




State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
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Enclosure 8d

October 6, 2011

Deborah A. Gist  
Commissioner

October 6, 2011

**TO:** Board of Regents for Elementary and Secondary Education  
**FROM:** Deborah A. Gist, Commissioner   
**SUBJECT:** Career and Technical Education Regulations

As part of its strategic plan the Rhode Island Department of Education has updated the Career and Technical Education Regulations. The current Regulations of the Board of Regents Governing the Management and Operation of Area Vocational-Technical Centers in Rhode Island (1990) have been redrafted to provide students greater access to a range of career and technical education experiences. Over the past several months RIDE has conducted a comprehensive review of national best practices. RIDE has also convened constituent groups for feedback and input as these draft regulations have been considered.

These Career and Technical Education Regulations are a critical strategy for the development and implementation of a comprehensive Multiple Pathways system. These regulations have been updated to ensure the quality of existing career and technical education programming, and to encourage and support the development of new and diverse ways to provide career and technical education across the state.

**Therefore, I RECOMMEND THAT, the Rhode Island Board of Regents for Elementary and Secondary Education approve, for the purpose of public hearing, the Board of Regents Regulations Governing Career and Technical Education.**

**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**

**for**

**PUBLIC HEARING and COMMENT**

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2  
3  
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 1. Apprenticeship – a relationship between an employer and an employee during which the  
10 worker or apprentice learns an occupation in a structured program sponsored jointly by  
11 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 preparation programs.
- 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 postsecondary  
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 CTE preparation programs and other forms of career and  
25 technical education, either as a stand-alone institution or in conjunction with collaborating  
26 secondary schools.
- 27 6. Career and Technical Education Program of Study – one of two forms of career  
28 preparation programs offered through the CTE System, a program of study:
- 29     ▪ Offers a series of not fewer than two sequenced, non-duplicative Career and  
30     Technical Education courses;
  - 31     ▪ Delivers a curriculum aligned to both state academic and industry-standards;
  - 32     ▪ Is taught by a qualified, appropriately-certified, and highly-trained instructor;
  - 33     ▪ Yields an industry-recognized credential, when such a credential exists, widely  
34     recognized work-ready certificate, and/or postsecondary education or training  
35     program credits; and
  - 36     ▪ Provides students adequate time for academic, technical, and related theory  
37     instruction such as is necessary to master the skills required for postsecondary  
38     success.
- 39 7. Career Pathway(s) – industry sector-specific CTE activities, courses, and programs that are  
40 vertically aligned from secondary-level education through postsecondary education  
41 institutions and/or training programs and are designed to build technical skills and generate  
42 stackable credentials.

- 43 8. Career Preparation Programs – Career preparation programs are of two types, 1) traditional  
44 programs of study and 2) innovation programs.  
45
- 46 9. Career Preparation Program Review and Approval Process (Review and Approval Process)  
47 – a standards-based review process that results in a determination about career preparation  
48 program approval status.
- 49 10. Career Preparation Program Standards – Standards that provide the basis for the quality  
50 assurance process and clearly articulate the requirements for the quality, scope, and breadth  
51 of LEA-administered career preparation programs.
- 52 11. Career and Technical Education System (CTE System): An organized, coherent, and  
53 comprehensive set of educational opportunities that promote strong academic skills, an  
54 awareness of careers and occupations, and the mastery of rigorous and relevant technical  
55 skills that prepare students for college, careers, and life. The CTE System is comprised of a  
56 spectrum of educational opportunities that are classified into three levels: (1) career  
57 awareness, (2) career exploration, and (3) career preparation programs.  
58
- 59 12. Certificate – documentation or credential that can be earned by a student and that validates  
60 his or her mastery of specific skills or sets of skills, completion of training requirements set  
61 forth by a certifying body, and/or that validates demonstrated readiness to enter an  
62 industry, educational setting, independent living, or the workplace.
- 63 13. Commissioner – the commissioner of elementary and secondary education.
- 64 14. Core Academic Areas – English language arts, mathematics, science, social studies, the  
65 arts, and technology.
- 66 15. Credential – A specialized subset of certificates, credentials provide portable, meaningful  
67 documentation that a student has mastered an industry-established and validated range of  
68 skills, met necessary training and education requirements, and demonstrated readiness to  
69 enter a specific industry.
- 70 16. Individual Learning Plan (ILP) – A student-centered planning and monitoring process that  
71 guides and directs students’ goals and educational development in three domains:  
72 academic, career, and personal/social.
- 73 17. Local Education Agency (LEA) – A public board of education/school committee or other  
74 public authority legally constituted within the State for either administrative control or  
75 direction of one or more Rhode Island public elementary schools or secondary schools.
- 76 18. Innovation programs: One of two forms of career preparation programs, innovation  
77 programs are afforded latitude for innovation in the area of course design, curricular  
78 materials, delivery site, and instructional approach while, at the same time, still  
79 maintaining full accountability for student outcomes.
- 80 19. Resident Local Education Authority (LEA): The LEA in which a student should be  
81 enrolled on the basis of residency or, in the case of charter schools, placement through the  
82 lottery system.
- 83 20. State Education Agency (SEA) – state department of education responsible for ensuring  
84 the implementation of federal, state and Regents laws, statutes, and regulations.  
85

