exemplary or satisfactory by the review process continue to implement their program or initiative while engaging in ongoing improvement efforts based on the identified criteria and indicators for effective career and technical education. Exemplary and satisfactory CTE programs and initiatives should engage RIDE and their stakeholders to support these efforts. At the end of year two, all approved programs review and revise their self-assessment, and submit a statement of improvement and a budget request for year three.

CTE programs and initiatives identified as in need of improvement by the review process receive a targeted site visit in year two of the program or initiative operation. The focus of the site visit is the standards and indicators identified as in need of improvement by the review process as well as overall CTE program and initiative operation. The site visit team reports findings and makes recommendations for improvement based on their inquiry. RIDE and the CTE program and initiative stakeholders will support the improvement efforts. At the end of year two, these programs also submit, at minimum, a reviewed and revised self-assessment, a statement of improvement or other documentation of progress to be determined by RIDE, and a budget request for year three.

All CTE programs and initiatives continue to receive and benefit from recurring and ongoing New England Association of Schools and Colleges (NEASC) Commission on Public Secondary Schools (CPSS) and Commission on Technical and Career Institutions (CTCI) and RIDE's School Accountability for Learning and Teaching (SALT) visit processes and RIDE's Commissioner Review system. NEASC, SALT, and the Commissioner Review process may wish to use the CTE Program and Initiative Review standards and indicators, school findings,

and ratings as an additional lens with which to inform their efforts to promote the continuous improvement model expected for all career and technical education programs and activities.

Guidance for the CTE Program Funding Process

The following guidance is provided to help CTE programs, initiatives, planning grant efforts, and other interested parties understand and successfully complete the CTE Program Funding process. CTE programs, initiatives, and planning grant efforts that seek to secure CTE program funds should first become familiar with the information contained in this document and then work with their stakeholders to complete the application process.

Three general categories of CTE programs, initiatives, and planning grant activities may apply for career and technical education funds through the CTE Program Funding process – CTE programs of study, CTE initiatives, and CTE program planning grants. Each is described below.

- CTE programs of study are defined by the Perkins IV legislation as a program with a sequence of at least three courses that “incorporates secondary and postsecondary elements...includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content...and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.” *Perkins IV Sect 122(c)(1)(A)*
- CTE school based initiatives are defined as initiatives that offer at least one course consistent with an approved program of study (*Perkins IV Sect 134(b)(3)(a)*), are designed to provide services to students that support Perkins IV requirements (*Perkins IV Sect 135(b)*) and permissives (*Perkins IV Sect 135 (c)*), and adhere to Rhode Island guidance, regulations, and educational policies.

CTE non school-based initiatives are defined as initiatives that are not part of a local educational authority and are designed to provide services to students that support Perkins IV requirements (*Perkins IV Sect 135(b)*) and permissives (*Perkins IV Sect 135 (c)*), and adhere to Rhode Island guidance, regulations, and educational policies. Such initiatives include targeted initiatives, juvenile and adult incarcerated programs, and non-traditional CTE activities outlined in Perkins IV legislation, section 135(c).

- CTE program planning grants are defined as CTE planning efforts that are consistent with Perkins IV legislation (*Sect 112(c)*), Rhode Island guidance, regulations, and educational policy and are designed to support and lead to the development of approved CTE programs of study. Such planning efforts may include the “planning, development, implementation and evaluation of career and technical education programs” (*Section 122(c)(5)*); or “improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study.” (*Section 134(b)(5)*)

Each category of CTE program, initiative, or planning grant efforts is eligible for funding within the **regional** CTE funding process described below. CTE programs of study and CTE school-

based initiatives may apply for up to three years of funding, CTE non school-based initiatives, and some school-based initiatives, may apply for up to three years of funding or beyond based on Perkins IV and RIDE requirements, and CTE program planning grants are provided on a one time, one year basis. Regional CTE leadership, in conjunction with stakeholder and RIDE support, should encourage and assist school-based initiatives and planning grant efforts to advance towards CTE programs of study status that provides the fullest benefits of career and technical education to all students.

Guidance is provided below explaining the CTE Program Funding process as well as detailing how to complete each section of the CTE Program Funding Applications. CTE regions, CTE programs, initiatives, and planning grant efforts should follow the guidance closely to ensure that applications contain complete and accurate information. RIDE reviews all applications as final documents and does not request any missing or incomplete information from CTE programs. Refer any questions regarding the application or funding process to the RIDE Office of Middle and High School Reform.

Understanding the CTE Program Funding Process

The goal of the CTE Program Funding process is to provide targeted funds to those CTE programs, initiatives, and planning grant efforts that demonstrate a quality design that is consistent with the needs of all students as well as the expectations for career and technical education outlined in RIDE's CTE Approval Standards. New or existing CTE programs, initiatives, or planning grant partners may apply for these funds and RIDE reviews all applications for completeness and eligibility based on the consistency between the design and the expected outcomes.

The CTE Program Funding process has three stages – completing and submitting the CTE Program Funding Applications, review of CTE Program Funding Applications, and an awarding of funds to those CTE programs, initiatives, and planning grants that are determined to be consistent with the standards and expectations for effective career and technical education. Each of the stages is conducted according to established timelines following established procedures. The stages, timelines, and procedures are described below.

Stage 1A: The Overall CTE Program, Initiative, and Planning Grant Application

Individual CTE program, initiative, and planning grant requests are submitted as part of a overall CTE program application process. The Overall CTE Program, Initiative, and Planning Grant Application is designed to organize and facilitate the funding process. Regional leadership should compile the necessary information and provide support to individual CTE programs, initiatives, and planning grant partners as they complete the funding application process. The CTE region need only complete and submit one Overall CTE Program, Initiative, and Planning Grant Application for all programs, initiatives, and planning grant requests from its area.

Note, all individual CTE Program, Initiative, and Planning Grant Applications from the region should accompany the overall application and be delivered as a single product to RIDE for

review following established timelines. Per directions for the CTE programs below, each region's submission should contain as a paper document one original overall CTE Program, Initiative, and Planning Grant Application and one original CTE Program, Initiative, and Planning Grant Application for each CTE program, initiative, and planning grant requesting approval and funding. Two copies of the complete submission must be provided. As RIDE moves towards electronic application and document management, RIDE may require applications to be submitted electronically.

Note also, CTE programs of study or CTE initiatives that do not request funding still must be listed in the overall CTE Program Funding Application. While these programs and initiatives may not request funding, RIDE requires their placement on the overall application to track all CTE activities, familiarize such programs and initiatives with the CTE Program Funding process, and to prepare them to meet these expectations in light of potential restructuring of the financing of career and technical education. CTE programs and initiatives that do not request funding are not required to complete an individual CTE Program, Initiative, and Planning Grant Application but are encouraged to do so both for the reasons stated above as well as to promote an aligned and consistent system of career and technical education.

Completed overall applications including completed applications from each CTE program, initiative, or planning grant effort in the region (originals and copies) are mailed or delivered, or emailed if so directed, as one product to Ms. Ruth Furia, Rhode Island Department of Education, 255 Westminster Street - Fifth Floor, Providence, Rhode Island 02903, 222-8461, Ruth.Furia@ride.ri.gov). During the application process, CTE regions may request, and RIDE will provide as its capacity allows, support and formative feedback.

Instructions for completing each section of the application are as follows. Note, submit the application portion of this document, Appendix B, not the entire guidance packet for the submission.

Part 1: CTE Information

In this section, provide basic information, including the name of the director, region name (if applicable), and the date of application. Provide a total budget request for all CTE programs of study, CTE initiatives, and CTE program planning grants. Compile and provide a total budget request in three categories – administrative purposes, professional development, and curriculum development from all CTE programs of study, initiatives, and planning grant activities. Regions should confer with RIDE and the individual CTE programs, initiatives, and planning grant partners in the region to identify the range of funding available per region for that funding cycle in determining the funding requests. Regions should coordinate among its CTE programs, initiatives, and prospective planning grant partners the amount of funds pursued by each to ensure educationally appropriate allocations.

Part 2: CTE Program Budget Requests: CTE Programs of Study

In this section, identify all CTE programs of study that are seeking approval and funding from the CTE Program Funding process. This includes programs that are requesting funding and those that are not. Identify the program location, name, and amount requested for each CTE program. Indicate a zero request in the budget request column for CTE programs of study that do not seek

funding. Also indicate the total amount of requested funds for CTE programs of study for the funding cycle.

Part 3: CTE Program Budget Requests: CTE Initiatives

In this section, identify all CTE school based and non-school based initiatives that are seeking approval and funding from the CTE Program Funding process. This includes CTE initiatives that are requesting funding and those that are not. Identify the CTE initiative location, name, type of initiative, school or non school-based, and amount requested for each. Indicate a zero request in the budget request column for CTE initiatives that do not seek funding. Also indicate the total amount of requested funds for CTE initiatives for the funding cycle.

Part 4: CTE Program Requests: CTE Program Planning Grants

In this section, identify all CTE program planning grant requests that are seeking funding for their planning efforts from the CTE Program Funding process. Identify the proposed planning grant location, name, and amount requested for each planning grant. Also indicate-the total amount of requested funds for that funding cycle.

Part 5: Budget Summary

In this section, compile a summary of all proposed expenditures of funds by CTE activity and program code for each CTE program of study, CTE initiative, and CTE program planning grant. This summary should include all funds requested in the 100, 200, 300, 400, 500, and 600 series. Also provide a total amount for each approved CTE program, CTE initiative, and CTE program planning grant as well as a total request by category for each budget series. Work with partners to develop this information and ensure consistency between budget requests for regional and individual programs, initiatives, and planning grants.

Part 6: Assurances and Signatures

In this section, collect and record necessary and appropriate signatures based on the types of CTE programs, initiatives, and planning grant efforts that comprise the total overall application. All assurances and signatures are compiled in the application to eliminate duplication of effort. The signatures recorded on the application indicate that all signatories have reviewed and can attest to the accuracy of the information contained in the funding application.

Stage 1B: The CTE Program, Initiative, and Planning Grant Application

Individual new or existing CTE programs, initiatives, and planning grant efforts complete individual CTE Program, Initiative, and Planning Grant Applications and submit them as part of their overall funding request to RIDE for review. All CTE programs, initiatives, and planning grant activities seeking funding must complete an application. Individual CTE programs, initiatives, and planning grant efforts should work with their region, stakeholders, and RIDE to compile the necessary information to successfully complete this process. Specific guidance for each category of request is provided below.

CTE Programs of Study

Those preparing new or existing CTE program of study funding requests complete and submit a CTE Program, Initiative, and Planning Grant Application to RIDE for review.

Applicants collaboratively review their designs and programs in light of the CTE Approval Standards including all standards and indicators. Applicants should make any changes in their programs and designs that are merited based on this review. Working with their stakeholders, applicants complete the application with the requested information, develop the written narrative, and compile corroborating and supporting evidence.

CTE Initiatives – School and Non School-Based Initiatives

Those preparing CTE initiative funding requests complete and submit the CTE Program, Initiative, and Planning Grant Application to RIDE for review. Applicants should work with their stakeholders in light of the CTE Approval Standards including all standards and indicators as they develop their proposal. Applicants are required to complete the CTE Program, Initiative, and Planning Grant Application in its entirety; however, they may omit any information requests that are not applicable due their status as less than complete programs of study. Note, the more complete an application, the more information the review team can use to determine its rating and approval decision.

CTE Program Planning Grants

Those preparing CTE program planning grant funding requests complete and submit the CTE Program, Initiative, and Planning Grant Application to RIDE for review. The planning grant partners should work with their stakeholders in light of the CTE Approval Standards including all standards and indicators as they develop their proposal. Planning grant applicants should provide information based on proposed plans and intentions. Applicants are required to complete the CTE Program, Initiative, and Planning Grant Application in its entirety; however, they may omit any information requests that are not applicable due their developmental status. Note, the more complete an application, the more information the review team can use to determine its rating and approval decision.

When the school-based CTE program, initiative, or planning grant applicant is satisfied that the application is complete and reflects an accurate representation of the CTE activity, it submits the application to the regional leadership for inclusion in the regional submission to the RIDE Office of Middle and High School Reform following established timelines as part of the above-described Regional CTE Program Funding Application. Applicants should refer to the above guidance for the overall application to ensure proper submission formats and procedures. Applicants should ensure that all information is accurate and complete prior to submission to prevent a delay in the approval and funding process.

During the application process, CTE programs, initiatives, and planning grant efforts may request, and RIDE will provide as its capacity allows, support and formative feedback.

Instructions for completing each section of the application are as follows.

Instructions for completing each section of the application are as follows. Note, individual programs, initiatives, and planning grant efforts should only submit the application portion of this document, Appendix C to their region, not the entire guidance packet.

Part 1: General Information

In this section, the CTE programs, initiatives, and planning grant applicants provide basic information regarding the school district, location, name of the CTE activity, and appropriate contact information. The application date is the date the application is submitted to RIDE for review. The school is the district housing the CTE program, initiative, or planning grant activity. The location and name are the location and name of the proposed CTE activity. The director and their contact information is the person in charge for the administration and operation of the CTE activity. The program, initiative, or planning grant contact person is the person/persons who teach or coordinate the proposed CTE activity.

