



POLICIES AND PROCEDURES FOR CAREER AND TECHNICAL EDUCATION

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INTRODUCTION

Two pieces of legislation offered the opportunity to RETHINK CTE in Arkansas: At the federal level, the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act (2018) commonly referred to as Perkins V is enacted through the Arkansas Perkins V State Plan approved by the US Department of Education and State Board of Education. At the state level the Arkansas Transformation and Efficiencies Act (2019), commonly referred to as Transformation, moved the Division of Career and Technical Education (DCTE) under the Arkansas Department of Education (ADE). Both legislate new resources and approaches to preparing all students for college and career success to develop a skilled workforce. With the opportunity to rethink CTE in Arkansas comes the opportunity to transition to a student-focused, customer-service and equity model for excellence in education for all students.

Two specific areas where this will be apparent in addition to the Perkins V State Plan are:

1. **Updated Policies and Procedures:** This will set forth for the CTE community the key elements to operate successful programs of study. Under Transformation, Policies and Procedures will be approved by the State Board of Education.
2. **DCTE website:** A new division website <https://dcte.ade.arkansas.gov/>. The website is a companion to this document enabling timely and frequent updates. Content previously available in the 2018-2020 Operational guide will now be available on the DCTE website.

STATEMENT OF ASSURANCE

All career and technical education opportunities are offered without regard to race, color, national origin, sex, handicap, or age. The following civil rights laws protect individuals from discrimination in programs or activities receiving federal financial assistance:

- Title IV of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975

For Additional Information: <https://www2.ed.gov/about/offices/list/ocr/reports-resources.html>

THE USE of “SHALL”

The use of “shall” indicates that the activity is required.

CAREER AND TECHNICAL EDUCATION DESIGN AND DEVELOPMENT

CTE Participant

An individual at either the secondary or postsecondary level who completes at least one CTE course in an approved CTE program or program of study. (AR State Perkins V Plan, Appendix N, p. 154) CTE Participant data is monitored at the state level but is no longer a federal accountability measure.

Special Populations

Definitions and policies related to serving students who are members of “special populations” shall be in compliance with *Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act (2018)*. “Special populations” are defined within Perkins V as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields, single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Each student identified as an individual with a disability and/or a handicap under the guidelines of the Special Education Section of ADE and admitted to a career and technical education program(s) or program(s) of study shall have an Individualized Education Plan (IEP) developed prior to participating in Career and Technical Education.

Each student who meets the criteria for identification as a member of a special population shall be provided with vocational assessment, guidance, counseling, and career development in order to support his/her success in their chosen CTE program or program of study.

Transition services as well as supplemental/support services shall be provided as needed to assist students with disabilities in making the transition from school to employment.

Arkansas provides focused support for students from special populations to ensure they have access to the information they need to make informed choices about their college and career pathway. Perkins V focuses on equity and access to close gaps in academic achievement and the attainment of technical skills for special populations. Programs such as Career Coaches and JAG assist with high-risk students and minority students.

A part of focused support for special populations includes CTE training for teachers in awareness of Universal Design for Learning, a scientifically valid framework for guiding educational practice, providing flexibility in how information is presented, how students can respond or demonstrate knowledge and skills, and how students are engaged. These practices help to reduce barriers in instruction; provide appropriate accommodations, supports and challenges; and maintain high achievement expectations for all students, including those with disabilities and those who have limited English proficiency.

Concentrator

A concentrator is a key component of Perkins V federal accountability performance measures. The federal definition states: The term ‘CTE concentrator’ means— “(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and “(B) at the postsecondary level, a student enrolled in an eligible recipient who has— “(i) earned at least 12 credits within a career and technical education program or program of study; or “(ii) completed such a program if the program encompasses

fewer than 12 credits or the equivalent in total.” A CTE concentrator is a student who has completed two (2) courses within a career cluster.

Completer

A completer is not a federal Perkins accountability measure but is recognized at the state level. A CTE program of study completer is a student who completes at least three (3) courses in a single career and technical education program of study. Although industry-recognized certifications are an expectation when completing a program or program of study, students may still be recognized as a completer if they do not attain an industry-recognized certification. This includes the courses at Level 1, Level 2, and Level 3 within an approved single program of study. A CTE completer is a student who has completed three (3) courses within a career cluster.

Career Clusters

The National Career Clusters[®] Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction. The framework also functions as a guide in developing programs of study bridging secondary and postsecondary systems, and for creating individual student plans of study.

Career focus programs of study make up the career and technical delivery system as outlined in the National Career Clusters[®] Framework:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Each career focus program of study shall consist of middle-level courses in grades 7 or 8 as defined by DCTE. Two (2) courses are required in grades 9-12 to be considered a Concentrator following the approved single program of study sequencing. Three (3) courses are required in grades 9-12 to be considered a Completer within an approved single program of study.

Career Field

The organizing structure for the 16 career clusters and 38 pathways under The National Career Clusters® Framework. The fields represent the broadest aggregation of careers. Students are generally exposed to career field exploration in middle school and early high school.

Career Pathway

The structure of related occupational areas within a specific career cluster. These pathways have identified knowledge and skills validated by industry from which programs and programs of study are developed.

Career Planning

Upon completion of the eighth grade, each student shall have on file a Student Success Plan, either hardcopy or electronic format, which includes secondary courses to be taken. At least two years of postsecondary education planning is recommended. The Student Success Plan shall be revisited each year for any necessary adjustments. Parents/guardians shall be involved in the education and career planning process, with signatures documenting involvement each year.

Course

Equivalent to one full unit of credit in the specific program of study.

Foundation Courses

Foundation courses are those classes that encompass the skills and knowledge necessary to be successful in any selected DCTE career and technical education program or program of study. These courses are pre-requisite in nature and are required for all career and technical program approvals as defined by DCTE. Please see the DCTE website for a current list of CTE Foundation Courses, listed as Level 1 courses within each program of study.

CTE Teacher Contract Length

Local school districts governing authority shall have the option of extending the length of CTE teachers' contracts beyond the minimum number of contract days required by the Standards for Accreditation of Public Schools.

Exception: State law requires twelve (12) month contracts for Agricultural Education teachers.

Curriculum Content Standards

Each teacher shall follow Arkansas curriculum/content standards for each course approved by DCTE. See the DCTE website occupational areas for current standards. All standards will be reviewed every two years.

Digital Learning Providers

DCTE courses may be delivered by approved digital providers. See the ADE website for a list of providers, description of the process, and guidance on selected digital learning providers <http://dese.ade.arkansas.gov/divisions/learning-services/digital-learning-providers>.

Embedded Courses

In order for the standards of all courses to be met in a high-quality and comprehensive manner, embedded courses are not recommended. Under extenuating circumstances, districts may submit a detailed plan in the Arkansas Department of Education Course Approval System (CAS) (<https://adedata2.arkansas.gov/CAS/Account/Login?ReturnUrl=%2fcas>) and shall not be initiated unless approval is received in the CAS.

Teachers of embedded courses shall be licensed in both courses.

CTE PROGRAMS OF STUDY AND CTE MODIFIED PROGRAMS

For Grades 9-12, the following content areas shall be offered annually for a total of 38 units, except as otherwise allowed by law and these rules. The list of courses, approved by the State Board of Education for each content area, is posted annually on the Division website.

1-A.1.3.9 Career and Technical Education - 9 units of sequenced career and technical education courses representing three (3) occupational areas.

For implementation of SFA requirements for CTE, districts shall offer annually (3) approved program of study in (3) different [occupational areas](https://adedata.arkansas.gov/sfa). The CTE requirements can be found on the Standards for Accreditation website at <https://adedata.arkansas.gov/sfa> under ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

Each Occupational Area defines the required entry level (foundation) course for each Program of Study. Foundation courses shall be offered annually and Level 2 and Level 3 courses may be offered on a two year rotating basis.

Schools who do not offer required programs of study on campus may utilize public schools, secondary technical centers, or postsecondary institutions to meet requirements upon a written request from the high school for approval by DCTE.

The Career and Technical Student Organization (CTSO) may operate on the local high school campus or at the secondary technical center campus.

If occupational programs are offered off-site to fulfill Standards for Accreditation requirements, the school shall provide student transportation, sufficient time to complete a three-unit program of study, and sufficient effort to provide these opportunities to students.

Secondary schools utilizing off-campus options as a means to meet Standards for Accreditation shall have on file with the Director of DCTE a written agreement between both institutions as documentation to this effect before October 1 of each academic year.

Schools shall upload documentation of concurrent enrollment or other agreements annually in the DCTE electronic reporting system to meet documentation for Standards for Accreditation requirements.

Note: Waivers from the Standards for Accreditation (SFA) require State Board of Education approval.

[CTE Programs of Study \(POS\)](#)

Arkansas follows federal Perkins V legislation to define a ‘Program of Study’; the complete definition is: “A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- a. Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- b. Addresses both academic and technical knowledge and skills, including employability skills;
- c. Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- d. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction;
- e. Has multiple entry and exit points that incorporate credentialing; and
- f. Culminates in the attainment of a recognized postsecondary credential.”
(pg. 27 of the Perkins V; the Official Guide. ACTE Publication, 2018)

See the [DCTE website Occupational Areas Tab](#) for approved Programs of Study, including course codes and industry-recognized credentials. Refer to State Standards for Accreditation (SFA) for program of study requirements to meet SFA.

Schools that, due to local business and industry requirements or school improvement plans, need consideration for extenuating circumstances to meet the needs of the students, a request should be submitted through the Arkansas Department of Education Course Approval System (CAS) (<https://adedata2.arkansas.gov/CAS/Account/Login?ReturnUrl=%2fcas>) and shall not be initiated unless approval is received in the CAS.

CTE PROGRAM OF STUDY SIZE, SCOPE, AND QUALITY

All schools shall demonstrate through their Comprehensive Local Needs Assessments and local applications that they have satisfied the applicable definitions of size, scope, and quality of their CTE programs of study. Size, Scope, and Quality is defined within the [Arkansas Perkins V State Plan](#) approved by the State Board of Education and the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE).

Size

- Class periods shall conform to the minimum class hours established by the Arkansas Department of Education Standards for Accreditation of Public Schools.
- Enrollments may vary and will depend on the availability of equipment, tools, furniture, and instructional materials that support the program.
- Program equipment requirements and safety conditions shall be a consideration in establishing class size.

