

WE

ARKANSAS DEPARTMENT
OF
WORKFORCE EDUCATION



Governor Mike Beebe
William L. "Bill" Walker, Jr., Director

Agenda Manual
June 7, 2007

AGENDA

State Board of Workforce Education and Career Opportunities (SBWECO)

Camp Couchdale
Hot Springs, AR

June 7, 2007
9:30 a.m.

- TAB A Action Item – Approval of Minutes of April 5, 2007
 - TAB B Action Item – Adoption of the 2007-2008 Agency Budget
 - TAB C Action Item – Megan's Law
 - TAB D Action Item – Approval of a Landscape Construction Design
Program for Riverside Vocational Technical School
- Director's Report

MINUTES - MEETING OF THE
STATE BOARD OF WORKFORCE EDUCATION
AND CAREER OPPORTUNITIES

April 5, 2007

Chairman Jack Justus called a meeting of the State Board of Workforce Education and Career Opportunities (SBWECO) to order at the Department of Workforce Education in Little Rock at 9:30 a.m.

A record of member attendance is as follows:

PRESENT

Mr. Jack Justus, Chairman	<u>Ex-Officio Nonvoting Members</u>
Mrs. Lucy Ralston	None
Mr. Robert McClanahan	
Mr. Phil Taylor	
Mrs. Kathy Scarsdale	
Mr. William L. "Bill" Walker, Ex-Officio Secretary	

ABSENT

Mr. Terry Youngblood	<u>Ex-Officio Nonvoting Members</u>
Mr. Richard Smith	Dr. Linda Beene
	Dr. Ken James

1. ACTION ITEM – APPROVAL OF MINUTES OF March 15, 2007

On motion by Mr. Taylor and second by Mrs. Ralston, the State Board of Workforce Education and Career Opportunities unanimously approved the minutes of March 15, 2007.

2. ACTION ITEM – APPROVAL TO DESIGNATE ASU-SEARCY AREA CAREER CENTER AS ASU-SEARCY REGIONAL CAREER CENTER

Mr. Lee Griffith, associate director for workforce training, recommended that the State Board of Workforce Education and Career Opportunities approve designating the ASU-Searcy Area Career Center as the ASU-Regional Career Center.

Mr. Griffith stated as it is currently structured, the ASU-Searcy Area Career Center serves high schools within a 25-mile radius of the center. ASU-Searcy is a part of the ASU-Beebe system, which is made up of five campuses serving eight counties.

Mr. Griffith stated that by changing "area" to "regional", programs and services would be more readily offered from each campus to high schools in the ASU-Beebe service area.

On motion by Mr. Taylor and second by Mr. McClanahan, the State Board of Workforce Education and Career Opportunities unanimously voted to approve to designate ASU-Searcy Area Career Center as ASU-Searcy Regional Career Center.

3. ACTION ITEM – APPROVAL OF THE ONE YEAR STATE TRANSITION PLAN FOR CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006 (PERKINS IV)

Mr. John Davidson, deputy director of career and technical education recommended that the State Board of Workforce Education and Career Opportunities approve the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) One Year State Transition Plan.

Mr. Davidson stated that the Carl D. Perkins Career and Technical Education Improvement Act, P.L. 109-270, was passed by Congress and signed into law by the President in August 2006. The purpose of the law is to develop more fully the academic and career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Mr. Jack Justus asked why we were doing just the one year plan and not the six year plan. Mr. Davidson stated that the U. S. Department of Education just completed the regulations that will oversee these plans and it was their recommendation that states write a transition plan first and then submit the final plan next year.

Mr. Justus asked Mr. Davidson to discuss briefly the summary.

On motion by Mr. Taylor and second by Mrs. Ralston, the State Board of Workforce Education and Career Opportunities unanimously voted to approve the One Year State Transition Plan for Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). See summary as attachment A.

