RIDE Career and Technical Education Programs: Application for New Programs

Objective: Expand student access to quality careers by opening new career and technical education programs.

Release Date: December 18, 2018
Due Date: January 21, 2019

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Introduction

The Rhode Island Department of Education (RIDE) is committed to building career pathways for all Rhode Island students. RIDE aims to significantly expand career and technical education (CTE) in the state, as a part of Prepare Rhode Island (PrepareRI). PrepareRI is a statewide initiative that unites many partners — including Rhode Island government, private industry leaders, the public education system, universities, and non-profits — around a common strategic plan to improve youth career readiness. PrepareRI began in 2016 after Rhode Island was awarded a New Skills for Youth grant from JPMorgan Chase and the Council of Chief State School Officers. PrepareRI aims to close the gap between what students learn in school and what they need for high-demand jobs. The initiative was built on the belief that all young people, regardless of their previous background or intended career, will need some form of postsecondary credential and practical work experience to be successful. RIDE-approved CTE programs play a critical role in this effort. PrepareRI's goals for 2020 are:

- All career pathway programs will be aligned to Rhode Island's **high-demand career fields**
- All high school students will **graduate with college credit or an industry credential**
- All high school students will have access to a **work-based learning** experience, such as an internship in a relevant career field
- All students will have **career awareness and exploration opportunities** beginning in elementary and middle school, and **individualized learning plans** based on their unique strengths and interests

In an effort to continue to ensure high quality career pathway programming for all RI students, RIDE is releasing a CTE program approval process for the 2019-20 school year. These programs, designed to prepare students for careers after high school, may be proposed by any public high school in the state and can be accessed by all Rhode Island students regardless of their home districts. Further, approved programs in industries defined as high-wage / high-growth are eligible for state Career and Technical Education funding.

To learn more about PrepareRI, visit www.prepare-ri.org.

Applicant Requirements & Priorities

At a minimum, a program must:

- align to a set of **Career Field standards established by the Career and Technical Education Board of Trustees** and **RIDE CTE program standards**;
- include a series of at least three interrelated courses; and,
- include at least one work-based learning experience completed by every student in the program that is aligned to the **Governor's Work-based Learning Guidance.**

Programs of all types are encouraged to apply to ensure a robust portfolio of programs across the state. Please note that in an effort to promote high quality programs that will help students explore and begin careers in Rhode Island's workforce, RIDE will prioritize programs that:

- are aligned to high-wage, high-demand industries as defined by the Governor's Workforce Board
- have existed for three or more years and have had at least one graduating class complete the sequence
- are made up of state or nationally accredited coursework
- allow students to earn a pathway endorsement upon successful completion by integrating the school's proficiency based graduation assessment with the pathway programming.

Application Overview & Timeline

Timeline

Date	Application Step	Application Step Details
December 21, 2018	Notice of Intent to Apply Due (Required)	**Completion of an Intent to Apply form** by December 21, 2018 which includes commitment to a pre-session. This form is required for all applicants.
January 4 – January 15, 2019	Applicants required to attend Technical Assistance Session	All applicants will be required to attend one pre-session intended to share information about Career and Technical Education resources and expectations and address content and technical questions related to the application process. If potential applicants choose not to apply, their RSVP will be cancelled. Dates are scheduled for: • Friday, January 4, 2019 from 1pm - 3pm @ RI Department of Education, Providence • Tuesday, January 8, 2019 from 8am - 10am @ RI Department of Education, Providence • Thursday, January 10, 2019 from 11:30am - 1:30pm @ RI Department of Education, Providence • Monday, January 14, 2019 from 9am - 11am @ RI Department of Education, Providence • Tuesday, January 15, 2019 from 2pm -4pm @ RI Department of Education, Providence Applicants will register for these sessions in the Intent to Apply form.
January 21, 2019	Application Due	Application submission during the December 18, 2018 to January 21, 2019 window, consisting of information collection via narrative and documentation.
January 21, 2019 – February 8, 2019	Stakeholder Interviews, as needed	Stakeholder Interviews will be conducted for existing programs as needed as determined by the RIDE CTE program Approval Team.
February – March 2019	CTE Board Recommendations	RIDE will present program approval recommendations to the CTE Board.

Submission Method

RIDE has resumed use of FluidReview for the CTE program approval process. The application can be found here:

RIDECTEProgramApproval.FluidReview.com

An access code to the application will be provided in the confirmation email received after completing the program intent form. Fluid Review has a robust Technical Assistance catalog. If there are questions that you are unable to find in that catalog, please contact CTEProgramApproval@ride.ri.gov

Updates to the Application

The RIDE CTE program team has made a number of updates to the application intended to ensure that necessary information is collected to evaluate program quality while also streamlining applicant experience, including:

• The use of FluidReview as the application tool.

