ARKANSAS Department of WORKFORCE EDUCATION

Program Policies and Procedures

for

CAREER AND TECHNICAL EDUCATION

Secondary Programs
Adult Skill Training

Effective Date

August 21, 2008

Statement of Assurance

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

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

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

Summary of Dates/Forms Associated with Instructional Programs

(Information not a part of policies and procedures.)

DATE	FORM #	NAME OF FORM
August 20	WE-APP-242	Annual Applications for Apprenticeship State Improvement Funds
August 20		Traditional Apprenticeship: Annual Report Memo & Annual Report Funding Options for Traditional Apprenticeship Progr
September 3		Computer Submission of Teacher Information
October 1		Notification by letter of schools using concurrent credit to meet standards
October 1	WE-92	C & T New Program Start-up Proposals
November 1	WE-APP-233	Class Organization Report for Traditional Apprenticeship Related Classroom Instruction
November 1	WE-APP-253	Local Apprenticeship Committee and Instructors Personnel Record
January 21	WE-APP-236	Traditional Apprenticeship Related Classroom Instruction Reimbursement Request for Fall sem.
January 21	WE-APP-237	Traditional Apprenticeship Related Classroom Instruction Attendance/Contact Hour Report for Fall semester
March 15	WE-4	Reimbursement for C & T New Program Equipment
June 3	WE-APP-236	Traditional Apprenticeship Related Classroom Instruction Reimbursement Request for Spring sem.
June 3	WE-APP-237	Traditional Apprenticeship Related Classroom Instruction Attendance/Contact Hour Report for Spring sem.
2 weeks prior to beginning of class	WE-6	Application for Adult Skill Training Class (No classes will be approved after May 1)
No later than 2 weeks after completion of class	WE-PD	Adult Skill Training Class Enrollment Report (all reimbursement requests must be received by May 30)

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(Information not a part of policies and procedures.)

CAREER AND TECHNICAL EDUCATION

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Office of Apprenticeship — **Room 506** — **682-1360**
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Issues of:

- **Adult Apprenticeship**
- **Construction Training**

Office of Assessment and Curriculum **Room 402.1** **682-1042**
Karen Chisholm, Program Manager **Fax: 682-1805**
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Issues of:

- **Curriculum Revision and Development**
- **Program Evaluation**
- **Program Planning**
- **Student Assessment and Accountability**

Office of Career Guidance, Exploration, and Preparation **Room 409.1** **682-1616**
Cluster Responsibility: Arts, A/V Technology, & Communications **Fax: 682-9440**
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Issues of:

- **Career Awareness**
- **Career Counselor In-service**
- **Career Focus and Pathways**
- **Career Planning**

Courses/Classes:

- **Career Orientation**
- **Internships**
- **Keystone**
- **Senior Seminar**
- **Workplace Readiness**
- **Workforce Technology**

Office of School Improvement **Room 403.1** **682-1535**
_____, Program Manager **Fax: 682-1805**
E-Mail: _____@arkansas.gov
Issues of:

- **Charter Schools**
- **Contextual Learning**
- **Curriculum Integration**
- **Distance Learning**
- **Post Secondary Articulations**
- **Private Schools**
- **Teacher Education Programs**

Support Programs:

- **Career Academy Initiative**
- ***High Schools That Work***
- **Tech Prep**
- **Youth Apprenticeship**

Office of Support for Special Populations **Room 401** **682-1800**
Marylene Tate, Program Manager **Fax: 682-1805**
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Issues of:

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

Courses:

- **JAG (Jobs for Arkansas' Graduates)**
- **STRIVE (Students and Teachers Responsibly Integrating Vocational Education)**

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I. DEFINITIONS

A. CAREER CLUSTER

A grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools.

B. CAREER FOCUS/PROGRAMS OF STUDY

A planned coherent sequence of courses within a cluster pathway as defined by the Arkansas Department of Workforce Education (ADWE).

C. CAREER CLUSTER PATHWAY

A grouping of occupations within a cluster with common knowledge and skills. They provide instruction as a basis for success in an array of careers and educational pursuits.

D. COMPLETER

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

E. CONCENTRATOR

A student who has completed two (2) Carnegie units of credit within cluster area, during grades 9-12.

F. EQUIPMENT

1. The item costs $1,000.00 or more.

2. It retains its original shape, appearance, and/or character with use.

3. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance.

4. It is non-expendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit.

5. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least five (5) years.

G. MINIMUM STARTUP LIST

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

H. PARTICIPANT

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

I. SAEP (Supervised Agricultural Experience Program)

An SAEP is required for each student enrolled in an Agriculture Education course. Refer to the SAEP Guide for complete instructions and a description of each SAEP area.

J. “SHALL”

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

K. SHORT-TERM ADULT SKILLS TRAINING

Adult skills training classes offered on a short-term basis for the purpose of training and upgrading the workforce.

II. PROGRAM APPROVAL

PROGRAM APPROVAL is reviewed annually. Programs granted five (5) -year approval status must:

- follow all policies and procedures,
- participate in end-of-course assessment,
- meet or show improvement in documented performance indicators,
- remove all critical elements identified in technical assistance visits,
- submit program approval information through the ADWE Teacher Information System by listed dates, and
- follow all required program guidelines.