4. INFORMATION ITEM – SALARIES FOR ADULT EDUCATION PERSONNEL

Mr. George French, deputy director of adult education provided the board with information concerning the salaries for adult education personnel.

Mr. Justus asked that the minutes reflect that this would be a future agenda item.

5. DIRECTOR'S REPORT

Mr. Bill Walker asked that Mr. Charles Brown, associate director of finance, update the board members on legislative items.

Mr. Brown stated that this legislative session was the best that we've had since we became an agency of our own.

The high points were:

The department's budget was increased from its current \$68.3 million to about \$71 million. The adult education budget was increased by \$1.8 million. This is the first increase in state funding for adult education in 15 years. Legislators authorized \$10 million in General Improvement Funds for equipment replacement in career and technical education programs. A partnership with the Motor Vehicle Commission will provide \$150,000 to create a staff position and provide for national training and certification of programs in automotive fields. A chief of staff position was approved but not funded. Construction trades classes at the secondary area technical centers may now participate in a state revolving loan fund that will allow them to buy materials to build houses as class projects. Legislators approved a \$400,000 increase in appropriations for construction crafts apprenticeships. This allows the apprenticeship programs to use the money that's already in the fund.

The low points were:

No additional money was given for the secondary area technical centers. The Arkansas Technical Careers Student Loan Forgiveness Program was transferred from General Improvement Funds to General Revenue, a more secure source of funding, but it was not funded.

Mr. Brown stated that he credits much of this year's success to an early start and the extra time allowed senior management to review the issues, polish them and present them to legislators.

Mr. Walker informed the board members that Mr. Robert Trevino's father was killed in a car accident. The burial will be on Monday.

Mr. Walker also asked if the upcoming board meeting in June could be held in coordination with Mr. Marion Fletcher's activities at Camp Couchdale. Mr. Justus said that he would endorse that if the other board members agreed. The board agreed to hold the next board meeting at Camp Couchdale.

Mr. Walker also let the board now that Ms. Mari Serebrov, communications director has resigned her position. Her husband has taken a job in Washington D.C.

ADJOURNMENT

Mr. Justus adjourned the meeting at 11:27 a.m.

Bill Walker, Ex-Officio Secretary
State Board of Workforce Education
and Career Opportunities

Jack Justus, Chairman
State Board of Workforce Education
and Career Opportunities

ARKANSAS TRANSITION PLAN FOR 2007-08 FOR THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

SUMMARY FOR STATE BOARD

Introduction

The Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV), P.L. 109-270, was passed by Congress and signed into law by the President in August 2006. The purpose of the law is to develop more fully the academic and career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Over the past fifteen years, federal legislation has steadily moved the emphasis from narrow job preparation to developing a broad range of academic and technical skills in preparation for careers within an industry. Perkins IV connects the program more closely to the academic indicators of the No Child Left Behind Act and also balances the academic preparation focus with a need to address current and emerging career opportunities, workforce needs, and the economic competitiveness of a region, state and the nation.

Arkansas Career and Technical Education System and Perkins

Career and technical education (CTE) programs are offered in high schools and in postsecondary institutions in the state. Every high school offers at least three programs of study through local programs or through student participation in an area secondary center. The postsecondary CTE programs (either one or two years in length) are offered at technical and community colleges, technical institutes, and four-year colleges/universities. In addition, youth and traditional adult apprenticeship programs are a part of the CTE system.

The State Board of Workforce Education and Career Opportunities is designated by state law as the sole state agency with regard to the federal CTE funds. Through the Department of Workforce Education (DWE), the State Board carries out the required duties and responsibilities of the Act including oversight of the Perkins funds in the secondary schools. A Memorandum of Understanding between the DWE and the Department of Higher Education (DHE) grants responsibility and oversight of the Perkins funds designated for the postsecondary institutions to the DHE.