86 **2.0 AUTHORITY, SCOPE, AND PURPOSE**

87  
88 The Board of Regents for Elementary and Secondary Education (Board of Regents) pursuant to its  
89 delegated statutory authority under Rhode Island General Law Chapter 16-45 to establish and  
90 manage a state Career and Technical Education (CTE) system, promulgate these Regulations of  
91 the Rhode Island Board of Regents Governing Career and Technical Education (Regulations).

92  
93 In furtherance of the policy set forth in Rhode Island General Law § 16-45, the purpose of these  
94 Regulations is to establish a comprehensive and cohesive Career and Technical Education System  
95 (CTE System) that provides students exposure to the world of work; offers students the  
96 opportunity to learn rigorous technical and career-based skills that are aligned to relevant industry  
97 standards; and, through career preparation and the mastery of skills and the earning of credentials,  
98 prepares students for a seamless transition to postsecondary education and training programs  
99 and/or careers.

100  
101 The CTE System shall deliver career and technical educational opportunities through diverse  
102 delivery programs. Educational services can and are intended to be delivered in a wide array of  
103 settings including, but not limited to, traditional classrooms, comprehensive high schools, work  
104 and field-based settings, career and technical centers, and through virtual and electronic media.

105  
106 The CTE System shall provide students with access to relevant and rigorous RIDE-approved  
107 career preparation programs. These career preparation programs will represent, but shall not be  
108 limited to, critical and emerging industries in Rhode Island and high-growth industries within the  
109 region and nation.

110  
111 The CTE System shall forge and maintain partnerships with higher education, technical training  
112 programs, workforce and economic development initiatives, and regional business and industry.  
113 With these partnerships, RIDE will promote and systemically manage career pathways in critical  
114 and emerging industries and provide education and training programs that are responsive to the  
115 needs of students, business, industry, and the regional economy.

116  
117 These Regulations, along with other Board of Regents' regulations, standards, and applicable state  
118 statutes, are designed to promote and advance three principles:

- 119
- 120 1. Rhode Island's CTE System will prepare learners for postsecondary education and careers  
121 resulting in employment that provides family-sustaining wage(s).
  - 122 2. Career and Technical Education will support student postsecondary success through  
123 planning, credentialing, industry partnerships, and articulation with higher education and  
124 training programs.
  - 125 3. Rhode Island's CTE System will invest in high-quality, highly effective preparation  
126 programs offered through a diverse statewide delivery system.

127 **2.1 Elements of the Career and Technical Education System**

128  
129 The CTE System includes a comprehensive set of educational opportunities that promote strong  
130 academic and applied learning skills, an awareness of careers and occupations, and the mastery of

131 rigorous and relevant technical skills that will prepare students for post secondary education and  
132 training and careers. The CTE System is comprised of a spectrum of educational opportunities that  
133 are classified into three levels: (1) career awareness, (2) career exploration programs, and (3)  
134 career preparation programs.

### 135 **2.1.1 Career Awareness**

136  
137 Career awareness activities include education and counseling programs that help students make  
138 informed career choices, and in later grades, inform decisions to enroll in educational and  
139 technical courses of study that prepare students for college, careers, and life.

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

147  
148 Career awareness activities shall follow the guidance provided by the American School  
149 Counselors Association and the Rhode Island Frameworks for School Counseling.

### 150 **2.1.2 Career Exploration**

151  
152 Career exploration activities build upon career awareness by providing a more focused and in-  
153 depth investigation of careers and work with the purpose of helping students examine and  
154 experience careers. Career exploration includes the integration of assessment activities to aid  
155 students in discovering career interests and strengths and to plan the appropriate subjects, courses,  
156 disciplines and applied learning skills needed to reach their goals.