Part 2: Program, Initiative, or Planning Grant Information

In this section, CTE programs, initiatives and planning grant applicants provide basic information regarding the type of CTE activity and its offerings or activities. The type of activity indicates if the application is for a program of study, initiative, or planning grant – check the appropriate line. The program level identifies if the CTE program, initiative, or planning grant applicant is seeking funding for a secondary or postsecondary program – check the appropriate line. The course offerings or activities and accordant credit hours identify all the required and/or elective courses or activities and credit hours as part of the proposed or existing CTE program, initiative, or planning grant activity.

Part 3: Type of Request

In this section, CTE programs, initiatives, and planning grant applicants identify if the application is for a new or existing activity or a school or non-school based initiative by checking the appropriate boxes. Programs of study are those that meet the Perkins definition of at least a three course sequence of study that integrates academic and career and technical education. CTE initiatives are other CTE efforts that are consistent with Perkins required and/or permissible actions. CTE program planning grants are one-time requests for CTE funding to conduct planning efforts that will result in the development of CTE programs and initiatives that are consistent with Perkins legislation regarding quality career and technical education.

Part 4: Narrative

In this section, CTE programs, initiatives, and planning grant applicants provide a written narrative detailing how the CTE program, initiative, or planning grant is designed and will be/is implemented to perform at the satisfactory or above level in each of the five CTE Approval Standards – design and evaluation, curriculum and instructional design, instructional organization and support, operations, and accountability. CTE programs, initiatives, and planning grant efforts should refer to the attached application rubric and CTE Approval Standards for guidance in developing activities and/or programs. The written narrative should be divided into seven sections following the suggested outline reflecting the CTE Approval Standards:

1. Introduction
2. Design and Evaluation
3. Curriculum and Instructional Design
4. Instructional Organization and Support
5. Operation

6. Accountability
7. Documentary Evidence

The introduction should provide an overview of the CTE program, initiative, or planning grant activity and how it is designed to meet the expectations that all CTE programs, initiatives, and planning grants “strengthen the academic and career and technical skills of students participating in career and technical education programs.” – *Perkins IV sec 135(b)(1)*. Sections two through six should detail how the program is designed to meet the expectations for each of the five CTE Approval Standards as well as each of component standards, 1.01, 1.02, etc. Section seven should include any evidence directly referenced or cited in the narrative.

As CTE programs and initiatives need to show evidence of meeting CTE Approval Standards through a self-assessment by the end of the first year of operation, the narrative should contain information indicating how the program, initiative, or planning grant activity is designed to meet these standards and expectations. Applicants should view the narrative, therefore, as an opportunity to communicate that intentional design to the funding reviewers who will evaluate all applications to assign ratings and determine funding. In developing the narrative, it is recommended that applicants use the CTE Approval Standards and indicators as prompts to which to respond. Done this way, the narrative becomes a series of focused responses to the expectations for CTE programs, initiatives, and planning grant activities. These focused responses should contain descriptive and analytical statements in response to the standards and indicators.

There is no page limit or required amount of pages for the narrative or expected amount of evidence submitted. Rather, in developing the narrative and compiling evidence, applicants should look to communicate clear and convincing description, analysis, and corroborating and supporting evidence of the CTE program, initiative, or planning grant’s potential or actual performance to meet expectations. The narrative should be written in a concise manner and corroborating and supporting evidence should be selected that is representative of the program and/or design, rather than exhaustive. RIDE is developing narrative exemplars to provide guidance as applicants develop their own narratives. RIDE also will provide training to all interested parties to introduce the new application process and provide guidance as CTE programs, initiatives, and planning grant efforts complete this important process.

Part 5: Programmatic Initiatives

In this section, CTE programs, initiatives, and planning grant applicants identify the programmatic initiatives that their CTE activity meets or are intended to meet. These programmatic initiatives represent important state and federal requirements and priorities for quality career and technical education. These initiatives include Perkins requirements and state priorities. Guidance for the Perkins requirements and state priorities are provided in Appendix F and G respectively. CTE programs, initiatives, and planning grant applicants also indicate if the funding request includes a curriculum or professional development component and the amount requested for each. CTE programs, initiatives, and planning grant applicants also indicate their total budget request.

To complete this chart, CTE programs, initiatives, and planning grant applicants indicate their responses to each response item. For the Perkins response item, list the number of each of the Perkins requirements addressed by the CTE program, initiative, or planning grant. For the state priorities, list specific initiatives addressed by the CTE program, initiative, or planning grant. For the curriculum development and professional development columns indicate if the CTE program, initiative, or planning grant activity will contain either component. For the three budget information columns, provide the total amount requested for each. CTE programs, initiatives, and planning grant applicants may provide brief comments in the comment section necessary for the reviewers to understand the recorded responses.

Part 6: Budget

In this section, CTE programs, initiatives, and planning grant applicants include the total amount of funds requested from RIDE for the new or existing CTE program, initiative, or planning grant. Applicants should communicate with their regional leadership to determine this amount based on available resources for CTE program funding. Applicants complete each of the included budget summaries following the provided directions and the appropriate codes. CTE programs, initiatives, and planning grant efforts must also itemize all amounts in the 300, 400, 500, and 600 series in excess of \$1,000. Completed budgetary information is necessary for the application to be considered for review.

Part 7 Accountability

In this section, CTE programs, initiatives, and planning grant applicants indicate their support and adherence to the negotiated agreements indicated in the final agreed upon performance level charts. As these levels have been pre-determined, CTE programs, initiatives, and planning grant applicants are not required to record or add information to the forms. Their inclusion in the completed application packet affirms the statewide commitment to reach these levels of performance. Instructions explaining the terms and forms are provided to provide further guidance to CTE programs, initiatives, and planning grant applicants and their stakeholders.

Stage 2: CTE Program Funding Application Review

In the CTE Program Funding Application review, RIDE reviews all submitted Regional and CTE Program, Initiative, and Planning Grant Applications against rubric expectations for completeness and eligibility for funding. During the review process, RIDE personnel and other trained reviewers examine the applications looking for consistency between the CTE program, initiative, and planning grant designs and activities and the CTE Approval Standards and indicators for effective career and technical education. RIDE bases its review on the provided information, the written narrative, and the corroborating and supporting evidence. After reviewing the entire application, RIDE determines whether to approve or deny funding. CTE programs, initiatives, and planning grant efforts that are denied funding may review, revise, and resubmit their application for future review until all CTE funding for the region is exhausted.

Reviewers

Completed Regional and CTE Program, Initiative, and Planning Grant Applications are reviewed by trained reviewers. Reviewers are either RIDE personnel or other trained reviewers drawn from the CTE field and other stakeholders. Prior to conducting application review, reviewers are

trained to understand and use all review materials and documents. All applications are reviewed by at least two reviewers one of whom is always RIDE personnel. A discrepancy to approve or deny funding between the two reviewers results in a final review by the RIDE coordinator of CTE programs. RIDE assigns applications to reviewers based on the number of applications to be reviewed and the availability of RIDE personnel or other trained reviewers. Throughout the review, RIDE personnel schedule, oversee, and coordinate the process. A fiscal review is conducted by the RIDE Office of Budget and Finance.

Review Process

RIDE begins the review process by first reviewing the Regional CTE Program, Initiative, and Planning Grant Application for completeness. Individual CTE Program, Initiative, and Planning Grant Applications for that region are then reviewed individually by trained reviewers. After the individual review, the reviewers meet with their assigned partners to jointly consider and discuss the applications. Applications are first considered for completeness with the focus question – “How complete is the application – information, narrative, budget, and forms?” Applications are then considered for eligibility with the focus question – “How well has the CTE program, initiative, or planning grant activity been designed and will be/is implemented to meet the CTE Approval Standards?” Reviewers are charged to review the application and look for consistency between the CTE program, initiative, and planning grant design or activity communicated through the application and the standards and expectations for effectiveness. Reviewers are trained to evaluate information and evidence that is provided, not to infer or fill in blanks.

Ratings and Approval Decision

After reviewing and discussing CTE Program, Initiative, and Planning Grant Applications, reviewers collectively assign ratings using a rubric for completeness and eligibility. The application is rated for completeness in the areas of information provided, the written narrative and its corroborating and supporting evidence, and budget information. The application is rated for eligibility based on each of the seven sections of the written narrative and how well each individually communicates an effective design for a CTE program, initiative, or planning grant – overview, design and evaluation, curriculum and instructional design, instructional organization and support, operations, accountability, and documentary evidence. Ratings are either satisfactory (S) or in need of improvement (I). After determining ratings for each of the rubric criteria, the reviewers determine an overall rating for the CTE Program, Initiative, and Planning Grant Application and whether to approve or deny funding. The reviewers do not use a formula or require a specific percentage of satisfactory ratings to approve applications; rather they look for clear and convincing evidence from the application and across the rubric criteria to make the final determination for approval. The reviewers may also record comments in the comment section of the rubric explaining their rating decisions.

Stage 3: Awarding Funds to Approved CTE Activities

RIDE communicates to CTE regions and CTE programs, initiatives, and planning grant applicants the results of the application review using the document ‘Notification of CTE Program, Initiative, and Planning Grant Application Review’ (Appendix G). This document indicates whether the application was approved and funds awarded, or the application was denied. Approved CTE programs and initiatives also receive information concerning the RIDE

CTE Program and Initiative Review process that begins with the first year of CTE funding. This review process is designed to support the continuous improvement model expected of all CTE activities. Denied CTE programs, initiatives, and planning grant applicants receive feedback in the notification document concerning areas in the program, initiative, or planning grant that merit further review. CTE programs, initiatives, and planning grants that are denied funding are invited to review and revise their application and/or program design for future review until all CTE funds for that region are exhausted.

Funds for approved CTE programs and initiatives are for a three year cycle. (CTE program funding for planning grants are awarded for one year.) During this three year time period, CTE programs and initiatives are expected to continue to implement and improve their programs and initiatives consistent with the state and federal vision of continuous improvement for all approved CTE programs and initiatives. RIDE provides ongoing support and technical assistance during this three year cycle to assist CTE programs and initiatives in this process. Eligible CTE initiatives may seek funding beyond the three year cycle and submit further application indicating this intention. Information regarding additional requirements to maintain funding for years two and three are indicated in the RIDE CTE Self-Assessment guidance manual as well as in the timeline in Appendix H.

Understanding Timelines and Technical Assistance

The CTE Program, Initiative, and Planning Grant Application process is conducted on a timeline established by RIDE and communicated to all interested parties. The timeline is provided to communicate clear expectations to CTE programs, initiative, planning grant applicants, and RIDE to facilitate an effective and efficient application and review process. While RIDE may revisit the timeline and make revisions in response to implementation and information from the field and available resources and capacity, the current process and schedule is based upon the established timeline contained in the document ‘CTE Program, Initiative, and Planning Grant Application Timeline’ (Appendix I). RIDE provides technical assistance to all new or existing CTE programs, initiatives, and planning grant applicants throughout the application and review process.

Stage 1: Application Completion

CTE programs, initiatives, and planning grant applicants that seek funding for the following school year are required to submit a completed CTE Program, Initiative, and Planning Grant Application as part of a Regional CTE Program, Initiative, and Planning Grant Application for their region on or before June 1. As such, RIDE recommends that new or existing CTE programs, initiatives, and planning grant applicants begin the application process in the fall of that school year. Doing so allows sufficient time for CTE programs, initiatives, and planning grant efforts to engage in a collaborative process of design, review, evaluation, and application completion. CTE programs, initiatives, and planning grant applicants are reminded that late applications will delay the review and approval process.

Stage 2: CTE Program, Initiative, and Planning Grant Application Review

Depending on official notification of federal grant allocation(s) and on capacity to do so, RIDE anticipates the completion of the CTE Program, Initiative, and Planning Grant Application

Review process of all submitted applications by July 1. During this time, both regional and individual applications are reviewed and ratings decision made. RIDE convenes application review sessions as needed by the number of applications received in order to complete the review process by the July 1st date.

Stage 3: Awarding Funds to Approved CTE Activities

RIDE communicates to CTE program, initiative, and planning grant applicants the status of their application on or before July 1st. RIDE communicates this information using the form referenced above - 'Notification of CTE Program, Initiative, and Planning Grant Application Review.'

Approved CTE programs and initiatives then enter the CTE Program and Initiative Review process which requires a self-assessment in the first year of funding. CTE programs and initiatives that are denied funding may review and revise their application for future review. CTE planning grant efforts that receive funding are encouraged to work with their stakeholders to develop a CTE program of study design that will merit approval in a future funding cycle.

Planning grant activities that are denied funding may revise their application and resubmit for future review pending available funding for the CTE region.

Technical Assistance

RIDE provides technical assistance to all new or existing CTE program, initiative, and planning grant applicants throughout the program proposal, development, funding, and approval process. This assistance includes both structured and individualized support. While this support is defined by RIDE's capacity, CTE programs, initiatives, and planning grant applicants are encouraged to seek out any/all assistance as needed. CTE program, initiative, and planning grant applicants are also encouraged to work with their stakeholders as well other CTE programs to support their programs through the application process. For CTE program assistance from RIDE personnel, contact any of the following staff of the RIDE Office of Middle and High School Reform.

