RIDE Career and Technical Education:

New Program Application Guide

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

Rhode Island Department of Education
Office of College and Career Readiness

Application Release Date: February 2, 2022
Due Date: 5pm EST on March 2, 2022

Table of Contents

Background

CTE in Rhode Island

The Rhode Island Department of Education (RIDE) is committed to building career pathways for all Rhode Island students. Therefore, to continue to ensure high quality career CTE programming for all RI students, RIDE is releasing a CTE program approval process during the winter of 2022 for programs to open in the 2022-23 school year.

These programs, designed to prepare students for careers after high school, may be proposed by any public high school in the state and can be accessed by all Rhode Island students regardless of their home districts, in alignment with legislation. Further, approved programs in industries defined as high-skill, high-growth are eligible for state CTE categorical funding.

To learn more about CTE in Rhode Island, visit www.ride.ri.gov/cte.

Application Requirements

CTE in Rhode Island is governed by three sets of requirements, all of which are accessible on RIDE's CTE website:
- Career field industry standards established by the Career and Technical Education Board of Trustees (CTE Board), adopted by RIDE, and endorsed by the K-12 Council;
- RIDE CTE regulations passed in 2012; and,
- CTE Board of Trustees WBL Guidance and criteria.

Application Overview & Timeline
Timeline

Date	Application Step	Additional Notes
November 19, 2021	Intent to Apply form released	This short, simple form that helped RIDE gauge the number of applications expected. This form was due on 12/1/21.
January 31, 2022	New Program Application Guide and Rubric released	Guide on the new program application (i.e., this document) and Rubric released.
February 2, 2022	Online application released	Applications must be completed online, using SurveyMonkey.
March 2, 2022	**Online application due by 5pm EST**	**All programs must submit applications by 3/2/22 at 5pm EST. The application includes questions and supporting evidence. Any applications submitted after this deadline will not be considered, nor will any incomplete applications be considered.**
Month of March	Stakeholder interviews and site visits, as appropriate	The RIDE CTE program approval team will conduct interviews with applicants, as needed.
April 8, 2022	CTE Board Presentation	RIDE will present program approval recommendations to the CTE Board for a vote on approval.
April 15, 2022	Approval notifications	Following the CTE Board meeting, RIDE will make final approval decisions and provide all programs with formal notification of their approval status.

Programs approved during this academic year (2021-22) may open the following school year (2022-23).

Submission Method

All application materials can be found on RIDE's CTE page: www.ride.ri.gov/cte.
RIDE uses an online platform called SurveyMonkey Apply for the CTE program approval process. Access to the online application can be found on www.ride.ri.gov/cte.

For technical questions with the platform, please see SurveyMonkey Apply's help page. If there are questions that you are unable to find in that catalog, please contact RIDE at CTE@ride.ri.gov.

RIDE Review and Evaluation

RIDE will evaluate the submitted applications against the CTE Regulations, CTE Board and K12-Council approved Career field industry standards, and Work Based Learning (WBL) Guidance for program requirements related to work, training, and education preparedness. Additionally, RIDE has drafted a set of prioritization guidelines that will be applied to this approval process. Over 60 Intent to Apply submissions necessitated the need to apply restrictions on both the number and types of programs seeking approval for SY22-23. Therefore, LEAs are strongly encouraged to weigh their program applications against this list to determine whether they should apply.

Please note that LEAs are required to submit the *New Program Approval Self-Evaluation Rubric* with their application to demonstrate that they have evaluated their new program against the following priorities. LEAs should be aware that a program scoring less than 20 points on the rubric will very likely mean that the program will not receive RIDE approval.