157  
158 Career exploration activities provide students with the opportunity to experience specific careers  
159 and/or to learn basic job-specific skills. Career exploration activities take place in diverse settings  
160 including traditional classrooms, technical training facilities, in the workplace and/or in  
161 postsecondary education settings. Career exploration may include, but is not limited to,  
162 internships, job-shadow programs, and/or enrollment in one or two technical courses offered at the  
163 introductory level. Certified public school teachers, employers, mentors, or other members of the  
164 community may provide career exploration activities and instruction.

165  
166 In accordance with section 5.1 of these regulations and section G-14 of the Basic Education  
167 Program, all Rhode Island students have the right to access career exploration opportunities. The  
168 availability of and student ability to access general career preparation activities in secondary  
169 grades will be reviewed as part of the Commissioner's review process as set forth in L-6 of the  
170 Regulations of the Board of Regents for Elementary and Secondary Education.

### 171 **2.1.3 Career Preparation Programs**

172  
173 Career preparation programs are the most intense level of career and technical educational services  
174 available to secondary students. The role of career preparation programs is to provide students

175 with rigorous academic and technical training and deep preparation for entry into postsecondary  
176 education or training programs and careers. Career preparation programs are distinguished by the  
177 depth and rigor of the technical training provided, the number of contact hours and/or sequenced,  
178 non-duplicative courses that focus on skill development in a single career-based or occupational  
179 area, and the opportunity to earn credentials and/or postsecondary credits upon completion. Career  
180 preparation programs require approval from the Rhode Island Department of Education (RIDE) in  
181 accordance with section 4.1 and 4.2 of these regulations.

182  
183 Career preparation programs are differentiated from career exploration activities through the  
184 following four qualities:

- 185 1. Clear alignment to rigorous academic and industry or career-readiness standards;
- 186 2. Adherence to the career preparation program standards published by RIDE;
- 187 3. Student opportunities to earn industry-recognized credentials and/or postsecondary credits;
- 188 and
- 189 4. Annual accountability for student outcomes including, but not limited to:
  - 190 a. dropout and graduation rates,
  - 191 b. credential earning rates,
  - 192 c. program completion rate, and
  - 193 d. enrollment and persistence in both the preparation program and postsecondary
  - 194 education and technical training programs.

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

197  
198 Traditional programs of study offer a program of not fewer than two sequenced, non-duplicative  
199 career and technical education courses; deliver a curriculum aligned to both state academic and  
200 industry-standards; provide instruction by appropriately-certified and highly-trained instructors;  
201 yield an industry-recognized credential when such a credential exists; and provide students  
202 adequate time for academic, technical, and related theory instruction such as is necessary to master  
203 the skills necessary for postsecondary success. Traditional programs of study require RIDE-  
204 approval and are responsible for establishing and maintaining the scope and rigor defined by the  
205 four qualities set forth in this section.

206  
207 Innovation programs are rigorous career preparation programs that are of a different design than  
208 the traditional program of study delivery model. The intent of these regulations is to provide  
209 innovation preparation programs the flexibility for program design and delivery models that may  
210 not yet exist in careers that are not yet described under the federal career clusters. Innovation  
211 preparation programs are afforded design latitude, while still maintaining full accountability for  
212 the student outcomes described in 4(a), (b), (c), and (d) above. The Commissioner shall, as a part  
213 of the establishment of career preparation program standards and the review and evaluation  
214 process, identify standards and criteria that may be adapted or modified to promote program  
215 innovation. Innovation programs are distinguished from traditional programs of study through  
216 their:

- 217 (a) Exercise of the opportunity to adapt career preparation program standards or criteria (as  
218 identified by the Commissioner); and

219 (b) Submission of an approved plan as part of the career preparation program approval process  
220 that describes the standards or criteria for which they seek flexibility and an alternative  
221 approach for ensuring program quality in the affected area.

222 Innovation programs require RIDE approval and are responsible for establishing and maintaining  
223 the scope and rigor defined by the four qualities of career preparation programs set forth in section  
224 2.1.3 of these regulations.

225  
226 Pursuant to Rhode Island General Law § 16-45-6, RIDE shall be responsible for certifying and  
227 ensuring the quality of all career preparation programs using a quality assurance process described  
228 in section 4.0, 4.1, and 4.2 of these regulations.

### 230 **3.0 ROLES AND RESPONSIBILITIES**

231  
232 Rhode Island’s CTE System shall be designed and monitored by RIDE and managed and  
233 delivered by the LEA. Both RIDE and the LEAs have distinct responsibilities as described herein.