Vanessa Cooley

Paul Williams

Holly Harriel

222-8461 or Vanessa.Cooley@ride.ri.gov

222-8481 or Paul.Williams@ride.ri.gov

222-8402 or Holly.Harriel.@ride.ri.gov

Appendix

Appendix A: CTE Approval Standards

Appendix B: Regional CTE Program, Initiative, and Planning Grant Application

Appendix C: CTE Program, Initiative, and Planning Grant Application

Appendix D: CTE Program, Initiative, and Planning Grant Application Rubric

Appendix E: CTE Program, Initiative, and Planning Grant Application Timeline

Appendix F: Perkins IV Requirements for the Use of Local Funds

Appendix G: Rhode Island's Priorities for Perkins IV funds

Appendix H: Notification of CTE Program, Initiative, and Planning Grant Application Review

Appendix I: CTE Funding and Review Cycle and Timelines for CTE Programs of Study and
Initiatives

Appendix J: Selected Terms and Definitions

CTE Approval Standards

Standard One - *Design and Evaluation*

CTE programs and initiatives design and evaluate their programs and initiatives to ensure that they meet the CTE approval standards/criteria.

1.01 *Planning*. The program or initiative engages in a strategic and annual planning process that:

- Involves all stakeholders including school, district, student, family, community, business, industry, and post-secondary institutions
- Incorporates labor market information into the planning, development, and revision of CTE activities, programs of study, initiatives, and planning grants
- Initiates, improves, expands, and modernizes quality vocational and technical education programs - Perkins section 135(6)

1.02 *Advisory Board*. The program or initiative maintains an advisory board that:

- Is representative of the school, family, business and industry, and post-secondary community
- Involves parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals - Perkins section 134(b)(4)
- Has scheduled meetings, agendas, minutes of meetings, and makes recommendations for improvement
- Provides input on planning, development, implementation, promotion, and evaluation

1.03 *Outcomes*. The program or initiative prepares students to:

- Meet CTE and technology standards
- Meet business and industry standards
- Earn business and industry licensing or certification
- Secure placements in the workforce, post-secondary institutions, or the military

1.04 *Evaluation*. The program or initiative conducts ongoing evaluation that:

- Develops and implements evaluations of career and technical education programs or initiatives - Perkins section 135(b)(5)
- Evaluates progress over time
- Evaluates for patterns or gaps in student outcomes
- Evaluates non-traditional and special population student outcomes

1.05 *Continuous Improvement*. The program or initiative conducts continuous improvement that:

- Uses evaluation data to inform the improvement process
- Involves all stakeholders including school, district, student, family, community, business, industry, and post-secondary institutions
- Focuses on increasing student outcomes, post-secondary placements, and program completers rates
- Strengthens the academic, and vocational and technical skills of students participating in vocational and technical education programs and initiatives – Perkins 134(b)(3)(a)

Standard Two - Curriculum and Instructional Design

CTE programs and initiatives design and implement curriculum and instruction that prepares students to meet all appropriate standards in a variety of settings and formats.

2.01 *Curriculum Design*. The program or initiative curricula are aligned and integrated with:

- The school mission and vision
- Business and industry standards
- National career clusters
- National program standards
- GSEs, academic and applied learning standards
- Technology standards
- Proficiency-based graduation requirements

2.02 *Career Readiness*. The program or initiative curricula explicitly and consistently:

- Provide instruction and practice in career-readiness skills

2.03 *Instructional Design*. The program or initiative instruction integrates in all classes:

- CTE, GSE, academic, technology, applied learning, and business and industry standards
- Work-based learning, apprenticeships, and co-operative experiences

2.04 *Technology Integration*. The program or initiative instruction in all classes:

- Integrates relevant, current, appropriate, and varied technology
- Provides students access to interact with technology

Standard Three - Instructional Organization and Support

CTE programs and initiatives certify, maintain, and provide professional development for their staff consistent with state and federal requirements and staff and student need.

3.01 *Certification*. The program or initiative staff possess:

- Required and current state certification
- Recognized business, industry, or technology endorsements or certifications if available

3.02 *Sufficiency of Staff*. The program or initiative has sufficient staff members to:

- Staff the program or initiative areas consistent with program or initiative requirements or business and industry standards
- Service the enrolled student population consistent with any applicable staff-student ratios
- Develop and maintain business and industry and post-secondary connections

3.03 *Comprehensive Professional Development Plan*. The program or initiative staff receives comprehensive professional development (Perkins section 134 4(a-d)) that includes:

- CTE, academic, technology, applied learning, and business and industry standards integration
- Servicing non-traditional and special populations students
- Staying current with all aspects of an industry
- Developing effective practices to improve parental and community involvement
- Internship programs that provide business experience to teachers

Standard Four – Operations

CTE programs and initiatives operate with appropriate supports and resources necessary to meet or exceed expected standards and maintain a quality CTE program or initiative.

4.01 *Safety and Health Plan*. The program or initiative has a safety and health plan that:

- Meets or exceeds OSHA and business and industry standards and regulations

- Is communicated to the staff and students
- Includes safety instruction that is planned, presented, demonstrated, and practiced
- Is regularly reviewed and revised

4.02 *Equipment*. The program or initiative has adequate equipment and work stations that:

- Meet or exceed current occupational and safety standards
- Are current with business and industry standards
- Are sufficient and accessible for the enrolled student population

4.03 *Supplies*. The program or initiative has adequate supplies that:

- Allows the program or initiative area to function to meet or exceed business and industry standards
- Are sufficient and accessible for the enrolled student population

4.04 *Technology*. The program or initiative has adequate technology that:

- Allows the program or initiative area to function to meet or exceed business and industry and technology standards
- Is accessible for the enrolled student population
- Is routinely integrated into curricula delivery

4.05 *Resources*. The program or initiative has adequate resources to:

- Maintain, replace, and update equipment to meet student learning needs, program or initiative goals, and business and industry standards
- Provide, replace, and update supplies to meet student learning needs, program or initiative goals, and business and industry standards
- Provide, maintain, replace, and update technology to meet student learning needs, program or initiative goals, and business and industry standards

Standard Five – Accountability

CTE programs and initiatives collect data and monitor their performance and make adjustments to ensure that their program or initiative supports all students to meet the final agreed upon performance levels for all indicators (FAUPL) and report this information to RIDE and all stakeholders.

5.01 *Data Collection and Monitoring*. The program or initiative has sufficient data collection and monitoring strategies to:

- Collect useful data to allow program or initiative stakeholders to analyze program or initiative effectiveness and adjust the program or initiative as necessary
- Monitor student performance for each FAUPL indicator – academic and technical skill attainment, participation, completion, and graduation rates

5.02 *Data Analysis and Reporting*. The program or initiative has sufficient data analysis and reporting mechanisms and strategies to:

- Analyze and synthesize monitoring data to develop useful information on program or initiative performance to allow necessary adjustments
- Communicate the results of monitoring data to RIDE and all stakeholders

CTE Program, Initiative, and Planning Grant Application

Part 1: CTE Information

Director			
Region (if applicable)		Date of Application	
Total Funding Request		Total Funding Request – Professional Development	
Total Funding Request – Administrative Purposes (not to exceed 5%)		Total Funding Request – Curriculum Development	

Part 2: CTE Program Budget Requests: CTE Programs of Study

Program Location	Program Name	Budget Request
Total Amount Requested		

Part 3: CTE Program Budget Requests: CTE Initiatives

Initiative Location	Program Name	School Based (yes-no)	Budget Request
Total Amount Requested			

Part 4: CTE Program Budget Requests: CTE Program Planning Grants

Planning Grant Location	Program Name	Budget Request
Total Amount Requested		

Part 6: Assurances and Signatures

VOCATIONAL AND TECHNICAL EDUCATION PROGRAM ASSURANCES

Review and Approval - Area Career and Technical Centers

We have reviewed, commented on and approved the attached Perkins IV Budget requests and corresponding program initiatives and assure that:

1. all programs, services and activities covered by this Plan will be operated in accordance with state and federal laws, regulations and policies for vocational education;
2. federal funds made available will be used to supplement, and to the extent practical, increase the amount of other funds that would, in the absence of such federal and/or state funds, be made available. In no case will federal funds supplant local funds;
3. individuals who are members of special populations (minorities, limited-English proficient, physically challenged, special needs students with IEPs, nontraditional students, single parents, displaced homemakers, etc.) will be provided with equal access to recruitment, enrollment and placement activities;
4. all requests for data on the progress of vocational education students/participants including special populations, will be complete, accurate and reliable and be provided in a timely manner to the Department of Elementary and Secondary Education;
5. the vocational education programs supported with Perkins funds will be of such size, scope and quality to bring about improvement in the quality of vocational and technical education programs;
6. no individual shall, on the basis of race, color, sex, disability, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this program;
7. federal and/or state funds will not be commingled with local funds so as to lose their identity;
8. all funds will be used as stipulated in the Perkins III Plan; and all requests for budget variances will be submitted to the Department in accordance with the Department's fiscal requirements;
9. all appropriate reports required by the Department of Elementary and Secondary Education will be submitted when due;
10. 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 purchasing entity or its employees or any affiliate of such an organization; and
11. proper fiscal controls and fund accounting procedures will be employed to assure the proper disbursement of, and accounting for, federal funds.

**Superintendent (All Secondary Projects) or
President of the Community College**
(Postsecondary and Adult Skills Programs)

(Signature)

(Date)

Area Career and Technical Center and Adult Skills Center Superintendent
(Secondary and Adult Skills Programs)

(Signature)

(Date)

Chair of the _____
Area Career and Technical Center School Committee
(Secondary Programs)

(Signature)

(Date)

Chair of the _____
Area Career and Technical Center Coordinating Committee
(Secondary Programs)

(Signature)

(Date)

Chair of the _____
Planning Team
(Secondary Programs)

(Signature)

(Date)

**Adult Skills Training Director
(Adult Programs)**

(Signature)

(Date)

**Superintendent of School or Agency Director
(Incarcerated)**

(Signature)

(Date)

REGION'S SUPERINTENDENTS REVIEW AND COMMENTS

(Secondary Programs)

The FY 2008 Perkins programmatic initiatives and budgets must be reviewed and commented on by each of the region's superintendents. This assures that Perkins resources are impacting district level strategic plans as well as high school and area center school improvement plans. This form is to be completed and signed by each superintendent and included in the Plan.

I have reviewed the FY 2008 Perkins Proposal.

I support the Plan and programs

I have no comments

I have the following comments:

Signature

Date

**RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY
EDUCATION**

OFFICE OF MIDDLE AND HIGH SCHOOL REFORM

COORDINATION WITH THE WORKFORCE INVESTMENT PARTNERSHIPS

REVIEW AND COMMENT

(ADULT SKILLS TRAINING PROGRAMS ONLY)

The School District/Community College of Rhode Island has submitted the attached Perkins Plan for FY 2005 – 2007 funding. Contained in both the Perkins Act and the Workforce Investment Act is the need to coordinate programs and avoid duplication of effort. Please review and sign regarding the proposed programs within the context of coordination and duplication of effort.

I have reviewed the attached Perkins Plan and have the following comments:

Name of Reviewer (Please Print): _____

Signature of Review: _____

Date: _____

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants would also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying" and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR part 82 Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the making of any Federal grant the entering into of any cooperative agreement and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

- A. The applicant certifies that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, robbery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR, Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office, Building No. 3) Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted—
 - (1) Taking appropriate personnel action against such an employee, up

<p>(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and</p>	<p>to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>
<p>B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant.</p> <p>Place of Performance (Street address, city, county, state, zip code)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p>	<p>2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health law enforcement, or other appropriate agency;</p> <p>DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR part 85, Subpart F, for Grantees, as defined at 34 CFR part 85, Sections 85.605 and 85.610 –</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional office Building No. 3), Washington DC 20202-4248. Notice shall include the identification number(s) of each affected grant.</p>

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Technical Assistance

RIDE provides technical assistance to all CTE regions and new or existing CTE programs, initiatives, and planning grant activities throughout the program proposal, development, funding, and approval process. This assistance includes both structured and individualized support. For CTE assistance from RIDE personnel, contact any of the following staff of the RIDE Office of Middle and High School Reform.

Vanessa Cooley	222-8461 or Vanessa.Cooley@ride.ri.gov
Paul Williams	222-8481 or Paul.Williams@ride.ri.gov
Holly Harriel	222-8402 or Holly.Harriel.@ride.ri.gov

Check if provided

Part 4: Written Narrative

CTE programs, initiatives, and planning grant efforts must provide a written narrative that details how the CTE program, initiative, or planning grant is designed and will be/is implemented to perform at the satisfactory or above level in each of the five CTE Approval Standards – design and evaluation, curriculum and instructional design, instructional organization and support, operations, and accountability. The written narrative should be divided into seven sections following the suggested outline:

1. Introduction
2. Design and Evaluation
3. Curriculum and Instructional Design
4. Instructional Organization and Support
5. Operation
6. Accountability
7. Documentary Evidence

CTE programs, initiatives, and planning grant applicants should refer to RIDE guidance provided in the CTE Program, Initiative, and Planning Grant Funding manual to develop the narrative and compile the necessary corroborating and supporting evidence.

Check if provided

Part 5: Programmatic Initiatives

CTE programs, initiatives, and planning grant applicants must complete the ‘Programmatic Initiatives Summary Chart’ indicating how they intend or are meeting various federal and state initiatives. Applicants must respond to each item indicating the specific measures they are meeting. Applicants may provide any commentary necessary to explain their actions in each area. CTE programs, initiatives, and planning grant applicants also indicate their overall budget requests including breakdowns for curriculum and professional development.