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

A. ACCOUNTABILITY

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

B. GRANTS FOR NEW, EXPANDED, OR PRIORITY PROGRAMS

1. Grant awards shall be available for the exclusive purpose of purchasing equipment and program specific supplies, in-service, assessment, and software to support newly approved career focus programs of study, foundation courses, expanded programs of study, and other career and technical related courses.

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

    - career planning and economic data relevant to the career,
    - the projected enrollment for the career focus program of study/career and/or course,
    - the type of equipment that meets program standards and criteria,
    - quality of proposal,
    - potential for success,
    - amount of funds available,
    - number of applications submitted and quality of the proposals,
    - the economic demand of the program area,
    - proposed specialized or high cost career and technical programs in local districts located within a 25 mile radius or within 30 minutes travel time (one way) of a vocational center or postsecondary vocational technical institution offering the same program, and
    - agency priority.

3. School districts and secondary vocational centers shall submit a proposal for new program start-up by October 1 prior to implementation in the following school year.

4. The grant award(s) shall not exceed the cost of the startup as established by ADWE program standards.

5. The equipment, supplies and software purchased with state funds authorized under the biennial appropriation for grants and aids to school districts (public school fund) shall be utilized only for the activities for which it was originally approved and purchased and shall not be used in any other fashion without prior written approval of ADWE.

6. Reimbursement requests for new program start-up shall be submitted on the Form WE-4 to the state office at any time prior to the March 15 deadline. The request for reimbursement of state funds shall not exceed the amount of the grant award. Waivers may be given for the advancement of grant funds.

7. ADWE shall retain a vested interest in the equipment and program specific supplies and software purchased with new program start-up grants for the life cycle of the equipment.

8. For new program start-up equipment and program specific supplies and software, it is the responsibility of the local school district and secondary vocational centers to maintain and repair the equipment purchased with the State grant during its life cycle. Equipment will be depreciated at the rate of 14.29% per annum and program specific supplies will depreciate at the rate of 20% per annum. After the life cycle (7 years or 5 years), it will become the property of the local school district and/or secondary vocational center.

9. ADWE will periodically provide up-to-date equipment standards for each program and foundation course. Prior written approval is required for any item or expenditure not on the ADWE minimum start-up list.

10. A request to restart a closed program shall be funded only of funds have not been granted within the last six (6) years.

11. Special programs such as new HSTW sites will be funded at an amount determined annually.

III. PROGRAM DESIGN, DEVELOPMENT, IMPLEMENTATION, AND EVALUATION

A. ADULT SKILLS TRAINING (SHORT-TERM)

1. ADWE will approve adult skills training programs/courses upon availability of funds under the biennial appropriation.

2. Funding for faculty salaries for short-term adult classes sponsored by the secondary public schools will be provided at an hourly rate of $15 per direct contact instructional hour.

3. Upon the annual approval by ADWE, grants to supplement salaries of full-time teacher(s) who have been designated to plan, design, develop, and direct the skill training programs existing as of July 1, 1995, in adult education centers may be approved.

4. Adult education centers with approved skill training courses that existed as of July 1, 1995, are required to establish a fee structure for students enrolled in the courses. A minimum charge of $20 per course or fifty (50) cents per clock hour of instruction, whichever is less, shall be charged for all approved skill training adult classes (clock hours of instruction are the total hours approved for the course). Fifty dollars shall be the maximum fee assessed an individual student in any semester or other school term of lesser length. Annual reports are due July 15.

5. Approval of adult classes is contingent upon the following criteria:

   - A minimum enrollment of eight participants is required for approval of the class.
   - A minimum of six (6) hours and a maximum of 60 hours of instruction are required for approval courses.
   - Applications (Form WE-6) for adult classes are to be submitted to the applicable occupational program manager a minimum of two weeks prior to the beginning of the proposed class. (No classes will be approved after May 1.)
   - The applicable occupational program manager will notify the local school administrator/faculty/institution of approval/disapproval of the class.
   - Reimbursement of faculty salaries to the local entity will be initiated after the Class Enrollment Report (WE-PD-19) is received by the program manager. (All reimbursement requests must be received by May 30.)

B. ADVISORY COMMITTEE(S)

1. Each occupational-specific career and technical program shall have an active advisory committee or a school-wide advisory committee with representation from each occupation. Non-occupational Family and Consumer Science Education programs are not required to maintain an advisory committee. It is, however, recommended.

2. The committee shall have appropriate representation of business/industry, male/female, and minority personnel. The committee shall meet twice annually and minutes should be kept.

3. The committees' functions should include program evaluation and technical assistance relating to program development, employment opportunities, skills requirements of the occupation, and specialized equipment acquisition.

C. CAREER FOCUS PROGRAMS OF STUDY

1. Career focus programs of study make up the vocational delivery system in these career clusters:
   - Agriculture, Food & Natural Resources
   - Architecture & Construction
   - Arts, A/V Technology & Communications
   - Business, Management & Administration
   - Education & Training
   - Finance
   - Government & Public Administration
   - Health Science
   - Hospitality & Tourism
   - Human Services
   - Information Technology
   - Law, Public Safety & Security
   - Manufacturing
   - Marketing, Sales & Service
   - Science, Technology, Engineering & Mathematics
   - Transportation, Distribution & Logistics

2. Each career focus program of study shall consist of foundation courses in grades 7 or 8: Career Orientation, Computer Technology Intro or alternate Computer Business Applications and Keyboarding. A minimum of three (3) Carnegie units in grades 9-12, a career focus is required for a program of study in career and technical education. Approved programs must offer a complete program of study on a two year rotational basis. Core courses must be offered annually.