Scope

- Schools shall offer one approved CTE Program of Study from three different Occupational Areas annually. Each Occupational Area defines the required entry level (foundation) course for each Program of Study. Foundation courses shall be offered annually. (Level 2 and Level 3 courses may be offered on a two year rotating basis). (CTE Programs shall meet all Perkins requirements to count toward SFA).
- Each CTE Occupational Area issues equipment lists annually. The equipment lists are considered the minimum equipment necessary for students to master the program area standards established by DCTE.
- The current version of equipment lists applies to new programs being implemented during the school year in which the equipment lists are issued.

Quality

- Approved programs of study are to follow all policies and procedures as well as program guidelines established and identified in the supplemental program operational guides and by approval of the Director of DCTE and/or their designee.
- Programs of study are expected to culminate in an industry-recognized technical skills assessment and/or certification (or an approved substitute), shall meet or show improvement in documented performance indicators, shall remove all critical elements identified in tiered support visits, and follow all required program guidelines. (A.C.A. § 6-5-1004)
- Approved programs of study and programs will be reviewed annually to ensure quality.
- Comply with Office of Civil Rights Methods of Administration (MOA) procedures and regulations, and CTE Monitoring and Risk Assessment Reviews.
- Each approved program of study shall participate in a regional stakeholder meeting with diverse representation including industry applicable to the program area as outlined in Perkins V. Improvements to programs may occur based on information and recommendations made by stakeholders.
- Offer CTE programs of study and programs that lead to one or more of the following:
 - High-skill occupations - occupations that require an industry-credential of value, postsecondary training, apprenticeship, or degree.

- High-wage occupations - an average hourly rate equal to or greater than the average hourly rate of all similar occupations as reported by the Arkansas Department of Labor.
- In-demand occupations - an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

Arkansas Definition of a CTE Modified Program

A CTE Modified Program is not federally defined so that states may develop their own definition where necessary. Arkansas' Division of Career and Technical Education defines a Modified Program as:

A CTE Program: A set of courses and related learning experiences that enhance a student's acquisition of long-term academic and technical knowledge and skills, including employability skills; and is aligned with the needs of industries in the economy of the State, region, or local area. Programs shall include essential standards and skills that provide occupational-based instruction within a Career Cluster; through an innovative structure and implementation process that does not fit the program of study definition. Programs will incorporate challenging State academic standards or essential standards, skills, and competencies, including those adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965. Where possible, students may utilize an industry recognized certificate to progress to postsecondary education with multiple entry and exit point opportunities. An approved CTE Modified Program shall meet the above and include work-based learning, industry partner collaboration, and entrepreneurial opportunities when feasible. Concurrent courses approved by higher education would meet this requirement.

Approved CTE programs may not meet the program of study requirements for Standards for Accreditation (1-A.1.3.9) and cannot be substituted for the required CTE Programs of Study.

CTE Modified Program Requirements

A CTE Modified Program is a district option that differs from a CTE Program of Study as defined by federal Perkins requirements. A program is designed to give additional flexibility to a school district but cannot take the place of the Program of Study under the Standards for Accreditation (1-A.1.3.9).

A CTE Modified Program shall:

1. Have defined curriculum or essential standards and skills;
2. Include a minimum of 2 credits, at any level, within the same career cluster, offered at the high school, secondary center, or post-secondary institution;
3. Ensure all teachers in the program have certifications relevant to the program;
4. Have an appropriate equipment list that meets the learning needs for skill attainment;
5. Submit a Modified Program application to DCTE Director for approval;
6. Submit a list of industry certifications that students can earn through the program;

7. Allow students to be counted as CTE Modified Program Concentrators if 2 courses are completed within a career cluster; and CTE Modified Program Completers if 3 courses are completed within a career cluster for the program;
8. Shall identify and use course codes within the same career cluster for each program area;
9. Culminate in the attainment of an industry-recognized credential, certificate of proficiency, technical certificate, or an associate degree (A.A.S.)
10. Culminate in advancement to a career, apprenticeship, post-secondary education, military, or technical school;
11. Be an eligible LEA* (secondary technical centers on post-secondary campuses excluded from this requirement unless Perkins funding is requested);
12. Coordinate with the CTE Coordinator at the district or consortium level;
13. Annual Desk Audit of documentation through an electronic reporting platform;
14. Inventory of equipment on file and meeting federal General Accounting Procedures and Perkins requirements;

Perkins funding may be available for CTE [Modified](#) Programs if they meet all Perkins federal requirements including:

- a. Size, Scope, Quality as approved in the Arkansas Perkins V State Plan
- b. Stakeholder Engagement meetings with documentation of agenda and minutes
- c. Implementation of an active Career and Technical Student Organization (CTSO) with active membership numbers defined by the CTSO bylaws.
- d. Annual Desk Audit of documentation through an electronic reporting platform
- e. Inventory of equipment on file and meeting federal General Accounting Procedures and Perkins requirements
- f. Supported by the Comprehensive Local Needs Assessment (CLNA)

Note: Secondary technical center programs on post-secondary campuses are funded through the Office of Skills Development.

[Industry-Recognized Postsecondary Credential](#)

A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or Federal Government, or an associate or baccalaureate degree. In Arkansas, certificates awarded by two-year and four-year institutions are also recognized as a recognized postsecondary credential.

[STATE START-UP GRANTS](#)

Annually, State Start-Up grants are provided on a competitive basis to assist with the start-up expenses of a new program of study. Occupational area grant awards shall be available for the exclusive purpose of purchasing new equipment and program specific supplies, required training, assessment, and software to support newly approved career focus programs of study.

1. The factors used for determining both approval and the amount of the grant awards are contingent on:

- a. funds available;
 - b. state priority;
 - c. labor market data; and
 - d. evaluation and review of application and rubric.
2. To be considered for funding, school districts shall submit a proposal for a new program start-up by November 1 prior to implementation in the following school year. Applications and rubric will be available beginning September 1 each year as announced through an Arkansas Department of Education Commissioner's Memo. Applications for districts/schools shall be submitted by CTE Coordinators.
 3. Schools applying for more than one program of study shall submit a list that prioritizes the programs of study being requested.
 4. The grant award(s) shall not exceed 85% of the minimum Start-Up costs as established by DCTE program standards. The district is responsible for 15% of the minimum Start-Up costs.
 5. The equipment, supplies, and software purchased with state funds authorized under the biennial appropriation for grants and aids to school districts (public school fund) shall be utilized only for the activities for which it was originally approved and purchased and shall not be used in any other fashion without prior written approval of DCTE.
 6. Reimbursement requests for new program start-up shall be submitted to the state office at any time prior to the November 1 deadline. The request for reimbursement of state funds shall not exceed the amount of the grant award.
 7. For new program start-up equipment and program specific supplies and software, it shall be the responsibility of the local school districts to maintain and repair the equipment purchased with the State grant during its life cycle. After the life cycle (5 years), it shall become the property of the local school district.
 8. DCTE shall retain a vested interest in the equipment and program specific supplies and software purchased with new program start-up grants for their life cycle. At the discretion of the Accountability and Funding program coordinator or DCTE audit coordinator, items shall be re-inventoried to another CTE program if the program is discontinued or no longer needed (before the 5-year useful life of the equipment).
 9. DCTE will provide up-to-date equipment standards for each program of study. Prior written approval shall be required for any item or expenditure not on the DCTE program start-up list. Disclosure of existing equipment and resources shall be made on the State Start-Up application.
 10. A request to restart a closed program of study shall be funded only if funds have not been granted within the last five (5) years and if additional funds are available, when feasible.

Under extraordinary circumstances, the DCTE Director may grant approval at a reduced funding amount.

11. DCTE State Start-Up funds are not available for secondary technical centers programs or programs of study. Secondary technical centers shall contact the Office of Skills Development for availability of funds and for the separate application process and funding guidelines.
12. JAG new program start-up requests are accepted on a rolling basis through TANF or private support, as funds are made available. Awards are based on guidelines provided by the National JAG office and the requirements defined by the funding source. Please see <https://dcte.ade.arkansas.gov//Page/SpecialProjects> for additional details.

Additional details about State Start-Up grants can be found on the DCTE website at the following link: <https://dcte.ade.arkansas.gov/Page/FundingAndAccountability>.

EQUIPMENT, FACILITIES, AND SAFETY

Adaptive Equipment for CTE Students with Disabilities

Adaptive Equipment for Individuals with Disabilities Enrolled in Funded Vocational Education Programs can be obtained through Appropriation 681, through the following process:

1. The requesting school shall get a referral for the student from an assigned special education consultant to assist with ordering the adaptive equipment.
2. The superintendent or school principal in which the student is enrolled may then request services through contacting the Office of Special Populations at 501-682-1800.

Equipment (Inventory)

A small portable item is an item that is priced under the \$1,000 equipment criteria (or even under \$500) and has a life expectancy of one year. This item also is not likely to be missed immediately upon its disappearance. Examples include, but are not limited to, tablets, laptops, cameras, shop tools, etc. A recipient's internal controls shall be sufficient to account for all such purchases made with federal and/or state funds. **This is why DCTE requires items costing more than \$500 and "walkables" be maintained in inventory.**

DCTE retains a vested interest in the equipment purchased with the Perkins funds for its useful life cycle (currently five years). If the program/project for which it was purchased is discontinued or if the equipment is no longer needed in the program, a request shall be made through the Accountability and Perkins Program Coordinator to reassign the equipment as outlined in 2 CFR §200.313. Equipment shall be used in the program or project for which it was acquired as long as needed. When no longer needed for the original program or project, the equipment shall be used in other activities in the following priorities: (1) other activities supported by Perkins and (2) other

activities supported by federal education funds. When no longer needed by the recipient in any program, a request shall be made to sell or use the equipment for a trade-in with the proceeds offsetting the replacement cost. Any additional funds shall be returned to support the CTE program of study.

Equipment (Uses)

Equipment uses shall always be for educational purposes. No equipment purchased through Perkins grant funding or state start-up funding shall be used for any purpose other than educational use to train students enrolled in the program area for which the equipment was purchased.

Minimum Equipment Lists

Each Career and Technical Education (CTE) Occupational Area issues minimum equipment lists annually. The equipment lists are considered the *minimum* equipment necessary for students to master the program area standards established by the Division of Career and Technical Education. The current version of equipment lists applies to new programs of study being implemented during the school year in which the equipment lists are issued. Equipment lists may be located at as on the Division's [Occupational Areas web page](#). Secondary centers located on a post-secondary campus have flexibility on the equipment utilized according to equipment approved by the Office of Skills Development through the Career Education Workforce Development Board.

Facilities

Facility requirements shall meet Arkansas Department of Education guidelines <https://dpsaft.ade.arkansas.gov/facilities/arkansas-school-facilities-manual>. Equipment requirements may be obtained from the appropriate Occupational Area office and shall be met within the specified time for program approval.