RIDE will prioritize (in no particular order):
1. Programs in Rhode Island priority sectors
2. Programs that are aligned to approved career field industry standards
3. Existing or new programs demonstrating robust industry partnerships and/or school-specific advisories
4. Programs that receive a letter of support from the appropriate CTEBOT career cluster advisory industry representative
5. Programs in career fields with few existing programs
6. Programs that address a geographic programming gap within the respective transportation region
7. Existing programs with a track record of student interest (3 years of enrollment preferable)
8. Appropriately certified teachers (fully certified, non-emergency certification)
9. Programs that show clear connections to middle school programming
10. Programs in schools that have strong CTE accountability data as evidenced by Perkins V Indicator 1s1 (4-year graduation rate)

Further, this review process <u>may</u> include a desk review, as well as stakeholder interviews and site visits, as appropriate. If a site visit is required, the RIDE review team will work with each applicant team to schedule the site visit as early as possible. RIDE will send the school feedback from the initial review before any interview or site visit.

Approval

Programs that meet all requirements as determined by this process will be presented to the CTE Board during its meeting on April 8, 2022, for review. RIDE will make final approval decisions and provide formal notification to programs by April 15, 2022. Program approval will be for a term of up to five years.

Reporting & Accountability

Programs are required to submit information on an annual basis regarding student participation and outcomes that align to indicators as identified in the RI State Perkins V Plan. Renewal of program approvals will be made in consideration of the data provided against these accountability indicators.

Application Components

The following is a list of questions and requirements for the CTE Program Approval application. This is designed to help programs prepare answers for the online application system. However, **all answers must be submitted through the online system, not on this document.** RIDE may make some alterations to these questions for the online application, so please review the online application carefully before submitting.

Part 1: Contact Information

This section collects school and program contact information.

Questions:
1. School Name
2. District Name
3. Local Program Name
4. Career field and industry sector from approved [Career field industry standards](#)
5. New or Existing Program (if existing, first year of program)
6. Name of primary contact for application
7. Name of principal and superintendent
8. Name of staff member(s) who will be attending statewide CTE Advisory Board meetings

Part 2: Connection to Comprehensive Local Needs Assessment (CLNA)

This section requires LEAs to reflect on how this new CTE program addresses the need(s) and supports goal(s) already identified in their most recent CLNA submission (2020).

Questions:
1. How does this proposed CTE program address an LEA need/goal identified in their 2020 CLNA?
   a. Must provide the specific section and data from the CLNA that clearly show why this new program is needed.

Part 3: Program Design

This section asks about how all students in the program gain the credits, credentials, and additional requirements for the career field as established by the approved standards, the

course sequence, and any existing or potential alignment between the CTE program, instructor experience, and the school's proficiency-based graduation assessment.

Questions

1. Which recognized credential(s) do students earn in your program (this is the credential that will be used for public reporting and accountability)?
2. If there are multiple culminating credentials that students can earn, please explain in what circumstances they would earn each one.
3. Course Information (must complete three times for full CTE course sequence):
   a. Course name
   b. State course ID
   c. Required for students in the program?
   d. Credit type (core content or elective)
   e. Locally developed or externally validated
      i. "Externally validated" includes the following courses: Advanced Placement, nationally recognized curriculum, concurrent enrollment, dual enrollment, or International Baccalaureate
   f. Educator name
   g. Educator certification area
   h. Educator certification number
4. Please identify which industry groups or outside experts were involved in the development of the program's course sequence and curriculum, and how their feedback was incorporated (for Locally developed programs, only).
5. Please provide rough estimates for the number of students, both in-district and out-of-district, you expect to serve in your program during the five-year approval period.
6. What is the anticipated annual entry-level salary of a student who enters the career field this program is in? Identify the source of this information: Career field industry standards or the RI Department of Labor and Training website.
7. Please explain how you integrate academic, technical, and employability skills in the curriculum. Please explain how you are teaching/assessing employability skills and/or if you are using an employability skills curriculum (for Locally developed programs, only)
8. Does this program have any formal partnerships with a postsecondary institution? If so, does this relationship provide articulated credit or transcripted credit?
9. Does this program partner with a Career and Technical Student Organization (CTSO)? If so, please identify.
10. Does this program have any partnership with feeder middle schools? If so, please describe the partnership and how it helps prepare students for this program.
11. For each locally developed course (externally validated courses can skip these questions):
    a. Summarize the topics covered in the course, major projects or associated work-based learning activities in the course, and the organization of units/topics in the course. Explain how the course meets state academic standards and skills.