Check if provided

Part 6: Budget

CTE program, initiative, and planning grant applicants must submit all required budget information regarding the expenditure of requested CTE funds for their individual program, initiative, or planning activity. Applicants must complete each of the attached budget summaries and itemize all amounts in the 300, 400, 500, and 600 series that are in excess of \$1,000. RIDE distributes funds based on overall allocations and individual CTE program requests.

Check if provided

Part 7 Accountability

CTE programs, initiatives, and planning grant applicants must adhere to accountability measures contained in Perkins IV legislation and represented in the accountability forms in part 7. The forms identify negotiated agreements of final agreed upon performance levels (FAUPL) for all Rhode Island CTE activities. By submitting these completed forms as part of the funding application package, CTE activities indicate their consent to these measures.

Technical Assistance

RIDE provides technical assistance to all new or existing CTE programs, initiatives, and planning grant efforts throughout the program proposal, development, funding, and approval process. This assistance includes both structured and individualized support. For CTE program assistance from RIDE personnel, contact any of the following staff of the RIDE Office of Middle and High School Reform.

Vanessa Cooley
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222-8402 or Holly.Harriel.@ride.ri.gov

FY 2008 Programmatic Initiatives Summary Chart

Response Items	Response	Comments
Perkins IV section 135 priorities addressed		
State priorities addressed		
Curriculum development component	_____ yes _____ no	
Professional development component	_____ yes _____ no	
Budget for curriculum development		
Budget for professional development		
Total budget request		

INDIVIDUAL CTE PROGRAM, INITIATIVE, OR PLANNING GRANT BUDGET SUMMARY FY 2008

LOCATION: _____

NAME OF PROGRAM, INITIATIVE, OR PLANNING GRANT: _____

SCHOOL YEAR 2007-2008

BUDGET INFORMATION

ITEM	PROGRAM CODES*	SALARIES 100	FRINGES 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	OTHER 600	INDIRECT 690 _____ %	CAPITAL OUTLAY 500	TOTAL
TOTALS									

***PROGRAM CODES**

- | | | | |
|-------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------|------------------------------------------|
| A. ACADEMIC INTEGRATION | D. USE OF TECHNOLOGY | H. SERVICES & ACTIVITIES (OF SUFFICIENT SIZE, SCOPE, & QUALITY TO BE EFFECTIVE) | K. TEACHER PREPARATION PROGRAMS |
| B. SECONDARY-POST SECONDARY LINKS | E. PROFESSIONAL DEVELOPMENT | I. SPECIAL POPULATION PREPARATION | L. NON-TRADITIONAL TRAINING & EMPLOYMENT |
| C. ALL ASPECTS (FOR COMPREHENSIVE STUDENT UNDERSTANDING OF AN INDUSTRY) | F. EVALUATION(S) | J. GUIDANCE AND COUNSELING | M. CURRICULUM DEVELOPMENT |
| | G. MODERNIZING & EXPANSION | | N. OTHER |

SALARY AND FRINGE BENEFIT DETAIL

Series 100 and 200

LOCATION: _____

NAME OF PROGRAM, INITIATIVE, OR PLANNING GRANT: _____

SCHOOL YEAR 2007-2008

SALARIES (SERIES 100)									FRINGE BENEFIT COSTS (SERIES 200)**							
EXP END · CODE	POSITION	#	*F T E	H D O U R L Y R A T E	HOURS		# O F W E E K S	FROM TO	TOTAL SALARY COSTS	S B U E R N V E I F I V I O T R S	R E T I R E M E N T	FICA	HEALTH	L I N S U R A N C E	O T H E R ***	TOTAL FRINGE COSTS
					D A I L Y	W E E K L Y										
								20 20		210	210/230	240	250 260/270	280		
SERIES 100 TOTAL										SERIES 200 TOTAL						

EXP. CODE Enter account expenditure code as indicated from the attached listing.
INSTRUCTIONS: Weekly work reports for full-time employees and time and effort records for less than full-time employees must be maintained.
 * The amount of time for a less than full-time activity divided by the amount of time normally required in a corresponding full-time activity. Express decimal fraction to nearest 10th.
 ** Fringe benefit costs for less than full-time employees must be pro-rated in accordance with salary funding sources.
 *** Describe in detail all costs identified in "OTHER" category.

BUDGET DETAIL

**SERIES 300, 400, and 600
ALL AMOUNTS IN EXCESS OF \$1,000. MUST BE ITEMIZED**

LOCATION: _____

NAME OF PROGRAM, INITIATIVE, OR PLANNING GRANT: _____

SCHOOL YEAR 2007-2008

EXPENDITURE CODE*	ITEM	FEDERAL CASH	SUPPORTING DETAIL **

INSTRUCTIONS: * Enter Expenditure Code as indicated in attached listing. All items budgeted must be totaled by each series, e.g., 300, 400, 600.
 ** Each item must be referenced to an objective of the proposed project.

BUDGET DETAIL
SERIES 500 - CAPITAL OUTLAY
ALL AMOUNTS IN EXCESS OF \$1,000. MUST BE ITEMIZED

LOCATION: _____

NAME OF PROGRAM, INITIATIVE, OR PLANNING GRANT: _____

SCHOOL YEAR 2007-2008

EXPENDITURE CODE	DESCRIPTION OF ITEM	UNIT PRICE	QUANTITY	FEDERAL CASH	JUSTIFICATION

INSTRUCTIONS:*Each item in the #500 Series must be fully justified as being essential to the effective implementation of the program. Show that each item of equipment has been selected and designated for a specific purpose(s) in connection with the proposed activity

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	Numerator: Denominator:	State and Local Administrative Records	B:	L: Will be pre- populated at the request of the Eligible Recipient A:	L: Will be pre- populated at the request of the Eligible Recipient A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Numerator: Denominator:	State and Local Administrative Records	B:	L: Will be pre- populated at the request of the Eligible Recipient A:	L: Will be pre- populated at the request of the Eligible Recipient A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Denominator:		B:	L: A:	L: A:
3S1 Secondary School Completion <i>113(b)(2)(A)(iii)(I-III)</i>	Numerator: Denominator:		B:	L: A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Denominator:		B:	L: Will be pre-populated at the request of the Eligible Recipient A:	L: Will be pre-populated at the request of the Eligible Recipient A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Denominator:		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation and Completion 113(b)(2)(A)(vi)	Numerator: Denominator:		B:	L: A:	L: A:

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Denominator:		B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Denominator:		B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Denominator:		B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Denominator:		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation and Completion 113(b)(2)(B)(v)	Numerator: Denominator:		B:	L: A:	L: A:

CTE Program, Initiative, and Planning Grant Application Rubric

Completeness

How complete is the application – information, narrative, budget, forms and charts?

	Satisfactory	In Need of Improvement	Rating	Comments
Information	All required information is included.	Required information is either incomplete or missing	S I	
Narrative	The narrative is complete and addresses each of the required sections. Referred and cited evidence is attached.	The narrative is incomplete and/or evidence is either incomplete or missing.	S I	
Budget	All budget information is complete and adheres to Perkins IV and RIDE funding policies.	Budget information is either incomplete and/or does not fully adhere to Perkins IV and RIDE funding policies.	S I	
Forms and Charts	All required forms and charts including approval, debarment forms and signatures and the programmatic initiatives are complete and included in the funding application.	Not all required forms and charts are either completed or included in the funding application	S I	

S – Satisfactory I – In Need of Improvement

Eligibility

How well has the CTE program, initiative, or planning grant been designed and will be/is implemented to meet the RIDE CTE Program and Initiative Approval Standards?

	Satisfactory	In Need of Improvement	Rating	Comments
Overview	The overview clearly explains the CTE activity’s organization, goals and expected outcomes. The overview also satisfactorily describes how the CTE activity will strengthen students’ academic and career and technical skills.	The overview either incompletely or unsatisfactorily explains the CTE activity’s organization, goals, and expected outcomes or incompletely or unsatisfactorily describes how the CTE activity will strengthen students’ academic and career and technical skills.	S I	
Design and Evaluation	The narrative satisfactorily describes how the CTE activity’s design will develop, implement, and improve effective CTE consistent with Perkins IV and RIDE requirements including a plan for continuous evaluation and improvement.	The narrative either incompletely or unsatisfactorily describes how the CTE activity’s design will develop, implement, and improve effective CTE consistent with Perkins IV and RIDE requirements. It may be unclear how the CTE activity intends to continually evaluate and improve its performance.	S I	
Curriculum and Instructional Design	The narrative satisfactorily describes how the curriculum and instructional design will provide curriculum and instruction that supports students to develop CTE, academic, technology, applied learning, and business and industry standards including ways to monitor its effectiveness.	The narrative either incompletely or unsatisfactorily describes how the curriculum and instructional design will provide curriculum and instruction that supports students to develop CTE, academic, technology, applied learning, and business and industry standards. It may be unclear how the CTE activity monitors the effectiveness of its curriculum and instructional design.	S I	

	Satisfactory	In Need of Improvement	Rating	Comments
Instructional Organization and Support	The narrative satisfactorily describes how the CTE activity will organize and support a certified, sufficient staff as well as provide comprehensive professional development. The CTE activity has a clear and effective plan to monitor and support CTE instruction.	The narrative either incompletely or unsatisfactorily describes how the CTE activity will organize and support a certified, sufficient staff and/or provides comprehensive professional development. It may not be clear that the CTE activity has a plan or mechanism to provide ongoing monitoring and support.	S I	
Operation	The narrative satisfactorily describes how the CTE activity will operate with adequate and appropriate safety and health plans, equipment, supplies, technology, and resources. The CTE activity has a clear and effective plan to monitor operations and work with its stakeholders to improve them as needed.	The narrative either incompletely or unsatisfactorily describes how the CTE activity will operate with adequate and appropriate safety and health plans, equipment, supplies, technology, and resources. It may be unclear that the CTE activity has a plan for continuous monitoring or improvement of its operations.	S I	
Accountability	The narrative satisfactorily describes how the CTE activity will collect data and monitor student performance in each of the FAUPL indicators, make adjustments as necessary to ensure students reach these performance levels, and report this information to RIDE and all stakeholders.	The narrative either incompletely or unsatisfactorily describes how the CTE activity will collect data, monitor student performance in each of the FAUPL indicators, make necessary adjustments, and/or report this information to RIDE and all stakeholders.	S I	
Documentary Evidence	Referred and cited documentary evidence is attached to the application and satisfactorily supports narrative assertions. The supplied evidence shows clear and consistent proof that the activity's design will deliver effective CTE consistent with RIDE expectations and continuous improvement.	Referred and cited documentary evidence is either not attached to the application or complete and/or does not satisfactorily support narrative assertions. It may not be clear from the supplied evidence that the CTE activity's design will deliver effective CTE or have a plan for continuous improvement.	S I	

Appendix E

CTE Program, Initiative, and Planning Grant Application Timeline

Stage	Stage 1: The CTE Funding Application	Stage 2: CTE Funding Application Review	Stage 3: Awarding Funds to Approved CTE Activities
Timeline	September to June 1	June 1 to July 1	July 1 and on
Action	CTE programs, initiatives, and planning grant partners develop CTE program, initiative, or planning grant designs and complete CTE funding application	RIDE reviews all CTE funding applications for completeness, eligibility, and funding approval	RIDE communicates the results of the CTE funding application review to all applicants

Perkins IV Requirements for the use of Local Funds*

REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs

through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965)

(B) career and technical education subjects

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A)

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences

(4) develop, improve, or expand the use of technology in career and technical education, which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

(A) in-service and pre-service training on—

(i) effective integration and use of challenging academic and career and technical education provided

jointly with academic teachers to the extent practicable

(ii) effective teaching skills based on research that includes promising practices

(iii) effective practices to improve parental and community involvement

(iv) effective use of scientifically based research and data to improve instruction

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry

- (C) internship programs that provide relevant business experience
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency

*Perkins IV Section 135

Appendix G

Rhode Island's Priorities for Perkins IV Funds*

Rhode Island's Priorities for Perkins IV Funds Include:

1. The design, development and implementation must fully integrate career and technical education strategies that:
 - (a) are systemic
 - (b) incorporate high academic standards that are integrated with challenging CTE instruction
 - (c) provide students with high quality work-based learning experiences closely coordinated and sequenced with school-based academic/career related instruction
2. Collaborative standards-based curriculum development and instruction
3. Collaborative professional development focused on integrated academic and career and technical instruction
4. Secondary school-based instructional reform facilitation
5. The incorporation (as appropriate) of:
 - (a) focused educational programs on preparing students for employment in industries with specific standards and certification requirements
 - (b) programs that address and respond to Rhode Island's industry clusters and major growth sectors
 - (c) a seamless integration of generic workplace skills, high academic standards, and industry-specific standards
 - (d) open access so that students throughout the state can attend a state-approved program of program component of their choice for which they are qualified and for which space is available. Such access shall be to the closest program to the student's home community
 - (e) entrance exam criteria based on standards and a structure and process for assessing them
 - (f) collaborative efforts to assure that all students, families, schools, and the community at large have comprehensive program information regarding program requirements and entrance criteria
 - (g) the option for a shared diploma providing students with a diploma from their home community and a special certificate/endorsement issued by a CTE center
 - (h) collaboration and articulation between secondary and post-secondary educational systems where exit criteria require additional preparation beyond what is provided by the secondary system and/or to provide advanced learning opportunities for graduates
 - (i) business and industry representation in the design, implementation, and evaluation of programs and curricula
 - (j) high engagement activities for families and community members
6. Data collection and reporting as pertains to the core indicators and measures of the Perkins Accountability system

* Adapted from the RIDE 2006 document, "Guidance for the Development of FY 2007 Perkins Programs"

Notification of CTE Program, Initiative, and Planning Grant Application Review

<Date>

To:
CTE Director
School Principal
Superintendent of Schools

RE: Notification of CTE Program, Initiative, and Planning Grant Application Review

The Rhode Island Department of Education’s Office of Middle and High School Reform has reviewed the CTE Program, Initiative, and Planning Grant Application for the following CTE program, initiative, or planning grant:

- Name of specific CTE program, initiative, or planning grant

_____ The reviewers have approved your application based on the likelihood that the design and plan communicated through the CTE Program, Initiative, and Planning Grant Application will result in an effective CTE activity consistent with state and federal expectations. RIDE personnel will communicate with you regarding the release of funds and the CTE Program and Initiative Review Process that all approved CTE programs and initiatives begin in their first year of funding.

