



**Career and Technical Education Regulations
Guidance**

December 2012

Rhode Island Department of Elementary and Secondary Education

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Introduction

In March 2012, the Board of Regents adopted Regulations Governing Career and Technical Education in Rhode Island (2012 CTE Regulations) that went into effect on July 1, 2012. The 2012 CTE Regulations serve to establish a comprehensive and coherent career and technical education (CTE) system that increases career and technical education opportunities for all students. The 2012 CTE Regulations and associated CTE guidance documents are intended to ensure that Rhode Island Department of Education (RIDE)-approved career preparation programs introduce students to the world of work; offer students the opportunity to learn rigorous academic, technical and career-based skills aligned to industry standards; and earn industry recognized credentials.¹ Such opportunities prepare students for a seamless transition to postsecondary education and training preparation programs, careers, and/or the military.

The 2012 CTE Regulations are designed to promote and advance the following CTE principles:

1. Rhode Island's CTE System will prepare learners for postsecondary education and careers resulting in employment that provides family-sustaining wages.
2. CTE will support students' postsecondary success through planning, credentialing, industry partnerships, and articulation with higher education and training preparation programs.
3. Rhode Island's CTE System will invest in high-quality, highly effective career preparation programs offered through a diverse statewide delivery system.

Purpose of this Document

The primary purpose of this guidance document is to provide clarification to local education agencies in implementing the 2012 CTE Regulations.

This guidance document is one piece of a larger, ongoing effort by RIDE to support and provide technical assistance toward meeting the combined goals of the 2012 CTE Regulations. This guidance is for the purpose of responding to LEA's most immediate informational needs in order for them to begin implementing the 2012 CTE Regulations. This guidance is not an all-inclusive document and does not supersede or replace the need for a thorough read of the 2012 Career and Technical Education Regulations.

Organization of this Document

The section numbers in this guidance document correspond directly to the numbers in the 2012 Career and Technical Education Regulations.

¹ See Appendix 6. Available Industry-Recognized Credentials and/or Certificates for Students.

2.1 Elements of the Career and Technical Education System

The CTE System is composed of a spectrum of technical and academic learning opportunities that include career awareness, career exploration, and career preparation.

Career awareness programs provide students with activities and experiences that guide them to make informed career choices and decisions about enrollment in educational and technical courses of study. To be most effective, career awareness should begin in elementary school and should be provided through a variety of activities. Quality career awareness programs allow students to learn about different careers in order to increase student engagement in their learning and to help them begin to set both academic and career goals. Career awareness can be provided using tools such as Rhode Island's *WaytoGoRI* web-based career awareness and exploration program.

Career exploration activities provide students with both an in-depth, focused investigation of careers and work and the opportunity to experience careers first hand and/or learn basic job skills. Students are guided by their interests and goals into appropriate coursework and career opportunities that lead to more informed decisions in secondary school coursework and pathways, and in postsecondary education or training. Students may be involved in job shadowing, internships, and other work-site related experiences.

2.2 Career Preparation Programs

Career Preparation Programs are the most intense level of CTE programs available to secondary students. Students enroll in connected and sequenced coursework that focuses on skill development in a single career-based or occupational area. Industry-recognized credentials are available through most Career Preparation Programs and often allow students to earn dual enrollment credits and/or advanced standing in postsecondary training programs or jobs. Where appropriate, technical coursework in Career Preparation Programs should be integrated with required academic coursework to provide students sufficient time to fulfill required contact hours and academic and technical coursework credits (e.g. mathematics credit towards proficiency in math should be available to students successfully completing architectural design, engineering, and drafting coursework).

The 2012 CTE Regulations require that all RIDE-approved career preparation programs adhere to the new CTE Preparation Program Standards. The new CTE Preparation Program Standards are provided in the 2012 CTE Regulations and this document.²

Career Preparation Programs take one of two forms: (1) Career Preparation Programs of Study or (2) Career Preparation Innovation Programs.

All career preparation programs must provide instruction through a curriculum aligned to both state academic and industry standards; provide instruction by appropriately certified and highly trained instructors; and provide industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in postsecondary education and training programs.

² See Appendix 1. RIDE Career and Technical Education Preparation Program Standards.

While Career Preparation Innovation Programs adhere to the same set of standards as all other preparation programs, the programs may utilize non-traditional educational methods that include, but are not limited to, instruction in diverse educational settings, utilization of unconventional curriculum and assessment practices, and/or community or workplace-based education.