#### 234 **3.1 RIDE Responsibilities and Functions**

235  
236 RIDE shall have the responsibility for and authority to:

- 237 (1) Establish a CTE System that promotes and ensures student access to career awareness and  
238 exploration activities for all K-12 students and career preparation programs for students in  
239 grades 9-12;
- 240 (2) Establish career preparation program admissions standards;
- 241 (3) Establish and maintain a system of RIDE-approved career preparation programs;
- 242 (4) Establish and maintain a RIDE-managed quality assurance process that includes a Career  
243 Preparation Program Review and Approval Process (Review and Approval Process);
- 244 (5) Establish and maintain a Statewide Career and Technical Education Advisory Board;
- 245 (6) Maintain and annually publish the list of RIDE-approved career preparation programs;
- 246 (7) Invest state and federal resources to support both the CTE System and LEA career  
247 preparation programs in a manner that advances program quality, ensures efficient and  
248 effective use of resources, and is compliant with applicable state and federal law;
- 249 (8) Establish and manage a funding methodology for Career and Technical Education  
250 consistent with applicable state statutes and these Regulations that is designed to meet the  
251 reasonable and necessary costs for the administration and implementation of RIDE-  
252 approved career preparation programs;
- 253 (9) Manage a state-level data system that enables high-quality evaluation, progress-  
254 monitoring, and continuous improvement at both the state and local levels;
- 255 (10) Ensure that the CTE System aligns to and promotes statewide workforce and economic  
256 development initiatives; and
- 257 (11) Identify critical and emerging industries in Rhode Island and promote the establishment of  
258 general and career preparation programs in those areas.

#### 259 **3.2 Local Education Authority (LEA) Responsibilities and Functions**

260  
261 All LEAs shall:

- 262 (1) Provide all K-12 students with opportunities to participate in career awareness activities as  
263 required by the Rhode Island Basic Education Program (BEP) and K-12 Literacy,

- 264 Restructuring of the Learning environment at the middle and high school levels, and  
265 proficiency based graduation requirements (PBGR) at High Schools (2011 Secondary  
266 School Regulations);
- 267 (2) Provide all students with the opportunity to participate in career exploration activities;
  - 268 (3) Provide all students the opportunity to enroll in RIDE-approved career preparation  
269 programs of study in a career cluster of their choosing;
  - 270 (4) Provide a spectrum of career and college counseling services that include career awareness  
271 and exploration activities; and
  - 272 (5) Provide students and families with accurate, high-quality information about the  
273 availability of RIDE-approved programs of study and other approved career preparation  
274 programs and a student's right to enroll.

275  
276 LEAs that administer RIDE-approved career preparation programs shall:

- 277 (1) Meet the career preparation program standards and participate in the state-managed quality  
278 assurance process;
- 279 (2) Collect and report accurate and timely Career and Technical Education performance data;
- 280 (3) Manage career and technical education-designated funding in accordance with state and  
281 federal regulations;
- 282 (4) Adhere to RIDE-published cost guidelines in accordance with section 7.0 of these  
283 regulations; and
- 284 (5) Engage and partner with business, industry, higher education, and postsecondary training  
285 programs to improve student performance outcomes.

## 286 **4.0 QUALITY ASSURANCE**

287  
288 The Commissioner shall establish and maintain a quality assurance process that reviews and  
289 ensures the quality of the CTE System and all educational opportunities provided under its  
290 auspices. This quality assurance process shall focus on the review and approval of career  
291 preparation programs. The review and approval of career preparation programs shall be grounded  
292 in clear career preparation program standards and will have two primary purposes: (1) promotion  
293 of program quality and continuous improvement, and (2) RIDE-approval of career preparation  
294 programs.

### 295 **4.1 Career Preparation Program Standards**

296  
297 The Regents shall adopt career preparation program standards (Appendix 1) that are consistent  
298 with federal requirements and reflective of research and national best practice. CTE preparation  
299 program standards shall be clearly and fully communicated to all LEAs and establish expectations  
300 in areas that include but are not limited to: (1) policies and procedures, (2) partnerships (3)  
301 program operations (4) staffing, certification, and professional development (5) curriculum,  
302 instruction and technical skill assessment, (6) supplemental and support services, and (7)  
303 secondary to postsecondary transition.

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

308 **4.2 Career Preparation Program Review and Approval Process**  
309

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

- 316 1. A self-study utilizing a RIDE-published instrument;
- 317 2. A review of key student outcome data that is clearly communicated to the field no less than  
318 one year in advance of the program review; and
- 319 3. An LEA application that includes program information and student-level outcome data.