3. Approved program must follow programs of study and guidelines established and identified in the supplemental program guidelines/operational manual. All changes to the operational manual will go through a review process with cooperative representatives.

4. Schools that, due to local business and industry requirements or school improvement plans, find it necessary to modify career focus programs of study or core course requirements to meet the needs of the students by improving completion and placement may request a local modification.

   The request:

   - should document need and expected outcomes,
   - should have input from postsecondary and industry representation,
   - should be submitted to the Deputy Director of Career and Technical Education, and
   - should not be initiated until written approval is received.

D. CAREER PLANNING

Upon completion of the eighth grade, each student shall have a four-year plan, which includes courses to be taken on file. The career plan is then revisited each year for any necessary adjustments. It is recommended that career plans include a minimum of two (2) years of post secondary education.

E. CLASS PERIODS – LENGTH

1. Class periods shall conform to the minimum class hours established by the Standards for Accreditation of Public Schools and North Central Association (NCA).

F. CLASS SIZE

1. Class size shall conform to the Standards for Accreditation of Public Schools; however, enrollments may vary and will depend on the availability of equipment, tools, furniture, and instructional materials that support the program.

2. Additionally, safety conditions should be a consideration in establishing class sizes.

G. CONCURRENT CREDIT

All concurrent credit courses offered for high school graduation (required 21 units) credit must have approval and alignment from ADWE.

H. COOPERATIVE EDUCATION/ WORK BASED LEARNING/ APPRENTICESHIP

Cooperative education/ work based learning/ apprenticeship combines classroom instruction with alternating periods of on-the-job training occupation related to the student's career goal. Training sponsors are selected to coordinate the learning experiences provided on the job. Training plans are developed cooperatively by the teacher/coordinator and the training sponsor (employer) to insure the development of required competencies. Students are paid and given academic credit.

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

1. Coordinator/teacher Supervision Periods

   a. For regular cooperative programs, coordinators will be assigned:
      - one supervision period for 1-25 students,
      - two supervision periods for 26-50 students, and
      - three supervision periods for 51 or more students.

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

   b. For disadvantaged and handicapped students, coordinators will be assigned:
      - one supervision period for 1-15,
      - two supervision periods for 16-30 students, and
      - three supervision periods for 31 or more students.

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

2. Contract Length

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

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

3. Course Credit

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

I. CURRICULUM CONTENT FRAMEWORKS

Each teacher shall follow State curriculum/content frameworks for each course approved by ADWE.

J. FACILITIES

Facility and equipment requirements may be obtained from the appropriate program section and must be met within the specified time for program approval.

K. FEDERAL FUNDS

1. Federal funds received by the district may be used only for items or expenditures allowable under the grants associated with the Carl D. Perkins Vocational and Technical Education Act of 1998.

2. All equipment purchased with federal funds shall meet the minimum standards for occupational programs and shall follow the policy, procedures, and guidelines for equipment purchased with state funds as outlined herein.

3. Exception: For items exceeding $5,000 the code of federal regulations (EDGAR) is applicable.

L. FOUNDATION COURSES

Foundation courses are those classes that encompass the skills and knowledge necessary to be successful in any selected career and technical program. These courses are prerequisite in nature and required for all career and technical program approvals. These required courses are Career Orientation, Keyboarding, and Computer Technology Introduction, or alternate Computer Business Applications. Schools who teach keyboarding below the seventh grade may not use federal funds to support this activity. Students must have successfully completed the course in grade 7+ or have passed the proficiency test to satisfy the Keyboarding prerequisite for all higher-level computer-related courses.

1. Specialized programs of study for Agricultural Science and Technology may be offered upon approval by the program manager.

   The total program should include one or both of the following foundation courses:

   - Introduction to World Agri Science: A one semester Ag literacy course offered at the seventh or eighth grade level designed to introduce students to agriculture and its economic importance, explain the food and fiber system, and explore careers available.

   - Agricultural Science and Technology: A two-semester foundation course for all agricultural education courses which includes basic animal, soil and plant science, an introduction to agriculture mechanics, FFA, Supervised Agriculture Experience Programs, and leadership.

2. Family and Consumer Sciences Foundation Course

FACS career focus programs of study requires that the foundation course Family and Work Connections (.5 unit in grades 7 or 8) be taught for program approval. Family and Consumer Sciences or FACS (1 unit grades 9-12) may be used in substitution with prior written approval from the FACS program manager.

M. PERSONNEL DEVELOPMENT

1. In-service training will be conducted for all career and technical teachers.

2. Local administrators have the option of utilizing the career and technical in-service training as a part of the school's staff development plan (required by ADE standards) and may determine the attendance policy of career and technical faculty at in-service activities.

3. In-service Requirements – In order to maintain course approval, instructors are expected to attend in-service training sessions sponsored by ADWE.