State Transition Plan and Five-Year Plan Development

The state is authorized to submit a one-year transition plan for the 2007-08 fiscal year. A five-year state plan covering the 2009-2013 fiscal years will be due in the spring of 2008. DWE formed a Secondary Perkins Core Team composed of staff and local recipients. The Team met numerous times and provided input into the transition plan. DHE also met with postsecondary recipients to gather input into the transition plan.

As the five-year plan is developed, secondary and postsecondary recipients will continue to be consulted and, as required by the Act, a minimum of two public hearings will be held before the state plan is finalized next spring. DWE and DHE will consult other stakeholders including business and industry, parents and students, interested community members, representatives of special populations, labor organizations, and the Governor.

Funds and Budget

Perkins IV allows the state to consolidate the Title II tech prep funds into the Title I basic grant funds. This new flexibility is being exercised by the state so that all CTE programs will be administered through the Perkins Title I program.

Within the basic state allocation from Title I (and tech prep combined), the state may retain 5 percent for administrative activities. These funds must be matched by state resources. An additional 10 percent of the allocation can be retained for leadership activities. An extensive list of the required and permissive leadership activities is given in the Act.

The remaining 85 percent of funds must be allocated to eligible recipients – which are secondary school districts and public postsecondary institutions (which offer one or two year technical programs).

Of the amount allocated for eligible recipients, the state must determine what percentage of local funds goes to secondary districts and what percent goes to the postsecondary institutions. In Arkansas, the local funds will be split at 25% for postsecondary and 75% for secondary. This determination is made based on the student enrollment patterns in the Consolidated Annual Reports over the past several years.

The state may elect to reserve up to 10% of the local funds for special purposes, but the funds still must be distributed to eligible recipients. The DWE has elected to reserve up to \$600,000 (approximately 6%) of the secondary local funds during the transition year to award competitive grants for secondary recipients with a high percentage of CTE enrollment for the purpose of implementing programs of study that are in one of the high skill, high wage, and high demand pathways not currently offered at the secondary level in the state. DHE has elected not to use the reserve option during the transition year. In future years, the reserve may be used to award incentive grants for high performance or for other purposes.

The Act contains the local allocation formulas for both secondary and postsecondary recipients. For secondary, the federal formula includes a poverty weighting factor (70 percent) and a general student population weighting factor (30 percent). For postsecondary, the formula is related to an economic need factor (the number of Pell Grant recipients having a declared major in these programs).

Local funds must be spent to improve CTE student performance on one of the indicators or to improve a program of study in a career pathway that is high wage, high skill, and high demand.

Accountability and Sanctions

Only secondary academic attainment and graduation performance indicators will have local negotiated targets for 2007-08. Baseline data for all other indicators will be collected during the 2007-08 school year and local targets will be negotiated beginning in 2008-09. Any recipient that fails to meet 90% of the target for any indicator will be required to submit an improvement plan during the following year. The recipient's failure to implement an improvement plan, to improve, or to meet 90% of the target for the same indicator for three consecutive years may result in loss of the management of the local funds. The DWE and DHE staff will recommend sanctioning action to the State Board for recipients. The earliest that a sanctioning action may

occur that requires Board action will be the spring of 2010 for academic attainment and graduation and in the spring of 2011 for all other indicators.

Secondary Indicators

- Academic achievement for reading, as reported for NCLB
- Academic achievement for mathematics, as reported for NCLB
- Graduation rates, as reported for NCLB
- Technical attainment, based upon industry standards when possible
- Attainment of a diploma or a GED
- Placement in postsecondary, military, or employment
- Participation in non-traditional programs

Postsecondary Indicators

- Technical attainment, based upon industry standards when possible
- Attainment of an industry recognized credential, certificate, or degree
- Retention in postsecondary (including transfer to 4-year college/university)
- Placement in military, apprenticeship, or placement retention in employment – including high-skill, high-wage, or high-demand
- Participation in non-traditional programs
- Completion of non-traditional programs

Special Populations

According to the Perkins Act, there are six populations that require specialized attention in the delivery of career and technical education services. The special populations are:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with limited English proficiency.