320 The Review and Approval Process and all judgments rendered as a result shall be clearly aligned  
321 to and consistent with the career preparation program standards.  
322

323 At the conclusion of the Review and Approval Process, RIDE shall issue a report that will  
324 conclude with one of four designations:

- 325 (1) *Initial approval*: new career preparation programs that require, an action plan, additional  
326 monitoring and review prior to reaching the status of “fully approved” or “provisionally  
327 approved”;
- 328 (2) *Provisionally approved*: career preparation programs that, as a result of the Review and  
329 Approval Process, are required to develop an action plan to address program deficiencies;
- 330 (3) *Fully approved*: career preparation programs that have satisfied all elements of the Review  
331 and Approval Process and have met all established performance benchmarks; and
- 332 (4) *Not approved*: career preparation programs that have been found deficient through the  
333 Review and Approval Process, have not successfully met the requirements set forth in their  
334 action plan, and/or have failed to meet clearly established performance benchmarks.  
335

336 Those programs designated as either *Fully Approved* or *Provisionally Approved* may be classified  
337 as RIDE-approved career preparation programs.

338 **4.3 Results of Career Preparation Program Review and Approval Process**  
339

340 Results of the Review and Approval Process will be communicated to the LEA in a timely  
341 manner. LEAs shall be given no less than 30 business days to respond to an initial draft of the  
342 findings of the Review and Approval Process. *Fully Approved* and *Provisionally Approved* career  
343 preparation programs will be designated as a RIDE-approved career preparation program on the  
344 RIDE-maintained and published list. Non-approved programs will be provided an opportunity to  
345 develop and submit an action plan to address program deficiencies.  
346

347 Career preparation programs shall not lose the status of *Fully Approved* or *Provisionally Approved*  
348 without full and adequate notice. Career preparation programs classified as *Provisionally*  
349 *Approved* will be afforded not more than two calendar years from the date of the issuance of the  
350 final report to engage in targeted improvement action plans before being reviewed again. If, after  
351 two calendar years, the career preparation program has failed to improve the student outcomes

352 and/or address the deficiencies identified in the report, the program will face the loss of RIDE  
353 approval.  
354

355 In all cases where LEAs or career preparation programs do not gain RIDE approval, they retain  
356 the right to due process as provided through the Board of Regents appeals process as described in  
357 the Regulations of the Board of Regents.

## 358 **5.0 ACCESS, ADMISSIONS, AND SUPPORT SERVICES**

359  
360 Pursuant to the requirements set forth in G-14 of the Basic Education Program, all students in  
361 Rhode Island shall be provided career awareness and exploration activities as described in section  
362 2.1.1 of these regulations. All students in grades K-12 shall have the right to request career  
363 exploration activities as described in section 2.1.2 of these regulations. Pursuant to Rhode Island  
364 General Law §16-45, all Rhode Island students shall have the right to access RIDE-approved  
365 career preparation programs as defined by section 2.1.3 of these regulations. No student shall be  
366 denied access to career and technical education on the basis of sex, race, ethnicity, linguistic  
367 background, disability, or district of residence.

### 368 **5.1 Access to Career Preparation Programs**

369  
370 All students shall have access to RIDE-approved career preparation programs without prejudice in  
371 regards to sex, race, ethnicity, linguistic background, disability, or district of residence. Students  
372 shall have the right to request, from their resident LEA, access to a RIDE-approved career  
373 preparation program of their choice. This right of access shall be limited only by four criteria or  
374 conditions.  
375

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

- 380 a. Falls within the same federally-defined career cluster; and  
381 b. Provides the student the opportunity to earn an industry-credential, where available  
382 and appropriate, within the same career cluster or occupational area.

383 (2) *Availability of space*: In the event that a student requests access to a RIDE-approved career  
384 preparation program and the program of choice is fully enrolled, the LEA shall conduct a  
385 lottery pursuant to section 5.2 of these regulations. Subsequent to the lottery the resident  
386 LEA shall make every effort to identify and enroll the student in an appropriate alternative  
387 program. In selecting an alternative program, the resident district shall first seek out and  
388 offer RIDE-approved career preparation programs within the same federally defined career  
389 cluster as that which the student sought as their program of choice.

390 (3) *Geographic location*: Students are guaranteed access to RIDE-approved career preparation  
391 programs throughout the school transportation region established at RIGL Chapter 16-21.  
392 Students requesting access to RIDE-approved career preparation programs outside their  
393 established school transportation region may enroll in such programs, but the resident LEA  
394 shall not be responsible for the costs of the transportation.

