

Summary Document of Career and Technical Education Standards

The proposed Career and Technical Education program quality standards include the five program areas described below:

1. program design – promotes key stakeholder engagement in program planning, guidance, support, and evaluation;
2. curriculum and instructional design – ensures alignment to and integration of rigorous academic and industry standards; integrates relevant state of the art technology; and requires assessments that measure program and student performance;
3. program operations – provides adequate resources to ensure: safe learning environments; facilities that meet or exceed industry standards; and that all students have access to those facilities;
4. program organization and supports – requires sufficient and properly certified staff, with access to ongoing relevant professional development to ensure that they keep current with CTE pedagogy and industry specific knowledge and skills; and
5. accountability and continuous improvement – ensures data driven decision making designed to strengthen program and student performance. These indicators will include student outcome data including graduation rates, earned credentials rates, enrollment and persistence in post-secondary education or training and employment.

These program standards and the associated measurable indicators, when approved and adopted by the Board of Regents, will form the basis of a rigorous program review protocol to guide the improvement of existing programs and to promote the establishment of new high-quality innovation programs.

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

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

DRAFT

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4 **1.0 DEFINITIONS**

5
6 As used in these regulations, the following words and terms have the following meaning, unless
7 the context indicates another or different meaning or intent:
8

- 9
- 10 1. Apprenticeship – a relationship between an employer and an employee during which the
11 worker or apprentice learns an occupation in a structured program sponsored jointly by
employers and labor unions or operated by employers and employee associations.
 - 12 2. Articulation Agreement – a signed, formal agreement acknowledging, authorizing and
13 conferring specific academic credit, advanced standing and/or status for work (knowledge,
14 skills and competencies) attained.
 - 15 3. Career Cluster – groupings of occupations and industries established by the United States
16 Department of Education and used to organize career and technical education and career
17 and technical education programs of study.
 - 18 4. Career and Technical Education (CTE)– organized educational and work-related
19 educational services that offer students opportunities for career awareness, career
20 exploration and career preparation focused on providing students with the academic and
21 technical knowledge and work related skills necessary to be successful in post-secondary
22 education, training activities, and employment.
 - 23 5. Career and Technical Education Center – A grade 9-12 public educational facility with the
24 primary purpose of providing programs of study and other forms of career and technical
25 education, either as stand-alone institution or in conjunction with collaborating secondary
26 schools.
 - 27 6. Career Preparation Program Review and Approval Process (Review and Approval Process)
28 – a standards-based review process that results in a determination about career preparation
29 program approval status.
 - 30 7. Career and Technical Education Career Preparation Program Standards – Standards that
31 provide the basis for the quality assurance process and clearly articulate the requirements
32 for quality, scope, and breadth of LEA-administered career preparation programs.
 - 33 8. Career and Technical Education Program of Study – one of two forms of career
34 preparation programs offered through the CTE System, a program of study:
 - 35 ■ Offers a series of not fewer than two sequenced, non-duplicative Career and
36 Technical Education courses;
 - 37 ■ Delivers a curriculum aligned to both state academic and industry-standards;
 - 38 ■ Is taught by a qualified, appropriately-certified, and highly-trained instructor;
 - 39 ■ Yields an industry-recognized credential, when such a credential exists, widely
40 recognized work-ready certificate, and/or post-secondary education or training
41 program credits; and

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

78 **2.0 AUTHORITY, SCOPE, AND PURPOSE**

79

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

84
85 In furtherance of the policy set forth in Rhode Island General Law § 16-45, the purpose of these
86 Regulations is to establish a comprehensive and cohesive Career and Technical Education System
87 (CTE System) that provides students exposure to the world of work; offers students the
88 opportunity to learn rigorous technical and career-based skills that are aligned to relevant industry
89 standards; and, through career preparation and the mastery of skills and the earning of credentials,
90 prepares students for a seamless transition to post-secondary education and training programs
91 and/or careers.

92
93 The CTE System shall deliver career and technical educational opportunities through diverse
94 delivery programs. Educational services can and are intended to be delivered in a wide array of
95 settings including, but not limited to, traditional classrooms, comprehensive high schools, work
96 and field-based settings, career and technical centers, and through virtual and electronic media.

97
98 The CTE System shall provide students with access to relevant and rigorous RIDE-approved
99 career preparation programs. These career preparation programs will represent, but shall not be
100 limited to, critical and emerging industries in Rhode Island and high-growth industries within the
101 region and nation.