Several sections of the plan indicate how activities will ensure the following:

- Special populations have equal access to activities;
- Special populations will not be discriminated against;
- Services will be designed to help special populations meet performance standards and be prepared for further training in education programs leading to high-skill, high-wage or high-demand occupations that lead to economic self sufficiency; and,
- All students, including special populations, will be given support so they can graduate with a standard diploma.

High Skill, High Wage, or High Demand Occupations

In several provisions of the plan, the state must describe efforts they will make to ensure that students are participating in programs related to “high-skill, high-wage, or high-demand occupations.” One provision requires that occupations must be “current or emerging” and must

lead to “economic self-sufficiency.” Since there is no federal definition given to these terms, Arkansas must define these terms in the transition and in the five-year state plan. While not defined in legislation, the U.S. Congress is clearly indicating that CTE programs must have relevance to the workforce. For the transition year, high skill will be defined as any program that leads to an apprenticeship or associate degree. High demand programs will be defined as programs within a career pathway in which at least 50 percent of the jobs are on the high demand list developed by the Department of Workforce Services through their Labor Market Information data. High wage programs will be defined as those programs within a career pathway in which at least 50 percent of the occupations have an average wage that is 1.2% above the average working wage in the state. All wage data will be determined by the Department of Workforce Services.

Since the Perkins funds are a very limited amount in the state, we are requiring that all new programs implemented with the funds or programs that are improved with the funds meet all three designations of high skill, high wage, and high demand.

Timeline for Preparation of the Five-Year State Plan

July 1 – Perkins IV funding begins

July – December – Core teams for secondary and postsecondary will continue work

August 20 – Federal monitoring team will be in the state for one week

December 31 – Consolidated Annual Report for last year of Perkins III (2006-07) is due

January 2008 – Formal review process of five-year plan begins

February – Regional public hearings on five-year plan

April – State Board approves five-year plan



Department
of Workforce Education

Mike Beebe
Governor

William L. "Bill" Walker, Jr.
Director

June 7, 2007

TO: State Board of Workforce Education and Career Opportunities

FROM: William L. Walker, Jr., Director *FW*
C. L. Brown, Associate Director for Finance *CL Brown*

SUBJECT: ACTION ITEM – ADOPTION OF THE 2007-2008 AGENCY BUDGET

ACTION RECOMMENDED: It is recommended that the State Board of Workforce Education and Career Opportunities approve the 2007-2008 budget as presented.

INFORMATION/RATIONALE: The major budget components include

- Public School Fund – Adult basic and general adult education, workforce coordinators/counselors, new program start-up, adult literacy, vocational center aid and the student loan forgiveness program (state funds)
- Agency Operations (state funds) and Motor Vehicle Commission transfers
- Federally Funded Programs – Federal vocational, Dislocated Workers Task Force, Veterans Approving Agency, and adult education
- Cash-Supported Operations – Federal Surplus Property and alternate retirement programs
- Trust Funds – Construction trades training and Family dwelling revolving loan program
- General Improvement Funds

The budget components funded with state appropriation were developed in a manner consistent with the requirements of the Revenue Stabilization Act and are based on official forecasts.

Budgets are subject to change because of changes in actual revenues, receipt of miscellaneous grants, and authorized reallocation of funds among appropriations and line items. The approved budgets will constitute authority to spend in a manner consistent with applicable state and federal laws and regulations. The Director of the Department of Workforce Education is authorized to make appropriate corrections and adjustments in accordance with policies and procedures established by the State Board of Workforce Education and Career Opportunities.