395 (4) *Fair, equitable, and reasonable admission standards*: LEAs operating RIDE-approved  
396 career preparation programs are authorized to set reasonable, fair, equitable, and  
397 appropriate admission standards in accordance with Rhode Island General Law § 16-45  
398 and section 5.2 of these regulations. Students requesting access to a RIDE-approved career  
399 preparation program may be denied access to the program based on these admission  
400 standards. In the event that a student is denied access to a career preparation program of  
401 their choice based upon failure to meet minimum standards, the resident LEA shall make  
402 every attempt to place the student in an alternative RIDE-approved career preparation  
403 program.

## 404 **5.2 Admissions**

405  
406 LEAs operating RIDE-approved career preparation programs shall have the right to develop and  
407 employ appropriate and program-specific admission criteria to manage student applications and  
408 applicant selection. Selection criteria shall not be limited to assessment results but rather shall  
409 reflect a combination of criteria that, when taken as a whole, does not unfairly limit student access.  
410

411 All admission criteria shall, in both intent and execution, comply with all relevant state and federal  
412 civil rights laws and regulations. LEAs employing admission criteria shall demonstrate that the  
413 criteria:

- 414 1. Are clearly derived from the academic and instructional demands of the career  
415 preparation program;
- 416 2. Represent the minimum levels of student readiness so as to reasonably ensure student  
417 success in the career and technical education program;
- 418 3. Provide multiple opportunities to learn with appropriate academic supports;
- 419 4. Adhere to all relevant RIDE-developed admission standards; and
- 420 5. Do not result in discriminatory admissions decisions.

421  
422 LEAs that choose to employ program-specific admission standards shall develop and implement  
423 an admissions policy that is formally adopted and made publicly available. The policy shall  
424 include no less than (1) the admissions criteria used in the selection process; (2) the application  
425 process and continuing enrollment conditions; and (3) a review and appeal process for any student  
426 denied admission to a career preparation program.

427  
428 Students denied access to a specific program based on admissions process or selection criteria  
429 shall retain the opportunity to apply for other RIDE-approved career preparation programs.  
430

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

## 436 **5.3 Recruitment**

437  
438 Pursuant to Rhode Island General Law § 16-45, all LEAs shall be responsible for issuing clear,  
439 accessible, accurate and timely communication to families and students informing them of all  
440 RIDE-approved career and technical education programs that align with a student's academic and

441 career goals. This communication shall inform students and families of student’s rights to access  
442 career and technical education. LEAs shall be responsible for providing the same information to  
443 all educators and school counseling staff.  
444

445 LEAs shall allow student recruitment efforts conducted on behalf of RIDE-approved career  
446 preparation programs. Recruiters representing RIDE-approved career preparation programs shall  
447 have access to students in all secondary schools. Recruitment access may include, but is not  
448 limited to, physical and electronic mailing lists; assemblies and other presentation opportunities;  
449 and field trips and site visits. Recruitment access shall be limited by applicable federal and state  
450 privacy regulations.

#### 451 **5.4 Continued Enrollment**

452  
453 LEAs are granted the authority to establish enrollment conditions that shall include a code of  
454 conduct that applies both to school and on-site work placements, attendance, and other criteria that  
455 adhere to applicable statutes and regulations. Such enrollment criteria shall not unfairly target  
456 students on the basis of sex, race, ethnicity, linguistic background, or disability. The adopted  
457 enrollment policy shall be published in the student handbook and a copy provided to each student  
458 and family upon enrollment.  
459

460 The career and technical education program policy shall include a review and appeal process for  
461 students whose enrollment has been suspended and/or terminated.

### 462 **6.0. INDUSTRY, BUSINESS, HIGHER EDUCATION, AND POSTSECONDARY** 463 **TRAINING PROGRAM PARTNERSHIPS**

#### 464 465 **6.1 Statewide Career and Technical Education Advisory Board**

466  
467 RIDE shall establish a Rhode Island Career and Technical Education Advisory Board (Advisory  
468 Board) with the primary purpose of leading and supporting the development and continuous  
469 improvement of the CTE System. Membership of the Advisory Board shall include representation  
470 pursuant to Rhode Island General Law § 16-45 and as stated in section 2.0 of these Regulations.  
471 The Commissioner or an appointed designee shall chair the Advisory Board.  
472

473 The Commissioner shall ensure that current labor market data is analyzed and referenced in order  
474 to inform the creation or expansion of statewide career and technical education programs in  
475 critical and emerging industries. Workforce development data shall be, in part, used to identify  
476 and validate the technical and workforce readiness skills that should be a part of the curriculum  
477 and training that occurs in CTE programs.  
478

479 The Advisory Board shall have responsibility for shaping the design and implementation process  
480 to ensure that the state CTE System:

- 481 1. Reflects current workplace practices and provides students with access to state-of-the-art  
482 facilities and training;
- 483 2. Includes business and industry partnerships;

- 484 3. Provides students with the opportunity to earn industry credentials and advanced standing  
485 in post secondary academic and technical programs; and  
486 4. Promotes seamless student entry into postsecondary education and training programs  
487 through articulation agreements and postsecondary partnerships with public and private  
488 institutions and industry-based training programs.