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

108
109 These Regulations, along with other Board of Regents' regulations, standards, and applicable state
110 statutes, are designed to promote and advance three principles:

- 111
- 112 1. Rhode Island's CTE System will prepare learners for post-secondary education and careers
113 resulting in employment that provides family-sustaining wage(s).
 - 114 2. Career and Technical Education will support student post-secondary success through
115 planning, credentialing, industry partnerships, and articulation with higher education and
116 training programs.
 - 117 3. Rhode Island's CTE System will invest in high-quality, highly effective programs offered
118 through a diverse statewide delivery system.

119 **2.1 Elements of the Career and Technical Education System**

120
121 The CTE System includes a comprehensive set of educational opportunities that promote strong
122 academic and applied learning skills, an awareness of careers and occupations, and the mastery of
123 rigorous and relevant technical skills that will prepare students for post secondary education and
124 training and careers. The CTE System is comprised of a spectrum of educational opportunities that
125 are classified into three levels: (1) career awareness, (2) career exploration programs, and (3)
126 career preparation programs.

127 **2.1.1 Career Awareness**

128

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

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

139
140 Career awareness activities must follow the guidance provided by the American School
141 Counselors Association and in the Rhode Island Frameworks for School Counseling.

142 **2.1.2 Career Exploration**

143
144 Career exploration activities build upon career awareness by providing a more focused and in-
145 depth investigation of careers and work with the purpose of helping students examine and
146 experience careers. Career exploration includes the integration of assessment activities to aid
147 students in discovering career interests and strengths and to plan the appropriate subjects, courses,
148 disciplines and applied learning skills needed to reach their goals.

149
150 Career exploration activities provide students with the opportunity to experience specific careers
151 and/or to learn basic job-specific skills. Career exploration activities take place in diverse settings
152 including traditional classrooms, technical training facilities, in the workplace and/or in post-
153 secondary education settings. Career exploration may include, but is not limited to, internships,
154 job-shadow programs, and/or enrollment in one or two technical course offered at the introductory
155 level. Career exploration activities and instruction may be provided by certified public school
156 teachers, employers, mentors, or other members of the community.

157
158 In accordance with section 5.1.5 of these regulations and section G-14-2.2 of the Basic Education
159 Program, all Rhode Island students have the right to access career exploration opportunities. The
160 availability of and student ability to access general career preparation activities in secondary
161 grades will be reviewed as part of the Commissioner’s review process as set forth in L-6-3.6 of the
162 Regulations of the Board of Regents for Elementary and Secondary Education.

163 **2.1.3 Career Preparation Programs**

164
165 Career preparation programs are the most intense level of career and technical educational services
166 available to secondary students. The role of career preparation programs is to provide students
167 with rigorous academic and technical training and deep preparation for entry into post-secondary
168 education or training programs and careers. Career preparation programs are distinguished by the
169 depth and rigor of the technical training provided, the number of contact hours and/or sequenced,
170 non-duplicative courses that focus on skill development in a single career-based or occupational
171 area, and the opportunity to earn credentials and/or post-secondary credits upon completion.
172 Career preparation programs require approval from the Rhode Island Department of Education
173 (RIDE) in accordance with section 4.1 and 4.2 of these regulations.

174
175 Career preparation programs are differentiated from career exploration activities through the
176 following four qualities:

- 177 1. clear alignment to rigorous academic and industry or career-readiness standards;
- 178 2. adherence to the career preparation program standards published by RIDE;
- 179 3. student opportunities to earn industry-recognized credentials and/or post-secondary credits;
- 180 and
- 181 4. annual accountability for student outcomes including, but not limited to:
 - 182 a. dropout and graduation rates,
 - 183 b. credential earning rates,
 - 184 c. program completion rate,
 - 185 d. enrollment and persistence in post-secondary education and technical training
- 186 programs.

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

189
190 Traditional programs of study offer a program of not fewer than two sequenced, non-duplicative
191 career and technical education courses; deliver a curriculum aligned to both state academic and
192 industry-standards; provide instruction by appropriately-certified and highly-trained instructors;
193 yield an industry-recognized credential when such a credential exists; and provides students
194 adequate time for academic, technical, and related theory instruction such as is necessary to master
195 the skills necessary for post-secondary success. Traditional programs of study require RIDE-
196 approval and are responsible for establishing and maintaining the scope and rigor defined by the
197 four qualities set forth in this section.