Safety

Space and special equipment for CTE labs are varied and unique. Safety should be of the utmost consideration at all times in planning a facility and locating equipment. Sufficient electrical power should be included to support major pieces of equipment in the lab, including a sufficient number of electrical outlets. OSHA standards shall be followed where applicable.

A student wash-up area and proper exhaust and filtration of harmful fumes/dust shall be provided according to the facilities requirements document: http://arkansasfacilities.arkansas.gov/public/userfiles/documents/Facilities_Manual_20162017/FM_Career_Education.pdf. The laboratory shall be zoned and color-coded identifying specific work areas and pedestrian walkways. Large open areas for instructional activities shall be provided. Caution shall be exercised and enrollment shall be limited so that an overcrowded situation does not occur. For the specifications for the lab areas, please see the Arkansas Facilities website linked in the Facilities section above.

SECONDARY TECHNICAL CAREER CENTERS

Secondary Technical Career Centers (STCs) provide additional CTE opportunities to students. STCs are offered on high school and post-secondary campuses. Secondary Technical Centers are managed through the Department of Commerce, Office of Skills Development (OSD) through an annual Memorandum of Understanding with the Arkansas Department of Education in collaboration with DCTE for CTE programs and programs of study offered and secondary career centers.

High School Students attending Postsecondary Institution Secondary Technical Centers (STCs)

1. CTE Occupational-specific programs at secondary technical centers (STCs), technical institutes, community colleges, or two-year colleges in which high school students are admitted may count toward meeting Standards for Accreditation (1-A.1.3.9) with a request from the high school for written approval from DCTE.
2. A copy of the written contract (agreement) with the postsecondary institution offering concurrent credit CTE course or CTE courses shall be submitted to the Director of DCTE, by October 1 of each academic year. The Director of DCTE shall provide copies to each occupational area with secondary center programs or programs of study offering concurrent credit for verification of standards and credits on an annual basis.
3. CTE occupational-specific approved CTE Modified Programs offered at secondary technical centers, technical institutes, community colleges, or two-year colleges in which high school students are admitted shall follow:
 - DCTE Program definition and guidelines
 - ADE: DCTE approved course codes
 - DCTE approved CTE programs of study or approved CTE modified programs
 - DCTE minimum equipment lists or postsecondary institution appropriate/equivalent equipment identified for their institution
 - Teacher qualifications and rules governing awarding credit (secondary technical centers shall follow special rules for secondary technical centers: https://arcareereducation.org/docs/default-source/skills-and-development/secondary-technical-centers/policies-and-procedures/secondary-center-policies-procedures_effective-8-25-18.pdf?sfvrsn=6b4a4116_2)
 - Established process for enrollment verification
 - Other related applicable policies and procedures shall follow DCTE Policies and Procedures/Rules

CTE approved programs seeking Perkins federal funding shall also follow:

- All federal Perkins V requirements with the exception of the sequence of courses.

- Follow program evaluation including annual documentation for tiered support, and other processes according to federal Perkins and other federal and state law requirements.

Secondary Center Tiered Funding shall follow ACA 6-20-2305:

Beginning with the 2020-2021 school year, secondary vocational area center funding shall be established by a tiered funding structure for distributing vocational center aid for each full-time equivalent student, as defined by the Division of Career and Technical Education. The funding to support secondary vocational centers shall be determined by the Division of Career and Technical Education, in consultation with the Office of Skills Development, and approved by the State Board of Education.

The State Board of Education shall review recommendations from the Career Education and Workforce Development Board to establish new vocational centers to serve high school students from several school districts in locations where services are needed to:

- (1) Support economic, industrial, and employment development efforts;
- (2) Provide equity and substantially equal access to quality vocational programs; and (3)
- Improve school programs to assist schools in meeting accreditation standards.

The Office of Skills Development shall provide annually a report to the State Board of Education on the financial viability of vocational centers, enrollment, programs, and the success of students.

Secondary technical centers shall follow the program approval process for new programs according to the Office of Skills Development. Funding, assurance of quality and safety, technical assistance, and all other needs are provided by the Office of Skills Development and/or the post-secondary institution. If the Secondary technical center has an approved program of study through DCTE, all guidelines shall be met following federal Perkins V requirements and accountability.

Resource: Act 179 of 2019:

<https://www.arkleg.state.ar.us/Acts/FTPDocument?path=%2FACTS%2F2019R%2FPublic%2F&file=179.pdf&ddBienniumSession=2019%2F2019R>

Resource: Special Secondary Technical Center Rules of 2018:

https://arcareereducation.org/docs/default-source/skills-and-development/secondary-technical-centers/policies-and-procedures/secondary-center-policies-procedures_effective-8-25-18.pdf?sfvrsn=6b4a4116_2

TEACHER LICENSURE AND TRAINING

CTE teachers' licensure shall be submitted through the Arkansas Department of Education, Division of Elementary and Secondary Education Office of Educator Licensure. See the ADE Division of Educator Effectiveness, Office of Educator Licensure webpage on educator licensure <http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/educator-licensure> for a complete description.

A public school, agency, or organization may apply for an exception from the requirement under Ark. Code Ann. § 6-15-1004 for a licensed educator if it imposes an undue hardship for a school to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure. Exceptions require approval by the State Board of Education.

The exceptions are:

- Additional Licensure Plans (ALP) and Administrator Licensure Completion Plans (ALCP); or
- Long-Term Substitute Teacher; or
- 7-1.02 Emergency Teaching Permit
7-2.01 An emergency teaching permit authorizes the permit holder to be hired to fill a vacant teaching position without a license.

Career and Technical Education (CTE) teachers will be provided district supported mentoring which will include Teacher Excellence and Support System professional learning. Additionally, job-embedded Professional Learning Communities (PLC) are being organized to offer an opportunity for those who may be Singletons to increase their professional learning.

Career and Technical Education Degreed Teacher Licensure

1. Arkansas Career and Technical teacher licensure by occupational area:

<u>Program Area</u>	<u>License/Permit</u>	<u>Type</u>
<u>Agriculture Science & Technology</u>	<u>218 Agriculture Science & Technology</u>	<u>Approved Standard License</u>
<u>Family & Consumer Sciences</u>	<u>215 Family & Consumer Sciences</u>	<u>Approved Standard License</u>
<u>Business & Marketing</u>	<u>250 Business Technology (4-12)</u> <u>225 Business Tech grades (7-12)</u>	<u>Approved Standard License</u>
<u>STEM</u>	<u>575 Drafting & Design (7-12)</u> <u>606 Pre-Engineering (7-12)</u> <u>624 Biomedical (7-12)</u> <u>627 Aviation Flight Technology (7-12)</u>	<u>Approved Technical Permits</u>

**Please refer to the Division of Elementary and Secondary Education, Office of Educator Licensure, for a complete list of teacher licensures and endorsements:
https://dese.ade.arkansas.gov/Files/20201102144720_Licensure_Areas_Chart_2018.pdf.*

Career and Technical Education Endorsements

1. To add an endorsement, the applicant shall have a current, valid 7-12 standard teaching license. Endorsements cannot be added to a technical permit.

Driver Education Endorsement

Driver's Education endorsement requirements are completed through the Division of Elementary and Secondary Education, Office of Educator Licensure beginning on July 1, 2021.

Teacher Qualifications for Career Development Endorsements (418)

- a. Education – Career Development teachers who are not certified counselors shall have a valid secondary or middle school teaching license or be enrolled in the non-traditional licensure program.
 - b. Endorsement - In addition to the licensing requirements, completion of the following coursework or the mentorship training program is required and shall be completed prior to teaching Career Development a second year:
 - i. Three semester hours of "Methods of Teaching Career Development"
- Or**
- ii. Mentorship Training Program
 - iii. Career and Technical Education (CTE) teachers will be provided district supported mentoring which will include Teacher Excellence and Support System professional learning. Additionally, job-embedded Professional Learning Communities (PLC) are being organized to offer an opportunity for those who may be Singletons to increase their professional learning.
 - iv. Complete an equivalent mentorship training program designed and approved by DCTE under an approved model trainer during the first semester of teaching the course.
 - v. High recommendation to attend a Career Guidance New Teacher Professional Development provided by DCTE. (Highly recommend because of Perkins can't require).

Counselors who attend the Career Guidance New Teacher Professional Development provided by DCTE shall meet state licensing standards to add the endorsement.

Teacher Qualifications for the Career Preparation Endorsement (412) Grades 9-12

The 412 endorsement is required for the following courses:

- a. Career Readiness (9-10)
- b. College and Career Readiness (11-12)
- c. Work-Based Learning (10-12)

Endorsement – The instructor shall:

- i. Complete a mentorship training program designed and approved by DCTE under an approved model trainer during the first semester of teaching the course.
- ii. High recommendation to attend the Career Guidance New Teacher Professional Development provided by DCTE in collaboration with the Division of Elementary and Secondary Education.

Teacher Qualifications for JAG (413)

- a. Complete New Career Teacher In-service.

- b. The JAG Specialist is to be secondary licensed in a CTE or core academic area and endorsed through the completion of program management training developed and approved by DCTE.

It is strongly recommended that during the first year of operation the JAG Specialist be employed on a contract of a minimum of 215 days. It is also strongly recommended that during each subsequent year the Specialist be employed on a contract of a minimum of 225 days. The contract is a local decision, and the recommendation is made to provide the greatest level of support for the JAG Specialist.

Teacher Qualifications for Freshman Seminar/Keystone (410)

- a. Education – The Freshman Academy/Keystone instructor shall maintain a valid 7-12 standard teaching license or be enrolled in the non-traditional licensure program.
- b. Endorsement – The Freshman Seminar/Keystone instructor shall:
 - i. Complete or be enrolled in a mentorship training program approved by DCTE under an approved model trainer during the first semester of teaching the course.
 - ii. High recommendation to attend the Career Guidance New Teacher Professional Development provided by DCTE.

Required Training

CTE teachers shall complete New Career In-service Program Area training in order to teach CTE courses. Individual occupational areas may have additional training requirements. Information on training can be obtained through the relevant occupational area office.

Professional Development

Under Perkins V, Career and Technical Education Professional Development is an integral part of providing education, knowledge, and skills necessary to empower students to succeed in CTE while meeting state academic standards. The professional development shall be sustained (not standalone, more than one-day or short-term workshops), intensive, collaborative, data-driven, and classroom-focused for administrators, teachers, and faculty to foster high-quality POS design, implementation, certification, and maintenance. Professional development may be offered in-person, online, or a hybrid format.

