




State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 4a
February 16, 2012

Deborah A. Gist
Commissioner

February 16, 2012

TO: Members of the Board of Regents

FROM: Deborah A. Gist, Commissioner 

RE: Motion to approve the Board of Regents Regulations Governing Career and Technical Education in Rhode Island

The Board of Regents approved the October 6, 2011 draft of the Board of Regents Regulations Governing Career and Technical Education in R.I. for public comment. The public comment period was held between October 6, 2011 and November 29, 2011 and included four hearings (October 20, October 26, November 1, and November 8, 2011).

RIDE's staff sought input on these regulations from a variety of stakeholders including members of the career and technical education community, special education administrators, advisory boards for career and technical education centers, the English Language Learner and Special Education administrators, teachers and parents, school and district administrators, the Rhode Island Association of School Committees, and parent and community stakeholder groups.

These CTE regulations represent thoughtful consideration of the input from public comment. They now articulate the organization of the Career and Technical Education system, describe partnerships with business and higher education, establish a statewide advisory board, clarify the roles and responsibilities of LEAs and RIDE for providing quality CTE programming, introduce an accountability process, ensure expanded access for students to CTE programs, and update program standards to reflect best practices in career and technical education.

These regulations of the Board of Regents Governing Career and Technical Education shall supersede all previous rules and regulations pertaining to career and technical education and vocational education and promulgated by the Board of Regents and filed with the Secretary of State.

Therefore, I RECOMMEND THAT, the Rhode Island Board of Regents for Elementary and Secondary Education approve, effective July 1, 2012, the Board of Regents Regulations Governing Career and Technical Education in Rhode Island, which will supersede all previous rules and regulations pertaining to career and technical education and vocational education.

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

Draft for Regents Approval

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2 **1.0 DEFINITIONS**

3
4 As used in these regulations, the following words and terms have the following meaning, unless
5 the context indicates another or different meaning or intent:

- 6
7 1. Apprenticeship – a relationship between an employer and an employee during which the
8 worker or apprentice learns an occupation in a structured program sponsored jointly by
9 employers and labor unions or operated by employers and employee associations.
- 10 2. Articulation Agreement – a formal agreement acknowledging, authorizing and conferring
11 specific academic credit, advanced standing and/or status for education or work.
- 12 3. Career Cluster – groupings of occupations and industries established by the United States
13 Department of Education and used to organize career and technical education and career
14 and technical education preparation programs.
- 15 4. Career and Technical Education (CTE) – organized academic and work-related education
16 that offers students opportunities for career awareness, career exploration and career
17 preparation focused on providing them with the academic and technical knowledge and
18 work-related skills necessary to be successful in postsecondary education, training
19 activities, and employment.
- 20 5. Career and Technical Education Center – a grade 9-12 public educational facility with the
21 primary purpose of providing career preparation programs and other forms of career and
22 technical education, either as a stand-alone institution or in conjunction with collaborating
23 secondary schools.
- 24 6. Career and Technical Education System (CTE System) – an organized, coherent, and
25 comprehensive set of educational opportunities that promote strong academic skills, an
26 awareness of careers and occupations, and the mastery of rigorous and relevant technical
27 skills that prepare students for college, careers, and life.
- 28 7. Career Innovation Programs – one of two forms of RIDE-approved career preparation
29 programs that provide CTE academic and technical instruction and training through
30 diverse venues and differing instructional approaches while meeting all of the outcomes
31 defined by career preparation program standards and the program approval process.
- 32 8. Career Pathway(s) – industry sector-specific CTE programs coordinated with
33 postsecondary education and/or training programs that provide students opportunities to
34 attain necessary technical skills and credentials for successful entry into the workforce.
- 35 9. Career Preparation Programs – career preparation programs are the most intense level of
36 career and technical educational services available to secondary students. Career
37 preparation programs are of two types, 1) career programs of study and 2) career
38 innovation programs.
- 39 10. Career Preparation Program Review and Approval Process – a RIDE-managed standards-
40 based review process that results in a written report that includes the career preparation
41 program’s approval status.
- 42 11. Career Preparation Program Standards – Regents-adopted RIDE-published standards that
43 provide the basis for the quality assurance process and clearly articulate the requirements
44 for the quality, scope, and breadth of LEA-administered career preparation programs.