4.0 Quality Assurance

Quality assurance is key to developing a comprehensive CTE system that provides students with high quality academic and technical instruction, and rigorous opportunities that prepare them to succeed in their chosen career. All career preparation programs must adhere to the review and approval process that will be detailed in a RIDE approval protocol. This protocol will be available as a separate document in Spring 2013.

The RIDE-managed Program Approval Process has two primary purposes: (1) to ensure program quality and continuous improvement and (2) to render and communicate decisions about career preparation program approval status. RIDE may consider program approval status when making state and other types of funding decisions.

4.2 Career Preparation Program Approval Process

The Career Preparation Program Approval Process (Program Approval Process) is the mechanism through which LEAs will present program information and evidence to RIDE when seeking RIDE-approved career preparation program status. The RIDE-managed review and approval of career preparation program applications will be grounded in the requirements outlined in Section 2.2 of the 2012 CTE Regulations and the published career preparation program standards.



As stated in the 2012 CTE Regulations, all RIDE-approved career preparation programs must:

1. Align to state academic standards and career readiness or industry standards;
2. Provide students with the opportunities to complete coursework that contributes to their graduation coursework requirements;
3. Adhere to the career preparation program standards published by RIDE;
4. Provide participating students the opportunity to earn industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs; and
5. Meet RIDE-established targets for student outcomes including, but not limited to:
 - a. Dropout and graduation rates,
 - b. Credential and/or postsecondary credit-earning rates,
 - c. Program completion rates, and
 - d. Enrollment and persistence in postsecondary education and technical training programs.

The Preparation Program Approval Process will include, but not be limited to the following components:

1. A self-study using a RIDE-published instrument;
2. Submission of key student outcome data;
3. An LEA application for initial or renewed approval that includes detailed program design and implementation information. This information must be aligned with published RIDE CTE Career Preparation Program Standards (see Appendix 1) and RIDE application requirements; and
4. Site visits as deemed necessary to validate implementation as described in the self-evaluation and the application.

In addition, RIDE will establish, use and/or manage current and future local, state, and federal data systems and capacities to assess, evaluate, monitor and/or facilitate continuous improvement of Career Preparation Program quality.

The 2012 CTE Regulations encourage and support programs that adhere to industry-recognized standards and that provide students with associated credentials. With prior authorization by the Commissioner, industry-specific review and accreditation processes, in whole or part, may be substituted for the RIDE Preparation Program Approval Process. RIDE will make available the full approval protocol and process along with associated documents required to complete all aspects of the Career Preparation Program Approval process in Spring 2013. The RIDE Career Preparation Program Approval Process will not formally begin until Fall 2013.

The RIDE Career Preparation Program Approval Process schedule will be developed and published in Spring 2013.



4.3 Results of Career Preparation Program Approval Process

For the purposes of transition to the new review and preparation program approval process described in the 2012 CTE Regulations, career preparation programs that have previously achieved either Perkins IV grant approval or the RIDE career preparation program approval and have maintained continuous operation will be awarded provisional approval. RIDE has made public a list of all programs that have been awarded provisional career preparation program approval status.³

This provisional approval status will be maintained until the career preparation program approval process is completed for the affected program. At that point, the program may be reclassified based upon the outcome of the approval process.

Commencing with the formal RIDE Career Preparation Approval process, a list of programs that have attained full RIDE-approval status will be publically available.

³ See Appendix 2. RIDE Provisionally Approved Programs (March 2012)

5.1 Access to Career Preparation Programs

Career Preparation Programs provide a meaningful secondary school education option or pathway. LEAs are responsible for providing all students with opportunities to enroll in career preparation programs in accordance with section G-14 of the Basic Education Plan, the 2011 Secondary Regulations, and the 2012 CTE Regulations. LEAs are responsible for ensuring that all age/grade-appropriate students and their families are provided with Career Preparation Program information. Additionally, LEAs must provide parents/families and students with information about application and admissions processes, enrollment periods, and application deadlines.

The availability of appropriate interventions and supports is critical to the success of any student enrolled in career preparation programs. All students participating in a Career Preparation Program must be provided appropriate supports in literacy and mathematics consistent with the student's personalized literacy plan. As well, supports must be provided as detailed in any other academic plan that strategically targets a student's identified needs.

These required LEA CTE activities and responsibilities will be reviewed as part of the Career Preparation Program Approval Process, the Secondary School Regulations Review process, and other RIDE processes such as the Methods of Administration for Civil Rights monitoring, and Title 1 monitoring visits.