**Public School Fund
2007-2008
State Funds**

Funding

General Revenue Forecast	\$33,181,651
Educational Excellence Trust Fund	\$12,224,611
Fund Balance	\$ 1,380,305
Merit	<u>\$ 892</u>
Total Resources for 2007-2008	\$46,787,459

Programs

200 New Program Start-Up	\$ 2,370,000
201 Vocational Center Aid	\$20,271,383
427 Adult Literacy	\$ 769,723
453 Adult Education	\$20,216,920
Adult Skills	\$ 300,000
681 Special Needs	\$ 1,119,433
4KW Loan Forgiveness Program	<u>\$ 1,740,000</u>
Total	\$46,787,459

**Agency Operations
2007-2008
State Funds**

Funding

General Revenue Forecast	\$2,863,193
Educational Excellence Trust Fund Forecast	\$3,668,844
Merit	\$ 30,580
Transfer from Motor Vehicle Commission	<u>\$ 150,000</u>
Total Available	\$6,712,617

Recommended Uses

High Tech Scholarships	\$ 10,000
Agency Operations	\$4,094,569
Adult Education Operations	\$ 413,902
Apprenticeship Programs	\$1,950,000
Motor Vehicle Program	<u>\$ 150,000</u>
Total	\$6,618,471

Surplus	94,146
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Federal Funded Programs

1. Vocational, Technical & Adult Education – 641	
Operations	\$ 2,158,601
Grants & Aids	\$12,832,705
2. Dislocated Workers Task Force – 643	
Operations	\$ 431,955
3. Adult Education – 645	
Operations	\$ 292,288
Grants & Aids	\$ 7,116,991
4. Federal Equipment – 647	
Operations	\$ 1,000
5. Federal Veterans Approving Agency – 649	
Operations	\$ 256,243

Cash Funds

1. Federal Surplus Property – 307	\$ 1,511,107
2. Alternate Retirement Programs – A88	\$ 122,522

Trust Funds

1. Construction Industry Craft Training – 755	
Operations	\$ 73,752
Grants & Aids	\$ 800,000
2. Housing Construction Loans – 35S	\$ 329,613

General Improvement Accounts

1. Camp Couchdale	\$ 200,000
2. Equipment Replacement	\$ 10,000,000
3. Literacy Councils	\$ 255,000
4. Loan Forgiveness	BALANCE



Department
of Workforce Education

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Director

June 7, 2007

TO: State Board of Workforce Education and Career Opportunities
FROM: William L. Walker, Jr., Director *FW*
John Davidson, Deputy Director for Career & Technical Education *[Signature]*
SUBJECT: ACTION ITEM – MEGAN'S LAW

ACTION RECOMMENDED: It is recommended that the State Board of Workforce Education and Career Opportunities approve the Arkansas Department of Workforce Education's guidelines for disclosure of information as required by ACT 147 of the regular session of the 86th General Assembly.

INFORMATION/RATIONALE: This policy will fulfill the requirements of the act regarding disclosure of information regarding a sex offender to students in school districts, adult education programs, CTE programs or other vocational training opportunities under the over site of the Department of Workforce Education.

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 147 of the Regular Session

1 State of Arkansas
2 86th General Assembly
3 Regular Session, 2007

A Bill

HOUSE BILL 1274

4
5 By: Representative D. Creekmore
6 By: Senator Bookout

7
8
9 **For An Act To Be Entitled**

10 AN ACT REGARDING DISCLOSURE OF INFORMATION
11 REGARDING A SEX OFFENDER TO STUDENTS AT
12 INSTITUTIONS OF HIGHER EDUCATION; AND FOR OTHER
13 PURPOSES.

14
15 **Subtitle**

16 AN ACT REGARDING DISCLOSURE OF
17 INFORMATION REGARDING A SEX OFFENDER TO
18 STUDENTS AT INSTITUTIONS OF HIGHER
19 EDUCATION.