- 45 12. Career Programs of Study – one of two forms of RIDE-approved career preparation
46 programs offered through the CTE System at the secondary level. A career program of
47 study provides structured, sequenced academic and technical courses that lead to an
48 industry-recognized credential, where available or appropriate, or a nationally-recognized
49 certificate that validates skill attainment.
- 50 13. Certificate – documentation or credential that can be earned by a student, which validates
51 his or her mastery of specific skills or sets of skills, completion of training requirements set
52 forth by a certifying body, and/or that validates demonstrated readiness to enter an
53 industry, educational setting, or the workplace.
- 54 14. Commissioner – the Commissioner of Elementary and Secondary Education.
- 55 15. Credential – a specialized subset of certificates, credentials provide portable, meaningful
56 documentation that a student has mastered an industry-established and validated range of
57 skills, met necessary training and education requirements, and demonstrated readiness to
58 enter a specific industry.
- 59 16. Embedded Credit Programs: Career and technical education courses and/or learning
60 opportunities that provide students multiple opportunities to reach and demonstrate
61 proficiency simultaneously in technical and core academic areas including ELA, math,
62 science, technology, and the arts.
- 63 17. Graduation Coursework Requirements: The coursework requirements set forth in section
64 L-6-3.1 of the Regents Regulations, which can be met through enrollment in a state
65 approved career preparation program, expanded learning opportunities, dual enrollment,
66 on-line learning, and other non-traditional academic and career-readiness programs.
- 67
- 68 18. Individual Learning Plan (ILP) – a student-centered planning and monitoring process that
69 guides and directs students’ goals and educational development in three domains:
70 academic, career, and personal/social.
- 71 19. Local Education Agency (LEA) – a public board of education/school committee or other
72 public authority legally constituted within the State for either administrative control or
73 direction of one or more Rhode Island public elementary schools or secondary schools.
- 74 20. Resident Local Education Authority (LEA) – the LEA in which a student should be
75 enrolled on the basis of residency.
- 76 21. State Education Agency (SEA) – state department of education responsible for ensuring
77 the implementation of federal, state and Regents laws, statutes, and regulations.
- 78

79 **2.0 AUTHORITY, SCOPE, AND PURPOSE**

80
81 The Board of Regents for Elementary and Secondary Education (Board of Regents), pursuant to
82 its delegated statutory authority under Rhode Island General Law Chapter 16-45 to establish and
83 manage a state Career and Technical Education (CTE) system, promulgate these Regulations of
84 the Rhode Island Board of Regents Governing Career and Technical Education (Regulations).
85

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

93 The CTE System shall provide career and technical education opportunities through a diverse
94 delivery system. Career and technical education can be delivered in a wide array of settings
95 including but not limited to traditional classrooms, comprehensive high schools, work- and field-
96 based settings, career and technical centers, and virtual and electronic media. [This diverse
97 delivery system shall promote program growth while at the same time, maintain and improve the
98 quality of Rhode Island’s career preparation programs.](#)
99

100 The CTE System shall forge and maintain partnerships with higher education, technical training
101 programs, workforce and economic development initiatives, and regional business and industry.
102 Through these partnerships, RIDE will promote and systemically manage career pathways in
103 critical and emerging industries and provide education and training programs that are responsive
104 to the needs of students, business, industry, and the regional economy.
105

106 These Regulations, along with other Board of Regents’ regulations, standards, and applicable state
107 statutes, are designed to promote and advance three career and technical education principles:
108

- 109 1. Rhode Island’s CTE System will prepare learners for postsecondary education and careers
110 resulting in employment that provides family-sustaining wages.
- 111 2. Career and Technical Education will support students’ postsecondary success through
112 planning, credentialing, industry partnerships, and articulation with higher education and
113 training programs.
- 114 3. Rhode Island’s CTE System will invest in high-quality, highly effective career preparation
115 programs offered through a diverse statewide delivery system.

116 **2.1 Elements of the Career and Technical Education System**

117
118 The CTE System is composed of a spectrum of educational opportunities that include career
119 awareness, career exploration, and career preparation.

120 Career awareness activities include education and counseling programs that help students make
121 informed career choices and inform their decisions to enroll in educational and technical courses
122 of study. Career awareness activities provide opportunities for students to explore the world of

123 work, careers, and specific jobs. Career awareness activities may include, but are not limited to,
124 career interest inventories, job searches and job shadowing. Career awareness activities shall
125 follow the guidance provided by the Rhode Island Frameworks for School Counseling.

