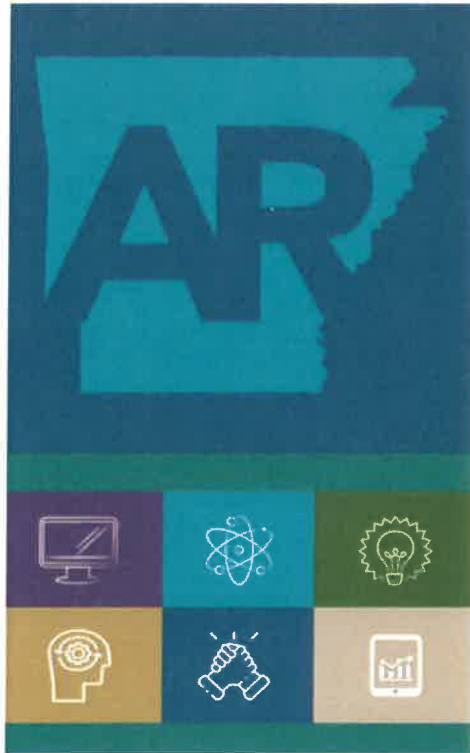


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POLICIES AND PROCEDURES FOR CAREER AND TECHNICAL EDUCATION

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Contents

INTRODUCTION	3
STATEMENT OF ASSURANCE	3
THE USE of "SHALL"	3
CAREER AND TECHNICAL EDUCATION DESIGN AND DEVELOPMENT	3
CTE Participant.....	3
Special Populations.....	4
Concentrator.....	4
Completer	5
Career Clusters.....	5
Career Field.....	6
Career Pathway.....	6
Career Planning.....	6
Course	6
Foundation Courses.....	6
CTE Teacher Contract Length	6
Curriculum Content Standards	7
Digital Learning Providers.....	7
Embedded Courses	7
CTE PROGRAMS OF STUDY AND CTE PROGRAMS.....	7
CTE Programs of Study (POS).....	8
Arkansas Definition of CTE Program.....	10
CTE Program Requirements.....	10
Industry-Recognized Postsecondary Credential	11
STATE START-UP GRANTS.....	11
EQUIPMENT, FACILITIES, AND SAFETY	13
Adaptive Equipment for CTE Students with Disabilities.....	13
Equipment (Inventory).....	13
Minimum Equipment Lists.....	14
Facilities	14
Safety	14

Color Key Notating Reason for Revision: Designates Revision due to Act 910 of 2019 - Transformation
 Designates Revision due to Perkins V

SECONDARY TECHNICAL CAREER CENTERS	15
High School Students attending Postsecondary Institution Secondary Technical Centers (STCs)	15
TEACHER LICENSURE AND TRAINING	16
Career and Technical Education Degreed Teacher Licensure	17
Required Training	19
Professional Development.....	19
Teacher Qualifications for DCTE Technical Permit Areas	21
Concurrent Credit Teacher Approval.....	22
WORK-BASED LEARNING	23
Internship.....	23
Career Practicum	23
Pre-Apprenticeship	24
Documentation Required for Work-Based Learning	24
Internship Teacher Supervision Period Required for all Work-Based Learning	24
Course Credits for Internship and Career Practicum.....	24
Course Credits for Pre-Apprenticeship	25
PROGRAM APPROVAL TO MEET FEDERAL REQUIREMENTS	25
Perkins V Accountability Metrics.....	25
Federal Reporting	26
Annual Tiered Support (Formerly TA Visit or Onsite Compliance Review)	26
On-Site Visits.....	27
Federal Funds	29
Methods of Administration (MOA) - Perkins V.....	29
Career and Technical Student Organizations (CTSOs)	30

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.

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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

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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 | • Hospitality & Tourism |
| • Architecture & Construction | • Human Services |
| • Arts, A/V Technology & Communications | • Information Technology |
| • Business, Management & Administration | • Law, Public Safety & Security |
| • Education & Training | • Manufacturing |
| • Finance | • Marketing, Sales & Service |
| • Government & Public Administration | • Science, Technology, Engineering & Mathematics |
| • Health Science | • 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.

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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.

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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.adn.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. 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.

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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.

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- 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;

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Designates Revision due to Act 910 of 2019 - Transformation

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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.

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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

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Designates Revision due to Perkins V

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.

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- 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.

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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:

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

* 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

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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.

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Designates Revision due to Perkins V

- 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.

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Designates Revision due to Perkins V

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.

B. 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.

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Designates Revision due to Perkins V

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/1NDqR2eMag7s7vv9B36E5na2YI_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/1NDqR2eMag7s7vv9B36E5na2YI_r-Drei/view

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Designates Revision due to Act 910 of 2019 - Transformation

Designates Revision due to Perkins V

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

Color Key Notating Reason for Revision: Designates Revision due to Act 910 of 2019 -Transformation
Designates Revision due to Perkins V

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

Color Key Notating Reason for Revision: Designates Revision due to Act 910 of 2019 - Transformation
Designates Revision due to Perkins V

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.

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

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:

- percentage of concentrators graduating in 4-year cohort;
- percentage of concentrators graduating in 5-year cohort;
- academic skill attainment (ELA, Math, and Science);
- number of students concentrating in a program of study;
- number of students completing a single program of study;
- percentage of students completing an industry-recognized certification;
- placement of students in postsecondary education;
- placement of students in the workforce;
- non-traditional enrollment;
- local occupational specific advisory committee;
- career and technical student organization (CTSO);

Color Key Notating Reason for Revision: Designates Revision due to Act 910 of 2019 -Transformation
Designates Revision due to Perkins V

- 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

Color Key Notating Reason for Revision: Designates Revision due to Act 910 of 2019 -Transformation
Designates Revision due to Perkins V

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;

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Designates Revision due to Perkins V

- 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.

FULLY APPROVED PROGRAMS	
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:	
ACTION	PROGRAM STATUS
Critical Elements, including Safety Violations and Office of Civil Rights Violations, received from previous Tiered Support Activities (formerly Technical Assistance Visits)	Conditional Approval
CTSOs maintain membership requirements as defined by national or state bylaws and are active	Conditional Approval
No program of study	Conditional Approval
No required foundation courses	

Color Key Notating Reason for Revision: Designates Revision due to Act 910 of 2019 -Transformation
Designates Revision due to Perkins V

(reviewed by appropriate program area)	Conditional Approval
Meets all Division of Career and Technical Education policies and standards	FULL APPROVAL
CONDITIONALLY APPROVED PROGRAMS	
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:	
ACTION	STATUS TO RECEIVE
Problems are corrected	FULL APPROVAL
Problems not corrected	Disapproval (see page 26 for requirements)
Critical Elements, including Safety Violations and Office of Civil Rights Violations, received from previous Tiered Support Activities (formerly Technical Assistance Visits)	Disapproval (see page 26 for requirements)

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 CTISO participation is defined on the correlating occupational program area page on the DCTE website.
3. The holder of the CTISO Charters held by the Division of Career and Technical Education; and
4. Supervised by career and technical personnel in the applicable occupational area.