- Differentiated sections of the application for externally-validated courses (including accredited curriculum, dual/concurrent enrollment, advanced placement, etc) or locally-developed courses.
- Differentiated sections of the application for planned vs. existing programs. Existing programs are defined as those with an existing sequence of three courses from which at least one cohort has graduated.
- Additional of information related to Work-based Learning

RIDE Review and Evaluation

RIDE will evaluate the submitted applications against the CTE Regulations, CTE Board Standards, and the GWB WBL Guidance for program requirements related to student expectations related to work, training, and education preparedness. This review process will include a desk review, as well as stakeholder interviews as needed – determined by the RIDE evaluation team. The RIDE review team will work with each applicant team to schedule the site visit as early as possible. RIDE will send the school feedback from the initial review before the site visit, and provide a final report after the site visit.

Presentation of CTE Program Approval Evaluations to CTE Board of Trustees

RIDE will bring CTE program applications to the CTE Board for consideration and advice. RIDE and the State Board of Education retain final approval responsibility. RIDE anticipates presenting applications in February and March 2019 to ensure that decisions are made during typical program enrollment periods for the following year.

Program Approval

RIDE will consider the advice and feedback of the CTE Board and make a final determination about whether or not the program will be approved. Program approval will be for a term of up to five years.

CTE Program Accountability

Programs are required to submit information on an annual basis regarding student participation and outcomes. Terms beyond the first term will be made in consideration of the data provided through this program accountability system.

Application Components

The program application is differentiated for existing programs – those in which the three-course sequence has existed at the school and at least one graduating class has completed the program – and planned programs; and, by externally validated courses and sequences such as nationally accredited curriculum and locally developed coursework.

Part 1: Contact Information

This section collects school and program contact information.

Part 2: Pathway Design

This section asks about how all students in the program gain the credits, credentials and additional requirements for the Career Field as established by the CTE Board of Trustees, the course sequence, and any existing or potential alignment between the pathway program, instructor experience and the school's proficiency-based graduation assessment. The pathway design section addresses previous accredited or standard program approval types:

- Externally Validated questions such as nationally accredited curriculum, advanced placement or dual/concurrent enrollment, will need to provide evidence of their accreditation/affiliation.

- Locally Developed coursework will need to provide additional information about course development, industry involvement, skill development and assessment.

Required Evidence for this section:
- Policy document making it clear that all students in that pathway must meet the additional requirements included in the CTE Board Standards.
- Policy document making it clear that all students in that pathway must earn the CTE credential outlined above. contracts with assessment providers, transcripted credit, articulation agreements and program budgets that reflect the exam fee will be covered
- Copy of course catalog, syllabus, etc. which demonstrate students need to complete the full sequence.
- Information/summary of school Proficiency Based Graduation Assessment. This may be a copy of the assignment, a description of requirements, etc.

Optional Evidence for this section:
- Documentation of relevant meaningful industry experiences within the last 5 years (such as an educator externship
- Illustrative examples (no more than three) of high-quality PD that demonstrate instructor commitment to remaining current in academic and technical skills.
- Relevant credentials, certificates and endorsement

Part 3: Work-based Learning

This section asks for information about work-based learning activities as defined by the Governor's Workforce Board. Applicants will describe how students will have high quality WBL experiences throughout their participation in the pathway program, including meeting the requirement of 80 hours in a given WBL activity.

Required Evidence for this section:
- Documentation that students are required to engage in this work-based learning experience (e.g. pathway syllabus, course document, etc.)
- Sample form, data export, etc. from that data system.
- Demonstration of relationship with employer (MOA, letter from employer, etc.)
- One or more of the following:
    - Syllabus, description of the WBL activity, etc.
    - Rubric used to evaluate the activity
    - Certificate of approval of the apprenticeship by the Rhode Island Apprenticeship Council(required for apprenticeships)

Optional Evidence for this section:
- Additional evidence related to this WBL activity, such as sample student work.
- Evidence related to the final WBL presentation, such as the presentation description or prompt.

Part 4: Operations

This section addresses: program technology; facilities; safety; governance including participation in industry advisories; data; and, program evaluation. This section is differentiated by Planned programs and existing programs. Existing Programs are defined as those that have an existing sequence of three courses with at least one graduating class.