126
127 Career exploration activities provide students with both an in-depth, focused investigation of
128 careers and work and the opportunity to experience careers and/or learn basic job skills. Career
129 exploration activities allow students to discover career interests and strengths and to plan the
130 appropriate subjects, courses, disciplines and applied learning skills needed to reach their goals.
131 Career exploration activities can be delivered in a wide array of settings, including but not limited
132 to internships, job-shadow programs, and/or enrollment in one or two introductory career and
133 technical courses.

134
135 In accordance with section G-14 of the Basic Education Program, all Rhode Island students have
136 the right to access career exploration opportunities. The availability of and access to career
137 exploration activities and career preparation programs for students in secondary grades will be
138 reviewed as part of the Commissioner's review process as set forth in section L-6 of Board of
139 Regents regulations, K-12 Literacy, Restructuring of the Learning Environment at the Middle and
140 High School Levels, and Proficiency Based Graduation Requirements (PBGR) at High Schools.

141
142 Career preparation programs are the most intense level of career and technical educational services
143 available to secondary students. Career preparation programs provide students with rigorous
144 academic and technical training and deep preparation for entry into postsecondary education,
145 training programs, and/or careers. Career preparation programs are distinguished from career
146 awareness and career exploration programs and activities by the depth and rigor of the education
147 and technical training provided, the number of contact hours and/or sequenced, non-duplicative
148 courses that focus on skill development in a single career-based or occupational area, and the
149 opportunity to earn industry-recognized credentials whenever applicable to the program, and/or
150 postsecondary credits, and/or advanced standing in training programs or jobs. RIDE-approved
151 career preparation programs require review by the RIDE in accordance with section 4.0 of these
152 Regulations.

153 **2.2 Career Preparation Programs**

154
155 All RIDE-approved career preparation programs must:

- 156 1. Align to state academic standards and career readiness or industry standards;
- 157 2. [Provide students with the opportunities to complete coursework that contribute to their](#)
158 [graduation coursework requirements;](#)
- 159 3. Adhere to the career preparation program standards published by RIDE and set forth in
160 Appendix 1 of these Regulations;
- 161 4. Provide participating students the opportunity to earn industry-recognized credentials
162 whenever applicable to the program, and/or postsecondary credits, and/or advanced
163 standing in training programs or jobs; and
- 164 5. Meet RIDE-established targets for student outcomes including, but not limited to:
 - 165 a. dropout and graduation rates,
 - 166 b. credential and/or postsecondary credit-earning rates,
 - 167 c. program completion rates, and

168 d. enrollment and persistence in postsecondary education and technical training
169 programs.

170 Career preparation programs take one of two forms: (1) career programs of study or (2) career
171 innovation programs.

172
173 Career programs of study offer not fewer than three, rigorous non-duplicative career and technical
174 education courses; deliver a curriculum aligned to both state academic and industry standards;
175 provide instruction by appropriately certified and highly trained instructors; and provide industry-
176 recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or
177 advanced standing in postsecondary education and training programs.

178 Career innovation programs offer rigorous, non-duplicative career and technical instruction and
179 provide students the opportunity to earn industry-recognized credentials whenever applicable to
180 the program, and/or postsecondary credits, and/or advanced standing in postsecondary education
181 and training programs. Career innovation programs utilize non-traditional educational methods
182 that may include, but are not limited to, instruction in diverse educational settings, utilization of
183 unconventional curriculum and assessment practices, or community or workplace-based
184 education.

185 LEAs seeking RIDE approval as a career innovation preparation program may request adaptation
186 or modification of the RIDE program standards as set forth in Appendix 1 of these regulations.

187 Application for standard or criteria modification or adaptation is subject to the following
188 limitations and requirements:

- 189 (1) Applicants must clearly identify the standards or criteria for which they propose
190 modification or adaptation, describe an alternative method of compliance with the intent of
191 the standard or criteria, and assure equal educational opportunity;
192 (2) Applicants may seek adaptation or modification of only those RIDE program standards
193 identified as eligible in Appendix 1 of these Regulations; and
194 (3) Applicants must complete a RIDE-managed program application process as set forth in
195 Section 4.2 of these Regulations.

196 All career preparation programs must meet the four requirements set forth in section 2.2 of these
197 regulations.

198
199 Pursuant to Rhode Island General Law § 16-45-6, RIDE shall be responsible for ensuring the
200 quality of all career preparation programs using a quality assurance process described in section
201 4.0 of these Regulations.