The term ‘professional development’ means activities that:

(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1)

of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary levels; and

(B) are sustained (not stand-alone, one day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that:

(i) improve and increase educators'—

(I) knowledge of the academic and technical subjects;

(II) understanding of how students learn; and

(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of eligible recipients' improvement plans;

(iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

(iv) support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

(v) advance educator understanding of—

(I) effective instructional strategies that are evidence - based; and

(II) strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;

(vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;

(vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;

(viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluation used to improve the quality of professional development;

(ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi -tier system of supports, and use of accommodations;

(x) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xi) include instruction in ways that educators may work more effectively with parents and families;

(xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;

(xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or

(xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.

Teacher Qualifications for Freshman Seminar/Keystone (410)

- c. Education – The Freshman Academy/Keystone instructor shall maintain a valid 7-12 standard teaching license or be enrolled in the non-traditional licensure program.
- d. Endorsement – The Freshman Seminar/Keystone instructor shall:
 - iii. Complete or be enrolled in a mentorship training program approved by DCTE under an approved model trainer during the first semester of teaching the course.
 - iv. High recommendation to attend the Career Guidance New Teacher Professional Development provided by DCTE.

Teacher Qualifications for DCTE Technical Permit Areas

1. Minimum Requirements for CTE Technical Permits
Experienced professionals may be issued a DCTE provisional technical permit. The requirements include a minimum of an associate degree with two years of relevant work experience in the specialty area to be taught **or** four years of relevant work experience in the specialty area to be taught. Minimum education requirements/work experience shall be met prior to employment in the teaching specialty, verification of high school diploma or high school equivalency diploma. All candidates shall pass the required background checks.
2. Process for Obtaining DCTE Technical Permits
Candidates shall submit the following documents to the ADE Office of Educator Licensure:
 - a. The Arkansas Educator Licensure Application (located Arkansas Department of Education website);
 - b. Official college transcript, copy of high school diploma, or copy General Equivalency Diploma (GED) (Submit the highest attained);
 - c. Resume reflecting relevant work experience in Specialty Permit Areas; and
 - d. Additional requirements as outlined under Specialty Permit Areas.

Provisional permits (employment required) will be valid for one (1) year from the date approved applicants hire date. In extenuating circumstances, a second one (1) year provisional permit may be issued to allow additional time for completion of the specialty area requirements to obtain a standard five (5) year permit. A new application shall be submitted for permit renewal.

3. Specialty Permit Areas Requirements
 - a. JROTC (612)
 - i. Instructor Approval Letter from Branch of Service
 - b. Unmanned Aerial Systems
 - i. FAA Part 107
 - c. Cosmetology (573) *Phasing out at the K-12 level
 - d. Standard 5-year permit requirements:

- i. FACS:
 - i. 580 Culinary Arts/Food Production
 - a. Complete the Arkansas FCCLA Adviser Academy or DCTE designed teacher training.
4. Trade and Industry (formerly Skilled and Technical) Permit Areas
- i. All Trade and Industry Sciences program instructors shall complete DCTE designed teacher training.
 - ii. Additional Requirements for Trade and Industry Specialty Areas:
 - a. Construction Technology (570) and Welding (597)
 - i. NCCER Certification
 - ii. NOCTI Assessment
 - b. Medical Professions (611)
 - i. Hold a Current Professional Medical License, Registration, and/or Certification that reflects college credit in a clinical specialty area.
 - c. Sports Medicine (625)
 - i. Licensed in Arkansas to practice as an Athletic Trainer, Physical Therapist, or Physical Therapy Assistant; or
 - ii. Minimum of a bachelor's degree in Kinesiology or Exercise Physiology/Science
 - d. Automotive Collision Repair (567), Automotive Service Technology (568), and Diesel Mechanics (574)
 - i. ASE Certification in the specific areas taught

The following programs of study shall maintain accreditation by the ASE Education Foundation (formerly NATEF):

- i. Automotive Service Technology
- ii. Collision Repair Technology

The following programs of study shall maintain accreditation by the National Center for Construction Education and Research (NCCER):

- Construction Technology
- Welding

[Concurrent Credit Teacher Approval](#)

1. Concurrent credit courses offered at secondary career and/or post-secondary centers shall align to Department of Education, Division of Career and Technical Education standards. Concurrent Course Code/ADE alignment is indicated on the Secondary Center tabs in the following:

https://drive.google.com/file/d/1NDqR2eMaq7s7vv9B36E5naZYI_r-Drei/view

2. Concurrent credit courses used by high schools shall align to Department of Education, Division of Career and Technical Education standards. Concurrent Course Code/ADE alignment is indicated on the District tabs in the following:

https://drive.google.com/file/d/1NDqR2eMaq7s7vv9B36E5naZYI_r-Drei/view

Technical instructors teaching at a STC operated by a two-year community/technical college shall have a minimum of an associate degree within the area of instruction, have completed all necessary background checks, and met all college accrediting standards for instructors. Secondary technical centers shall follow [Rules for Secondary Technical Centers](#). Centers will annually submit a list of instructors providing concurrent credit and in meeting the above requirements, will be given an annual waiver from teacher licensure requirements. Those instructors not meeting these requirements or instructors teaching non-concurrent credit classes shall hold an Arkansas Teacher's License/Technical Permit as required by DCTE.

[WORK-BASED LEARNING](#)

Work-Based Learning (WBL) is the umbrella term that all WBL opportunities fall under. These can include non-credit options such as job shadowing, skill-based projects, career fairs, industry tours, guest speakers from industry, etc. WBL is the nationally recognized term for all experiences that involve stakeholders. WBL includes industry-focused experiences that provide an opportunity for students to explore and engage in the learning and skills necessary to prepare them for the future workforce.

The Perkins V federal definition of Work-Based Learning (WBL) is “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.” page 31, *Perkins V: The Official Guide to Strengthening Career and Technical Education for the 21st century Act*. The sustained interactions to meet federal requirements are through WBL courses outlined below:

- [Internship](#)
- [Career Practicum](#)
- [Pre-Apprenticeship](#)

Students can engage in WBL opportunities and courses including both classroom instruction and worksite experience. A Training Plan shall be developed between the student, teacher, and workplace supervisor. The WBL Coordinator and the workplace mentor will evaluate the student. Additional details about these WBL courses include:

[Internship](#)

The Internship course is a **paid or unpaid**. The course will serve as an introductory work experience course for 10-12 grade students. This course is eligible for an employer tax credit according to AR Code § 26-51-509 (2018). This course does not count toward completer status.

**Please refer to the Internship Instructor Manual for specific details:
<https://dcte.ade.arkansas.gov/Page/WorkBasedLearning>.*

Career Practicum

The Career Practicum course is a **paid** or **unpaid** work experience that aligns to a student's program of study offered to students in grades 11-12 to help students transition successfully from high school to career. To be eligible, students shall:

1. be at least 16 years of age;
2. be in good academic standing as deemed by the school;
3. have completed at least two courses in an approved Program of Study; and
4. have a Student Success Plan that includes courses in an approved Program of Study.

This course is eligible for an employer tax credit according to ACT 1042. It is considered an eligible course for completer status following the completion of concentration in a single program of study.

**Please refer to the Career Practicum Instructor Manual for specific details:
<https://dcte.ade.arkansas.gov/Page/WorkBasedLearning>.*

Pre-Apprenticeship

The Pre-Apprenticeship program is a program that provides instruction or training to increase math, literacy, and other vocational and prevocational skills needed to enter a Registered Apprenticeship program. Pre-Apprenticeship programs are not registered with the United States Department of Labor during the term of the pre-apprenticeship training or federally vetted. A high-quality pre-apprenticeship program should have a minimum of one registered apprenticeship partner or a strong relationship with at least one apprenticeship program, feature training and curriculum that aligns with the program, and include a wide range of support services designed specifically to help participants succeed.

**Please refer to the Pre-Apprenticeship Instructor Manual for specific details:
<https://dcte.ade.arkansas.gov/Page/WorkBasedLearning>*

Documentation Required for Work-Based Learning

The WBL Coordinator will be responsible for submitting all required documentation to the State Office for all work-based learning course options.

Internship Teacher Supervision Period Required for all Work-Based Learning

1. One supervision period for 1-25 students.
2. Two supervision periods for 26-50 students.
3. Three supervision periods for 51 or more students.

A. The conference/planning period may count as one of the three (3) supervision periods.

Course Credits for Internship and Career Practicum

Students can earn up to four (4) credits, in a two-year period. To earn two (2) credits PER YEAR, a student will need 36 hours of classroom instruction (at least 1 hour per week) and 240 work hours (approximately 7 hours per week). One (1) credit may be granted for an entire year for students that work 120 hours throughout the year and are in class at least 36 hours.

<u>Hours of Classroom Instruction - Semester</u>	<u>Hours of Work Experience – Semester</u>	<u>Credits Earned</u>
<u>Minimum 18 hours</u>	<u>120 hours</u>	<u>1 credit</u>
<u>Minimum 36 hours</u>	<u>240 hours</u>	<u>2 credits</u>
<u>Minimum 54 hours</u>	<u>360 hours</u>	<u>3 credits</u>
<u>Minimum 72 hours</u>	<u>480 hours</u>	<u>4 credits</u>

Course Credits for Pre-Apprenticeship

Students can earn up to four (4) credits, in a two-year period. The rate at which the credits are earned is determined by the Department of Labor Registered Apprenticeship partner.

PROGRAM APPROVAL TO MEET FEDERAL REQUIREMENTS

The program approval process is outlined below to clearly articulate the necessary documentation and steps districts should follow to ensure that all federal Carl D. Perkins accountability requirements for their allocation of Perkins funds are met. The program approval process includes the following items:

Perkins V Accountability Metrics

The following items will be reviewed annually to maintain program continuation under federal Perkins V requirements:

- a. percentage of concentrators graduating in 4-year cohort;
- b. percentage of concentrators graduating in 5-year cohort;
- c. academic skill attainment (ELA, Math, and Science);
- d. number of students concentrating in a program of study;
- e. number of students completing a single program of study;
- f. percentage of students completing an industry-recognized certification;

- g. placement of students in postsecondary education;
- h. placement of students in the workforce;
- i. non-traditional enrollment;
- j. local occupational specific advisory committee;
- k. career and technical student organization (CTSO);
- l. critical elements from tiered support activities; (formerly called Technical Assistance or Onsite Compliance Visit) and;
- m. any conditional item from the previous academic year.