N. PILOT AND DEMONSTRATION PROJECTS

1. Special projects designed for the purpose of implementing new and innovative instructional programs may require flexibility of certain policies and procedures.

2. Requests for projects of this nature require submission of a proposal to be approved by the Deputy Director for Career and Technical Education, ADWE.

3. These projects may be funded from new program startup and funds may be used for salary, benefits, contracted services, supplies, or equipment.

O. REPORTS

Information is necessary via various reports and shall be submitted by due date.

P. SECONDARY SLOT-INS AT POSTSECONDARY INSTITUTIONS

1. Occupational-specific programs at technical institutes, community colleges, or two-year colleges in which high school students are admitted (slot-ins) shall count toward meeting the state standards relating to the requirement for three units each of three occupation-specific career and technical programs.

2. A copy of the written contract (agreement) with the postsecondary institution must be submitted to the Deputy Director for Career and Technical Education, ADWE, by October 1 of each academic year.

Q. SHORT-TERM OCCUPATIONAL-SPECIFIC COURSES

Occupational-specific courses have paid employment in specific occupations or short-term specialization as their objective. The courses combine related classroom training with hands-on skill training in a specific selected occupational area. An example of such a program is Cashier-Checker Training, Engineering Robotics, or CISCO. These are course approvals only and not a part of a sequence of study. Approval is by submission of frameworks to the Deputy Director of Career and Technical Education, ADWE. These courses are ineligible for state improvement funds and do not have student organization or other occupational requirements.

R. STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS

1. Curriculum grades 9-12

   Arkansas public schools are required to offer nine (9) units of Career and Technical Education.

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

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

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

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

S. STUDENT COMPETENCY TESTING

Student competency testing is necessary to provide documentation for indicators of the Arkansas State Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998. The act requires states to develop an accountability system that includes performance measures and standards for secondary and postsecondary career and technical education programs. The Arkansas system measures the learning and competency attainment, which includes student progress in the achievement of basic and more advanced academic skills. A real strength of the Arkansas system of accountability is the emphasis on student outcomes as the focus for evaluation and planning.

The measures and standards used in the Arkansas Student Competency Testing system are a direct result of the Arkansas Frameworks. The information generated by the accountability system is accessible by all persons interested in educational policy and performance.

T. STUDENT ORGANIZATIONS

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

- shall be an integral part of the career and technical education program(s) offered in each school and shall follow the applicable guidelines, goals, objectives, and shall participate in activities of the appropriate state and/or national student organization for each program;
- shall be optional for Career Orientation;
- shall be supervised by vocational personnel in the applicable occupational area.

U. TEACHER QUALIFICATIONS

ADE professional licensure section will provide current rules and regulations.

V. TEXTBOOKS

Textbook information may be obtained from the ADE guidelines for use of textbook funds.

W. TRAVEL

1. Out-of-district (personnel development/in-service activities) travel reimbursement may be made from federal Carl Perkins funds or local school district funds.

2. Approved secondary vocational directors, supervisors, and teacher/coordinators of approved career and technical programs requiring in-district travel shall be reimbursed by the local school district for travel associated with administration/supervision of the program.

3. Administrators, supervisors, teachers, and coordinators using private vehicles shall be reimbursed by the school for travel at the rate determined for other school personnel.

X. WORKFORCE EQUITY

ADWE 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 as a part of program approval.

IV. TEACHER LICENSURE AND TRAINING

A. Career and Technical Degreed Teachers Licensure

1. Integrated Career and Technical Education Licensure
   Arkansas Career and Technical teachers in the areas of Agriculture and Science Technology, Business Technology, Career and Technical Administrator, Marketing Technology, Family and Consumer Sciences, and Industrial Technology Education will be licensed through a performance based licensure system. Beginning teachers (novice teachers with less than one (1) year of teaching experience) will complete the following track.

   All teachers must have completed a minimum of a bachelor's level degree in an approved program of study within the corresponding area of licensure. Applicants must also complete required background checks and submit application for licensure to the Arkansas Department of Education (ADE).

   All teachers must have successfully completed the following assessments:

   - Praxis I Reading, Writing, Math
   - Praxis II Content Test
   - Praxis II Principles of Learning and Teaching

   Persons who complete the above requirements are eligible for an initial teaching license. An initial teaching license is valid for not less than one (1) year, and no more than three (3) years. During the initial licensure time, novice teachers are considered to be in a time of induction.

   During induction, novice teachers will have a site-based trained mentor assigned to support their practice and professional growth. When novice teachers and their mentors decide that their teaching meets the mentoring requirements, the capstone experience of induction, which is Praxis III performance assessment, will be scheduled.

   Upon successful completion of the performance assessment, a standard teaching license will be issued.

   Licensure renewal is based upon a five (5) -year cycle, during which all educators are required to accrue professional development hours.