198
199 Innovation programs are rigorous career preparation programs that are of a different design than
200 the traditional program of study delivery model. The intent of these regulations is to provide
201 innovation preparation programs the flexibility for program design and delivery models that may
202 not yet exist in careers that are not yet described under the federal career clusters. Innovation
203 preparation programs are afforded design latitude, while still maintaining full accountability for
204 the student outcomes described in 4(a), (b), (c), and (d) above. The Commissioner shall, as a part
205 of the establishment of career preparation program standards, identify standards and criteria that
206 may be adapted or modified to promote program innovation. Innovation programs are
207 distinguished from traditional programs of study through their:

- 208 (a) Exercise of the opportunity to adapt career preparation program standards or criteria (as
209 identified by the Commissioner); and
- 210 (b) Submission of an approved plan as part of the career preparation program approval process
211 that describes the standards or criteria for which they seek flexibility and an alternative
212 approach for ensuring program quality in the affected area.

213 Innovation programs require RIDE approval and are responsible for establishing and maintaining
214 the scope and rigor defined by the four qualities of career preparation programs set forth in section
215 2.1.3 of these regulations.

216
217 Pursuant to Rhode Island General Law § 16-45-6, RIDE shall be responsible for certifying and
218 ensuring the quality of all career preparation programs using a quality assurance process described
219 in section 4.0, 4.1, and 4.2 of these regulations.

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3.0 ROLES AND RESPONSIBILITIES

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

3.1. RIDE Responsibilities and Functions

RIDE shall have the responsibility for and authority to:

- (1) Establish a CTE System that promotes and ensures student access to career awareness and exploration activities for all K-12 students and career preparation programs for students in grades 9-12;
- (2) Establish and maintain a system of RIDE-approved career preparation programs;
- (3) Establish and maintain a RIDE-managed quality assurance system that includes a Career Preparation Program Review and Approval Process (Review and Approval Process) based on program standards; a regularly scheduled review of student outcomes, and a review of programs utilizing a published, standardized, and transparent protocol;
- (4) Establish and maintain a Statewide Career and Technical Education Advisory Board;
- (5) Maintain and annually publish the list of RIDE-approved career preparation programs;
- (6) Invest state and federal resources to support both the CTE System and LEA career preparation programs in a manner that advances program quality, ensures efficient and effective use of resources, and is compliant with applicable state and federal law;
- (7) Establish and manage a funding methodology for Career and Technical Education consistent with applicable state statutes and these Regulations that is designed to meet the reasonable and necessary costs for the administration and implementation of RIDE-approved career preparation programs;
- (8) Manage a state-level data system that enables high-quality evaluation, progress-monitoring, and continuous improvement at both the state and local levels;
- (9) Ensure that the CTE System aligns to and promotes statewide workforce and economic development initiatives; and
- (10) Identify critical and emerging industries in Rhode Island and promote the establishment of general and career preparation programs in those areas.

3.2. Local Education Authority (LEA) Responsibilities and Functions

All LEAs shall:

- (1) Provide all K-12 students with opportunities to participate in career awareness activities as required by the Rhode Island Basic Education Program (BEP) and K-12 Literacy, Restructuring of the Learning environment at the middle and high school levels, and proficiency based graduation requirements (PBGR) at High Schools (2011 Secondary School Regulations);
- (2) Provide all students with the opportunity to participate in career exploration activities;
- (3) Provide all students the opportunity to enroll in RIDE-approved career preparation programs of study in a career cluster of their choosing; and
- (4) Provide a spectrum of career and college counseling services that include career awareness and exploration activities;

264 (5) Provide students and families with accurate, high-quality information about the
265 availability of RIDE-approved programs of study and other approved career preparation
266 programs and a student’s right to enroll.

267
268 LEAs that administer RIDE-approved career preparation programs shall:

- 269 (1) Meet the career preparation program standards and participate in the state-managed quality
270 assurance process;
- 271 (2) Collect and report accurate and timely Career and Technical Education performance data;
- 272 (3) Manage career and technical education-designated funding in accordance with state and
273 federal regulations;
- 274 (4) Adhere to RIDE-published cost guidelines in accordance with section 7.0 of these
275 regulations; and
- 276 (5) Engage and partner with business, industry, higher education, and post-secondary training
277 programs to improve student performance outcomes.

278 **4.0. QUALITY ASSURANCE**

279
280 The Commissioner shall establish and maintain a quality assurance process that reviews and
281 ensures the quality of the CTE System and all educational opportunities provided under its
282 auspices. This quality assurance system shall focus on the review and approval of career
283 preparation programs. The review and approval of career preparation programs shall be grounded
284 in clear career preparation program standards and will have two primary purposes: (1) promotion
285 of program quality and continuous improvement, and (2) RIDE-approval of career preparation
286 programs.

