



Rhode Island Department of Education

CTE Program Review & Approval Information Webinar

Overview of Webinar



The purpose of this webinar is to introduce the CTE Program Review and Approval process.

If you experience login and/or audio technical issues during the webinar, please contact Sonya Barbosa at 222-8991 or sonya.barbosa@ride.ri.gov

2012 CTE Regulations



Three principles

prepare learners for postsecondary education and careers...

support students' postsecondary success...

invest in high-quality, highly effective programs...

CTE Quality Assurance



What is quality assurance?

- Quality assurance process through audit and visit
 - Program Approval process
 - Student Outcomes

Why be approved?

- Broadened CTE student recruitment and enrollment opportunities
- CTE federal and state funding opportunities

Approved Career Preparation Programs of Study



A career preparation program must:

- Adhere to the career preparation program standards
- Provide opportunities for post secondary benefits
- Align to state academic and industry standards
- Provide opportunities to contribute to student's graduation requirements
- Meet student outcome targets (to be established)



CTE Program Types

- Accredited: programs approved by industry-recognized bodies that have been vetted and approved by RIDE
- Traditional: programs that are not accredited and do not include non-traditional education methods
- Innovative: non-traditional programs with RIDE-approved adaptations/modifications of CTE Program Standards (4, 5 and/or 7)



Minimum Requirements

In order to be reviewed:

- Minimum of three, connected, rigorous non-duplicative courses
- Program operating for at least 2 years with enrolled students (recommended)
- Opportunities for postsecondary benefits for students in CTE programs
 - Industry-recognized credentials
 - Postsecondary credentials
 - Advanced standing in training programs and/or jobs

Overview of Approval Process





Results of Approval Process

- Approval designation results in new or continued provisional approval
 - May include a negotiated improvement plan

- All RIDE approved programs must meet CTE student data outcome targets (to be established)

CTE Evaluation Rubric

Standard 1: Policies and Procedures Administrative policies and procedures promote Career and Technical Education preparation program development and implementation.			
Sub-Standard	Does Not Meet	Meets	Exemplary
1.A: Do the program and/or LEA policies include formal procedures for the design, implementation, and continuous improvement of career preparation programs?	Evidence indicates that the program/LEA: • Provides no documented examples of continuous improvement; OR • Lacks regular program review including performance indicators and does not take action to improve the program.	Evidence indicates that the program/LEA: • Provides documented examples of continuous improvement; AND • Holds annual reviews of program including performance indicators and takes action to improve the program.	Evidence indicates that the program/LEA: • Provides documented examples of continuous improvement; AND • Has an ongoing review of the program throughout the year including performance indicators and takes action to improve the program.
1.B: Do the program and/or LEA policies clearly describe admissions policies and procedures, selection criteria, enrollment conditions, and appeals processes?	The program's admissions policy and procedures for: • Student admissions do not exist or result in discriminatory practices; or • Student selection do not exist; or • Student enrollment do not exist; or • Student appeals do not exist.	The program's admissions policy and procedures describe processes for: • Student admissions that do not result in discriminatory practices; and • Student selection; and • Student enrollment; and • Student appeals.	The program's admissions policy and procedures: • Include recruitment and exploration activities; AND Describe processes for: • Student admissions that do not result in discriminatory practices; and • Student selection; and • Student enrollment; and • Student appeals. AND • Provide explicit protections against discriminatory practices. AND • Policies and procedures are public and easily accessible.
1.C: Do the program and/or LEA policies ensure that all students have opportunities to earn industry-recognized credentials whenever applicable to the programs, and/or postsecondary credits, and/or advanced standing in training programs or jobs? 7.D: Does the program maintain formal articulation agreements with higher education and business partners that earn students early college access and/or access to postsecondary training programs or job placement?	Evidence indicates that the program: • Does not have opportunities for all students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs; OR • Does not have or does not show progress toward establishing formal articulation agreements.	Evidence indicates that the program: • Offers and communicates at least one opportunity for all students to earn industry-recognized credentials, postsecondary credit and/or advanced standing in training programs or jobs; AND • Maintains or shows progress toward establishing, within the year, formal articulation agreements with partners for students' postsecondary-benefit.	Evidence indicates that the program: • Offers and communicates multiple, relevant opportunities for all students to earn industry-recognized credentials, postsecondary credit and/or advanced standing in training programs or jobs; AND • Maintains formal articulation agreements with partners for students' postsecondary-benefit.