489 **6.2 Local Advisory Boards/Program Advisory Committee**

490  
491 LEAs may form local advisory boards to provide advice, assistance and support to school  
492 personnel in order to improve planning, management, and evaluation of programs.

493 **6.3 Career and Technical Education’s Role in State Workforce and Economic Development**  
494 **System**

495  
496 Rhode Island’s CTE System shall be responsive to state and regional workforce and economic  
497 trends and business and industry demands. It shall be the responsibility of the Commissioner to  
498 ensure that current labor market data is analyzed and referenced in order to inform the creation or  
499 expansion of statewide career and technical education programs in critical and emerging  
500 industries. In selecting the key economic growth areas serving as a focus for program expansion,  
501 the Commissioner shall make every attempt to coordinate with other active workforce and  
502 economic development initiatives.

503  
504 **7.0 FUNDING FOR CAREER AND TECHNICAL EDUCATION IN RHODE ISLAND**

505  
506 **7.1 SEA Support for the Career and Technical Education System**

507  
508 RIDE is hereby instructed to manage state and federal funds in such a manner as to support career  
509 preparation programs, support the development of innovation delivery models, incentivize the  
510 development of programs in critical and emerging industries in Rhode Island, and to expand and  
511 improve the infrastructure upon which the CTE system rests.

512  
513 The Commissioner, in accordance with RIGL RIGL§16-45, shall establish and manage criteria for  
514 distribution of funding including but not limited to:

- 515 (1) Transform existing career preparation programs and create new career preparation  
516 programs and career pathways in critical and emerging industries;  
517 (2) Off-set extraordinary capital expenses and expenses associated with equipment  
518 maintenance;  
519 (3) Off-set expenses for career preparation programs found, through the benchmarking  
520 process, to have extraordinary costs for administration and maintenance.

521  
522 RIDE shall prorate the funds available for distribution among those eligible school districts if  
523 the total approved costs for which school districts are seeking reimbursement exceed the  
524 amount of funding available in any fiscal year.

525  
526

527 **7.2 LEA Support for the Career and Technical Education System**

528

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

533

534 To ensure an empirically-based and equitable cost structure for students choosing to attend RIDE-  
535 approved career preparation programs, RIDE will establish cost benchmarks for RIDE-approved  
536 career preparation programs. The cost benchmarks will be established using financial and industry  
537 data including Rhode Island's uniform chart of accounts and data from the National Center on  
538 Education Statistics (NCES). Cost benchmarks will be updated every three (3) years, or more  
539 frequently if deemed necessary by RIDE, using the same data sources. An adjustment using the  
540 Consumer Price Index (CPI) or the uniform chart of accounts data will be applied to the  
541 benchmarks when a full data update does not occur.

542

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

549

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

556 **Appendix 1: Rhode Island Career and Technical Education Career Preparation Program**  
557 **Standards**

558

559

**Rhode Island Career and Technical Education  
560 Career Preparation Program Standards**

561

562 The Rhode Island Career and Technical Education Program Framework and the United States  
563 Department of Education (USDOE) Office of Vocational and Adult Education (OVAE) Program  
564 of Study Design Framework informed the development of the Rhode Island Career and Technical  
565 Education (CTE) Program Standards. Rhode Island's CTE **Program Standards** support the  
566 development and implementation of effective CTE career preparation programs. These program  
567 standards shall guide the planning, implementation and improvement of career preparation  
568 programs and shall be the criteria that form the basis of the review and approval process.

569

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

575

576 While it is the expectation that all career preparation programs will be designed and implemented  
577 to meet the qualities described in section 2.1 of these regulations, innovation preparation  
578 programs, by their very nature, may require flexibility in meeting the following standards: 4)  
579 Staffing, Certification and Professional Development; 5) Curriculum, Instruction, and Technical  
580 Skill Assessment; 6) Certification and Professional Development and Supplemental and  
581 Supportive Services; and 7) Secondary to Postsecondary Transitions. Innovation preparation  
582 programs must petition the Commissioner for flexibility in meeting these standards prior to  
583 submitting a request to RIDE for program review and evaluation.