_____ The reviewers have denied your application based on incomplete application materials.

_____ The reviewers have denied your application due to failure to comply with CTE Program, Initiative, and Planning Grant Application Process timelines.

_____ The reviewers have denied your application based on inconsistency between the CTE program, initiative, or planning grant design communicated through the CTE Program, Initiative, and Planning Grant Application and CTE Program and Initiative Approval Standards.

CTE programs, initiatives, and planning grants applicants denied approval may review and revise their applications and submit for future review.

Comments:

CTE Funding and Review Cycle and Timelines for Approved Programs and Initiatives

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • CTE programs and initiatives conduct CTE Program and Initiative Self-Assessment • CTE programs and initiatives submit completed CTE Program and Initiative Self-Assessment to RIDE by May 1 • CTE programs and initiatives submit budget request for year 2 and a statement of improvement by June 1 	<ul style="list-style-type: none"> • RIDE reviews CTE Program and Initiative Self-Assessment • RIDE communicates CTE Program and initiative ratings based on the reviewed self-assessment by October 1 • RIDE communicates notification of CTE Program and Initiative Site Visit to CTE programs and initiatives rated as in need of improvement by October 1 • RIDE conducts CTE Program and Initiative Site Visits beginning November 15 • CTE programs and initiatives that receive CTE Program and Initiative Site Visits work with RIDE to implement CTE Program and Initiative Site Visit report recommendations • CTE programs and initiatives submit budget request for year 3, review and revise their self-assessment, and complete a statement of improvement and submit to RIDE by June 1 	<ul style="list-style-type: none"> • CTE programs that receive CTE Program and Initiative Site Visits work with RIDE to implement CTE Program and Initiative Site Visit report recommendations • CTE programs and initiatives secure school, district, or other non-Perkins funding coinciding with the three-year eligibility for Perkins funds • CTE programs and initiatives that are eligible to receive funding beyond the initial three year cycle submit budget request for year 4, review and revise their self-assessment, and complete a statement of improvement by June 1

Selected Terms and Definitions

The terms and definitions included in this section have been revised, March 2003, to align with the most up to date and appropriate documentation available. Revised terminology is identified by an abbreviation for the source in parenthesis and in italics following the definition.

Academic course completion - state defined performance benchmark (e.g., grade, certificate) in designated academic courses including integrated academic/vocational courses.

Academic skills requirements –

- **Secondary**: students who have met or exceeded the standard on state administered academic assessments.
- **Post-secondary**: the number of members of cohort group who completed their programs within three years of enrollment, minus students who stopped participating, is being used as the measurement for academic skills attainment. (*8/14/92 memo*)
- **Adult**: the number of adult vocational training students who have completed the program is being used as the indicator of academic achievement.

Academic content standards – describe what students should know, understand, and be able to do in a specific content area such as English language arts or mathematics.

Academy model – organizational structure used to organize “schools within schools.” The model incorporates the definition of career academies. See career academies. (*CASN 1/30/03*)

Accountability – the school, district and state responsibility to ensure the academic success of all students. It is used in conjunction with indicators that measure school and student progress towards learning goals, high graduation rates, etc., and includes the on-going reporting of progress.

Accounting – the procedures of maintaining systematic records of happenings, occurrences, and events relating to persons, objects, or money and summarizing, analyzing, and interpreting the results of such records. (*NCES, April 2000*)

Actual levels of performance – the aggregate of performance levels from state collected data used to determine baseline level of performance.

Adjusted levels of performance – levels of performance negotiated between the state and the US Department of Education for specific period of time that the state agrees to meet.

Administrative record exchanges/matching of administrative records - student records, UI wage records, U.S. Department of Defense records. This system is based on use of student identifiers.

Adult career and technical education – a non-credit certificate bearing vocational training course or program comprised of a series of courses for adults.

Adult vocational training completer - an adult student who has completed a non-credit vocational training course or series of courses and is eligible for a certificate.

Adult vocational training concentrator - an adult student who has enrolled in a non-credit vocational training course or series of courses leading to a certificate.

Adult vocational training participant - an adult student who has enrolled in a non-credit vocational training course.

Agriculture, Food and Natural Resources Career Cluster – Planning, managing, and performing agricultural production and horticultural landscaping services and related professional and technical services, mining extraction operations, and managing and conserving natural resources and environmental services. (*Career Clusters, September 2002*)

Alignment to program-defined standards – assessment and completion measures are aligned to program-defined and industry-validated skill standards as well as program-defined academic standards – both content and performance standards.

Alignment to program standards – academic attainment measures and assessments are aligned to program academic content and performance standards.

Alignment to industry standards – attainment measures and assessment systems are aligned to state-approved, industry-validated skill standards – both content and performance standards.

Alignment to state academic standards – attainment measures and assessment systems are aligned to state academic content and performance standards.

All aspects of an industry – The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

All Kids – Every child and young person can and must learn.

Alternative assessments – Techniques that have not traditionally been used to assess student knowledge used to assess student knowledge and understanding. May also refer to techniques used by districts to assess the achievement of a small number of students for whom state assessments are not appropriate.

Applied learning – domains for assessment and reporting of student achievement that focuses on the capabilities people need to be productive members of society, as individuals who apply the knowledge gained in school and elsewhere to analyze problems and propose solutions, to communicate effectively and coordinate action with others, and use the tools of the information age workplace. It connects the work students do in school with the demands of the twenty-first century workplace. Applied learning is expected to take place, generally within the context of a subject or will draw on content from more than one subject area. The five performance standards for applied learning are:

- Problem Solving;
- Communication Tools and Techniques;
- Information Tools and Techniques;
- Learning and Self-management Tools and Techniques;
- Tools and Techniques for Working with Others. (*New Standards, 1997, p. 106*)

Applied learning standards – domains for assessment and reporting of student achievement that include problem solving, communication tools and techniques, information tools and techniques, learning and self-management tools and techniques, and tools and techniques for working with others. (*New Standards, 1997, p. 106*)

Apprentice – an individual who is learning a recognized occupation in accordance with a written apprentice training contract between the worker and his or her employer or employee which provides for a given period of planned work experience through employment on-the-job, supplement by appropriate related instruction, and with other specified provisions of the arrangement. (*NCES, April 2000, p. 207*)

Apprenticeship – relationship between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Apprenticeship (registered) – those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship Agencies or Councils approved by BAT.

Architecture and Construction Career Cluster – Careers in designing, planning, managing, building and maintaining the built environment. (*Career Clusters, September 2002*)

Arts, A/V Technology and Communications Career Cluster – Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. (*Career Clusters, September 2002*)

ASCA – American School Counselor Association

Attainment of vocational skills – evidence that a student has demonstrated competency on an industry validated skill set.

Assessment – a tool, instrument, process or exhibition composed of a systematic sampling of behavior for measuring a student’s competence, knowledge, skills or behavior. An assessment can be used to measure differences in individuals or groups or changes in performance from one occasion to the next. (*NCES, April 2000*)

Authentic assessments – alternatives to conventional, multiple-choice, and true-false testing that both mirror and measure how well students use knowledge, skills and competencies to solve real-world tasks and problems. Examples include exhibitions, performance, written or oral responses, journals and portfolios.

Baseline data – information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time usually after some condition has changed. (*NCES, April 2000, p, 208*)

Benchmarking – continuous process of measuring products, services, and practices against strong competitors or recognized leaders. An on-going activity intended to improve performance; it can be applied to all facets of operations; it requires a measurement mechanism so that the performance “gap” can be identified; and it focuses on comparing best practices among enterprises that may or may not be alike.

Business, Management and Administration Career Cluster – Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. (*Career Clusters, September 2002*)

Business partnerships – varied kinds of support between schools and the private sector, for example, partnerships, collaborations, mentoring, shadowing, donation of materials and equipment, which leads to increased success for all students.

Capstone project – a culminating experience in which a student synthesizes subject-matter knowledge and connects theory and application in preparation for entry into a career. In career and technical education (CTE), capstones are most often found in postsecondary business, agriculture, and allied health programs; in their emphasis on integration, experiential learning, and real-world problem solving, they would be valuable in any CTE field. Many types of work now require more than technical expertise. In many fields, a wide range of nontechnical skills is now essential: leadership, teamwork, problem solving, decision-making, critical thinking, interpersonal communication, and information management. In Rhode Island a capstone project usage has become commonly known as a culminating project that usually occurs in grade 12 and is part of the requirements for a CIM. To achieve these outcomes, the objectives of a capstone project or experience typically include the following:

- Provide students an opportunity to synthesize knowledge from formal and informal learning and apply it to contemporary issues in the field.
- Help prepare students for a successful career by providing experiences that enhance their labor market advantage.
- Increase students' understanding of the big picture, including ethical and social issues related to the field.
- Help students understand the relevance of theory and research to practice.

An experiential learning model for capstones has the following components:

- **Receive:** An activity or experience is received by the learner. This activity or experience may be developed by the facilitator, may occur during the capstone course, or may have occurred during previous courses.
- **Relate:** Relating learned experiences to previously gained knowledge ties experiential learning to the capstone course philosophy.
- **Reflect:** Reflecting upon the experiences received and relating them to each other distinguish experiential learning from other types of learning.
- **Refine:** The refinement process causes further contemplation concerning the applicability of this knowledge and its association to and with other knowledge.
- **Reconstruct:** Learners synthesize the subject-matter content and integrate it into their knowledge base. They should then be able to apply what was learned to other situations.
- (*ERIC PAB, No. 16*)

Career – the totality of work – paid and unpaid – one does in one's lifetime.

Career academy – organizational structure that differs from traditional academic and vocational education because it prepares high school students for both college and careers. An academy provides broad information about a field such as health care, finance, engineering, media, or natural resources. An academy weaves this theme into an academic curriculum that qualifies students for admission to a four-year college or university. Career academies consist of three structural elements:

- A small learning community, comprising a group of students within the larger high school who take classes together for at least two years, taught by a team of teachers from different disciplines;
- A college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work; and
- Partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement. (*CASN, 2003*)

Career and technical education – a series of courses, program of study, or activities that:

- Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and
- Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. Perkins IV, Section 3(5)

Career and technical education courses – courses that aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; “(ii) at the postsecondary level that are relevant and challenging; and “(iii) that lead to employment in high skill, high wage, or high demand occupations (*Perkins IV, Section 122(c)(1)(I)*)

Career and technical education program – state approved program including integrated academic and career and technical education courses.

Career and technical education program approval - procedures and policies for approving career and technical education programs based upon RIDE CTE Program Approval Standards.

Career and technical education program completion - completion of career and technical education program when program completion represents attainment of academic and career and technical education standards.

Career and technical education program course requirements - completion of the career and technical education sequence of courses. A career and technical education sequence of courses addresses academic, career development, and personal/social development and encompasses academic standards, workplace readiness competencies, and technical skills. These programs provide individuals with the academic and technical knowledge/skills/proficiencies to prepare them for employment and/or further/advanced education.

Career and technical student organization (CSO) - an organization for individuals enrolled in a career and technical education program that engages in CTE activities as an integral part of the instructional program.

Career areas - broad and flexible subdivisions of a career cluster specific enough to provide real life occupational contexts.

Career awareness – activities, usually beginning at the elementary level, designed to make students aware of the broad range of careers and/or occupations in the world of work, including options that may not be traditional for their gender, race, or ethnicity. Career awareness activities range from limited exposure to the world of work to comprehensive exposure. Comprehensive exposure may involve curriculum redesign, introduction of students to a wide span of career options, and integration with activities at the middle level.

Career clusters – an organizational structure that can be used to frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from front-line to professional and managerial careers. The U.S. Department of Education, Office of Vocational and Adult Education (OVAE) has identified 16 career clusters representing career opportunities for the 21st century economy. The 16 clusters are: Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science, Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety and Security; Manufacturing, Marketing Sales and Services; Science Technology, Engineering and Mathematics; Transportation, Distribution and Logistics. Refer to individual titles for additional information. (*Career Clusters, September 2002*)

Career education – an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living.

Career exploration – generally beginning at the middle level, career exploration is designed to provide some in-depth exposure to career options for students. Activities may include the study of career opportunities in particular fields to identify potential careers, writing individual learning plans that dovetail with career majors offered at the high school level, or review of local labor market information.

Career exposure – activities at the high school level that provide actual work experience connecting classroom learning to work.

Career guidance and academic counseling – the term ‘career guidance and academic counseling’ means providing access to information regarding career awareness and planning counseling with respect to career options, financial aid, and postsecondary options.