287 **4.1 Career Preparation Program Standards**

288
289 The Regents shall adopt career preparation program standards that are consistent with federal
290 requirements and reflective of research and national best practice. CTE preparation program
291 standards shall be clearly and fully communicated to all LEAs and establish expectations in areas
292 that include but are not limited to: (1) curriculum and instructional design, (2) program operations
293 (3) program organization and supports (4) accountability and continuous improvement, and (5)
294 program design including engagement of key stakeholders in program planning.

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

299 **4.2 Career Preparation Program Review and Approval Process**

300
301 Pursuant to Rhode Island General Law § 16-45, the Commissioner shall develop and manage a
302 career preparation program review and approval process that sets forth clear standards and
303 procedures to approve career preparation programs. Eligibility to become a RIDE-approved career
304 preparation program requires adherence to the career preparation program standards and
305 successful completion of the Review and Approval Process that includes, but is not limited to, the
306 following elements:

- 307 1. A self-study utilizing a RIDE-published instrument;
308 2. A review of key student outcome data that is clearly communicated to the field no less than
309 one year in advance of the program review;
310 3. Off-site and on-site reviews that are conducted employing published protocols and review
311 instruments; and
312 4. An LEA application that includes program information and student-level outcome data.

313 The Review and Approval Process and all judgments rendered as a result shall be clearly aligned
314 to and consistent with the career preparation program standards.
315

316 At the conclusion of the Review and Approval Process, RIDE shall issue a report that will
317 conclude with one of four judgments:

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

328 Only those programs classified as either *Fully Approved* or *Provisionally Approved* may advertise
329 as RIDE-approved career preparation programs.

330 **4.3 Results of Career Preparation Program Review and Approval Process** 331

332 Results of the Review and Approval Process will be communicated to the LEA in a timely
333 manner. LEAs shall be given no less than 30 business days to respond to an initial draft of the
334 findings of the Review and Approval Process. *Fully Approved* and *Provisionally Approved*
335 programs will be listed as a RIDE-approved career preparation program on the RIDE-maintained
336 and published list. Non-approved programs will be provided an opportunity to develop and submit
337 an action plan to address program deficiencies.
338

339 Career preparation programs shall not lose the status of *Fully Approved* or *Provisionally Approved*
340 without full and adequate notice. Career preparation programs classified as *Provisionally*
341 *Approved* will be afforded not more than two calendar years from the date of the issuance of the
342 final report to engage in targeted improvement action plans before being reviewed again. If, after
343 two calendar years, the career preparation program has failed to improve the student outcomes
344 and/or address the deficiencies identified in the report, the program may face the loss of RIDE
345 approval.
346

347 In all cases where LEAs or career preparation programs do not gain RIDE approval, they retain
348 the right to due process as provided through the Board of Regents appeals process in section A-5
349 in the Regulations of the Board of Regents.

350 **5.0. ACCESS, ADMISSIONS, AND SUPPORT SERVICES**

351
352 Pursuant to the requirements set forth in G-14-2.2 of the Basic Education Program, all students in
353 Rhode Island shall be provided career awareness and exploration activities as described in section
354 2.1.1 of these regulations. All students in grades shall have the right to request career exploration
355 activities as described in section 2.1.2 of these regulations. Pursuant to Rhode Island General Law
356 §16-45, all Rhode Island students shall have the right to access RIDE-approved career preparation
357 programs as defined by section 2.1.3 of these regulations. No student shall be denied access to
358 career and technical education on the basis of sex, race, ethnicity, linguistic background, disability,
359 or district of residence

360 **5.1. Access to Career Preparation Programs**

361
362 All students shall have access to free RIDE-approved career preparation programs without
363 prejudice in regards to sex, race, ethnicity, linguistic background, disability, or district of
364 residence. Students shall have the right to request, from their resident LEA, access to a RIDE-
365 approved career preparation program of their choice. This right of access shall be limited only by
366 four criteria or conditions.
367

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

- 372 a. Falls within the same federally-defined career cluster; and
- 373 b. Provides the student the opportunity to earn an industry-credential within the same
374 career cluster or occupational area.

375 (2) *Availability of space*: In the event that a student requests access to a RIDE-approved career
376 preparation program and the program of choice is fully enrolled, the resident LEA shall
377 make every effort to identify and enroll the student in an appropriate alternative program.
378 In selecting an alternative program, the resident district must first seek out and offer RIDE-
379 approved career preparation programs within the same federal career cluster as that which
380 the student sought as their program of choice.