202 **3.0 ROLES AND RESPONSIBILITIES**

203 Rhode Island's CTE System shall be designed and monitored by RIDE and managed and
204 delivered by the LEA. Both RIDE and the LEAs have distinct responsibilities described herein.

205 **3.1 RIDE Responsibilities and Functions**

206
207 RIDE shall have the responsibility for and authority to:
208
209

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- 212 (1) Establish a CTE System that promotes and ensures student access to career awareness and
213 exploration activities for all K-12 students and career preparation programs for students in
214 grades 9-12;
- 215 (2) Establish and publish career preparation program admissions standards, when appropriate
216 and applicable;
- 217 (3) Establish and maintain a quality assurance process that includes a career preparation
218 program review and approval process;
- 219 (4) Establish and maintain a system of approved career preparation programs;
- 220 (5) Establish and maintain a Statewide Career and Technical Education Advisory Board;
- 221 (6) Maintain and annually publish the list of approved career preparation programs;
- 222 (7) Invest state resources to support both the CTE System and approved and newly established
223 career preparation programs in a manner that advances program quality, ensures efficient
224 and effective use of resources, and is compliant with applicable state and federal law;
- 225 (8) Establish and manage a funding methodology for Career and Technical Education
226 consistent with applicable state statutes and these Regulations that is designed to support
227 the reasonable and necessary costs for the administration and implementation of RIDE-
228 approved career preparation programs;
- 229 (9) Manage a state-level data system that enables high-quality evaluation, progress-
230 monitoring, and continuous improvement at both the state and local levels;
- 231 (10) Ensure that the CTE System aligns to and promotes statewide workforce and economic
232 development initiatives; and
- 233 (11) Identify critical and emerging industries in Rhode Island and promote the establishment of
234 career preparation programs in those areas.

235 **3.2 LEA Responsibilities and Functions**

236 All LEAs shall:

- 239 (1) Ensure all students have the opportunity to participate in career exploration activities;
- 240 (2) Provide all eligible students the opportunity to enroll in an approved career preparation
241 program;
- 242 (3) Provide a spectrum of career and college counseling services that include career awareness
243 and exploration activities;
- 244 (4) Provide students and families with accurate information about the availability of approved
245 career preparation programs and students' rights to apply and enroll; and
- 246 (5) Provide students and families an appeals process in cases where students do not gain
247 access to a career preparation program.

248
249 LEAs that administer RIDE-approved career preparation programs shall:

- 250 (1) Meet the career preparation program standards and participate in the state-managed quality
251 assurance process;
- 252 (2) Collect and report accurate and timely CTE data;
- 253 (3) Manage CTE-designated funding in accordance with state and federal regulations;
- 254 (4) Adhere to RIDE-published cost guidelines in accordance with section 7.0 of these
255 Regulations;
- 256 (5) Provide students and families an appeals process in cases where students do not gain
257 access to a career preparation program; and

258 (6) Engage and partner with business, industry, higher education, and postsecondary training
259 programs to improve student performance outcomes.

260 **4.0 QUALITY ASSURANCE**

261
262 The Commissioner shall establish and maintain a quality assurance process that focuses on the
263 review and approval of career preparation programs. The RIDE-managed review and approval of
264 career preparation programs shall be grounded in the career preparation program standards and
265 will have two primary purposes: (1) promoting of program quality and continuous improvement;
266 and (2) rendering and communicating decisions about career preparation program approval status
267 as set forth in section 4.2 and 4.3 of these Regulations.

268 **4.1 Career Preparation Program Standards**

269
270 The Regents shall adopt career preparation program standards that are consistent with federal
271 requirements and that reflect research and national best practice. Career preparation program
272 standards shall be clearly and fully communicated to all LEAs and shall establish expectations in
273 areas that include but are not limited to: (1) policies and procedures, (2) partnerships, (3) program
274 operations, (4) staffing, certification, and professional development, (5) curriculum, instruction
275 and technical skill assessment, (6) supplemental and support services, and (7) secondary to
276 postsecondary transition.

277 Career preparation program standards shall be reviewed no less than every five years. In the event
278 of changes to career preparation program standards, LEAs shall have no less than one year to
279 respond before the changes take effect through the review and approval process described in
280 section 4.2 of these Regulations.