20
21
22 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

23
24 SECTION 1. Arkansas Code § 12-12-913(g), pertaining to guidelines for
25 the disclosure of information regarding sex offenders to students and
26 parents, is amended to read as follows:

27 (g)(1) The State Board of Education, ~~the Arkansas Higher Education~~
28 ~~Coordinating Board of the Department of Higher Education,~~ and the State Board
29 of Workforce Education and Career Opportunities shall promulgate guidelines
30 for the disclosure to students and parents of information regarding a sex
31 offender when such information is released to a local school district or
32 institution of ~~higher education or~~ vocational training by a local law
33 enforcement agency having jurisdiction.

34 (2) The Arkansas Higher Education Coordinating Board shall
35 promulgate guidelines for the disclosure to students of information regarding



1 a sex offender when information regarding a sex offender is released to an
2 institution of higher education by a local law enforcement agency having
3 jurisdiction.

4 (3) In accordance with guidelines promulgated by the State Board
5 of Education, the board of directors of a local school district or
6 institution of ~~higher education or~~ vocational training shall adopt a written
7 policy regarding the distribution to students and parents of information
8 regarding a sex offender.

9 (4) In accordance with guidelines promulgated by the Arkansas
10 Higher Education Coordinating Board, the board of directors of an institution
11 of higher education shall adopt a written policy regarding the distribution
12 to students of information regarding a sex offender.

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APPROVED: 2/23/2007



Department
of Workforce Education

Mike Beebe
Governor

William L. "Bill" Walker, Jr.
Director

June 7, 2007

TO: State Board of Workforce Education and Career Opportunities

FROM: William L. Walker Jr., Director *BW*
Lee F. Griffith, Associate Director for Workforce Training *LFG*

SUBJECT: ACTION ITEM – APPROVAL OF A LANDSCAPE CONSTRUCTION
DESIGN PROGRAM FOR RIVERSIDE VOCATIONAL TECHNICAL
SCHOOL

ACTION RECOMMENDED: It is recommended that the State Board of Workforce Education and Career Opportunities approve the Landscape Construction Design program for Riverside Vocational Technical School.

RATIONALE: There is a demonstrated need for trained employees in the landscape industry. Students completing this program will earn certification as a landscape technician.

The Tucker Unit currently has a Horticulture program focusing on production of greenhouse and nursery plants. The Landscape Construction and Design program is a logical next step in the horticulture industry.

Riverside Vocational Technical School
Tucker Unit

Landscape Construction & Design

Course Description

Landscape Construction and Maintenance provides hands on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs and turf. Landscaping construction is emphasized in the areas of grading and drainage, irrigation, pavers' installation and the use/maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry.

Additional Information

Course Number-0407

Hours of instruction: 1440

Maximum enrollment: 15

Facility and Equipment needs: Horticulture and engine tools and mechanical shop.

Textbooks: Landscaping Principles & Practices by JACK E. INGELS
 Landscape Construction by David Sauter

- I. **Employability Skills**
 - A. **First aid and safety procedures**
 - 1. **First aid procedures**
 - 2. **Demonstrate safety procedures**
 - 3. **Apply financial recordkeeping skills**

- II. **Landscape Design and Skills**
 - A. **Examine a landscape plan**
 - 1. **Calculate materials needed for a job**
 - 2. **Interpret plant, irrigation, and equipment legend/keys**
 - B. **Plant layout skills**
 - 1. **Convert design dimensions into feet and inches**
 - 2. **Determine the north direction on a site**

- III. **Landscape Plants**
 - A. **Plants best suited to site conditions**
 - 1. **Suitability of plants according to their sunlight, temperature, water, soil and drainage requirements**
 - 2. **Contrast the texture and forms of plants**
 - 3. **Hazardous and non-hazardous plants**

- IV. **Planting and Staking/Guying Techniques**
 - A. **Proper planting techniques**
 - 1. **Prepare planting site**
 - 2. **Proper planting height, watering-in techniques, and watering basin formation for plants**

 - B. **Correct tree support**
 - 1. **Proper installation of tree staking, ties, and duck bill anchors**
 - 2. **Proper placement of stakes in prevailing wind**
 - 3. **Proper placement of wires relative to tree height**