As required by Perkins V (section 134(d)), CTE Coordinators shall facilitate a **Stakeholder meeting every two years**. This meeting shall cover all information relevant to develop the Comprehensive Local Needs Assessment (CLNA) and Local Application, and is the primary source for how funds will be directed at the local level.

Required participants include, at a minimum:

- representatives of career and technical education programs in a local educational agency or education service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations;
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 4132 of the Elementary and Secondary Education Act of 1965);
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- any other stakeholders that the eligible agency may require the eligible recipient to consult.

Federal Reporting

The Consolidated Annual Report (CAR) is submitted annually to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) with Perkins data and narrative sections as required. Data includes the State Determined Performance Levels (SDPLs) and the State's Program Quality Indicators along with finance reports and postsecondary Perkins data and narrative.

Annual Tiered Support (Formerly TA Visit or Onsite Compliance Review)

TIERED SUPPORT REVIEW

Beginning in 2021-22, DCTE will begin full implementation of a tiered support system to include annual desk audits of documentation submitted by the school district and a follow-up onsite visit if necessary. Each district will be evaluated on a yearly basis by DCTE using the CTE Risk Assessment tool. The purpose of this tool is to provide a yearly review to determine the level of tiered support necessary. There is NO minimum required number of visits, rather a threshold that will be set based on the risk assessment to recommend assistance to a district; however, a district can request support at anytime. Districts will be evaluated using the following criteria:

1. LEA has a new principal and/or superintendent;
2. LEA has a new CTE Coordinator;
3. LEA had conditional/unapproved programs of study in prior year;
4. LEA/Programs did not host the required number of approved advisory committee meetings in prior year;
5. CTSOs had a finding the prior year for not meeting minimum activity on local, regional, district, state, and/or national levels;
6. CTSOs did not maintain membership requirement in previous year;
7. LEA does not have approved waivers in place; and
8. LEA does not have minimum of three programs of study.

Electronic Reporting

For submission of documentation for annual desk audits, DCTE will make available an online reporting tool for electronic reporting. Federal monitoring oversight staff recommend tiered monitoring vs. cycle monitoring. To best support districts and ensure federal requirements are being met, levels of tiered support include:

Tier 1 - Annual Desk Audit completed with upload of documentation into DCTE's electronic reporting system demonstrating federal Perkins requirements are being met.

Tier 2 – Incomplete Desk Audit with absent or incomplete documentation to demonstrate federal requirements are being met. This tier level requires responses to additional questions.

Tier 3 – High-Risk Audit with high-risk findings on the risk assessment. This tier level includes investigation with a deeper look at federal requirements that are not being met along with a letter to the Superintendent. This tier level will be documented as a high-risk with the Arkansas Department of Education, Public School Accountability Office as an identified high-risk from another ADE Division and may include an on-site visit.

On-Site Visits

In addition to Tier 3 High-Risk Audit on-site visits, DCTE conducts on-site visits and will provide on-site visits to districts in support of the following goals:

- To highlight high-quality CTE programs of study and programs;
- To support requirements to meet State Standards for Accreditation of Public Schools;
- To support new teachers;
- To collaborate with CTE Coordinators to review risk assessments and identify schools/districts in need of attention;
- To conduct Methods of Administration (MOA) reviews;
- To conduct State-State Start-Up visits when applicable;
- To conduct Program Approval visits when applicable, and
- To showcase program and/or teacher best practices.

On-site visits will be provided to districts annually and shall be geographically distributed across the state. Districts may also request an on-site team visit which will be scheduled as feasibility allows.

Programs of study are reviewed annually. Programs of study granted approval status shall:

1. Meet the federal Perkins V definition of a Program of Study;
2. Follow all policies and procedures;
3. Remove all critical elements identified in tiered support review(s); and
4. Follow all required CTE guidelines.

Only CTE Programs of Study or CTE Modified Programs approved by DCTE are eligible for Perkins funding and graduation credit. If program approvals are unavailable due to unforeseen circumstances, Perkins funding and student graduation credit will not be negatively impacted.

Note: In addition to program approval to meet federal requirements, Standards for Accreditation shall be met according to information located at <https://adedata.arkansas.gov/sfa>.

When Standards for Accreditation have been met, additional CTE courses may be offered. These additional CTE courses are considered to be offered independent of an approved CTE Program of Study (offered as an elective, stand-alone course only) and therefore are not eligible for State Start-Up or Perkins funding.

<u>FULLY APPROVED PROGRAMS</u>	
<u>If a program received full approval during the previous academic year (AY) and one of the following actions applied the following year, then the district will receive the program status indicated:</u>	
<u>ACTION</u>	<u>PROGRAM STATUS</u>
<u>Critical Elements, including Safety Violations and Office of Civil Rights Violations, received from</u>	<u>Conditional Approval</u>

<u>previous Tiered Support Activities (formerly Technical Assistance Visits)</u>	
<u>CTSOs maintain membership requirements as defined by national or state bylaws and are active</u>	<u>Conditional Approval</u>
<u>No program of study</u>	<u>Conditional Approval</u>
<u>No required foundation courses (reviewed by appropriate program area)</u>	<u>Conditional Approval</u>
<u>Meets all Division of Career and Technical Education policies and standards</u>	<u>FULL APPROVAL</u>
<u>CONDITIONALLY APPROVED PROGRAMS</u>	
<u>If a program was conditionally approved during the previous academic year (AY) and one of the following actions applies the following year, then the district will receive the program status indicated:</u>	
<u>ACTION</u>	<u>STATUS TO RECEIVE</u>
<u>Problems are corrected</u>	<u>FULL APPROVAL</u>
<u>Problems not corrected</u>	<u>Disapproval (see page 26 for requirements)</u>
<u>Critical Elements, including Safety Violations and Office of Civil Rights Violations, received from previous Tiered Support Activities (formerly Technical Assistance Visits)</u>	<u>Disapproval (see page 26 for requirements)</u>

Federal Funds

The federal funds received through DCTE shall be used to improve DCTE programs and services for students enrolled in the program of study, which may also include other uses as outlined in Perkins 5, including support and Career Preparation courses. Federal rules and regulations along with the state's approved Perkins V State Plan and local application for the funds shall be followed. Pertinent information regarding the federal CTE funds may be obtained through the Arkansas Perkins V State Plan (posted on DCTE's website) and through the U. S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) at <https://cte.ed.gov/>.

Methods of Administration (MOA) - Perkins V

1. DCTE is responsible for oversight of the Methods of Administration (MOA) program in Career and Technical Education. The Office of Perkins and Accountability is responsible for conducting

targeted compliance reviews of selected secondary and postsecondary schools that provide career and technical education in the State of Arkansas.

2. The purpose of the Methods of Administration (MOA) program is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs. Through its Methods of Administration authority, the Office of Civil Rights (OCR) oversees the civil rights compliance programs of state agencies that administer career and technical education. The state agencies' responsibilities under the MOA program are set out in the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Guidelines) (Appendix B of the Title VI regulation). These responsibilities include conducting targeted compliance reviews of selected secondary and postsecondary schools that provide career and technical education; securing corrective action when civil rights violations are found; and periodically reporting civil rights activities and findings to OCR. Partnership and collaboration between OCR and the state agencies has been an important underpinning of the MOA program.
3. DCTE will continue to inform school administration of current policies regarding gender equity, discrimination and nontraditional training with the intention that these policies will be infused into the local curriculum and instruction. Onsite monitoring of selected programs is required by federal law. The Methods of Administration Office will visit secondary and postsecondary education institutions offering CTE courses as outlined in the state plan to monitor compliance with ADA, 504, IDEA, Title IX, and the Civil Rights Act rules and regulations, as defined by the federal government.

Career and Technical Student Organizations (CTSOs)

An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. These include:

- DECA
- FBLA
- FBLA Middle Level
- FCCLA
- FFA
- HOSA
- SKILLS
- TSA
- Educators Rising

Career and Technical Student Organizations (CTSOs) are a requirement of the federal Perkins program. The career and technical student organization(s) shall be:

1. Recognized by the National Coordinating Council of Career and Technical Student Organizations Career and Technical Student Organizations (CTSOs) listed at this link: <https://www.acteonline.org/career-and-technical-student-organizations-make-cte-work/>;
2. An integral part of the DCTE program(s) offered in each school and shall follow the applicable guidelines, goals, objectives, and participate in activities of the appropriate state and/or national student organization for each program membership requirements and active CTSO

participation is defined on the correlating occupational program area page on the DCTE website.

3. The holder of the CTSO Charters held by the Division of Career and Technical Education; **and**
4. Supervised by career and technical personnel in the applicable occupational area.



Arkansas Department of
Career Education

~~Program Policies and Procedures~~

for

~~CAREER AND TECHNICAL
EDUCATION~~

~~Secondary Programs~~

~~Effective Date~~

Statement of Assurance

All vocational opportunities are offered without regard to race, color, national origin, sex, handicap, or age. The following civil rights laws protect individuals from discrimination in programs or activities receiving federal financial assistance:

- ~~Title IV of the Civil Rights Act of 1964~~
- ~~Title IX of the Education Amendments of 1972~~
- ~~Section 504 of the Rehabilitation Act of 1973~~
- ~~Age Discrimination Act of 1975~~

RELATED LINK: Go to the Department of Labor for assistance with specific laws and regulations. <http://www.dol.gov/dol/compliance/compliance-majorlaw.htm>

Summary of Forms Associated with Instructional Programs
(Information not a part of policies and procedures.)