Workforce Personnel (Administration)

1. Career and Technical Education Curriculum/Program Administrator – responsible for program development and administration, and/or employment evaluation decisions.

   a. Initial License

      Must hold:

      - current standard teaching license with four (4) years teaching experience (at least three (3) at the level of license sought)
      - graduate degree or have completed a program of study reflective of an educational leadership core and/or a specialty core (inclusive of a portfolio

development and review and an internship) based on the Arkansas Standards for Licensure of Beginning Administrators

b. Standard License

Must hold:

- Initial Curriculum/Program Administrator License or have met ALCP requirements

Must have participated in:

- the Arkansas Administrator Induction Program (1-3 years) during the period of Initial License or ALCP

Successfully completed:

- the School Leaders Licensure Assessment (SLLA) with a cut-score of 158

2. Secondary Supervisor, Career and Technical Education

Qualification Standards

a. Shall have a bachelor's degree and shall hold a valid teaching certificate in the vocational discipline in which teachers will be supervised. Additionally, a minimum of three years of successful teaching experience in the vocational discipline for which instructional programs are to be supervised is required.

b. Shall complete all ADWE Supervisor Training requirements.

Driver Education Certification

Must complete Driver Education I, II, and First Aide (2 sem. hrs. each). The instructor must also complete the Principles of Learning and Teaching 7-12 with a minimum score of 164.

B. Career and technical endorsements for level A.Y.A. (Adolescents and Young Adults)

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

Applications for these endorsements should be made to the Deputy Director for Career and Technical Education, ADWE. Following documentation of the completion of individual requirements, a recommendation will be made to ADE Professional Licensure section to add related endorsements.

- Career Academy Endorsement
  - Keystone
  - Capstone
- Career Orientation Endorsement
  - Career Orientation (A.Y.A. 7-12 or M.C.E.A 4-8)
- Career Preparation
  - Workforce Education Internship
  - Workplace Readiness

Workforce Technology

- Career Services for Special Populations
  - Jobs for Arkansas' Graduates
  - PROVE (Providing Real Opportunities for Vocational Education)
  - STRIVE (Students and Teachers Responsibly Integrating Vocational Education)
- Integrated Academics Endorsement
  - Principles of Technology
  - Physics in Context

1. Teacher Qualifications for Career Orientation

Education - Career Orientation teachers who are not certified counselors shall have a valid secondary or middle school teaching license.

Endorsement - In addition to the licensing requirements, completion of the following courses or the mentorship training program is required for Career Orientation endorsement and must be completed prior to teaching Career Orientation a second year:

a. Three semester hours of "Methods of Teaching Career Orientation".

b. Three semester hours of "Hands-on Activities for Career Orientation".

Teachers who are deficient in the above qualifications must obtain these hours at the rate of six hours per year until all deficiencies have been removed

OR

Mentorship Training Program

- Complete or be enrolled in an equivalent mentorship training program designed and approved by ADWE under an approved model trainer.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

Counselors who teach Career Orientation shall meet state licensing standards and must have completed three semester hours of "Hands-on Activities for Career Orientation" prior to teaching Career Orientation a second year or the equivalent mentorship training program.

2. Teacher Qualifications for Internship

Education – The Internship instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Internship instructor shall:

- Submit a resume documenting a minimum of 2000 hours of paid work experience other than teaching.
- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer and completed before the end of the first semester of teaching Internship.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

3. Teacher Qualifications for JAG

The JAG Specialist is to be secondary licensed in a vocational or any core academic area and endorsed through the completion of program management training developed and approved by the Department of Workforce Education.

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

4. Teacher Qualifications for Keystone

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

An annual in-service shall be held during which time the process shall be revisited. Newly recruited teachers shall participate in evaluating and modifying the Keystone course with veteran team members.

Education – The Keystone instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Keystone instructor shall:

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

5. Teacher Qualifications for Physics in Context

A qualified teacher of PT and/or PIC must hold a valid teaching license, be licensed in Physical - Earth Science (A.Y.A) in secondary education, or be licensed in physics or have physics approval, and complete a Department of Workforce Education workshop in teaching methods for PT/PIC.

6. Teacher Qualifications for Senior Seminar/Capstone

Education – The Senior Seminar/Capstone instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Senior Seminar instructor shall:

- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer before the end of the first semester of teaching Senior Seminar.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

7. Teacher Qualifications for STRIVE

The STRIVE instructor is to be secondary licensed in any vocational area and/or either hold certification in Reading, Math, Language Arts, or Special Education and endorsed through the completion of program management training developed and approved by the Department of Workforce Education.

Existing PROVE instructors with teaching certificates may "grandfather" as STRIVE instructors. Instructors endorsed in CCVE and who hold teaching certificates may "grandfather" as STRIVE instructors upon completing the program management training.

8. Teacher Qualifications for Workplace Readiness

Education – The Workplace Readiness instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Workplace Readiness instructor shall:

- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer before the end of the first semester of teaching Workplace Readiness.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

9. Teacher Qualifications for Workforce Technology

Education – The Workforce Technology facilitator shall maintain a valid 7-12 teaching license or be enrolled in a non-traditional licensure program. Non-licensed teachers shall be registered and enrolled in the non-traditional licensure program prior to obtaining endorsement to teach workforce technology.

Endorsement – The Workforce Technology facilitator shall:

- Complete or be enrolled in the three Phases of EAST initiative endorsement training.
- Complete or be enrolled in a mentorship training program designed and approved by ADWE under an approved model trainer to be completed before the end of the first semester of teaching Workforce Technology.
- Attend the Career Guidance New Teacher Endorsement Workshop provided by ADWE.