- V. **Turf**
 - A. **Soil preparation techniques**
 - 1. **Determine the square footage of the site**
 - 2. **Proper grading techniques and soil amendments**

 - B. **Sod, seed and vegetative installation techniques**
 - 1. **Install sod**
 - 2. **Determine a watering and fertilizing schedule**
 - 3. **Differentiate between means to establish a lawn**
 - 4. **Establish a new lawn**

- C. Devise a lawn or athletic field maintenance plan
 1. Turf aerifying or power raking
 2. Weed control and integrated pest management
- VI. Grading and Drainage
 - A. Topographical dimensions of a landscape plan
 1. Interpret a topographic map
 2. Slope gradients, elevations and horizontal heights
 - B. Using a builder's level
 1. Parts, set-up, use and dismantling
 2. Calibrate a slope
- VII. Irrigation
 - A. Components of an irrigation system
 1. Backflow prevention device, remote control valve, valve box, quick coupler, and three drip system components
 2. Mainline/lateral lines and pop-up/rotary spray head functions
 - B. Design and installation of irrigation mainline and laterals
 1. Symbols and details of irrigation head assembly and the mainline
 2. Types and uses of PVC materials
 3. Backflow preventors, pressure breakers, vacuum breakers, quick coupling valves, remote control valves and double check valves
 4. Solvent weld PVC and glue
 5. Preparing and soldering copper pipe
 6. Install an irrigation head
 - C. Diagnostic repair and maintenance skills related to lateral lines, valves, heads, and program controller
 1. Repair a lateral line
 2. Valve malfunction problems
 3. Operate irrigation controller manually
 4. Adjust rotors
 5. Determine proper nozzle
 6. Install irrigation heads
 7. Program a controller
 8. Operate a controller manually
- VIII. Landscape Equipment
 - A. Proper use of chain saws, rototillers, and tractors and tractors implements
 1. Chain saw condition and maintenance needs
 2. Maintenance needs of a rototiller, and tractor and tractor implements

- B. Proper use of trucks and trailers
 - 1. Analyze the condition of a truck and trailer
 - 2. Attach a trailer to a truck
 - 3. Apply trailer backing skills
 - 4. Back a trailer safely

(Note: students will use a Gator instead of a truck)

IX. Pavers Installation

- A. Brick laying skills to create walk or patio surfaces
 - 1. Install bricks to create a smooth surface
 - 2. Tools and materials
- B. Written specifications and detail drawings of brick surfaces
 - 1. Apply design interpreting skills
 - 2. Apply mathematical skills

X. Woodworking

- A Wood Landscape Structures
 - 1. Materials for Exterior Carpentry
 - 2. Wood Decks and Platforms
 - 3. Wood Stairs, Railing, Seating and Skirting
 - 4. Wood overhead structures
 - 5. Fencing
 - 6. Freestanding walls

XI. Landscape Maintenance

- A. Properly prune trees and shrubs
 - 1. Reasons for pruning
 - 2. Uses for pruning tools
- B. Proper uses of pesticides
 - 1. Contrast levels of pesticide toxicity
 - 2. Interpret label direction on pesticide containers
 - 3. Calibrate pesticide application equipment
 - 4. Record information for governmental compliance
 - 5. Use pesticides to control plant diseases, weeds and insects
 - 6. Identify local plants diseases, weeds, and insects
- C. Determine the fertilization needs of trees and shrubs
 - 1. Nutrient and pH adjustment needs
 - 2. Diagnose the nutrient deficiencies of plants
 - 3. Apply fertilizer

BUDGET

Classroom and lab (existing)	-----
Renovation of existing classroom and lab	1,500
Furnishings and equipment	9,000
Textbooks	1,250
Materials allotment	7,000
Instructor salary	32,885
Personnel match	12,145
Total	\$63,780