b. In designing the curriculum, how did you ensure it is teaching the skills and content required by actual employers in the industry? How did you determine that your course was at the proper level of rigor? How do you ensure that passing your course's assessments prepare students for earning the final credential identified in the approved Career field industry standards for the program? Please describe the role any outside experts (advisory boards, industry groups, curriculum organizations, postsecondary institutions, etc.) played in designing the curriculum.

c. Describe your approach to data-driven instruction. What are your course goals? How do you assess student progress towards those goals? What types of assessments do you use, and how often do you give them? How do you use that assessment data to guide instruction? Do you have any regularly scheduled cycles of analyzing student progress or data?

12. Briefly describe the proficiency-based graduation assessment (PBGA) required of all students at your school, and (a) explain how students in this program will demonstrate integration of the core content of this CTE in their PBGA; (b) If it is currently not aligned, please share future plans for alignment; or, (c) If there are no plans to align, please provide a rationale.

13. Given the requirements of your proposed program (courses, experiences, etc.), what challenges with student schedules and/or achieving completer status in the program do you foresee? How will you ensure that all students complete all requirements in addition to existing graduation requirements?

Required evidence

1. Policy document making it clear that all students in that CTE program meet the approved Career field industry standards.
2. Policy document making it clear that all students in that CTE program earn the CTE credential outlined above, assessment providers, transcripted credit, articulation agreements and program budgets that reflect the exam fee will be covered.
3. Copy of course catalog, syllabus, etc. which demonstrate students need to complete the full sequence.
4. One to two industry letters from employers, on employer letterhead, indicating that the industry representative was consulted in the development of the program's course sequence and curriculum review and endorses the program as providing students with the skills needed for their industry.
5. Information/summary of school Proficiency Based Graduation Assessment. This may be a copy of the assignment, a description of requirements, etc.
6. School schedule.

RIDE Rhode Island Department of Education

Part 4: Work-Based Learning

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

<u>Questions</u>
1. Basic information:
    a. Activity name
    b. Type (internship, apprenticeship, service-learning, school-based enterprise, industry project)
    c. Current or planned
    d. Required?
    e. Associated course for credit
    f. Grade level
    g. Employer partner
    h. Paid?
2. How do you ensure all students complete the minimum WBL requirements?
3. Which data system(s) will you use to track student participation in work-based learning, beyond what will be collected through annual reporting through RIDE's eRIDE system?
4. For each activity:
    a. Brief description
    b. What technical skills should students gain as a result of this project? How will you measure them?
    c. What employability skills should students gain as a result of this project? How will you measure them?
    d. What academic skills should students gain as a result of this project? How will you measure them?
    e. Describe the final presentation component of this WBL activity: What are the student expectations? What is the format? Who is the audience?
    f. What strategies will you use to ensure that the WBL activity meaningfully connects to coursework and builds on knowledge or skills from the coursework? Describe the pre- or post-activity coursework associated with the activity.
    g. What core responsibilities will the school hold the employer to?

<u>Required evidence</u>
1. Documentation that students are required to engage in this work-based learning experience (e.g., CTE program syllabus, course document, etc.)
2. Sample form, data export, etc. from that data system.
3. Demonstration of relationship with employer (MOA, letter from employer, etc.)

4. One or more of the following:
    a. Syllabus, description of the WBL activity, etc.
    b. Rubric used to evaluate the activity
    c. Certificate of approval of the apprenticeship by the Rhode Island Apprenticeship Council (required for apprenticeships)

Part 5: Operations

This section addresses: program technology, facilities, safety, governance, data, and program evaluation.