281 **4.2 Career Preparation Program Review and Approval Process**

282
283 Pursuant to Rhode Island General Law § 16-45, the Commissioner shall develop and manage a
284 career preparation program review and approval process that sets forth clear standards and
285 procedures to approve career preparation programs. The Review and Approval Process includes,
286 but is not limited to, the following components:

- 287 1. A self-study utilizing a RIDE-published instrument;
- 288 2. Submission of key student outcome data; and
- 289 3. An LEA application for initial or renewed approval that includes detailed program design
290 and implementation information aligned to published career preparation program standards
291 and RIDE application requirements.

292 The Commissioner may approve the substitution of rigorous, nationally recognized, industry-
293 specific program review and accreditation processes, in whole or part, for RIDE's Review and
294 Approval process. In the event that the Commissioner approves such a substitution, the LEA shall
295 reserve the right to select from either the RIDE Review and Approval process or the alternative
296 approval process.

297
298 The review and approval process and all judgments rendered as a result of its administration shall
299 be clearly aligned to and consistent with the career preparation program standards.
300

301 At the conclusion of the review and approval process, RIDE shall issue a written report that will
302 conclude with one of three designations:

- 303 (1) *Provisional approval*: conditional and temporary approval requiring programs to meet
304 improvement targets and/or complete action steps to achieve full approval;
- 305 (2) *Full approval*: for career preparation programs that have satisfied all components of the
306 review and approval process; or
- 307 (3) *Not approved*: career preparation programs that have been found deficient through the
308 Review and Approval Process.

309
310 Career preparation programs that are granted *full* or *provisional approval* will be designated as a
311 RIDE-approved career preparation program.

312
313 Career preparation programs in existence prior to the promulgation of these regulations may be
314 eligible for provisional approval provided that such a program meets at least one of the following
315 conditions:

- 316 (1) Prior approval for funding as a program of study under the Perkins IV grant application
317 process; or
- 318 (2) Prior approval as a program of study under the RIDE program approval process.

320 **4.3 Results of Career Preparation Program Review and Approval Process**

321
322 Results of the review and approval process and/or changes in approval status will be
323 communicated to the affected LEA in a timely manner. LEAs shall be given no more than 30
324 business days to respond to an initial draft of the findings of the Review and Approval Process
325 and/or to a notification of change in their approval status.

326
327 Career preparation programs that lose *full approval* status will be afforded not more than 30
328 business days from the date of the issuance of the final RIDE written report to submit an
329 improvement plan that fully addresses deficiencies identified by the review process. The
330 improvement plan must be approved by RIDE no more than 30 business days from receipt.

331
332 Career preparation programs not granted RIDE approval have the right to due process as provided
333 in the Board of Regents in the Board of Regents By-Laws, Chapter A-5.

334 **5.0 ACCESS, ADMISSIONS, AND SUPPORT SERVICES**

335
336 All students in grades K-12 shall have the right to access career awareness and exploration
337 activities as described in section 2.1 of these Regulations. Pursuant to Rhode Island General Law
338 §16-45, all Rhode Island students shall have the right to access RIDE-approved career preparation
339 programs as defined by section 2.1 of these Regulations. No student shall be denied access to
340 career and technical education on the basis of color, gender, sexual orientation, race, religion,
341 national origin, or disability.

342 **5.1 Access to Career Preparation Programs**

343

344 All students shall have the right to request, from their resident LEA, access to a RIDE-approved
345 career preparation program of their choice. This right of access shall be limited only by the
346 following three conditions:
347

- 348 (1) *Availability of enrollment seats*: In the event that a student requests access to a RIDE-
349 approved career preparation program that is fully enrolled, the resident LEA shall make
350 every effort to identify and enroll the student in another RIDE-approved preparation
351 program of the student's choice.
- 352 (2) *Geographic location*: Students are guaranteed access to RIDE-approved career preparation
353 programs. Students requesting access to RIDE-approved career preparation programs
354 outside their established school transportation region may enroll in such programs, but the
355 resident LEA shall not be responsible for the costs of the transportation. Students enrolled
356 in career preparation programs between March 1, 2009 and September 1, 2012 shall
357 maintain the transportation rights set forth under the 1991 Regulations of the Rhode Island
358 Board of Regents Governing Career and Technical Education for the duration of their
359 continuous enrollment in the career preparation program.
- 360 (3) *Fair, equitable, and reasonable admission standards*: LEAs operating RIDE-approved
361 career preparation programs are authorized to set reasonable, fair, equitable, and program-
362 appropriate admission standards in accordance with section 5.3 of these regulations.
363