<u>FORM #</u>	<u>NAME OF FORM</u>
<u>WE APP 242</u>	Annual Applications for Apprenticeship State Improvement Funds
No Form Number	Notification by letter of schools using concurrent credit to meet standards
<u>WE 92</u>	Career and Technical Education (CTE) New Program Start up Proposals (Deadline October 1)
<u>WE APP 233</u>	Class Organization Report for Traditional Apprenticeship Related Classroom Instruction
<u>WE APP 253</u>	Local Apprenticeship Committee and Instructors Personnel Record
<u>WE APP 236</u>	Traditional Apprenticeship Related Classroom Instruction Reimbursement Request
<u>WE APP 237</u>	Traditional Apprenticeship Related Classroom Instruction Attendance/Contact Hour Report
<u>WE 4</u>	Reimbursement for CTE New Program Equipment (Deadline November 1)
No form number	Off-cycle program approval (Deadline May 1)
No form number	Course Approval Form (Deadline May 1)

Dr. Charisse Childers, Director
ARKANSAS DEPARTMENT OF CAREER EDUCATION
 (~~ARCareerEd~~)
 Three Capitol Mall
 Little Rock, AR 72201
 Website Address: ~~ARCareerEd.org~~

<u>Career and Technical Education</u> Deputy Director	Room 405	682-1043
		Fax 682-1805
Associate Director	Room 403	682-1040
		Fax 682-1805
CTE Special Projects Associate Director	Room 202	683-4432
		Fax 682-8306
Accountability and Funding Program Coordinator	Room 403.1	682-1528
		Fax 682-1805
Perkins and Related Federally Funded Programs CTE Coordinators		

Occupational Programs:

Office of Agricultural Science and Technology Cluster Responsibility: Agriculture, Food & Natural Resources	Room 501	682-2561
		Fax 682-1268
Office of Business Technology Cluster Responsibility: Business, Management & Administration; Finance; Hospitality & Tourism; Information Technology; Marketing; Sales & Service; Distribution and Logistics	Room 502	682-1768
		Fax 682-1268
Office of Family and Consumer Sciences Education Cluster Responsibility: Education & Training; Hospitality & Tourism; Human Services	Room 601	682-1115
		Fax 682-9440
Office of Science, Technology, Engineering & Mathematics (STEM) Education Room 402		682-1616
		Fax 682-8306
Cluster Responsibilities: Information Technology		
Office of Trade and Industry Cluster Responsibility: Architecture & Construction; Manufacturing; Government & Public Administration; Health Sciences; Law, Public Safety & Security; Transportation	Room 505	682-1271
		Fax 682-1355

Program Support:

Office of Apprenticeship	Room 506	682-1360
		Fax 682-1355
Issues of:		
• Adult Apprenticeship		
• Construction Training		

Office of Curriculum and Career Guidance ————— Room 406 ————— 683-5970
Fax ————— 682-1026

Issues of:

- Curriculum Revision and Development
- Career Awareness
- Career Counselor Professional Development
- Career Focus and Pathways
- Career Planning
- Student Assessment/Industry Certification

Courses/Classes:

- Career Orientation/Career Development
- Internship
- Keystone
- Senior Seminar/Capstone
- Career Readiness/College and Career Readiness

Support Programs:

- Career Academy Initiative
- High Schools That Work
- Technology Centers That Work

Office of Support for Special Populations ————— Room 201 ————— 683-4432
Fax ————— 682-1805

Issues of:

- Non-Traditional Services
- Equity and Accessibility
- Special Populations
- Adaptive Equipment

Courses:

- Jobs for Arkansas' Graduates (JAG)

Arkansas Law Enforcement Support Office (LESO) ————— Room 207 ————— 682-1137
Fax ————— 682-1509

Issues of:

- Assisting State, County and Municipal Law Enforcement Agencies with Equipment Needs
- Dissemination of Information Pertinent to Law Enforcement Agencies

Arkansas Approving Agency for Veterans Training ————— ARS Room 105 ————— 324-9473
Fax ————— 324-9610

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I. DEFINITIONS

A. CAREER CLUSTER

A grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

B. CAREER FIELD

The organizing structure for the 16 career clusters and 38 pathways. The fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school.

C. CAREER PATHWAY

An organization of related occupational areas within a specific career cluster. These pathways have identified knowledge and skills validated by industry from which programs and programs of study are developed.

D. PROGRAM OF STUDY (POS)

A CTE program of study begins with the exploration of career options; supports basic academic and life skills; and enables achievement of high academic standards; high skill high wage employment preparation; and advanced continuing education. A program of study links secondary and postsecondary education and combines coherent and rigorous academic and technical education in a structured, non-duplicative sequence of aligned courses that progress from broad foundation skills to occupationally specific courses. A program of study may include opportunities for secondary students to acquire postsecondary education credits and leads to an industry recognized credential or a certificate or degree at the postsecondary level.

E. COMPLETER

A student who has completed three (3) Carnegie units of credit in grades 9-12 including all the required core courses in a career pathway of study and graduated from high school. If core classes are taught below ninth grade level, they may fulfill the course requirement for completer status, however three units must be taken during grade 9-12. See lists of courses and grade levels at which they may be taught in each area's section of this handbook.

F. EQUIPMENT

Tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of \$100 or more per unit.

G. NEW PROGRAM START-UP LIST

Equipment and program specific supplies and software that are required for approval and operation of pathway program of study and foundation courses.

H. PARTICIPANT

A student who is enrolled in a career and technical course during the reporting period.

I. ~~PROFESSIONAL DEVELOPMENT~~

~~Sustained, intensive, and focused opportunities for administrators, teachers, and faculty to foster POS design, implementation, certification and maintenance.~~

J. ~~“SHALL”~~

~~The use of “shall” in these regulations indicates that the activity is mandatory.~~

II. PROGRAM APPROVAL

~~A. PROGRAM APPROVAL is reviewed annually. Programs granted approval status shall:~~

- ~~1. Follow all policies and procedures;~~
- ~~2. Participate in end of course assessment or approved substitute;~~
- ~~3. Meet or show improvement in documented performance indicators;~~
- ~~4. Remove all critical elements identified in technical assistance visits; and~~
- ~~5. Follow all required program guidelines.~~

~~Schools may offer for graduation credit, only career and technical classes approved by ARCareerEd.~~

~~B. ACCOUNTABILITY~~

~~The following items will be reviewed annually to maintain program continuation: a) academic skill attainment, b) technical skill attainment, c) number of students completing career focus, d) placement of students in postsecondary education, e) placement of students in the workforce, and f) non-traditional enrollment, g) advisory council status, h) career and technical student organization (CTSO), i) critical elements from technical assistance visit, j) any conditional item from previous year.~~

~~C. GRANTS FOR NEW, EXPANDED, OR PRIORITY PROGRAMS~~

- ~~1. Grant awards shall be available for the exclusive purpose of purchasing equipment and program specific supplies, required training, assessment, and software to support newly approved career focus programs of study, foundation courses, expanded programs of study, and other career and technical related courses.
JAG new program start-up requests are accepted on a rolling basis as funds are made available. Awards are based on guidelines provided by the National JAG office and requirements of the funding source.~~
- ~~2. The factors used for determining both approval and the amount of the grant awards are contingent on:
 - ~~a. funds available;~~
 - ~~b. state priority;~~
 - ~~c. labor market data;~~
 - ~~d. rubric evaluation; and~~
 - ~~e. proposed technical programs in local districts located within a 25 mile radius or within 30 minutes travel time (one way) of a technical career center offering the same program.~~~~
- ~~3. To be considered for funding, school districts and secondary technical centers shall submit a proposal for new program start-up by October 1 prior to implementation in the following school year.~~
- ~~4. The grant award(s) shall not exceed the cost of the start-up as established by ARCareerEd program standards.~~
- ~~5. The equipment, supplies, and software purchased with state funds authorized under the biennial appropriation for grants and aids to school districts (public school fund) shall be utilized only for the activities for which it was originally approved and purchased and shall not be used in any other fashion without prior written approval of ARCareerEd.~~

6. ~~Reimbursement requests for new program start up shall be submitted on the Form WE 4 to the state office at any time prior to the November 1 deadline. The request for reimbursement of state funds shall not exceed the amount of the grant award. Waivers may be given for the advancement of grant funds.~~
7. ~~For new program start up equipment and program specific supplies and software, it shall be the responsibility of the local school districts and secondary vocational centers to maintain and repair the equipment purchased with the State grant during its life cycle. After the life cycle (5 years), it shall become the property of the local school district and/or secondary technical career center.~~
8. ~~ARCareerEd shall retain a vested interest in the equipment and program specific supplies and software purchased with new program start up grants for their life cycle. At the discretion of the program coordinator, items shall be re-inventoried to another CTE program.~~
9. ~~ARCareerEd will provide up to date equipment standards for each program and foundation course. Prior written approval shall be required for any item or expenditure not on the ARCareerEd program start up list.~~
10. ~~A request to restart a closed program shall be funded only if funds have not been granted within the last five (5) years. Under extraordinary circumstances, the CTE Deputy Director may grant approval at a reduced funding amount.~~

III. PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION, AND EVALUATION

A. ~~ADVISORY COMMITTEE(S)~~

1. ~~Each career and technical program shall have an active advisory committee or a school-wide advisory committee with representation from each program/career pathway.~~
2. ~~The committee shall have appropriate, diverse representation of community, business/industry, and post-secondary partners. The committee shall meet twice annually and minutes, sign-in sheets, agendas, and any other supporting documentation shall be kept. District representation at the regional advisory council meeting will suffice for one of these.~~
3. ~~The committees' functions should include program evaluation and technical assistance relating to program development, employment opportunities, skills requirements of the occupation, and specialized equipment acquisition.~~

B. ~~CAREER FOCUS PROGRAMS OF STUDY~~

1. ~~Career focus programs of study make up the career and technical delivery system in these career clusters:~~
 - a. ~~Agriculture, Food & Natural Resources~~
 - b. ~~Architecture & Construction~~
 - c. ~~Arts, A/V Technology & Communications~~
 - d. ~~Business, Management & Administration~~
 - e. ~~Education & Training~~
 - f. ~~Finance~~
 - g. ~~Government & Public Administration~~
 - h. ~~Health Science~~
 - i. ~~Hospitality & Tourism~~
 - j. ~~Human Services~~
 - k. ~~Information Technology~~
 - l. ~~Law, Public Safety & Security~~
 - m. ~~Manufacturing~~
 - n. ~~Marketing, Sales & Service~~
 - o. ~~Science, Technology, Engineering & Mathematics~~
 - p. ~~Transportation, Distribution & Logistics~~
2. ~~Each career focus program of study shall consist of foundation courses in grades 7 or 8 as defined by the Department of Career Education. A minimum of three (3) Carnegie units in grades 9-12, a career focus is required for a program of study in CTE. Approved programs shall offer a complete program of study on a two year rotational basis. Core courses shall be offered annually.~~
3. ~~Approved program shall follow programs of study and guidelines established and identified in the supplemental program operational guides and approval of CTE Deputy Director and/or their designee. All changes to the operational guides shall go through a review process.~~
4. ~~Schools that, due to local business and industry requirements or school improvement plans, find it necessary to modify career focus programs of study or core course requirements to meet the needs of the students by improving completion and placement may request a local modification.~~

The request:

- a. shall document need and expected outcomes;
- b. shall have input from postsecondary and industry representation;
- c. shall be submitted to the Deputy Director of CTE; and d. shall not be initiated until written approval is received.