10. Business Technology Grades 4-8 (area 224)

Teachers assigned to teach in a field that is out of their current level of licensure, or is in an exception area, must complete an approved performance-based program of study, as defined by an Arkansas university, and pass the required assessment(s) for the new licensure area.
Required assessments:
Praxis II: Business Education

C. Career and Technical Permit Areas

Experienced professionals with appropriate state or national certification (where available) from their respective professions may receive a career and technical initial permit after completion of the application for teacher licensure (professional permit area), all appropriate background checks, documentation of a: 1) minimum of Bachelors Degree in the specialty area to be taught; or 2) four years work experience in the specialty area to be taught (summary of applicant's work history in resume form), verification of high school diploma or General Education Equivalency. (These items are to be submitted to ADE.) Minimum education requirements/work experience shall be met prior to employment in the teaching specialty.

Initial permits will be valid for not less than one (1) year, but not more than two (2) years.

1. Within two (2) years, the applicant must submit a passing score from the National Occupational Competency Test (NOCTI) in the specialty area in which they will be teaching, or a nationally recognized certification assessment approved by the Department of Workforce Education.

2. Submit passing scores from Praxis I

3. Teachers without a degree must take nine semester hours of career and technical teacher education courses or 135 clock hours. These hours must be obtained at a rate of six semester hours or 90 clock hours per school year until all deficiencies are removed. Examples of these courses include:

   a. *Organization and Management

   b. *Methods of Teaching

   c. *Program/Curriculum Design and Development in Technical and Professional Education

   d. SkillsUSA Chapter Management Institute (required of all instructors). Degree holding teachers will be offered Chapter Management in a concentrated session annually. Teachers fulfilling the requirements in this section will be required to complete the Chapter Management Institute as a part of the nine hour requirement.

   e Cooperative/Internship Education (required of ICT teachers)

   f. *Upon evaluation by the PBTE teacher educators, designated PBTE (Performance Based Teacher Education) modules may suffice for these requirements.

   A professional and technical permit will be issued upon completion of all requirements in A and B.

4. One-Year Provisional Certificate (Renewable)

   a. Trade/Technical and/or Professional areas may be issued to allow time for administering the NOCTI.

   b. To allow completion of career and technical teacher education hours requirements

   c. One-Year Provisional Certificate: renewable one time; application for renewal is required prior to the expiration date

PERMIT AREAS:

567	Automotive Collision Repair	591	Radio & Television Broadcasting
568	Automotive Service Technology	592	Robotics
569	Aviation Mechanics	593	Power Equipment Technology
570	Construction Technology	594	Surveying
571	Advertising Design	595	Television Broadcasting
572	Computer Engineering	596	Textiles
573	Cosmetology	597	Welding
574	Diesel Mechanics	598	Food Production Mgment & Serv.
575	Drafting & Design	599	Exploratory Trades and Industry

PERMIT AREAS:

576	Dry-cleaning Laboratory	600	Cashier/Checker Instruction
577	Electronics	601	Truck Driving
578	Heating Vent A/C	602	Commercial Photography
579	Exploring Industrial Tech Ed	603	Criminal Justice
580	Culinary Arts & Chef Prep	604	Horticulture
581	Furniture/Cabinet Making	605	Forestry
582	Graphic Communication	606	Engineering Professions
583	Industrial Control Technology	607	Geospatial Technology
584	Industrial Cooperative Training	608	Main Mechanics
	Industrial Equipment		
585	Maintenance	609	Pulp and Paper Science
586	Instrumentation	610	Child Care
587	Machine Tool Technology	611	Medical Professions
588	Major Appliance Repair	612	JROTC
589	Meat Processing	613	Performing Arts - Dance
590	Piano Tuning	614	Motorcycle Technology
		615	Legal Services
		618	Communication

Special Certification and Licensure Requirements for

1. Cosmetology:

   a. Meet the certification requirements for Technical and Professional Education

   b. Licensed by the Arkansas State Board of Cosmetology (Licensure in Cosmetology may substitute for the NOCTI Examination.)

   c. Hold a current Cosmetology Instructors License issued by the Arkansas State Board of Cosmetology

2. Technical and Professional:

   Special Requirements for Technical and Professional Permit Holders

   Automotive Service Excellence (ASE) Technician

   a. Meet the certification requirements for Technical and Professional Education

   b. Hold ASE (Automotive Service Excellence) Certification in the teaching specialty area(s)

   Industrial Cooperative Training (ICT)

   a. Hold a bachelor's degree

   b. Two years' of work experience in a trade, technical and/or industrial area

   c. Minimum of nine credit hours or 135 clock hours in career and technical teacher education courses for Trade, Technical and Industrial Education teachers

   Industrial Technology Education

a. Must hold a teaching certificate in Industrial/Technology Education /Arts or hold a bachelor's degree and be certified in another area

b. Two year's work experience in a trade, technical or industrial area

c. Minimum of twelve credit hours or 180 clock hours in career and technical teacher education courses required (six hours of career and technical teacher education courses must related specifically to Industrial Technology).