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

366 **5.2 Recruitment**

367 Pursuant to Rhode Island General Law § 16-45, all LEAs shall be responsible for issuing clear,
368 accessible, accurate and timely communication to families and students informing them of all
369 RIDE-approved CTE programs and of students' rights to access career and technical education.
370 RIDE shall maintain and annually publish the list of RIDE-approved career preparation programs.
371

372 Representatives of RIDE-approved career preparation programs shall have access to students in all
373 secondary schools. Recruitment access may include, but is not limited to, physical and electronic
374 mailing lists, assemblies and other presentation opportunities, and field trips and site visits.
375

376 **5.3 Admissions**

377 LEAs operating RIDE-approved career preparation programs shall have the right to develop and
378 employ appropriate program-specific admission criteria. All admission criteria shall comply with
379 all relevant state and federal civil rights laws and regulations. Admissions criteria shall:
380

- 381 1. Be clearly derived from the academic and instructional demands of the career
382 preparation program;
383 2. Represent the minimum levels of student readiness so as to reasonably ensure student
384 success in the career preparation program;
385 3. Adhere to all relevant RIDE-developed admission standards; and
386 4. Not result in discriminatory admissions decisions.
387
388

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

394
395 To fill available seats, career preparation programs shall use a lottery process that fairly and
396 equitably selects students from the entire pool of applicants meeting the minimum admissions
397 standards. When applicable, LEAs shall retain the right to prioritize program enrollment for
398 resident students.

399
400 Students denied access to a program based on the admissions process or admissions criteria shall
401 reserve the right of appeal and the right to apply for another RIDE-approved career preparation
402 program of their choice.

403 **5.4 Continued Student Enrollment in Career Preparation Programs**

404
405 LEAs operating RIDE-approved preparation programs are granted the authority to establish
406 enrollment conditions that may include a code of conduct that applies both to school and on-site
407 work placements, attendance, and other criteria that adhere to applicable statutes and regulations.
408 Such enrollment criteria shall not unfairly target students on the basis of color, gender, sexual
409 orientation, race, religion, national origin, disability, or district of residence. The adopted
410 enrollment policy shall be published in the student handbook and a copy provided to each student
411 and family upon enrollment in the career preparation program.

412
413 All career preparation program policies shall include a review and appeals process for students
414 denied access to a preparation program due to admissions criteria or whose enrollment has been
415 suspended and/or terminated.

416 **6.0. INDUSTRY, BUSINESS, HIGHER EDUCATION, AND POSTSECONDARY** 417 **TRAINING PROGRAM PARTNERSHIPS**

418 **6.1 Statewide Career and Technical Education Advisory Board**

419
420 RIDE shall establish a Rhode Island Career and Technical Education Advisory Board (Advisory
421 Board) with the primary purpose of advising the Commissioner on the development and
422 continuous improvement of the CTE System. Membership of the Advisory Board shall include,
423 but is not limited to, representation pursuant to Rhode Island General Law § 16-45 and as
424 described in section 2.0 of these Regulations, such membership shall be representative of all key
425 stakeholder groups. The Commissioner or an appointed designee shall chair the Advisory Board.

426
427 The Advisory Board shall have responsibility for advising the Commissioner on topics such as,
428 but not limited to:

- 429
430 1. Current workplace practices and employer needs and expectations;
431 2. Business and industry partnerships;

- 432 | 3. [Career preparation program design, curriculum, and instruction](#);
433 4. Expansion of student opportunity to earn industry credentials whenever applicable to the
434 program and advanced standing in postsecondary academic and technical programs; and
435 5. Seamless student entry into postsecondary education and training programs through
436 articulation agreements and postsecondary partnerships with public and private institutions
437 and industry-based training programs.

438 **6.2 Local Advisory Boards/Program Advisory Committee**

439
440 LEAs may form local advisory boards to provide advice, assistance and support to school
441 personnel in order to improve the planning, management, and evaluation of programs.

442 **6.3 Career and Technical Education’s Role in State Workforce and Economic Development**
443 **System**

444
445 Rhode Island’s CTE System shall be responsive to state and regional workforce and economic
446 trends and business and industry demands. It shall be the responsibility of the Commissioner to
447 ensure that current labor market data is analyzed to inform the creation or expansion of career
448 preparation programs in critical and emerging industries. In selecting the key economic growth
449 areas serving as a focus for program expansion, the Commissioner shall make every attempt to
450 coordinate with other relevant workforce and economic development initiatives.