Grandfathering Protections

The 2012 CTE Regulations went into effect upon the July 1, 2012 promulgation. However, a grandfathering protection covers all students that enrolled (and have maintained uninterrupted enrollment since March 1, 2009) in a Career Preparation Program prior to September 2, 2012. For these students, the resident LEA must continue to support the costs of their transportation and enrollment in accordance with the 1990 CTE Regulations and RIDE-managed program cost benchmarking. This grandfathering protection will hold for all eligible students until program completion, voluntary program withdrawal or school change. A voluntary change in program will result in an interruption of continuous enrollment and, at that point, the grandfathering protections for the student will be suspended and the 2012 CTE Regulations will dictate subsequent student support.

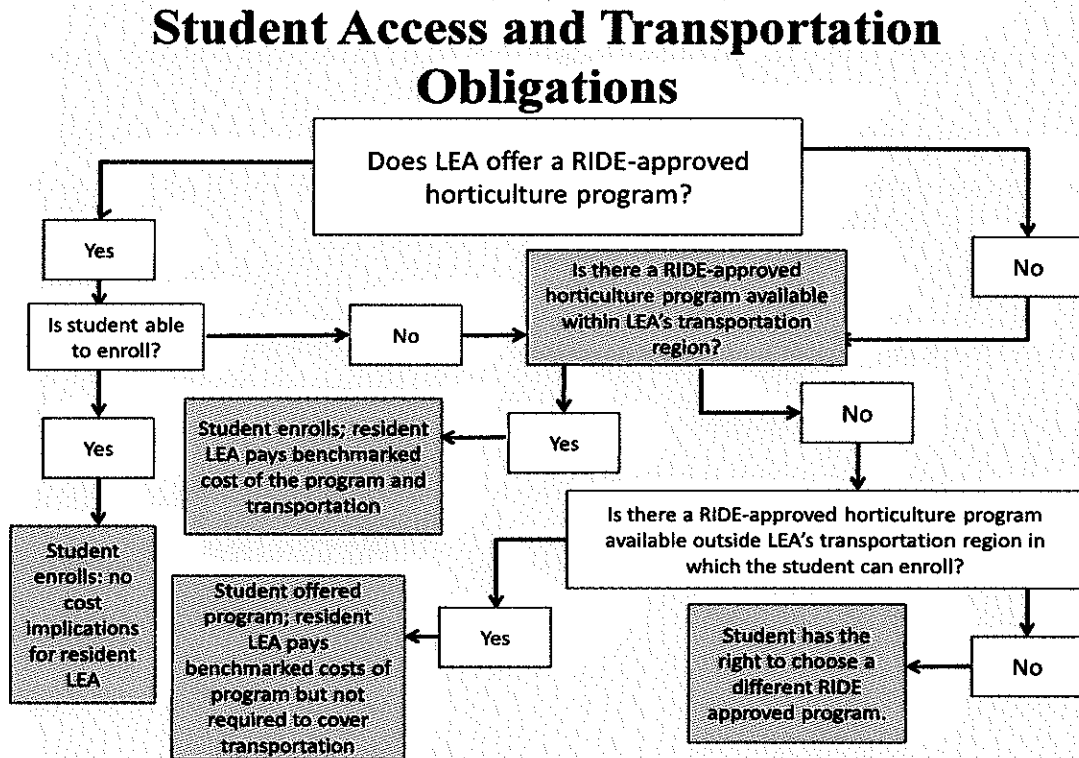
LEAs are responsible for the costs of providing students full access to Career Preparation Programs as set forth in the March 2012 Regulations for all students enrolling on September 2, 2012 and thereafter.

Transportation Regions and Student Access

The 2012 CTE Regulations introduce the use of the existing statewide student transportation regions established in RIGL Chapter §16-21. These transportation regions will serve to define resident LEA responsibility for the costs of transportation for students enrolling on September 2, 2012 or after. Resident LEAs are responsible for the costs of transporting students to RIDE-approved Career Preparation Programs within their transportation region. Students enrolling in a RIDE-

approved Career Preparation Program *outside* the transportation region in which their resident LEA is located are responsible for arranging and, if applicable, covering the costs of transportation. These requirements are set forth in the 2012 CTE Regulations regarding responsibility for benchmarked program and transportation costs. Table 1 below illustrates student access to a program of their choice and the resulting LEA obligations.