Career major (career pathway) – a coherent sequence of courses or field of study that prepares students for a first job and that

- Integrates academic and occupational learning, integrates school-based and work-based learning, and established linkages between secondary schools and post-secondary institutions;
- Prepares the student for employment in a broad occupational cluster or industry sector;
- Typically includes at least two years of secondary education and at least one or two years of post-secondary;
- Provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;
- Results in the award of a high school diploma or its equivalent; a certificate or diploma recognizing successful completion of one or two years of post-secondary education (if appropriate); and a skill certificate; and
- May lead to further education and training, such as entry into a registered apprenticeship program, or to admission to a two or four-year college or university.

Career map - written plan of study that helps students select a coherent sequence of secondary (and where appropriate, post-secondary) courses and experiences to prepare them for college entry or work in a selected career cluster area.

Career roles - most specific level within career clusters identified by classification of instructional program (CIP) codes and titles.

Census – annual survey taken of students in career and technical education to determine characteristics population served.

Certificate of Advanced Mastery (CAM) – certification of student work at an advanced level following the CIM and applies and extends the skills and knowledge of the CIM six areas: Arts and Communications, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems, Natural Resource Systems. Students' work is based on a written plan that focuses on the attainment of those skills and knowledge that prepare students for further education and the workplace. A CIM may be recognized by a High School Certificate of Competence. (see High School Certificate of Competence Program)

Certificate of Initial Mastery (CIM) – a certificate of student accomplishment that takes place when performance is demonstrated, generally at or about grade 10 or age 16 rather than after a predetermined number of years has been spent in school. Represents demonstrated knowledge and skills agreed upon by educators, families, business, community and higher education representatives; reflects a standard of quality that is competitive throughout the world and demonstrated through real performance, recorded and documented either directly or as close to representing the real performance possible. The goal is for all children to acquire these knowledge and skills eventually. A combination of traditional tests performance measures, collections of student work over time, and projects or exhibitions will create a portfolio of performance that will provide first hand evidence of awarding the certificate.

CIP code - six digit numbers assigned to program titles in the Classification of Instructional Programs (CIP-2000). A field review draft can be viewed at the following <http://nces.ed.gov/npec/fieldreview.html>

Cohort Year – the school year in which the student entered the baseline group used for computing rates (e.g., high school, program). (*NCES, April 2000, p. 64*)

Common Core - statements of the knowledge, skills and competencies that all learners should attain; broad foundation statements that embody what learners should know and be able to do to meet the opportunities and challenges of the 21st century. Rhode Island published Rhode Island's Common Core of Learning for a New Century in 2002. This document merged the four major attributes highlighted in Rhode Island's Common Core of Learning, with the skills and competencies necessary for workplace success defined in the Secretary's Commission on Achieving Necessary Skills (SCANS) released in 1992. (*New Common Core, January 2002, p. 2-3*)

Community involvement – all members of the community combining their efforts to build family school community partnerships that improve schools and performance for all children.

Community service-learning - Service-learning is an instructional reform strategy that actively involves youth in the academic program through service to their communities. Service-learning is a method whereby students learn and develop through active participation in thoughtfully organized service that:

- Is conducted in and meets the needs of a community;
- Is coordinated with a secondary school and with the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the students; and
- Includes structured time for the students to reflect on the service experience as a part of their career development exposure.

Completer – a student who has successfully completed program requirements and has a who attained academic, workplace readiness/applied learning and technical knowledge, skills, and/or proficiencies (certification) within a program/sequence of courses designed to prepare the individual for employment and/or further education.

Concentrator – a student who meets the threshold definition (see postsecondary concentrator, secondary concentrator, adult vocational training concentrator) and continues to work to complete program objectives at an institution.

Content standards – content standards describe what students need to know, understand and be able to do in a specific content area such as, English language arts or mathematics. (Content standards can be drawn from many sources including the Rhode Island Frameworks, etc.)

Contextual teaching and learning – teaching and learning that occurs in close relationship with actual experience and involves connecting the content that students are learning within the context in which that content could be used. A variety of teaching approaches may be used at the student’s developmentally appropriate level of learning. The following teaching approaches include context as a critical component:

- Problem-based learning
- Collaborative/cooperative learning
- Project-based learning
- Service learning
- Work-based learning.

Cooperative Education - a supervised, coordinated and accredited program where accepted students gain realistic employment experience in an occupational field related to specific career goals studies. It is an extension of the school program and, therefore, is considered a course offering in the same manner as any subject in the daily class schedule of the student. Each student must be enrolled in the high school insurance program.

Core Indicators - Perkins legislation requires states to report data on four core measures of performance – each of which has multiple sub-indicators – for a variety of student populations.

Core Measure 1: Attainment - Student attainment of challenging state-established

- Secondary academic skill proficiencies
- Secondary vocational and career and technical skill proficiencies
- Post-secondary academic skill proficiencies
- Post-secondary vocational and career and technical skill proficiencies.

Core Measure 2: Completion - Student attainment of a

- High school diploma or its equivalent
- Proficiency credential along with a secondary diploma
- Post-secondary degree or credential.

Core Measure 3: Placement and Retention - Placement in

- Secondary placement into post-secondary education or advanced training; employment; or the military
- Post-secondary placement into post-secondary education or advanced training; employment; or the military
- Education or advanced training; employment; or the military.

Core Measure 4: Nontraditional

- Participation in secondary nontraditional programs
- Completion of secondary nontraditional programs
- Participation in post-secondary nontraditional programs
- Completion of post-secondary nontraditional programs.

(Some states have developed additional measures or require local educators to report information that is intended solely for states purposes. While states have ultimate discretion in identifying the types of data that local agencies must submit, federal reporting requirements are limited to the measures specified above.)

Criteria – a description of the most important features of a learning goals, content standards or opportunity-to-learn standard that can be used to judge what students know and are able to do; for example, with regard to student work, the most important aspects of a product or performance criteria provide a basis for evaluating student work.

Curriculum development - any activity that involves a review, revision, modification or development of curricula that incorporates application and relevance to the content and ties the content to real world contexts.

Curriculum framework – a guide for districts, schools, institutions of higher education, teachers, administrators, and state officials to use in planning, supporting, implementing, and evaluating programs. It identifies the important concepts, principles, and content for a respective subject matter area(s) and also provides suggestions about how this subject matter can best be taught in the light of research and professional craft knowledge. It is not a detailed curriculum, i.e., it does not answer the question, “What do I do with my students on Monday?” Schools and teachers may use a wide array of curriculum materials, instructional strategies, and assessment techniques to enable students to gain the understandings, insights, and skills that the framework discusses.

Curriculum standard – a term that is often used to describe a content standard. Curriculum standards identify what students should know and be able to do at different grade levels in the various subject areas.

Denominator - total number of students in the universe of students defined in the Perkins state plan is the denominator of the fraction to be used to determine actual level of program performance for each indicator/population.

Disabled – an individual with a disability who has an Individualized Education Plan (IEP). (see Qualified Individual with Disabilities, Qualified Individual with a Disability).

Displaced homemaker – an individual who:

- Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

- Has been dependent on the income of another family member but is no longer supported by that income; or
- Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq) not later than 2 years after the date on which the parent applies for assistance under this title; and
- Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment [sec. 3(13)].

Economically disadvantaged status – an indication of inadequate financial condition of an individual’s family, as determined by family income, number of family members/dependents, participation in public assistance programs, and/or other characteristics considered relevant by federal, state, and local policy. At the secondary level a student who is eligible and/or who participates in the school lunch program is considered economically disadvantaged. (See Eligibility for National School Lunch Program)

Eligibility for National School Lunch Program – An indication of a student’s eligibility for free or reduced price breakfast, lunch, and milk programs is determined by student eligibility for one or more of the following:

- (01) Free breakfast
- (02) Reduced-price breakfast
- (03) Free lunch
- (04) Reduced-price lunch
- (05) Free milk

Participation in National School Lunch Program – An indication of a student’s participation in free or reduced price breakfast, lunch, and milk programs is determined by student participation in one or more of the following:

- (01) Free breakfast
- (02) Reduced-price breakfast
- (03) Free lunch
- (04) Reduced-price lunch
- (05) Free milk

At the postsecondary and adult level a student who is eligible and who reports receiving family public assistance is considered economically disadvantaged. Family public assistance status (an indication of the type of public assistance received by an individual’s household from a welfare agency, whether local, state, federal, or private) is determined by student participation in one or more of the following:

Family Public Assistance Status –.

- **Temporary Assistance for Needy Families (TANF)** – a state income maintenance program with matching federal funds administered by the county that provides basic financial assistance for pregnant women and families in addition to children who are deprived of support or care due to the death, incapacity, unemployment or continued absence of one or both parents/guardians;
- **Food stamps** – a federally-sponsored program administered by the county with the objective of improving the diets of individuals in low-income households by increasing their food purchasing ability. Households receive a coupon allotment that may be used in participating stores to buy food for human consumption and garden seeds and plants to produce food for personal consumption; or
- **Women, Infants and Children (WIC) programs** – a federally-funded program that provides monthly food supplements and nutrition education for low-income pregnant and postpartum mothers, infants, and children who are in poor health or a health risk because of poor diets. (NCES, April 2000, p. 53-54)

Education and Training Career Cluster – planning, managing and providing education and training services, and related learning support services. (Career Clusters, September 2002)

Education standards – describe (1) expectations for what all students should know and be able to do; and (2) the conditions that enable students to achieve success. Education standards include content standards, performance standards, and opportunity-to-learn standards.

Embedded academic assessment in vocational/integrated course/programs - performance benchmark on course or program assessments in integrated courses and programs.

Employability standards – (sometimes referred to as work-place-readiness standards) the more generic workplace skills and abilities that employers require in virtually all jobs and work settings.

Family involvement – family involvement in schools is related along four dimensions that include advocacy, education, shared decision-making, and support. These fundamental relationships between families and schools play an essential role in student success.

Finance Career Cluster – planning, services for financial and investment planning, banking, insurance, business financial management. (*Career Clusters, September 2002*)

Framework – see curriculum framework.

Full participation (in state assessments) – the expectation of accountability for all students. One way to be accountable is to hold all students to the same standards, as measured by state assessments. Every student is expected to take the performance assessments in the State Assessment Program, with accommodations if needed to increase the validity of the testing.

Full time equivalent (FTE) – used in the annual career and technical education student census. One full time equivalent refers to a student who received services for 180 days. Information in this section must adhere to FTE reporting requirements.

- Days per week (see FTE Days per Week)
- Hours per day (see FTE Hours per Day)
- Initiation date (see FTE Initiation date)

FTE Days per week – used in the annual career and technical education census. Five is the maximum number of days per week that can be reported.

FTE Hours per day – used in the annual career and technical education census. 5.5 is the maximum number of hours per day that can be reported.

FTE Initiation date – used in the annual career and technical education census. This date, within the school's calendar year, indicates the time that career and technical education services to the student began. This date will change each year.

FTE Termination date – used in the annual career and technical education census. The termination date is a date within the school's calendar year. This date is not entered if the student graduates.

FTE Termination Reason – used in the annual career and technical education census. This field is completed in the student or leaves or completes the program.

FTE Weeks per month – used in the annual career and technical education census. Five is the maximum number of weeks per month that can be reported.

Government and Public Administration Career Cluster – executing governmental functions to include Governance; National Security, Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels. (*Career Clusters, September 2002*)

Health Science Career Cluster – planning, managing, and providing therapeutic services, diagnostic services, health information, support services, and biotechnology research and development. (*Career Clusters, September 2002*)

High School Certificate of competence Program – an instructional program that defines the content requirements for meeting specified performance standards in various secondary school studies that does not represent completion of and graduation from secondary school, as prescribed by a U.S. state or other jurisdiction. These includes such requirements as passing a state- or province-mandated academic achievement test and completing other specified requirements for subject-matter competence. These awards may be given for partial completion of secondary school or for achieving a specified high level of concentration and/or performance in certain subjects, and may be awarded independently or in conjunction with a high school/secondary diploma. (*CIP, 2002, p. 252*)

High skill/high wage program – is characterized by an organization of activities that prepare students to become knowledge workers within high paying occupational areas. These high performance work organizations continually innovate and adapt to changes in markets, and constantly improve techniques and technologies.

Hospitality and Tourism Career Cluster – the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. (*Career Clusters, September 2002*)

Human Services Career Cluster – preparing individuals for employment in career pathways that relate to families and human needs. (*Career Clusters, September 2002*)

Individual with a Disability – (see Qualified Individual with a Disability)

Individual with limited English proficiency (LEP) - a secondary school student, adult, or out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and –

- Whose native language is other than English; or
- Who lives in a family or community environment in which a language other than English is the dominant language [sec. 3(13)].

Individuals with other barriers to educational achievement – includes those categories or groups of students identified in the state plan as “individuals with other barriers to educational achievement” defined by the state within the Perkins state plan [sec (23)]. Rhode Island does not have any additional categories.

Industry clusters – provide opportunities for linkage/collaboration with various economic and workforce development initiatives, systems, agencies, and activities within the state. A board of directors from industry is responsible for the control, management, and ownership of each cluster. The clusters are positioned to enhance development of “critical mass” and economies of scale. Rhode Island’s planned industry clusters include manufacturing, financial services, marine trades, information technologies, hospitality and tourism, printing and graphic arts, health, retail services, construction, and general.