451
452 **7.0 FUNDING FOR CAREER AND TECHNICAL EDUCATION IN RHODE ISLAND**

453
454 **7.1 SEA Support for the Career and Technical Education System**

455
456 RIDE is hereby instructed to manage state and, where allowable and appropriate, federal funds in
457 such a manner as to support: career preparation programs; the development of innovative delivery
458 models; incentives for the development of programs in critical and emerging industries in Rhode
459 Island; and/or expansion and improvement of the infrastructure upon which the CTE system rests.

460
461 The Commissioner, in accordance with RIGL§16-45, shall establish and manage criteria for
462 distribution of funding with goals that include, but are not limited to:

- 463
464 (1) Transformation of existing career preparation programs and create new career preparation
465 programs and career pathways in critical and emerging industries;
466 (2) Offsetting of extraordinary capital expenses and expenses associated with equipment
467 maintenance; and
468 (3) Offsetting of expenses for career preparation programs found, through the benchmarking
469 process, to have extraordinary costs for administration and maintenance.

470
471 RIDE shall prorate the state funds available for distribution among those eligible school districts if
472 the total approved costs for which school districts are seeking reimbursement exceed the amount
473 of funding available in any fiscal year.

474 **7.2 LEA Support for the Career and Technical Education System**

475

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

480
481 To ensure an empirically based and equitable cost structure for students choosing to attend RIDE-
482 approved career preparation programs, RIDE will establish cost benchmarks for RIDE-approved
483 career preparation programs. The cost benchmarks will be established using financial and industry
484 data including Rhode Island's Uniform Chart of Accounts (UCOA) and data from the National
485 Center on Education Statistics (NCES). Cost benchmarks will be updated every three (3) years or
486 more frequently if deemed necessary by RIDE, using the same data sources. An adjustment using
487 the Consumer Price Index (CPI) or the uniform chart of accounts data will be applied to the
488 benchmarks when a full data update does not occur.

489
490 In the event that a student enrolls in a RIDE-approved career preparation program outside his or
491 her resident district, the LEAs administering RIDE-approved career preparation programs shall be
492 reimbursed by the resident LEA in accordance with the cost benchmark for the assigned program
493 in which the student is assigned. The resident district shall also provide reimbursement for actual
494 incremental services associated with student needs as defined by the student's Individual
495 Education Program (IEP). Resident districts will reimburse the LEAs administering RIDE-
496 approved career preparation programs based on a methodology established by RIDE using UCOA
497 if the benchmarks are not available.

498
499 State, local and allowable federal funds shall be directed toward, but not limited to, the
500 development and improvement of programs of study and to associated operating costs of high
501 quality, relevant, and high cost RIDE-approved career preparation programs. Based on the
502 availability of funding, one-time grants may be awarded to cover start-up costs for [prospective](#)
503 career preparation programs and/or one-time costs of construction and equipment.

504 **Appendix 1: Rhode Island Career and Technical Education Career Preparation Program**
505 **Standards**

506 **Rhode Island Career and Technical Education**
507 **Career Preparation Program Standards**
508

509
510 The Rhode Island Career and Technical Education Program Framework and the United States
511 Department of Education (USDOE) Office of Vocational and Adult Education (OVAE) Program
512 of Study Design Framework informed the development of the Rhode Island Career and Technical
513 Education (CTE) Career Preparation Program Standards. Rhode Island's Career Preparation
514 Program Standards support the development and implementation of effective career preparation
515 programs. These program standards shall guide the planning, implementation and improvement of
516 career preparation programs and shall be the criteria that form the basis of the review and approval
517 process.

518
519 Career preparation program standards shall be clearly and fully communicated to all LEAs and
520 establish expectations in areas that include but are not limited to: (1) policies and procedures,
521 (2) partnerships (3) program operations (4) staffing, certification, and professional development
522 (5) curriculum, instruction and technical skill assessment, (6) supplemental and support services,
523 and (7) secondary to postsecondary transition.

524
525 While it is the expectation that all career preparation programs will be designed and implemented
526 to meet the qualities described in section 2.1 of these regulations, career innovation programs may
527 seek modification or adaptation only against the following standards: 4) Staffing, Certification and
528 Professional Development; 5) Curriculum, Instruction, and Technical Skill Assessment; and 7)
529 Secondary to Postsecondary Transitions. Career innovation programs must petition the
530 Commissioner for flexibility in meeting these standards prior to submitting a request to RIDE for
531 program review and evaluation.