Table 1. Student Access and Transportation Obligations



A map of the Rhode Island Transportation Regions is provided as part of this guidance document to further clarify the above graphic and the explanatory scenarios that follow.⁴ Although these transportation regions establish a minimum set of requirements for resident LEA responsibility, nothing shall prevent either resident or receiving LEAs from *exceeding* these minimum requirements.

Explanatory Scenarios

The following scenarios are meant to provide examples of student enrollment in Career Preparation Programs and the resulting responsibilities for benchmarked program and transportation costs. These scenarios are included to provide further clarification and are not meant to be exhaustive. In addition, they do not limit or supersede the right of students and their families or LEAs to request further clarification or to appeal decisions.

⁴ See Appendix 3. Map of Transportation Regions

Scenario 1

During the 2011-12 academic year, was the student enrolled at the center/school as a Career Preparation Program student? Is the student still enrolled at the career center/school as a career preparation program student for academic year 2012-13?

If yes, then by virtue of Section 5.1 of the 2012 Career and Technical Education Regulations, a student may continue their enrollment at the same career center/school through graduation or program completion. The student is “grandfathered” into the career center/school and the resident district continues to be responsible for covering RIDE-managed benchmarked program costs and for the transportation costs as described in the CTE 1990 Regulations.

Scenario 2

Was the student recruited and accepted as a CTE student in a Career Preparation Program at the career center/school on or before September 1, 2012?

If yes, then based on the student’s acceptance date, the student is NOT impacted by the transportation regions as defined in Section 5.1 of the 2012 CTE Regulations. The student’s acceptance and enrollment choice is “grandfathered” into the career center/school. The resident district is responsible for the RIDE-managed benchmarked program costs and for the transportation costs as described in the 1990 CTE Regulations.

Scenario 3

Was the student accepted into a RIDE-approved Career Preparation Program after September 1, 2012?

If yes, then based on the student’s acceptance date, the student is impacted by the transportation regions as defined in Section 5.1 of the 2012 CTE Regulations. The acceptance must adhere to the student access responsibilities, benchmarked program and transportation costs contained in the 2012 CTE Regulations.

5.2 Recruitment

All RI students in grades K-12 have the right to access career awareness and exploration activities, as well as RIDE-approved Career Preparation Programs, as defined in Section 2.1 of the 2012 CTE Regulations. Further, RIDE maintains that no student shall be discriminated against on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.

LEAs are strongly encouraged to develop, publish and implement a written plan to provide accurate and current information to students and families regarding available career preparation programs. LEAs must provide representatives of RIDE-approved career preparation programs with access to all secondary schools in order to disseminate information about career preparation programs to all age appropriate students and their families. This should be done as early as applicable in each academic year to allow this information to be used in student transition and pathway plans. Acceptable recruitment efforts may include presentations, student assemblies, site visits, industry representative speakers, brochures, videos and local and RIDE websites. Access to information and

through the LEA appeals process. Notwithstanding, all students maintain the right to appeal local decisions by submitting a written request for a hearing to the Commissioner of Elementary and Secondary Education.

In cases where the number of qualified students exceeds the space available, a lottery shall be used to select from among all qualified applicants. The lottery process and the results of the lottery must be publicly available to all applicants and their families.

To provide LEAs with sufficient planning time, RIDE recommends that all LEA out-of-district student admission decisions be communicated to students, parents and student resident-district superintendents no later than the third Monday in March each year. LEAs must clearly indicate the full-time or shared status of each student accepted as an out-of-district enrolled student.

For planning and budgeting purposes, students continuously enrolled in an out-of-district career preparation program on October 1 will be the full-time or shared student (as indicated through the admissions process) of the receiving district for the duration of the academic year.

7.1 SEA Support for the Career and Technical Education System

RIDE will manage and make available state-appropriated funds to support activities including but not limited to the following:

- Develop new Career Preparation Programs in critical and emerging fields;
- Offset extraordinary capital expenses associated with equipment upgrades or replacement in RIDE-approved Career Preparation Programs;
- Offset the expense of RIDE-approved high-cost Career Preparation Programs; and
- Promote the development of innovative career preparation programming.

RIDE will publish the protocol and eligibility requirements for state-appropriated or other RIDE-managed funds. The protocol and eligibility requirements will be reviewed and revised as necessary to best support RIDE-approved Career Preparation Programs.