584

585 **1. Policies and Procedures**

586

587 Administrative policies and procedures promote Career and Technical Education preparation  
588 program development and implementation.

589

590 Local Education Agency (LEA) policies will:

591

- 592 • Include formal procedures for the design, implementation, and continuous improvement of  
593 career preparation programs.
- 594 • Clearly describe admissions, enrollment conditions, and appeals processes, as applicable.
- 595 • Ensure that all students have opportunities to earn credentials, advanced standing, or  
596 preferred job placement.
- 597 • Ensure the review and evaluation of student outcome data including achievement gaps.

## Appendices

### 598 **2. Partnerships**

599  
600 Ongoing relationships among secondary and postsecondary education, business, families, special  
601 populations and other community stakeholders are central to career preparation programs.  
602

603 Collaborative partnerships will:

- 604
- 605 • Include formal and/or informal relationships as necessary for supporting quality programs.
- 606 • Reflect the community and be representative of key stakeholders.
- 607

### 608 **3. Program Operations**

609  
610 CTE preparation programs shall operate with appropriate supports and resources necessary to meet  
611 or exceed OSHA and program-specific standards and quality.  
612

613 CTE preparation programs will:

- 614
- 615 • Ensure the health and safety of students at all school and technical facilities used for
- 616 instruction and training.
- 617 • Provide access for students to adequate and appropriate facilities, equipment, and supplies.
- 618 • Ensure that facilities and equipment used for instructional or training purposes are current
- 619 with business and industry standards.
- 620 • Provide all students with access to up to date technology.
- 621

### 622 **4. Staffing, Certification, and Professional Development**

623  
624 CTE preparation programs ensure students have access to sufficient instructional staff qualified in  
625 the knowledge and skills necessary to provide rigorous academic and technical instruction.  
626

627 High quality preparation programs ensure:

- 628
- 629 • Teacher certifications will meet RIDE Educator Certification regulations.
- 630 • Staffing levels are consistent with program requirements and/or business and industry
- 631 standards and sufficient to meet the needs of students.
- 632 • Teachers or instructors are trained in the academic and technical knowledge and skills
- 633 aligned to industry standards in areas to which they are assigned.
- 634 • Teachers and instructors remain current in academic and technical skills through
- 635 participation in regular professional development activities.
- 636

### 637 **5. Curriculum, Instruction and Technical Skill Assessment**

638  
639 Innovative and creative approaches to secondary curriculum, instruction, and assessment facilitate  
640 students' successful completion of CTE preparation programs and transitions to post secondary  
641 education and training careers.

## Appendices

- 642  
643 A comprehensive and rigorous CTE preparation program curriculum will:  
644  
645     • Align to state adopted academic standards and skills  
646     • Include experiences and instruction necessary for all students to attain work-readiness and  
647     fundamental technical knowledge and skills.  
648     • Ensure a minimum of two sequential, non-duplicative courses, or the equivalent, that result  
649     in opportunities for earning credentials, college or technical credits and/or advanced  
650     standing.

651  
652 Effective instruction and learning strategies will:

- 653  
654     • Integrate academic, technical, and industry standards, knowledge, and skills.  
655     • Employ contextualized work-based, project-based, and problem-based learning  
656     approaches.

657  
658 Well-developed technical skills assessments will include:

- 659  
660     • Multiple opportunities for students to demonstrate technical skill proficiency.  
661     • National and/or industry-approved technical skills assessments offering credentials, where  
662     available and appropriate.

663

### 664 **6. Supplemental and Support Services**

665  
666 Comprehensive supplemental services enable all students to access academic, personal/social, and  
667 career supports to maximize their potential for success.

668  
669 Supplemental support service systems will ensure:

- 670  
671     • Students have access to the system of supports and services described in state statutes and  
672     regulations.  
673     • Students have the opportunity to engage in a goal setting and planning process that  
674     supports their academic, career, and personal/social goals and individual needs.  
675     • Students have access to the services provided through a Comprehensive School Counseling  
676     program.

677

### 678 **7. Secondary to Postsecondary Transition**

679  
680 Effective programs ensure that students graduate college- and career-ready and are prepared to  
681 transition to postsecondary education and training and careers.

682  
683 To prepare students for postsecondary success, effective programs:

- 684     • Align curriculum with applied learning and career readiness skills, state adopted and  
685     nationally recognized academic standards, and industry-recognized technical standards.  
686     • Provide student access to career-based and work-site learning experiences.

## Appendices

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