C. CAREER PLANNING

Upon completion of the eighth grade, each student shall have on file a four-year Career Development Portfolio, either hardcopy or electronic format, which includes secondary courses to be taken. At least two years of postsecondary education planning is recommended. The career plan shall be revisited each year for any necessary adjustments. Parents/guardians shall be involved in the education and career planning process, with signatures documenting involvement each year.

D. CLASS PERIODS — LENGTH

Class periods shall conform to the minimum class hours established by the Standards for Accreditation of Public Schools.

E. CLASS SIZE

1. Class size shall conform to the Standards for Accreditation of Public Schools; however, enrollments may vary and will depend on the availability of equipment, tools, furniture, and instructional materials that support the program.
2. Additionally, program equipment requirements and safety conditions should be a consideration in establishing class size.

F. CONCURRENT CREDIT

All concurrent credit courses offered for high school graduation credit (required 22 units) shall have approval and curriculum alignment from ARCareerEd.

G. WORK-BASED LEARNING

Work-based learning combines classroom instruction with alternating periods of on-the-job training in an occupation related to the student's career goal. Training sponsors are selected to coordinate the learning experiences provided on the job. Training plans are developed cooperatively by the teacher/coordinator and the training sponsor (employer) to ensure the development of required competencies. ARCareerEd Training Plan shall be completed for each student and submitted to the program area office annually. Students may be paid and shall be given academic credit.

Students shall be sixteen (16) years of age to meet labor law requirements.

Coordinator/teacher Supervision Periods

1. For off-campus paid work-based programs, coordinators will be assigned:
 - a. one supervision period for 1-25 students,
 - b. two supervision periods for 26-50 students, and
 - c. three supervision periods for 51 or more students.The conference period may count as one of the three (3) supervision periods.

2. For students of Jobs for Arkansas Graduates (JAG), JAG Specialists will be assigned:
 - a. one supervision period for 1-15 students;
 - b. two supervision periods for 16-30 students; and
 - c. three supervision periods for 31 or more students.The conference period may count as one of the three (3) supervision periods.

H. ~~CONTRACT LENGTH~~

Local school districts and secondary technical area centers governing authority shall have the option of extending the length of CTE teachers' contracts beyond the minimum number of contract days required by the Standards for Accreditation of Public Schools.

Exception: State law requires twelve (12) month contracts for agriculture teachers.

I. ~~COURSE CREDIT~~

It is recommended that three (3) units per year be given one (1) unit for the related class and two (2) units for the 270 per semester/540 per year hours of on-the-job training required.

J. ~~CURRICULUM CONTENT FRAMEWORKS~~

Each teacher shall follow Arkansas curriculum/content frameworks for each course approved by ARCareerEd.

K. ~~FACILITIES~~

Facility requirements must meet Arkansas Department of Education guidelines (<http://arkansasfacilities.arkansas.gov>). Equipment requirements may be obtained from the appropriate program section and shall be met within the specified time for program approval.

L. ~~FEDERAL FUNDS~~

The federal funds received through ARCareerEd must be used to improve CTE programs and services for students enrolled in the program. Federal rules and regulations along with the state's plan for the funds must be followed. Pertinent information regarding the federal CTE federal funds may be obtained through the Perkins Coordinator Manual and the Arkansas Five-Year Plan (posted on ARCareerEd's website) and through the U. S. Department of Education Office of Career, Technical, and Adult Education.

M. ~~FOUNDATION COURSES~~

Foundation courses are those classes that encompass the skills and knowledge necessary to be successful in any selected career and technical program. These courses are prerequisite in nature and required for all career and technical program approvals as defined by the ARCareerEd.

N. ~~REQUIRED TRAINING~~

Instructors shall attend ARCareerEd required training for program start-up and/or annual approval.

O. ~~REPORTS~~

Information is necessary via various reports and shall be submitted by due date. Refer to program area operational guides for program specific reports.

~~P. SECONDARY SLOT INS AT POSTSECONDARY INSTITUTIONS~~

- ~~1. Occupational specific programs at technical institutes, community colleges, or two year colleges in which high school students are admitted (slot ins) shall count toward meeting the Arkansas standards relating to the requirement for three units each of three occupation specific career and technical programs.~~
- ~~2. A copy of the written contract (agreement) with the postsecondary institution shall be submitted to the Deputy Director for Office of Skill Development, ARCareerEd, by October 1 of each academic year.~~

~~Q. TRADE & INDUSTRY PROGRAM ACCREDITATION~~

~~The following programs of study must maintain accreditation by the National Automotive Technicians Education Foundation (NATEF):~~

- ~~a. Automotive Service Technology~~
- ~~b. Collision Repair Technology~~

~~R. STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS~~

- ~~1. Curriculum grades 9-12~~

~~Arkansas public schools are required to offer nine (9) units of CTE.~~

- ~~2. To meet Arkansas standards for accreditation, public schools shall provide students access to a minimum of one career focus program of study in three (3) different occupational clusters (offered annually).~~

~~Schools who do not offer these programs on campus may utilize public schools, secondary technical centers, or postsecondary institutions.~~

~~If occupational programs are offered off site to fulfill the required three (3) occupational programs, the school must provide student transportation, sufficient time to complete a three-unit program of study, and sufficient effort to provide these opportunities to students. Students must be enrolled in the program to count toward the three (3) required.~~

- ~~3. Secondary schools utilizing off campus options as a means for meeting curricula standards shall have on file with the Deputy Director for CTE a written agreement between both institutions as documentation to this effect before October 1 of each academic year. Schools having no students in attendance shall not meet this standard.~~

~~S. CTE TECHNICAL SKILL ATTAINMENT~~

~~ARCareerEd provides end-of-course assessments for selected required courses of the CTE programs of study in which a related industry credential/certification is not available. Districts with students enrolled in any of the assessed courses shall be required to test students through the web-based assessment system. The assessment results, along with industry credentials/certification data, shall be used to guide program improvement. This combined data is used to determine achievement for the technical skill attainment performance indicator required by the federal Perkins Act and is published annually on the CTE School Report Card.~~

~~T. STUDENT ORGANIZATIONS (CTSO)~~

~~The career and technical student organization(s) (CTSO):~~

- ~~a. Shall be an integral part of the CTE program(s) offered in each school and shall follow the applicable guidelines, goals, objectives, and participate in activities of the appropriate state and/or national student organization for each program; **and**~~
- ~~b. Shall be supervised by career and technical personnel in the applicable occupational area.~~

~~U. WORKFORCE EQUITY~~

~~ARCareerEd will continue to inform school administration of current policies regarding gender equity, discrimination and nontraditional training with the intention that these policies will be infused into the local curriculum and instruction. Onsite monitoring of selected programs is required by federal law. The Methods of Administration Office will visit secondary and postsecondary education institutions offering CTE courses as outlined in the state plan to monitor compliance with ADA, 504, IDEA, Title IX, and the Civil Rights Act rules and regulations, as defined by the federal government.~~

IV. TEACHER LICENSURE AND TRAINING

A. ~~CAREER AND TECHNICAL DEGREEED TEACHERS LICENSURE~~

1. ~~Integrated CTE Licensure~~

~~Arkansas Career and Technical teachers in the areas of (1) Agriculture and Science-Technology, (2) Business Technology, (3) Family and Consumer Sciences, and (4) Industrial Technology Education will be licensed through the Arkansas Department of Education (ADE)~~

2. ~~Driver Education Endorsement~~

~~Must complete Driver Education I, II, and First Aid (2 sem. hrs. each). The instructor must also complete all other steps required by Arkansas Department of Education (ADE) Educator Licensure Unit.~~

B. ~~CAREER AND TECHNICAL ENDORSEMENTS FOR LEVEL A.Y.A. (ADOLESCENTS AND YOUNG ADULTS)~~

~~Instructors who desire to teach identified courses, which require specific training not offered through CTE approved programs of study, may receive added endorsement to an existing teaching license by completing the requirements identified for the following course specific areas. Specific requirements for each course are found in the related section of the program policies and procedures for secondary career and technical programs.~~

~~Applications for these endorsements should be made to the Deputy Director for CTE, ARCareerEd. Following documentation of the completion of individual requirements, a recommendation will be made to ADE Professional Licensure section to add related endorsements.~~

~~a. Career Academy Endorsement (410) (grades 7-12) and Keystone (grades 9-10)~~

~~b. Career Orientation (411) (grades 7-8) and Career Development Endorsement (418) (grades 4-8)~~

~~c. Career Preparation (412) (grades 7-12)~~

~~d. Career Services for Special Populations (413) (grades 7-12)-
Jobs for Arkansas' Graduates~~

1. ~~Teacher Qualifications for Career Orientation or Career Development Endorsements (411 or 418)~~

~~a. Education—Career Orientation/Career Development teachers who are not certified counselors shall have a valid secondary or middle school teaching license or be enrolled in the non-traditional licensure program.~~

~~b. Endorsement—In addition to the licensing requirements, completion of the following coursework or the mentorship training program is required and shall be completed prior to teaching Career Orientation or Career Development a second year:~~

~~a. Three semester hours of "Methods of Teaching Career Development"~~

~~Or~~

~~b. Mentorship Training Program~~

~~c. Complete an equivalent mentorship training program designed and approved by ARCareerEd under an approved model trainer.~~

~~d. Attend a Career Development New Teacher Endorsement Workshop provided by ARCareerEd.~~

~~Counselors who teach Career Development shall meet state licensing standards and the mentorship training program.~~

2. ~~Teacher Qualifications for the Career Preparation Endorsement (412)~~

~~Education—The instructor shall maintain a valid 7-12 teaching license or be enrolled in the non-traditional licensure program.~~

~~Endorsement—The instructor shall:~~

- ~~a. Complete a mentorship training program designed and approved by ARCareerEd under an approved model trainer.~~
- ~~**Or**~~
- ~~b. Complete approved coursework (Methods of Teaching Career Preparation) prior to the second year of teaching in this area.~~
- ~~c. Attend the Career Development New Teacher Endorsement Workshop provided by ARCareerEd.~~

3. ~~Teacher Qualifications for JAG (413)~~

~~The JAG Specialist is to be secondary licensed in a CTE or core academic area and endorsed through the completion of program management training developed and approved by ARCareerEd.~~

~~It is strongly recommended that during the first year of operation the JAG Specialist be employed on a contract of a minimum of 215 days. It is also strongly recommended that during each subsequent year the Specialist be employed on a contract of a minimum of 225 days.~~

4. ~~Teacher Qualifications for the Career Academy Endorsement (410) —Keystone~~

~~For new programs it is the school administrator's responsibility to assemble a team of visionaries to design the course. The team shall include qualified counselor(s), administrators and both academic and career and technical certified teachers. The goal of the team shall be to establish the local guidelines and content for the Keystone course.~~