Information Technology Career Cluster – building Linkages in IT Occupations Framework: For Entry Level, Technical and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services. (*Career Clusters, September 2002*)

Initiatives, non school-based – initiatives that are not part of a local educational authority and are designed to provide services to students that support Perkins IV requirements and permissives and adhere to Rhode Island guidance, regulations, and educational policies. Such initiatives include targeted initiatives, juvenile and adult incarcerated programs, and non-traditional CTE activities.

Initiatives, school-based – initiatives that offer at least one course consistent with an approved program of study, are designed to provide services to students that support Perkins IV requirements and permissives and adhere to Rhode Island guidance, regulations, and educational policies.

Integrated Curriculum – integrated curriculum occurs when academic and occupational or careers subject matter – normally offered in separate courses – are taught in a manner that emphasizes relationships among the disciplines. Integrated curriculum may take many forms, ranging from the simple introduction of academics into traditional occupational courses to comprehensive programs that organize all instruction around career major themes.

Job shadowing - experiences that provide students with structured opportunities to explore occupations as a “shadow” to someone in his/her daily work. These are meaningful experiences that provide an introduction to the world of work and the process of career exploration. Ultimately, job shadows help students make informed decisions about future career choices and what it takes to have and maintain a daily job.

A job shadow involves students spending approximately three hours at a business, non-profit organization or government agency. The student “shadows” one or more employees during the experience, developing an understanding of what adults do while they work.

Law, Public Safety and Security Career Cluster – planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. (*Career Clusters, September 2002*)

Learning community – a community that results when all, (teachers, parents, administrators, students community partners) in the school community are lifelong learners, learning individually and together.

Learning objectives, performance measures & performance standards – these can be developed for individuals as well as entire districts, schools, or programs. See separate entries for definitions of each of the terms. Educators sometimes develop performance measurement systems to assess student achievement, monitor school progress, and support programs improvement. The terms learning objectives, performance measures, and performance standards are used to define each part of the three-part process of establishing a performance measurement system. The process begins with identifying learning objectives for students or other program participants. After identifying these objectives, it is then necessary to decide how to measure their attainment. After developing appropriate performance measures, standards must then be set to represent the level of performance that is desired. The three terms are defined below:

- Learning Objectives: summarize the knowledge, skills, and abilities that students will be expected to achieve. A learning objective answers the question, “What do we want students to know, understand, or be able to do?”
- Performance Measures: describe how attainment of the learning objectives will be measured or assessed. Performance measures typically rely on standardized tests, performance assessments, surveys, or other methods of documenting and quantifying performance. A performance measure answers the question, “How will we measure attainment of the learning objectives?”
- Performance Standards: set the level of knowledge or skill mastery that students or schools will be expected to attain. Performance standards define the minimum acceptable level of achievement or the performance measures of each learning objective. A performance standard answers the question, “How much is enough?”

Learning through Internships (LTI) – formal process through which students pursue their interests at a worksite and develop an in-depth real-world project with a mentor that they work on at the LTI site and at school. The projects become the foundation of the student’s Learning Plan and provide opportunities for the student to address the school’s learning goals. LTIs are assigned after students, guided by staff, have identified their interests and created alliances with professionals in the real world to pursue those interests. Students explore opportunities in the community through informational interviews and shadow days.

Leaver – a concentrator who has left an institution due to program completion, making a lateral transfer, or stopping out for one of the following reasons:

- Completion – successfully met objective
- Lateral transfer – moved to another institution to continue efforts to become a completer.

- Stop out – left the institution, did not do a lateral transfer, and has not been identified as meeting his/her objective or has exceeded the state defined limit for time to become a completer.

Lifelong learner – a disposition and ability to change in response to new demands or information one encounters throughout life. This concept is based on the understanding that schools cannot provide students with all they need to learn; rather, schools must prepare students for continuous learning.

Limited-English Proficiency – The 1988 Bilingual Education Act describes a limited English proficient student as one who (1) meets one or more of the following conditions: (a) the student was born outside of the United States or whose native language is not English; (b) the student comes from an environment where a language other than English is dominant; or (c) the student is American Indian or Alaskan native and comes from an environment where a language other than English has a significant impact on his/her level of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in English-only classrooms.

Local Educational Agency (LEA) – a local level administrative unit that exists primarily to operate public schools or to contract for public school services. Its synonyms include “school district” and “local basic administrative unit.”

Locally approved local standards and assessment systems - performance benchmarks on locally-approved assessment systems based on local standards.

Location code - code number for location of school, center, or program, assigned by the state.

Manufacturing Career Cluster – planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing process engineering. (*Career Clusters, September 2002*)

Marketing, Sales and Services Career Cluster – planning, managing, and performing marketing activities to reach organizational objectives. (*Career Clusters, September 2002*)

Measurement Definition – established to assess student and program performance. The definition includes a description of the characteristics of students who attain the standard for each performance indicator (the numerator) from the total population as defined (the denominator). Perkins measurement definitions have been established by the state and approved by USDOE.

Mentoring - providing students with an opportunity to receive support, guidance and career advice from people who “have made it” in the community and who can help them gain a foothold in the “system”. Mentors are recruited from the business community to (1) provide advice, practical assistance and encouragement (2) help a student make career and education decisions, (3) encourage students to pursue postsecondary education, (4) provide students with first-hand knowledge of the world of work in a specific area. Students and parents sign a mentor authorization form before the mentoring relationship begins. Mentors may meet with students at the high school or the mentor’s place of business during the school day. Other mentoring activities may include Saturday activities, sports activities, business functions, etc.

Mentors – school or work-based individuals who provide support for CTE students:

- A School Site Mentor is defined as, “a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related service personnel, and the employer of the student to design and monitor the progress of the student.”
- A Workplace Mentor is defined as, an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student.”

National Skill Standards Board – established under Title V of the *Goals 2000: Educate America Act*, the National Skill Standards Board serves as a catalyst to stimulate the development and adoption of a voluntary national system of skill standards, assessment, and certification of attainment criteria.

National standardized academic assessments– state defined performance benchmarks on national standardized assessments.

National / state standards and assessment system - performance benchmarks on national or state standards and assessment systems using national or state developed and standardized assessment instruments and assessment administration procedures (including licensing / certification examinations).

National / state standards and state-approved local assessment systems - performance benchmarks on local assessment systems that have been approved by national or state organizations based on national or state standards.

New Common Core of Learning for a New Century – see Common Core

Non school-based initiatives – initiatives that are not part of a local educational authority and are designed to provide services to students that support Perkins IV requirements (*Perkins IV Sect 135(b)*) and permissives (*Perkins IV Sect 135 (c)*), and adhere to Rhode Island guidance, regulations, and educational policies. Such initiatives include targeted initiatives, juvenile and adult incarcerated programs, and non-traditional CTE activities outlined in Perkins IV legislation, section 135(c).

Nontraditional occupations - occupations and jobs in which individuals of either gender make up 25 percent or less of the total number of workers. National and state employment statistics were used to identify Rhode Island’s nontraditional occupations.

Nontraditional programs – programs and services that prepare individuals for nontraditional employment and individual training.

Nontraditional student – an individual of either gender who is participating in a nontraditional program.

Nontraditional training – programs and services which prepare individuals of either gender, who represent 25% or less of the total number of workers, for employment in occupations, fields of work, and/or careers in computer science, technology, and other emerging high skill occupations.

Numerator – the number of students defined in the Perkins state plan to be used to determine the actual level of program performance for each indicator/population.

Occupational cluster – a grouping of occupations from one or more industries that share common skill requirements. Occupational clusters form the basis for developing national skill standards, organizing instruction in all aspects of an industry, establishing career academies, and creating career pathways or majors.

Occupational program - a sequence of courses designed to prepare students for an occupation (e.g., nurse’s aide) that typically requires education below the baccalaureate level.

On-the-job training – hands-on training in specific occupational skills that students receive as part of their workplace experiences.

Opportunity-to-learn standards – the conditions in schools (what schools and teachers must provide in programs and instruction) that enable all students to have a fair opportunity to achieve the knowledge, skills, and understandings set out in the content standards. They address such areas as curriculum, instruction, assessment, technology and other resources, a safe environment, and professional development.

Participant - a student enrolled in any one or more of the vocational education areas (agriculture, business, family and consumer sciences, health occupations, marketing, technical, technology, and/or trade and industrial education) not classified as a career and technical education, career academy or Tech Prep program. These courses are identified by course, units, or hours.

Performance standard – an agreed upon level of acceptable accomplishment for an area of student learning, and exemplified by a benchmark set of student work; for example, a benchmark of student work might be a collection of student writing which typifies acceptable writing abilities at a particular grade level. Student work is collected through performance assessments. Standards are characterized by high expectations of what is acceptable for all learners. Performance standards tell how good is good enough, that is how well a student has to perform to achieve or exceed the standard. Rubrics or scoring guides describe varying levels of student performance.

Placement – enrollment or participation in postsecondary education advanced training, employment, or the military. Measures for placement have been established. Secondary placement for students who were identified for a wage record match or were surveyed, is measured between September 1st and December 1st in the year following program completion, e.g., a student who completes the program in June 2002 will be included in the placement report in June 2003. Postsecondary-secondary placement is measured between December 1st and March 1st for matriculated students who received a certificate or degree in the year following completion of their programs, e.g., a student who completed the program in June 2002 will be included in the placement report in 2003. Adult VTA placement is measured between December 1st and March 1st for students who were included in the prior year report and completed their program, and who were surveyed or identified for a wage record match.

Planning Grants - planning efforts that are consistent with Perkins IV legislation (*Sect 112(c)*), Rhode Island guidance, regulations, and educational policy and are designed to support and lead to the development of approved CTE programs of study. Planning grants are eligible for Perkins funding consistent with the RIDE CTE funding process for one year.

Portfolio – a collection of work that documents a student’s educational performance over time. A portfolio typically includes a range of materials (e.g., reports, photographs) selected by the student and may include a brief introduction and summary statement describing how the portfolio was assembled and what was learned in the compilation process. Portfolios may be used for a variety of purposes, including: increasing student learning opportunities; helping students demonstrate a wide variety of skills; assisting students in recognizing their own academic growth; and teaching students to take greater responsibility for their own learning and development.

Post-secondary career and technical education - a credit bearing certificate or associate’s degree level career and technical education program designed to prepare students for an occupation that typically requires education below the baccalaureate level.

Post-secondary completer – member of a cohort group who has completed the program within three years of enrollment.

Post-secondary concentrator – member of a cohort group defined as a first time full time matriculated career and technical education student and enrolled in the school year commencing three years prior to the reporting year.

Post-secondary educational institution – a school that provides formal instructional programs within a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalency certificate. Academic, vocational and continuing professional education programs are included.

- Secondary student activity for students who were identified for a wage record match or were surveyed is measured between September 1st and December 1st in the year following program completion; e.g., a student who completes the program by June 2002 will be included in the placement report in June 2003.

- Adult VTA placement is measured between December 1st and March 1st for students who were included in the prior year and completed their programs, and were identified for a ware record match or surveyed.

Post-secondary program completion – completion of post-secondary programs (when graduation or completion is the same as attaining state or program-defined standards).

Pre-Apprenticeship – programs are available to students in the 11th year of high school. These programs are designed to meet the requirements of a Work Experience and Career Exploration program (WECEP) and are considered an extension of the high school program. WECEP programs must be administered by a school under the authority of the State Educational Agency and with approval of the Age and Hour Division Administrator or the U.S. Department of Labor.

Professional development – a system of continuous growth and learning which builds the capacity of a school community to respond to the needs of all learners.

Proficiency credential - a technical skill endorsement that verifies that a student has achieved the standard or achieved the standard with honors on an industry validated, reliable and valid assessment instrument.

Program entry date – program date student enrolled in the program. This date may be repeated from year to year until the student leaves or completes the program.

Program exit date – program date that the student either completed or left the program.

Program of Study - a sequence of at least three courses that “incorporates secondary and postsecondary elements...includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content...and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.” *Perkins IV Sect 122(c)(1)(A)*

Program planning grant – CTE planning efforts that are consistent with Perkins IV legislation, Rhode Island guidance, regulations, and educational policy and are designed to support and lead to the development of approved CTE programs of study. Such planning efforts may include the planning, development, implementation, and evaluation CTE programs or improving or developing new CTE courses, including the development of new proposed CTE programs of study.

Program population - refers to population being served: secondary, post-secondary, adult.

Qualified Individual with Disabilities under Section 504 of the Rehabilitation Act – a handicapped person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. The qualified individual is a person with a disability who meets one of the following conditions; is of an age during which it is mandatory, under state law, to provide such services to persons with disabilities; is of an age during which persons without disabilities are provided such services; OR a person for whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA). (*NCES, p. 133*)

Qualified Individual with a Disability under the Individuals with Disabilities Education Act (IDEA) – a person with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), deaf-blindness, serious emotional disturbance (hereinafter referred to as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, multiple disabilities, other health impairments, or specific learning disabilities. In addition, for individuals from birth to age 2 and individuals between the ages of 3 and 9, the qualified individual may be one who is experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and one who, by reason thereof, needs special education and related services. (*NCES, p. 133*)

Qualified Individual with Disabilities under the Americans with Disabilities Act – an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity. (*NCES p. 134*)

Race and ethnicity - the following categories and definitions are based on “The Classification of Federal Data (Statistical Policy Directive No. 15)” issued by the Office of Management and Budget (OMB) in 1977.