Geospatial Technology (GIS)

a. Must hold a bachelor's degree in a related area or be certified in another area

b. Must complete the required in-service training for the specific area

c. Must complete the SkillsUSA Chapter Management Institute

Project Lead the Way Pre-Engineering (PLTW)

a. Must hold a bachelor's degree and be certified in another area

b. Must complete the required in-service training for the specific area

c. Must complete the SkillsUSA Chapter Management Institute

3. Teacher Qualification for Medical Professions Education

a. The teacher must hold a minimum of an associate's degree (bachelor's is preferred) with a major related to health occupations. The instructor must have a post secondary course in Anatomy and Physiology, and CPR Certification is strongly recommended.

b. The teacher must have two years experience working in the health care system. Health occupations education majors, health education majors, and life science majors who completed the standard education block and student teaching at an approved institution of higher education may substitute an internship for the two years of work experience. This internship must be served in an accredited hospital plus partial time in a physician's and/or dentist's clinic. This internship must be approved by a school superintendent, the supervisor of Medical Professions Education of the Department of Workforce Education and an official of the participating health facilities. The internship shall be at least 180 clock hours in length and must be completed before the second year of employment.

c. The teacher must have a current professional licensure.

d. The teacher must take and pass the PRAXIS I exam.

D. Concurrent Credit Teacher Approval

Concurrent credit classes offered for high school career and technical credit in a secondary area technical center must have approval and alignment by ADWE.

A secondary course number to be used by high schools to identify concurrent college classes will be issued following submission of course alignment approval request submitted to the deputy director for career and technical education. Three (3) hour college credit classes will normally align with .5 credit secondary courses.

Technical instructors teaching at a secondary area technical center must have a minimum of an associate degree within the area of instruction and must have completed fingerprint and background checks and meet all college accrediting standards for instructors. Secondary area technical centers should submit documentation of these records to the Office of Workforce Training, ADWE. Centers will annually submit a list of instructors providing concurrent credit and meeting the above requirements will be given an annual waiver from teacher licensure requirements. Those instructors not meeting these requirements or instructors teaching non-concurrent credit classes must hold an Arkansas teacher permit.

V. APRENTICESHIP

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

Qualifications of the apprentice vary according to the requirements of the occupation. However, all apprenticeship programs require applicants to be at least 16 years old and physically able to perform the job. All companies prefer and most require a high school diploma or equivalent certificate. Some training and education beyond high school may enhance the apprentice's opportunities in an apprenticeship program and allow the apprentice to progress through a program more quickly and easily.

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

A. Traditional Apprenticeship

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

The Arkansas Apprenticeship Coordination Steering Committee (AACSC) provides guidance to and coordinates with the SAO to effectively promote and enhance apprenticeship programs in Arkansas. The AACSC is composed of 20 voting members, appointed by the Governor's Office, from business/industry, labor, education, and female minority sector, and six non-voting, advisory members appointed by government and education agencies.

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

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

B. Youth Apprenticeship

The term "Youth Apprenticeship" is a shorten version of the term Youth Apprenticeship/Work-Based Learning or YA/WBL. These terms designate the high school and post-secondary youth apprenticeship programs that are approved by the Department of Workforce Education/State Apprenticeship Office (DWE/SAO) and that receive State Improvement Funds based upon a performance based budget. The youth apprentice or work-based learning student is usually 16 to 21 years old, entered the YA/WBL program while in high school, has a six year career plan that includes high school and post-secondary education and training, agreed to a three year (minimum) apprenticeship program, and will obtain not only certification/license in his/her occupation but a high school diploma and a post-secondary certificate, diploma, or degree. These programs are operated by consortia of employers, employer associations, and educational institutions. The SAO monitors and provides guidance, in both the training and education portions, to youth apprenticeship consortia that apply and are approved for State Improvement Funds.

The instructors in YA/WBL programs are usually secondary licensed or team-teach with a secondary licensed teacher so that the youth apprentice will receive high school credit toward graduation. These instructors are usually selected from the technical programs at high schools, technical institutes or colleges, and business/industry companies. The instructional materials are usually in place at participating high and post-secondary schools, but are sometimes acquired from labor associations, professional associations, and curriculum centers. In a few cases the instructional materials are developed locally by the employers, experienced journey workers, and the high and post-secondary instructors. In either case, the applicable or program manager at the Department of Workforce Education/Career and Technical Education will review and approve the instructional materials.

The implementation plan for each occupational apprenticeship program, the employer agreements, the apprentice agreements, and the apprentice six year career plans will be completed and maintained at the YA/WBL consortia for review and approval by the SAO. Additionally, the YA/WBL apprenticeship consortia are expected to achieve and maintain seven common design principles and six essential elements to be approved for State Improvement Funds.

The seven common design principles are:

1) The creation of a strong infrastructure that represents local and state actors, including employers, organized labor, government, secondary schools, and two-year and four-year institutes, colleges, and universities.

2A) A system that is industry-driven, where employers and their representatives help set occupational skill standards, collaborate on curriculum, provide paid work experience and workplace instructors for apprentices, and certify mastery of skills leading to the award of a portable credential;

2B) Focus on learning about "all aspects" of a broad industry cluster rather than mastering a narrow set of occupational skills.