532 **1. Policies and Procedures**
533

534 Administrative policies and procedures promote Career and Technical Education preparation
535 program development and implementation.

536 Local Education Agency (LEA) policies will:
537

- 538
- 539 • Include formal procedures for the design, implementation, and continuous improvement of
540 career preparation programs.
 - 541 • Clearly describe admissions, policies and procedures, selection criteria, enrollment
542 conditions, and appeals processes.
 - 543 • Ensure that all students have opportunities to earn industry-recognized credentials
544 whenever applicable to the program, and/or postsecondary credits, and/or advanced
545 standing in training programs or jobs.
 - 546 • Ensure the review and evaluation of student outcome data including achievement gaps.

547 **2. Partnerships**

548
549 Ongoing relationships among secondary and postsecondary education, business, families, special
550 populations and other community stakeholders are central to career preparation programs.

551
552 Collaborative partnerships will:

- 553
554
 - Include formal and/or informal relationships as necessary for supporting quality programs.
 - Reflect the community and be representative of key stakeholders.
555

556 **3. Program Operations**

557
558 Career preparation programs shall operate with appropriate supports and resources necessary to
559 meet or exceed OSHA and program-specific standards and quality.

560
561 Career preparation programs will:

- 562
563
 - Ensure the health and safety of students at all school and technical facilities used for
 - instruction and training.
 - Provide access for students to adequate and appropriate facilities, equipment, and supplies.
 - Ensure that facilities and equipment used for instructional or training purposes are current
 - with business and industry standards.
 - Provide all students with access to up to date technology.
568

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

570
571 Career preparation programs ensure students have access to sufficient instructional staff qualified
572 in the knowledge and skills necessary to provide rigorous academic and technical instruction.

573
574 High quality preparation programs ensure:

- 575
576
 - Teacher certifications will meet RIDE Educator Certification regulations.
 - Staffing levels are consistent with program requirements and/or business and industry
 - standards and sufficient to meet the needs of students.
 - Teachers or instructors are trained in the academic and technical knowledge and skills
 - aligned to industry standards in areas to which they are assigned.
 - Teachers and instructors remain current in academic and technical skills through
 - participation in regular professional development activities.
582

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

584
585 Innovative and creative approaches to secondary curriculum, instruction, and assessment facilitate
586 students' successful completion of career preparation programs and transitions to postsecondary
587 education and training careers.

588
589 A comprehensive and rigorous career preparation program curriculum will:

590

Appendices

- 591 • Align to state adopted academic standards and skills.
592 • Include experiences and instruction necessary for all students to attain work-readiness and
593 fundamental technical knowledge and skills.
594 • Ensure a minimum of [three non-duplicative courses](#), or the equivalent, that result in
595 opportunities for earning industry-recognized credentials whenever applicable to the
596 program, and/or postsecondary credits, and/or advanced standing in training programs or
597 jobs.
598

599 Effective instruction and learning strategies will:

- 600
601 • Integrate academic, technical, and industry standards, knowledge, and skills.
602 • Employ contextualized work-based, project-based, and problem-based learning
603 approaches.
604

605 Well-developed technical skills assessments will include:

- 606
607 • Multiple opportunities for students to demonstrate technical skill proficiency.
608 • National and/or industry-approved technical skills assessments offering [opportunities to](#)
609 earn industry-recognized credentials whenever applicable to the program.

610 **6. Supplemental and Support Services**

611 Comprehensive supplemental services enable all students to access academic, personal/social, and
612 career supports to maximize their potential for success.
613

614 Supplemental support service systems will ensure:

- 615
616 • Students have access to the system of supports and services described in state statutes and
617 regulations.
618 • Students have the opportunity to engage in a goal setting and planning process that
619 supports their academic, career, and personal/social goals and individual needs.
620 • Students have access to the services provided through a Comprehensive School Counseling
621 program.
622

623 **7. Secondary to Postsecondary Transition**

624 Effective programs ensure that students graduate college- and career-ready and are prepared to
625 transition to postsecondary education and training and careers.
626

627 To prepare students for postsecondary success, effective programs:

- 628 • Align curriculum with applied learning and career readiness skills, state adopted and
629 nationally recognized academic standards, and industry-recognized technical standards.
630 • [Provide student access to career-based and work-site learning experiences.](#)
631 • [Provide students with embedded credit earning opportunities that integrate academic and](#)
632 [technical skill development opportunities.](#)
633
634

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