Rubric used for program approval process

Sub-standards

Categories

Standard

Examples of evidence

CTE Standards and Possible Evidence Matrix

Standard 1: Policies and Procedures Administrative policies and procedures promote Career and Technical Education preparation program development and implementation. Local Education Agency (LEA) policies will:		
Sub-Standard	Explanation of Importance	Examples of Possible Evidence
1.A: Include formal procedures for the design, implementation, and continuous improvement of career preparation programs	It is imperative that programs follow specific procedures that ensure multiple aspects of the program will be continuously reviewed and improved upon to maintain quality.	<ul style="list-style-type: none"> Documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes) Documentation of routine procedures that result in improvement efforts directly impacting the program (description of process, sample of changes made for improvement)
1.B: Clearly describe admissions, policies and procedures, selection criteria, enrollment conditions, and appeals processes	The admission policies of the program must be clear and public and may not discriminate based on race, religion, sexual orientation, disability or district of residence and are comprehensible to CTE administrators, staff, students and parents.	<ul style="list-style-type: none"> Published copies of admissions policy and procedure, application forms, appeals process and enrollment policy. Samples of acceptance and/or denial letter as applicable Documentation of recruitment efforts across ALL types of students
1.C: Ensure that all students have opportunities to earn industry-recognized credentials whenever applicable to the programs, and/or postsecondary credits, and/or advanced standing in training programs or jobs. 7.D: Maintain formal articulation agreements with higher education and business partners that earn students early college access and/or access to postsecondary training programs or job placement. Relates to: 2.A, 2.B, 5.A.3, 5.C.2	Credentials and postsecondary credits earned in high school help prepare students for and are a reliable predictor of workplace and postsecondary success. Advanced standing is associated with lowered costs and accelerated completion of an apprenticeship or training program.	<ul style="list-style-type: none"> Current documentation of program maintaining formal agreements/partnerships with postsecondary institutions, industry and business partners to award credits, credentials, advanced standing and/or preferred job placement Published information of the opportunities associated with the program and students are made aware of opportunities List of available credential earning opportunities. Metrics related to earning rates of students concentrating in program Programs should be able to report student outcomes and earning rates
1.D: Ensure the review and evaluation of student outcome data including achievement gaps.	Consistent and regular review and using disaggregated student data to inform program design and support students' individual needs will ensure continuous improvement of the program and better student outcomes	<ul style="list-style-type: none"> Current documentation that program review includes evaluation of and recommendations for improvement based on disaggregated student outcomes and achievement. Including but not limited to CTE Accountability Measures Documentation of scheduled time for data evaluation, data presentations to advisory boards, regular cycle of assessments

EVIDENCE Explanation and examples



Online Application

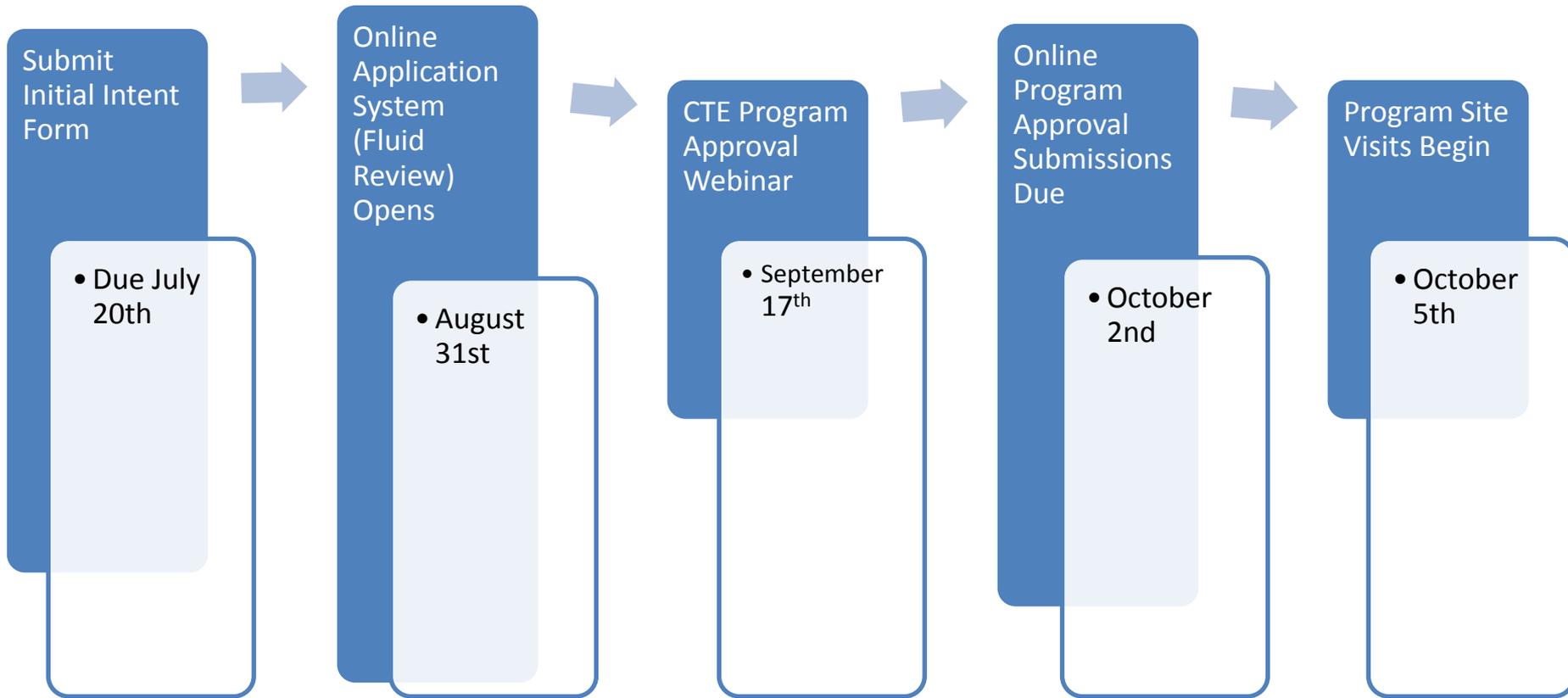
Entire application will be submitted through the online application program (Fluid Review)

CTE review team will review all program applications online



Program Approval

Training and Application Dates





Resources and Information

Go to RIDE Website: www.ride.ri.gov/CTE

- CTE Program Review and Approval
- CTE Regulations and Standards

For Technical Assistance:

Joyce Anderle, CTE Specialist

Joyce.Anderle@ride.ri.gov

401-222-8451