- **American Indian or Alaskan Native:** a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Pacific Islander:** a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
- **Black, Non-Hispanic:** a person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- **Hispanic:** a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- **White, Non-Hispanic:** a person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin). (*CAR, p.5*)

Reliability of attainment measurement - attainment is measured using reliable assessment instruments, administered consistently, in assessment systems.

Reliability of completion measurement – based on consistent definitions of state requirements, reported using standardized methods for calculation.

Reliability of placement measurement – placement measurement reports placement data based on consistent surveys, forms, or administrative records and consistent measurement procedures.

Retention – refers to continued placement of completers three months after receipt of completed placement survey (between December 1st and March 1st). Retention activities include: enrolled in post-secondary program, participating in advanced training, employed, employed in occupation related to training, employed in unrelated occupation, and in the military.

RIDE’s Career Clusters – sixteen areas of concentration for CTE programs of study:

- Agriculture Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business Management and Administration
- Education & Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution, and Logistics

Rubric – a set of guidelines used to assign score points, of scores, to student work by providing descriptions and criteria for different levels of performance. A rubric for score points from 0 to 4, for example, would include various levels of the major criteria or dimensions to be achieved.

SCANS (Secretary’s Commission on Achieving Necessary Skills) – this commission was convened in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The commission was directed to: (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation’s schools, businesses, and homes. The Commission identified five *competencies* and three *foundations* (i.e., skills and qualities that underlie competencies).

SCANS Competencies - skills necessary for workplace success determined by the SCANS Commission identifying that effective workers can productively use:

- Resources – allocating time, money, materials, space, and staff;
- Interpersonal Skills – working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds;
- Information – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- Systems – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- Technology – selecting equipment and tools, applying technology to specific tasks, and maintaining and trouble-shooting technologies.

SCANS Foundations - skills and qualities that underlie competencies. The SCANS Commission determined that competence requires:

- Basic Skills – reading, writing, arithmetic and mathematics, speaking, and listening;
- Thinking Skills – thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning;
- Personal Qualities – individual responsibility, self-esteem, sociability, self-management, and integrity.

Science, Technology, Engineering and Mathematics Career Cluster – planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. (*Career Clusters, September 2002*)

School-based enterprises - an organized instructional program where students produce goods or services for sale or use by the school community. School-based enterprises replicate the world of work/business and integrate academic instruction with workplace skill development.

School-based initiatives - initiatives that offer at least one course consistent with an approved program of study (*Perkins IV Sect 134(b)(3)(a)*), are designed to provide services to students that support Perkins IV requirements (*Perkins IV Sect 135(b)*) and permissives (*Perkins IV Sect 135 (c)*), and adhere to Rhode Island guidance, regulations, and educational policies.

School counseling program – a systematic and planned program delivery that productively involves all students and enhances the learning process. The comprehensive school counseling program facilitates student development in three domains:

- Academic development which includes the acquisition of skills, attitudes, and knowledge which contributes to effective learning in school throughout the life span;

- Career development which includes the foundation for the acquisition of skills, attitudes, and knowledge which will enable students to make a successful transition from school to careers; and
- Personal/social development which includes the acquisition of skills, attitudes, and knowledge to help students understand and respect self and others acquire effective interpersonal skills, understand and practice safety and survival skills, and develop into contributing members of society. (ASCA, 2002, p. 75-76)

School improvement – making changes in such areas as the school organization, allocation of resources, scheduling, staffing, curriculum, instruction, assessment, governance, and staff development that will improve the quality of student learning and the level of student achievement.

School-sponsored enterprise – an enterprise in which goods or services are produced by students as part of their school program. School-sponsored enterprises typically involve students in the management of a project that may involve the sale of goods for use by others.

School-to-work – an integrated learning system for all young people that provides linkages between work-based and school-based learning and families, that begins with pre-kindergarten, bridges high school and postsecondary schooling, and results in both academic credentials and certification of work skill competencies for successful transition into the workplace.

Scope of academic attainment measure – attainment measures address all of the core academic content areas – language arts, mathematics – addressed in state academic standards and assessed in state assessment systems.

Scope of attainment measurement – attainment measurement addresses the academic content areas addressed in program academic standards.

Scope of completion measurement – completion measurement is based on clear and consistent credentialing and program stopping criteria (e.g., time interval with no additional course enrollment for defining leavers) and is based on consistent measurement and reporting procedures.

Scope of technical skill attainment measure – attainment measures provide a sufficient coverage of a state-established, industry-validated skill set addressed in industry skill standards.

Score reports – report of student achievement that provide information in understandable forms to students and their families. This information is also compiled in ways that are useful to teachers, schools, districts and the state as they work to improve education. Reports are designed to present information about the attainment of student learning goals and content standards and address the particular issues and concerns of the various audiences.

Secondary career and technical education – at the secondary level, career and technical education students are those 7th through 12th grade students who have enrolled in courses or programs in any of the career families, career areas, or career roles including exploratory courses that fall within the definition of a career major or career pathway. The term ‘vocational and technical education’ means organized educational activities that: “(A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s or doctoral degree) in current or emerging employment sectors; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.” Secondary career and technical education also includes programs that offer at least four years of sequential course work at the secondary and post-secondary levels to prepare students for technical careers (tech prep).

Secondary completer - a student who has completed course requirements for secondary career and technical education.

Secondary concentrator – high school student who enrolled in and completed at least two sequential, semester-long career and technical education courses in either a state recognized career and technical education program or a sequence of recognized courses.

Secondary school – a school comprising any span of grades beginning with the next grade following an elementary or middle-school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Service learning – an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service-learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed

Single parent – unwed parent; includes single pregnant women

Skill certificate – a portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of content and performance standards related to an occupational cluster area. Serving as a signal of skill mastery at industry-benchmarked levels, skill certificates may assist students in finding work within their community, state, or elsewhere in the nation. State developed skills standards used for certification purposes must be at least as challenging as standards ultimately endorsed by the National Skills Standards Board.

Skill competency – a concept, skill, or attitude that is essential to an occupation.

Skill standard – the knowledge and competencies required to perform successfully in the workplace. Standards are being developed along a skill continuum ranging from (1) general work readiness skills, and (2) core skills or knowledge for an industry, to (3) skills common to an occupational cluster, and (4) specific occupational skills. Standards may cover basic and advanced academic competencies, employability competencies, and technical competencies. Development of these standards is tied to efforts to certify students' and workers skills.

Skills Commission – a non-profit organization with a 12 member board consisting of representatives from business, labor, K-12 education, higher education and government agencies, and operates with funds from state and federal grants. The staff are primarily loaned representatives from the Rhode Island Department of Education, the Rhode Island Federation of Teachers, the National Education Association/Rhode Island, and an office manager. To date, 15 school districts have agreed to work together to create a Certificate of Initial Mastery (CIM) and to plan within their school districts for the changes necessary to implement it.

Special needs – students with disabilities who receive special education and related services (students with IEPs), and students with disabilities who receive reasonable accommodations in accordance with the Rehabilitation Act (students with section 504 plans).

Special populations – individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women) displaced homemakers and individuals with other barriers to educational achievement including individuals with limited-English proficiency.

Standards – a commonly understood and agreed upon body of knowledge and skills that will enable students to become life-long learners, productive workers, and responsible citizens.

State academic assessment system – state defined performance benchmarks on state developed academic assessment systems used in state educational accountability systems.

State approved local standards and assessment systems - performance benchmarks on state-approved local assessment systems based on state-approved local standards.

State defined threshold level – performance levels for secondary, postsecondary, and adult participants in CTE:

- Secondary: two sequential, semester long courses within a program, sequence of courses, or instructional units that provide an individual with the academic and technical knowledge, skills, and proficiencies to prepare the individual for employment and/or further advanced education.
- Postsecondary: matriculation into a credit bearing certificate or associate’s degree level career and technical education program.
- Adult: enrollment in a non-credit, certificate bearing vocational training course.

State educational agency (SES) – the officer or agency primarily responsible for the state supervision of public elementary and secondary schools.

Structured field studies - Opportunities that provide groups of students visits and tours to several businesses during the course of a school year as part of the structure field study program. Prior to each visit, preparatory activities take place in the classroom. Students gather information about the company that they are going to visit regarding the nature of the business, types of employment, number of employees, etc. Students prepare a series of questions to be answered as a result of the field study. Post activities include maintaining a journal describing each visit and presentations to other students and parents at the end of the school year.

Student internship - situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Students’ workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation.

Student Personalized Learning Plan – (Learning Plan, Personal Learning Plan, (Student) Learning Plan) – a personalized curriculum that is developed in collaboration with a student, a student’s parent(s) and advisor/teacher(s) based on the student’s individual interests, talents, and needs. The plan is reviewed and updated throughout the school year. Learning Plans are instrumental in driving teaching and learning activities. (*MET, 2001-2002, p. 11*)

Support services – the term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Teacher externship(s) - work-site experiences of at least two weeks in duration. During this time, teachers may work at a particular job at the firm to learn specific skills, or rotate throughout the firm to learn all aspects of the industry in which they are employed. This may or may not include financial compensation.

Tech Prep – recognized programs that offer at least four years of sequential course work at the secondary and post-secondary levels to prepare students for technical careers. Programs typically begin in eleventh grade and, through formal articulation agreements, result in an award of an associate’s degree or certificate after two years of post-secondary training. Other tech prep combinations are also available, depending on local consortium arrangements. Tech prep is designed to build student competency in academic subjects and to provide broad technical preparation in a career area. Course work integrates academic and vocational subject matter and may provide opportunities for dual enrollment in academic and vocational courses at secondary and post-secondary institutions.

Tech Prep completer – has participated in both the secondary and post-secondary portions of the recognized education plan and has received an appropriate post-secondary 2-year certificate, degree, or apprenticeship license.

Tech Prep program components – important elements of tech prep programs include:

- Articulation between secondary and post-secondary education leading to an associate’s degree.
- Integration of academic and vocational curriculum with a common core of required proficiency in mathematics, science, communications, and technology.
- Professional development in contextual learning and applied academics.
- Career counseling for students that opens doors to further education or placement in suitable employment.

Tech Prep program participant – a student who takes courses that are part of a recognized tech prep program but indicates no intent to complete the plan; will not complete a significant portion of the plan; or is interested in obtaining a post-secondary 2-year certificate, degree, or apprenticeship license that is not part of the recognized tech-prep education program.

Tech Prep post-secondary concentrator – a student who has participated in the secondary portion of a recognized tech prep program and is enrolled or matriculated in a post-secondary two-year certificate, degree, technical diploma, or apprenticeship program. The student may have transferred in college credit earned in the secondary school.

Tech Prep secondary concentrator – a student who has indicated an intent to pursue, and is enrolled in courses within a recognized tech prep program that consists, at a minimum, of two years of secondary and two years of post-secondary study; is carried out under a written articulation agreement; may allow the student to earn post-secondary credit while in secondary school; and leads to a specific post-secondary two-year certificate, degree, technical diploma, or apprenticeship.

Tech Prep student – a student in any part of a sequence of recognized courses in an education plan that consists, at a minimum, of two years of secondary study and two years of postsecondary study which is carried out under a written articulation agreement which allows the students to earn postsecondary credit while still in secondary school, and leads to a specific postsecondary two year certificate degree or apprenticeship, or high-skilled employment. Consists, at a minimum, of two years of secondary and two years of postsecondary study; is carried out under a written articulation agreement; may allow the student to earn postsecondary credit while a secondary school; and leads to a specific postsecondary two-year certificate, degree, technical diploma, or apprenticeship.

Technical education – a program of vocational instruction that prepares individuals for positions, such as draftsman or lab technician, in different occupational areas requiring a range of skills and abilities. Technical education typically includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, materials commonly used, and the services performed in the technology.

Technical skill requirements - specific occupational content and performance competencies that are aligned to state-established, industry validated skills standards.

Technical standards – what students and workers need to know and be able to do in the specific jobs within individual industry settings, such as manufacturing, health care, retail and wholesale services, or financial services.

Thinking skills – thinking skills are cognitive abilities used to organize, evaluate, and process information. According to the *SCANS Report for America 2000*, thinking skills may be disaggregated into six distinct categories that are found, to a varying extent, in many occupations.

- Creative thinking – uses imagination freely, combines ideas or information in seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
- Decision-making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.
- Problem solving – recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, devises and implements a

plan of action to resolve it, evaluates and monitors progress, and revises plan as indicated by findings.

- Seeing things in the mind's eye – organizes and processes symbols, graphs, objects or other information; for example, sees a building from a blueprint, a system's operation from schematics, or the flow of work activities from narrative descriptions.
- Knowing how to learn – recognizes and uses learning techniques to apply and adapt new knowledge and skills in both families and changing situations and is aware of learning tools such as personal learning styles, and formal and informal learning strategies and information.
- Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. Uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text, applies rules and principles to a new situation, or determines which conclusions are correct when given facts.

Transportation, Distribution and Logistics Career Cluster – planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. (Career Clusters, September 2002)

Work based learning – an instructional approach in which students use the context of the workplace to learn content of school-based courses and how that content is used in the workplace. (*CT & L*)

Workplace Readiness Standards – see employability standards.

Youth Apprenticeship – typically a multi-year program that combines school- and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into a related post-secondary program, entry-level job, or registered apprenticeship program. Youth apprenticeship may or may not include financial compensation.