381 (3) *Geographic location*: Students are guaranteed free access to RIDE-approved career
382 preparation programs throughout the school bus district established at RIGL Chapter 16-
383 21. Students requesting access to RIDE-approved career preparation programs outside their
384 established school bus district may enroll in such programs, but the resident LEA shall not
385 be responsible for the costs of transportation outside the established school bus zone.

386 (4) *Fair, equitable, and reasonable admission standards*: LEAs operating RIDE-approved
387 career preparation programs are authorized to set reasonable, fair, equitable, and
388 appropriate admission standards in accordance with Rhode Island General Law § 16-45
389 and section 5.2 of these regulations. Students requesting access to a RIDE-approved career
390 preparation program may be denied access to the program based on these admission
391 standards. In the event that a student is denied access to a career preparation program of
392 their choice based upon failure to meet minimum standards, the resident LEA shall make

393 every attempt to place the student in an alternative RIDE-approved career preparation
394 program.

395 **5.2. Admissions**

396
397 LEAs operating RIDE-approved career preparation programs shall have the right to develop and
398 employ appropriate and program-specific admission criteria to manage student application and
399 applicant selection. Selection criteria shall not be limited to assessment results but rather shall
400 reflect a combination of criteria that, when taken as a whole, does not unfairly limit student access.

401
402 All admission criteria shall, in both intent and execution, comply with all relevant state and federal
403 civil rights laws and regulations. LEAs employing admission criteria must demonstrate that the
404 criteria:

- 405 1. Are clearly derived from the academic and instructional demands of the program of
406 study;
- 407 2. Represent the minimum levels of student readiness so as to reasonably ensure student
408 success in the Career and Technical Education program;
- 409 3. Provide multiple opportunities to learn with appropriate academic interventions;
- 410 4. Adhere to all relevant RIDE-developed admission standards; and
- 411 5. Do not result in discriminatory admissions decisions.

412
413 LEAs that choose to employ program-specific admission standards shall develop and implement
414 an admissions policy that is formally adopted and made publicly available. The policy must
415 include no less than (1) the admissions criteria used in the selection process; (2) the application
416 process and continuing enrollment conditions; and (3) a review and appeal process for any student
417 denied admission to a career preparation program.

418
419 Students denied access to a specific program based on admissions process or selection criteria
420 shall retain the opportunity to apply for RIDE-approved career preparation programs.

421
422 Over-enrolled career preparation programs must utilize a lottery process to select amongst
423 applicants that meet the minimum admissions standards. All students meeting the minimum
424 admission standards shall be afforded an equal opportunity to be placed in over-enrolled career
425 preparation programs, without regard to academic achievement, occupational skills, or other
426 elements of their profile or application package.

427 **5.3. Recruitment**

428
429 Pursuant to Rhode Island General Law § 16-45, all LEAs shall be responsible for issuing clear,
430 accessible, accurate and timely communication to families and students informing them of all
431 RIDE-approved Career and Technical Education programs that align with a student's academic
432 and career goals. This communication shall inform students and families of students' right to
433 access career and technical education. LEAs shall be responsible for providing the same
434 information to relevant educators and all school counseling staff.

435
436 LEAs must allow student recruitment efforts conducted on behalf of RIDE-approved career
437 preparation. Recruiters representing RIDE-approved career preparation programs shall have access
438 to students in all secondary schools. Recruitment access may include, but is not limited to,

439 physical and electronic mailing lists, assemblies and other presentation opportunities, and field
440 trips and site visits. Recruitment access shall be limited by applicable federal and state privacy
441 regulations.

442 **5.4. Continued Enrollment**

443
444 RIDE-approved career preparation programs are granted the authority to establish enrollment
445 conditions that may include a code of conduct that applies to school and on-site work placements,
446 attendance, and other criteria that adhere to applicable statutes and regulations. Such enrollment
447 criteria must not unfairly target students on the basis of sex, race, ethnicity, linguistic background,
448 or disability. The adopted enrollment policy shall be published in the student handbook and a copy
449 provided to each student and family upon enrollment.

450
451 The Career and Technical Education program policy must include a review and appeal process for
452 students whose enrollment has been suspended and/or terminated.