~~Annual professional development shall be held during which time the process shall be revisited. Newly recruited teachers shall participate in evaluating and modifying the Keystone course with veteran team members.~~

~~Education—The Keystone instructor shall maintain a valid 7-12 teaching license or be enrolled in the non-traditional licensure program.~~

~~Endorsement—The Keystone instructor shall:~~

- ~~a. Complete or be enrolled in a mentorship training program approved by ARCareerEd under an approved model trainer to be completed before the end of the first semester of teaching Keystone.~~
- ~~b. Attend the Career Guidance New Teacher Endorsement Workshop provided by ARCareerED.~~

5. ~~Teacher Qualifications for Integrated Academics Endorsement~~

~~A qualified teacher of Physics in Context/Principles of Technology shall:~~

- ~~a. Hold a valid teaching license, be licensed in Physical—Earth Science (A.Y.A) in secondary education, or be licensed in physics or have physics approval.~~

6. ~~A qualified teacher of Project Lead the Way (PLTW): Pre-Engineering and Gateway to Technology shall:~~

- ~~a. Hold a valid Arkansas teaching license~~
- ~~b. Complete the training for each of the specific courses to be taught.~~

- ~~A qualified teacher of Project Lead the Way (PLTW): Biomedical Sciences shall;~~
- ~~a. Have successfully completed at least two semesters of college-level biology with a laboratory and have experience in the techniques and methods of modern biology, molecular biology, or physiology~~
 - ~~b. Complete the training for each of the specific courses to be taught.~~

- ~~A qualified teacher of Engineering Technology Education (ETE) shall:~~
- ~~a. Hold a teaching license in Industrial/Technology Education or hold a bachelor's degree and be certified in another area;~~
 - ~~b. Be a certified teacher from another area may teach Engineering Technology Education with a passing score of 159 on the Praxis II Technology Education test;~~
 - ~~c. Have two year's work experience in a trade, technical, or industrial area; and~~
 - ~~d. A minimum of twelve credit hours or 180 clock hours in career and technical teacher education courses required (six hours of career and technical teacher education courses must related specifically to Industrial Technology).~~

~~7. Teacher Qualifications for Grade 5/6 Business Technology Endorsement (419)~~

~~The Grade 5/6 Business Technology Endorsement candidate shall be a licensed teacher in Arkansas and shall complete the AR CareerEd approved professional development.~~

~~C. TEACHER QUALIFICATIONS FOR CTE PERMIT AREAS~~

~~1. Minimum Requirements for CTE Permits~~

~~Experienced professionals may be issued a CTE provisional permit. The minimum requirements include a minimum of an Associate's Degree with two years of relevant work experience in the specialty area to be taught *or* four years of relevant work experience in the specialty area to be taught. Minimum education requirements/work experience shall be met prior to employment in the teaching specialty, verification of high school diploma or high school equivalency diploma. All candidates must pass the required background checks.~~

~~2. Process for Obtaining CTE Permits~~

~~Candidates shall submit the following documents to the ADE Office of Educator Licensure:~~

- ~~a. The Arkansas Educator Licensure Application (located Arkansas Department of Education website);~~
- ~~b. Official college transcript, copy of high school diploma, or copy General Equivalency Diploma (GED) (Submit the highest attained);~~
- ~~c. Resume reflecting relevant work experience in Specialty Permit Areas;~~
- ~~d. Additional requirements as outlined under Specialty Permit Areas.~~

~~Provisional permits (employment required) will be valid for one (1) year from the applicants hire date. A second one (1) year provisional permit may be issued to allow additional time for completion of the specialty area requirements to obtain a standard 5-year permit. A new application shall be submitted for permit renewal.~~

~~A complete list of Career and Technical permits and endorsements may be found on the Arkansas Department of Education (ADE) website under the "Related Files" section of the Educator Licensure Unit's "Add Licensure Area to License" section located at:~~

~~<https://tinyurl.com/hzq4jmd>~~

~~www.arkansased.gov~~

~~Educator Licensure Unit~~

~~Add Licensure Area to License~~

~~Related files:~~

~~Areas and Levels of Licensure by Code Numbers 2016~~

~~3. Specialty Permit Areas Requirements~~

- ~~a. JROTC (612)
Instructor Approval Letter from Branch of Service~~
 - ~~b. Cosmetology (573)
Standard 5-year permit requirements:
 - ~~1. Attend the SkillsUSA Chapter Management Institute (CMI)~~
 - ~~2. Additional permit requirements:
 - ~~a. Valid Arkansas Cosmetology License (submit copy with application)~~
 - ~~b. Valid Arkansas Cosmetology Instructor's License (submit copy with application)~~~~~~
- ~~c. Culinary Arts/Food Production (580)
Standard 5-year permit requirements:
 - ~~1. Submit passing scores for the National Occupational Competency Test (NOCTI) in the specialty area or possess a valid national certification from an accredited organization (submit copy with application) which is approved by ARCareerEd.~~
 - ~~2. Complete the Arkansas FCCLA Adviser Academy or SkillsUSA Chapter Management Institute (CMI).~~~~

~~4. Trade and Industry (formerly Skilled and Technical) Permit Areas~~

~~All Trade and Industry Sciences program instructors shall complete the SkillsUSA Chapter Management Institute (CMI).~~

~~Additional Requirements for Trade and Industry Specialty Areas:~~

- ~~a. Construction Technology (570) and Welding (597)
 - ~~• NCCER Certification~~
 - ~~• NOCTI Assessment~~~~
- ~~b. Medical Professions (611)
 - ~~• Hold a Current Professional Medical License~~~~
- ~~c. Sports Medicine (625)
 - ~~• Licensed in Arkansas to practice Athletic Training~~~~
- ~~d. Automotive Collision Repair (567), Automotive Service Technology (568), and Diesel Mechanics (574)
 - ~~• ASE Certification in the specific areas taught~~~~

~~D. CONCURRENT CREDIT TEACHER APPROVAL~~

~~Concurrent credit classes offered for high school CTE credit in a secondary technical center operated by a post-secondary institution must have approval and course alignment by ARCareerEd.~~

~~An ARCareerEd concurrent credit course number to be used by high schools to identify concurrent college classes will be issued following submission of course alignment approval request to the Deputy Director for CTE. Three (3) hour college credit classes shall be given 1 unit of secondary credit.~~

~~Technical instructors teaching at a secondary technical center operated by a two-year community/technical college shall have a minimum of an associate degree within the area of instruction, have completed all necessary background checks, and meet all college accrediting standards for instructors. Secondary technical centers shall submit documentation of these records to the Office of Skills Development. Centers will annually submit a list of instructors providing concurrent credit and meeting the above requirements, will be given an annual waiver from teacher licensure requirements. Those instructors not meeting these requirements or instructors teaching non-concurrent credit classes shall hold an Arkansas Teacher's License/Technical Permit.~~

V. APPRENTICESHIP

Apprenticeship is a structured training and educational system designed to prepare individuals for specific occupations. It combines on-the-job training (OJT) under the supervision of experienced journey workers at the work site along with education conducted by qualified instructors in related classroom instruction. Apprenticeship programs are driven by business and industry employers who specify the competencies or processes required for mastery in the occupations; these become the standards for which the apprentices will master. Apprenticeship programs require, at minimum, one year of training and education, but usually require four or five years. Specific apprenticeship programs require registry with the U.S. Department of Labor/Office of Apprenticeship (USDOL/OA). Apprentices who successfully complete the prescribed number of hours in OJT, classroom instruction in a registered apprenticeship program, and pass required tests are awarded certificates of completion and considered journeyman. Apprentices may also receive post-secondary certificates, diplomas, and degrees as a result of completing their specific apprenticeship program.

Qualifications of the apprentice vary according to the requirements of the occupation. However, all apprenticeship programs require applicants to be at least 16 years old and physically able to perform the job. All programs prefer and most require a high school diploma or equivalent certificate.

The State of Arkansas recognizes the significance of apprenticeship programs in enhancing the skill levels of the employees and workers in Arkansas businesses and industries. Three methods of providing improvement funds are available for employers and apprentices: Traditional Apprenticeship, Youth Apprenticeship, and Construction Training.

A. Traditional Apprenticeship

The term "Traditional Apprenticeship" is used to designate the adult apprenticeship programs that are registered with the USDOL/OA and that receive State Improvement Funds based upon hours of related classroom instruction. These programs are operated by employers, employer associations, or jointly by management and labor on a voluntary basis. The State Apprenticeship Office (SAO), within ARCareerEd, monitors the related classroom instruction portion of USDOL/OA registered apprenticeship programs that apply and are approved for State Improvement Funds.

The Arkansas Apprenticeship Coordination Steering Committee (AACSC) provides guidance to and coordinates with the SAO to effectively promote and enhance apprenticeship programs in Arkansas. The AACSC is composed of voting members, appointed by the Governor, from business/industry, labor, education, and female minority sector, and non-voting, advisory members appointed by government and education agencies.

Teachers or instructors of Traditional Apprenticeship related classroom instruction are chosen by the local apprenticeship committee based upon the instructor's experience and teaching abilities. Instructors are usually selected from the CTE programs at high schools, technical institutes or colleges, and business/industry companies. The instructional materials are frequently developed by and available from labor associations and curriculum centers or developed locally by the employers and experienced journey workers.

The standards (or implementation plan) for each apprenticeship program is written in a specific format by the local committee and submitted to the USDOL/OA for approval and registry. This document states how and when the learning processes will occur, what the responsibilities are of the employer and apprentice, and what wages will be awarded upon completion of each level of mastery. The employer and apprentice then sign their respective employer agreement and apprentice agreement, which are also registered with the

~~USDOL/OA. If an apprenticeship program is properly registered with the USDOL/OA then the program is eligible to apply for State Improvement Funds.~~

~~B. Construction Training~~

~~The Construction Industry Training Education Program (pursuant to Act 474 of 1999) is designed to assist the construction industry in Arkansas to develop and improve the competencies and skill levels of their employees. Monies for this program are acquired from a construction permit surcharge and are available to approved USDOL/OA Apprenticeship construction programs that apply to the ARCareerEd/SOA.~~

~~Rules and Regulations outline the application and award process. To qualify, the program must be performing actual work in Arkansas, the training must occur in Arkansas, and the applicant should be currently sponsoring a training, apprenticeship, or educational program in Arkansas that is approved by or registered with the SAO and/or the USDL/OA. The SAO and the AACSC review the applications.~~