Questions

1. How will your program ensure equal access for all students, regardless of race, sex, poverty status, language, or disability? Be specific about your plan. Cite evidence of prior successes at addressing equity gaps at your school.
2. Briefly explain how you will ensure the safety of all students participating in the program. This includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience.
3. Have there been any injuries to students or staff in your program in the past five years? If so, please explain.
4. Describe how the school/LEA provides access for students to adequate and appropriate facilities, equipment, and supplies. Describe how the school/LEA ensures that facilities and equipment used for instructional, or training purposes involve up-to-date technology and meet current business and industry standards. Describe how industry has input into the technology that is selected/used in this program.
5. Describe how the program will ensure students have access to the system of supports and services described in state statutes and regulations. Such systems should include providing students the opportunity to engage in goal setting and planning that supports their academic, career, and personal/social goals and individual needs.
6. Programs must have a representative attend the statewide industry advisory for the program's career field. Identify which advisory your faculty/administrators will attend, and who from your school will attend.
7. Will your school have a local advisory board in addition to the state board? If so, identify the members of that board.
8. Describe how the LEA/school will reflect the community and be representative of key stakeholders.

Required evidence

1. Published copies of admissions policy and procedure, application forms, appeals process and enrollment policy.

2. Sample application forms and acceptance and/or denial letters in the major language(s) spoken by student population.
3. Please include **one** of the following:
    a. Evidence of any facility tours from statewide advisory participation or an industry representative and their approval of the facilities,
    b. Current documentation that facilities and equipment are accessible for all students and comply with industry standards,
    c. Documentation of the most recent investments in capital improvements, equipment, and technology.
4. Please include **one** of the following:
    a. Documentation that the program has integrated supports from guidance and advisory,
    b. Evidence that planning and goal setting is integrated into lessons and/or the program,
    c. Evidence of counseling, advising, and planning services provided regularly for the student throughout the program of study.
5. Please include **one** of the following:
    a. Proposed school calendar of program-related events,
    b. Proposed opportunities for parent involvement,
    c. Other documentation that established partnerships are reflective of the community and/or region.
6. Documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes).
7. For existing programs:
    a. Current enrollment percentages of students with IEPs and Multilingual Learners.
    b. Please include **one** of the following:
        i. School calendar of program-related events,
        ii. Data on students being employed or interning with local or regional businesses,
        iii. Opportunities for parent involvement,
        iv. Other documentation that established partnerships are reflective of the community and/or region.

Optional evidence (please attach as ONE file, any additional optional evidence that you would like the CTE team at RIDE to review):
1. You may add additional evidence, such as recruitment efforts across diverse student populations.
2. History of maintenance and replacement for major equipment and a schedule to continue doing so in the future.
3. Ratio of students to workstations and, as applicable, documentation that the ratio is in line with industry standards.

4. Documentation that students' ILP and postsecondary planning reflect their pursuit of technical training.
5. Documentation that demonstrates the degree to which counselors have awareness and knowledge of the program.
6. Documentation of relevant meaningful industry experiences within the last 5 years (such as an educator externship).
7. Illustrative examples (no more than three) of high-quality PD that demonstrate instructor commitment to remaining current in academic and technical skills.
8. Relevant credentials, certificates, and endorsement.

Part 6: Signatures

You will be asked to upload the following form signed by the principal and superintendent: The proposed program design adheres to the requirements outlined in the application.

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

Resources

Please visit RIDE's CTE website for the following resources related to CTE program approval:

Resource	Resource Description
LEA Self-Assessment (required)	**LEAs will self-evaluate their program(s) against RIDE's priorities for new program approval; those programs scoring less than 20 points will likely not receive approval.**
CTE Regulations	RIDE CTE Regulations adopted in 2012.
Career field industry standards	Industry-specific standards approved by the CTE Board of Trustees, RIDE, and the K12 Council.
CTE Board of Trustees WBL Guidance and Criteria	Outlines the Work-Based Learning (WBL) requirements for Rhode Island's Career and Technical Education (CTE) programs and provides context and definitions for the CTE programs in providing WBL activities.
CTE Approval Rubric	These rubrics will guide the RIDE team's evaluation of submitted applications.
CTE Teacher Certification Areas	This table crosswalks RIDE's teacher certification areas to CTE career fields.