453 **6.0. INDUSTRY, BUSINESS, HIGHER EDUCATION, AND POST-SECONDARY** 454 **TRAINING PROGRAM PARTNERSHIPS**

455

456 **6-1. Statewide Career and Technical Education Advisory Board**

457
458 RIDE shall establish a Rhode Island Career and Technical Education Advisory Board (Advisory
459 Board) with the primary purpose of supporting and facilitating the development, coordination,
460 evaluation, and improvement of the CTE System. Membership of the Advisory Board shall
461 include representation pursuant to Rhode Island General Law § 16-45 and as stated in section 2.0
462 of these Regulations. The Commissioner or an appointed designee shall chair the Advisory Board.

463
464 The Commissioner shall ensure that current market data is analyzed and referenced in order to
465 inform the creation or expansion of statewide Career and Technical Education programs in critical
466 and emerging industries. Workforce development data shall be, in part, used to identify and
467 validate the technical and workforce readiness skills that should be a part of the curriculum and
468 training that occurs in CTE programs.

469
470 The Advisory Board shall have responsibility for informing the design and implementation
471 process to ensure that the state CTE System:

- 472 1. Reflects current workplace practices and provides students with access to state-of-the-art
473 facilities and training;
- 474 2. Includes business and industry partnerships;
- 475 3. Provides students with the opportunity to earn industry credentials and advanced standing
476 in post secondary academic and technical programs; and
- 477 4. Promotes seamless student entry into post-secondary education and training programs
478 through articulation agreements and post-secondary partnerships with public and private
479 institutions and industry-based training programs.

480 **6.2. Local Advisory Boards/Program Advisory Committee**

481

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

484 **6.3. Career and Technical Education’s Role in State Workforce and Economic Development**
485 **System**

486
487 Rhode Island’s CTE System must be responsive to state and regional workforce and economic
488 trends and business and industry demands. It shall be the responsibility of the Commissioner to
489 ensure that current market data is analyzed and referenced in order to inform the creation or
490 expansion of statewide Career and Technical Education programs in critical and emerging
491 industries. In selecting the key economic growth areas serving as a focus for program expansion,
492 the Commissioner shall make every attempt to coordinate with other active workforce and
493 economic development initiatives.

494
495 **7.0 FUNDING FOR CAREER AND TECHNICAL EDUCATION IN RHODE ISLAND**

496
497 **7.1 SEA Support for the Career and Technical Education System**

498
499 RIDE is hereby instructed to manage state and federal funds in such a manner as to support high
500 quality career preparation programs, support the development of innovation delivery models,
501 incentivize the development of programs in critical and emerging industries in Rhode Island, and
502 to expand and improve the infrastructure upon which the CTE system rests.

503
504 The Commissioner, in accordance with RIGL RIGL§16-45, shall establish and manage criteria for
505 distribution of funding including but not limited to:

- 506 (1) Transform existing and create new career preparation programs and career pathways in
507 critical and emerging industries;
508 (2) Off-set extraordinary capital expenses and expenses associated with equipment
509 maintenance;
510 (3) Off-set expenses for career preparation programs found, through the benchmarking
511 process, to have extraordinary costs for administration and maintenance.

512
513 RIDE shall prorate the funds available for distribution among those eligible school districts if
514 the total approved costs for which school districts are seeking reimbursement exceed the
515 amount of funding available in any fiscal year.

516
517 **7.2 LEA Support for the Career and Technical Education System**

518
519 RIDE shall ensure the effective use of resources through a rigorous program evaluation process.
520 Career and Technical Education programs that are not RIDE-approved career preparation
521 programs are ineligible to receive reimbursement from resident districts in accordance with
522 provisions of this section.

523
524 To ensure an empirically-based and equitable cost structure for students choosing to attend RIDE-
525 approved career preparation programs, RIDE will establish cost benchmarks for RIDE-approved
526 career preparation programs. The cost benchmarks will be established using financial and industry
527 data including Rhode Island’s uniform chart of accounts and data from the National Center on

528 Education Statistics (NCES). Cost benchmarks will be updated every three (3) years, or more
529 frequently if deemed necessary by RIDE, using the same data sources. An adjustment using the
530 Consumer Price Index (CPI) or the uniform chart of accounts data will be applied to the
531 benchmarks when a full data update does not occur.
532

533 In the event that a student enrolls in a RIDE-approved career preparation program outside his or
534 her resident district, the LEAs administering RIDE-approved career preparation programs shall be
535 reimbursed by the resident LEA in accordance with the cost benchmark for the assigned program
536 in which the student is assigned. The resident district will also provide reimbursement for actual
537 incremental services associated with student needs as defined by the student's Individual
538 Education Program (IEP).
539

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