7.2 LEA Support for the Career and Technical Education System

LEAs will restrict the expenditure of all CTE-designated funds to CTE-specific purposes. LEAs will be responsible for adhering to state and federal spending regulations. All CTE funds and expenditures will be monitored and subject to audit through the Unified Chart of Accounts (UCOA) and other RIDE-sponsored program evaluation and monitoring activities.

CTE Resources and Contact Information

For all CTE related questions, or for further information, email (CTE@ride.ri.gov) or call (401)-222-8991.

Appendices

Rhode Island Career and Technical Education Career Preparation Program Standards

The Rhode Island Career and Technical Education Program Standards and the US Department of Education's Office of Vocational and Adult Education (OVAE) Program of Study Design Framework informed the development of the Rhode Island Career and Technical Education (CTE) Program Standards. Rhode Island's CTE Program Standards support the development and implementation of effective career preparation programs. These program standards shall guide the planning, implementation and improvement of career preparation programs and shall be the criteria that form the basis of the approval process.

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

While it is the expectation that all career preparation programs will be designed and implemented to meet the qualities described in section 2.1 of these regulations, innovation preparation programs, by their very nature, may require flexibility in meeting the following standards:(4) staffing, certification, and professional development (5) curriculum, instruction and technical skill assessment, (6) supplemental and support services, and (7) secondary to postsecondary transition. Innovation preparation programs must petition the Commissioner for flexibility in meeting these standards prior to submitting a request to RIDE for program review and evaluation.

1. Policies and Procedures

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

Local Education Agency (LEA) policies will:

- Include formal procedures for the design, implementation, and continuous improvement of career preparation programs.
- Clearly describe admissions policies and procedures, selection criteria, enrollment conditions, and appeals processes.
- Ensure that all students have opportunities to earn credentials, advanced standing, or job placement.
- Ensure the review and evaluation of student outcome data including achievement gaps for purposes of program improvement and improving student outcomes.
 1. Clear alignment to rigorous academic and industry or career-readiness standards;
 2. Adherence to the career preparation program standards published by RIDE;
 3. Student opportunities to earn industry-recognized credentials and/or postsecondary credits; and
 4. Annual accountability for student outcomes including, but not limited to:
 - a) dropout and graduation rates,
 - b) credential earning rates,
 - c) program completion rate,

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

- d) enrollment and persistence in both the preparation program and postsecondary education and technical training programs, and
- e) employment and military.

2. Partnerships

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

Collaborative partnerships will:

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

3. Program Operations

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

CTE preparation programs will:

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

4. Staffing, Certification, and Professional Development

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

High quality preparation programs ensure:

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

5. Curriculum, Instruction and Technical Skill Assessment

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

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

A comprehensive and rigorous CTE preparation program curriculum will:

- Align to state adopted academic standards and skills.
- Include experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills.
- Ensure a minimum of three sequential, non-duplicative courses, or the equivalent, that result in opportunities for earning credentials, college or technical credits and/or advanced standing.

Effective instruction and learning strategies will:

- Integrate academic, technical, and industry standards, knowledge, and skills.
- Employ contextualized work-based, project-based, and problem-based learning approaches.

Well-developed technical skills assessments will include:

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

6. Supplemental and Support Services

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

Supplemental support service systems will ensure:

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

7. Secondary to Postsecondary Transition

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

To prepare students for postsecondary success, effective programs:

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

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

Career and Technical Education Guidance Terms

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

Apprenticeship – a relationship between an employer and an employee during which the worker or apprentice learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Articulation Agreement – a formal agreement acknowledging, authorizing and conferring specific academic credit, advanced standing and/or status for education or work.

Career Cluster – groupings of occupations and industries established by the United States Department of Education and used to organize career and technical education and career and technical education preparation programs.

Career and Technical Education (CTE) – organized academic and work-related education that offers students opportunities for career awareness, career exploration and career preparation focused on providing them with the academic and technical knowledge and work-related skills necessary to be successful in postsecondary education, training activities, and employment.

Career and Technical Education Center – a grade 9-12 public educational facility with the primary purpose of providing career preparation programs and other forms of career and technical education, either as a stand-alone institution or in conjunction with collaborating secondary schools.

Career and Technical Education System (CTE System) – an organized, coherent, and comprehensive set of educational opportunities that promote strong academic skills, an awareness of careers and occupations, and the mastery of rigorous and relevant technical skills that prepare students for college, careers, and life.