Planned Programs - Required Evidence for this section:
- Published copies of admissions policy and procedure, application forms, appeals process and enrollment policy.
- Sample application forms and acceptance and/or denial letters in the major language(s) spoken by student population.
- Please include any policy that addresses safety procedures.
- Must include one of the following:
  - Evidence of any facility tours from statewide advisory participation or an industry representative and their approval of the facilities
  - Current documentation that facilities and equipment are accessible for all students and comply with industry standards
- Please attach at least one of the following:
  - Documentation that the program has integrated supports from guidance and advisory
  - Evidence that planning and goal setting is integrated into lessons and/or the program
  - Evidence of counseling, advising, and planning services provided regularly for the student throughout the program of study
- Please attach at least one of the following:
  - Proposed school calendar of program-related events
  - Proposed opportunities for parent involvement
  - Other documentation that established partnerships are reflective of the community and/or region.
- Documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes)

Planned Programs – Optional Evidence for this section:
- additional information and resources for student supports

Existing Programs - Required Evidence for this section:
- Published copies of admissions policy and procedure, application forms, appeals process and enrollment policy.
- Sample application forms and acceptance and/or denial letters in the major language(s) spoken by student population.
- Please include the following evidence of most recent inspection.
- If you have any reported accidents (see above), please include any related accident reports.
- A program design or plan for regular capital investments to ensure up-to-date technology and equipment
- Last facilities review about accessibility of the facility for students with disabilities
- Please submit one of the following:
  - Evidence of any facility tours from statewide advisory participation or an industry representative and their approval of the facilities
  - Current documentation that facilities and equipment are accessible for all students and comply with industry standards
  - Documentation of the recency of investments in capital improvements, equipment, and technology
- Please attach at least one of the following:
  - Documentation that the program has integrated supports from guidance and advisory
  - Evidence that planning and goal setting is integrated into lessons and/or the program

- o Evidence of counseling, advising, and planning services provided regularly for the student throughout the program of study
- Please attach one of the following:
  - o Current enrollment percentages of students with IEP, ELL, Progress Plan and PLP with description of specific supports.
  - o Relevant documentation from students' IEPs or ILPs
  - o Documentation that students' ILP and postsecondary planning reflect their pursuit of technical training
- Documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes)
- Please attach at least one of the following:
  - o School calendar of program related events
  - o Data on students being employed or interning with local or regional businesses
  - o Opportunities for parent involvement
  - o Other documentation that established partnerships are reflective of the community and/or region.

Existing Programs – Optional Evidence for this section:
- You may add additional evidence, such as recruitment efforts across diverse student populations.
- History of maintenance and replacement for major equipment and a schedule to continue doing so in the future
- Ratio of students to work stations and, as applicable, documentation that the ratio is in line with industry standards
- Documentation that students' ILP and postsecondary planning reflect their pursuit of technical training
- Documentation that demonstrates the degree to which counselors have awareness and knowledge of the program

Part 5: Student Outcomes Data
This section asks existing programs for information about the most recent graduating class, and planned programs for information about data collection plans. There are no required evidence uploads for this section.

Part 6: Signatures
You will be asked to upload the signatures form, found in Appendix A.

Resources
Please visit RIDE's CTE Program Review and Approval Materials page for the following resources related to CTE program approval:

Resource	Resource Description
CTE Regulations	RIDE CTE Regulations adopted in 2012
CTE Board of Trustees Standards	Industry-specific standards approved by the CTE Board of Trustees. There is a both a complete list and summary sheet available.
CTE Standards and Evidence Matrix	Overview of the CTE Program standards
Governor's Workforce Board WBL Guidance	Standards and Guidance from the Governor's Workforce Board regarding required high quality WBL.
CTE 2019-20 Approval Rubrics	These rubrics will guide the RIDE team's evaluation of submitted applications.

Appendix A – Program Signatures

The proposed program design adheres to the requirements outlined in the application.

The LEA will be responsible for the following:
- Ensure all students have the opportunity to participate in career exploration activities;
- Provide all eligible students the opportunity to enroll in an approved career preparation program;
- Provide a spectrum of career and college counseling services that include career awareness and exploration activities;
- Provide students and families with accurate information about the availability of approved career preparation programs and students' rights to apply and enroll;
- Provide students and families an appeal process in cases where students do not gain access to a career preparation program;
- Meet the career preparation program standards and participate in the state-managed quality assurance process;
- Collect and report accurate and timely CTE data including Program Accountability metrics;
- Manage CTE-designated funding in accordance with state and federal regulations;
- Adhere to RIDE-published cost guidelines in accordance with section 7.0 of the RI CTE Regulations;
- Provide students and families an appeal process in cases where students do not gain access to a career preparation program; and
- Engage and partner with businesses industry, higher education, and postsecondary training programs to improve student performance outcomes.

Signature – Principal

_____   _____
[SIGNATURE]   [DATE]

Signature – Superintendent

_____   _____
[SIGNATURE]   [DATE]