Career Innovation Programs – one of two forms of RIDE-approved career preparation programs that provide CTE academic and technical instruction and training through diverse venues and differing instructional approaches while meeting all of the outcomes defined by career preparation program standards and the program approval process.

Career Pathway(s) – industry sector-specific CTE programs coordinated with postsecondary education and/or training programs that provide students opportunities to attain necessary technical skills and credentials for successful entry into the workforce.

Career Preparation Programs – career preparation programs are the most intense level of career and technical educational services available to secondary students. Career preparation programs are of two types, 1) career programs of study and 2) career innovation programs.

Career Preparation Program Approval Process – a RIDE-managed standards-based review process that results in a written report that includes the career preparation program's approval status.

Appendix 4: Career and Technical Education Guidance Terms

Career Preparation Program Standards – Regents-adopted RIDE-published standards that provide the basis for the quality assurance process and clearly articulate the requirements for the quality, scope, and breadth of LEA-administered career preparation programs.

Career Programs of Study – one of two forms of RIDE-approved career preparation programs offered through the CTE System at the secondary level. A career program of study provides structured, sequenced academic and technical courses that lead to an industry-recognized credential, where available or appropriate, or a nationally-recognized certificate that validates skill attainment.

Certificate – documentation or credential that can be earned by a student, which validates his or her mastery of specific skills or sets of skills, completion of training requirements set forth by a certifying body, and/or that validates demonstrated readiness to enter an industry, educational setting, or the workplace.

Commissioner – the Commissioner of Elementary and Secondary Education.

Credential – a specialized subset of certificates, credentials provide portable, meaningful documentation that a student has mastered an industry-established and validated range of skills, met necessary training and education requirements, and demonstrated readiness to enter a specific industry.

Embedded Credit Programs – Career and technical education courses and/or learning opportunities that provide students multiple opportunities to reach and demonstrate proficiency simultaneously in technical and core academic areas including ELA, math, science, technology, and the arts.

Graduation Coursework Requirements – the coursework requirements set forth in section L-6-3.1 of the Regents Regulations, which can be met through enrollment in a state approved career preparation program, expanded learning opportunities, dual enrollment, on-line learning, and other non-traditional academic and career-readiness programs.

Individual Learning Plan (ILP) – a student-centered planning and monitoring process that guides and directs students' goals and educational development in three domains: academic, career, and personal/social.

Local Education Agency (LEA) – a public board of education/school committee or other public authority legally constituted within the State for either administrative control or direction of one or more Rhode Island public elementary schools or secondary schools.

Resident Local Education Authority (LEA) – the LEA in which a student should be enrolled on the basis of residency.

State Education Agency (SEA) – state department of education responsible for ensuring the implementation of federal, state and Regents laws, statutes, and regulations.

Glossary of Acronyms

(Adobe) Adobe Premier – widely-used proprietary professional development, training, assessment and certification programs for digital media creation.

(ADDA) American Design Drafting/Digital Design Association – internationally-acknowledged provider of student, professional, curriculum and school certifications.

(AutoCAD)– widely-used proprietary software application with assessment(s) for computer-aided design and drafting.

(ETS) Educational Testing Service – national student assessment organization based on research for learning competency.

(NCCER) National Center for Construction Education and Research – a nationally-recognized provider of training, assessments, certifications and career development standards for construction and maintenance craft professionals.

(NOCTI) National Occupational Competency Testing Institute – a nationally-recognized provider of high-quality occupational competency assessments.

(OSHA) Occupational Safety and Health Administration – federally-driven training and assessments for knowledge of safe and healthful working conditions and practices.

(Parapro) – widely used assessment measuring reading, writing and basic math competencies of paraprofessionals.

(PrintEd) – industry-recognized competencies, standards, assessments and accreditation program in Introduction to Graphic Communications, Advertising & Design. Digital File Preparation, Offset Press Operations. Binding & Finishing, Digital File Output, Digital Production Printing, Screen Printing Technology, Advanced Offset Press Operations, and Advanced Digital File Preparation.

(ProStart) – a nationally recognized provider of training, assessments, certifications, and career development standards for hospitality and restaurant professionals.

(Ramset) Ramset Fastening Systems – widely-used proprietary training and certification for power-actuated fastening systems.

(Scissor Lift)– widely-used proprietary training and certification for pneumatically, hydraulically, or mechanically lifting platforms.

(Servsafe) – industry-recognized competencies, curriculum, training and assessment for alcohol and food handlers.