3A) Articulation of programs between high schools and post-secondary, credit-granting institutions;
3B) Program length must be a minimum of three years, at least one/two high school years and two/one post-secondary years, and the program must constitute the core of the students education during those years.
4) Structured integration between the workplace and the classroom and between academic learning and vocation training.
5) Priority on the provision of and training for high quality jobs with employers committed to the concept of "high performance work organizations".
6) Adequate, effective support system for participants.
7) A model that is replicable, can reach significant scale, and is central to education reform strategies.

The six essential elements are:

1) Employers provide paid work experience and guided work site learning.
2) Schools integrate academic and occupational/vocational learning.
3) School and workplace learning are coordinated and integrated.
4) Programs articulate high school and post-secondary learning and are at least three years in duration.
5) Completers receive widely recognized credentials of both academic and occupational skill mastery.
6) Programs are governed by broad coalitions of institutional partners.

Approved YA/WBL consortia are also expected to submit quarterly narrative and expenditure reports by the 15th day following the closeout of a yearly quarter and to maintain an efficient program with a performance based budget.

C. Construction Training

The Construction Industry Training Education Program (pursuant to Act 474 of 1999) is designed to assist the construction industry in Arkansas to develop and improve the competencies and skill levels of their employees. Monies for this program are acquired from a construction permit surcharge and are available to qualified construction programs that apply to the Department of Workforce Education/State Apprenticeship Office. Most of the approved applicants are adult apprenticeship programs but some are area technical centers, high schools, technical schools and colleges associated with adult apprenticeship programs. Specific funds (20% of the total funds) are set aside each year for the infusion of curriculum into the public schools as well as the construction education institutions of Arkansas.

Rules and Regulations outline the application and award process. To qualify, the program must be performing actual work in Arkansas, the training must occur in Arkansas, and the applicant should be currently sponsoring a training, apprenticeship, or educational program in Arkansas that is approved by or registered with the State Apprenticeship Office and/or the United States Department of Labor/Bureau of Apprenticeship and Training. The State Apprenticeship Office and the Arkansas Apprenticeship Coordination Steering Committee review the applications.

VI. TECH PREP ASSOCIATE DEGREE PROGRAMS (TPAD)

These guidelines have been established to provide consistency and insure that all consortia are in compliance with the Perkins Act of 1998 and the Arkansas State Plan (See http://www.ed.gov/offices/OVAE/VocEd/InfoBoard/legis.html and http://dwe.arkansas.gov web sites for copies).

A. Consortium Membership

Must include one or more secondary schools offering vocational and technical education programs of study; and

1. one or more non-profit postsecondary schools that offer 2-year associate degree, certificate, or apprenticeship programs; or
2. one or more postsecondary proprietary institutions that offer a 2-year associate degree program.

Additional membership may include 4-year postsecondary schools and employer/labor organizations. Schools may be members of more than one consortium and may be located inside or outside the State.

B. Consortium Council

Each consortium shall establish an advisory council to determine consortium needs, etc. All consortium members should be represented. Councils should meet at least once each semester with meeting minutes kept on file.

C. Required Program Contents

Each tech-prep program shall –

- be carried out under an articulation agreement between the participants in the consortium;
- consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communication, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field;
- include the development of tech-prep programs for both secondary and postsecondary, including consortium, participants in the consortium that –

    1. meets academic standards developed by the State;
    2. links secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education through non-duplicative sequences of courses in career fields, including the investigation of opportunities for tech-prep secondary students to enroll concurrently in secondary and postsecondary coursework;
    3. uses, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry; and
    4. uses educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs;

- include in-service training for teachers that –

1. is designed to train vocational and technical teachers to effectively implement tech-prep programs;
2. provides for joint training for teachers in the tech-prep consortium;
3. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
4. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction; and
5. provides training in the use and application of technology;

- include training programs for counselors designed to enable counselors to more effectively –

  1. provide information to students regarding tech-prep education programs;
  2. support student progress in completing tech-prep programs;
  3. provide information on related employment opportunities;
  4. ensure that such students are placed in appropriate employment; and
  5. stay current with the needs, expectations, and methods of business and all aspects of an industry;

- provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations; and

- provide for preparatory services that assist participants in tech-prep programs.

- Additional Authorized Activities.—Each tech-prep program may—

  1. provide for the acquisition of tech-prep equipment;
  2. acquire technical assistance State or local entities that have designed, established, and operated tech-prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services and in the articulation process; and
  3. establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State served by the consortium, especially with regard to using distance learning education technology to provide for the delivery of services and programs.

D. Special Consideration – The eligible agency, as appropriate, shall give special consideration to applications that –

1. provide for effective employment placement activities or the transfer of students to baccalaureate degree programs;
2. are developed in consultation with business, industry, institutions of higher education, and labor organizations;
3. address effectively the issues of school dropout prevention and reentry and the needs of special populations;
4. provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and
5. demonstrate how tech-prep programs will help students meet high academic and employability competencies.

E. Career Focus Program of Study

A TPAD career focus program of study is a coherent sequence of rigorous academic and technical courses that prepare a student for successful completion of state academic standards and more advanced postsecondary course work related to their career cluster of interest. This program of study must include an articulation agreement and combine a minimum of two years of secondary and two years of postsecondary (associate degree, certificate, apprenticeship, or two years of a four year program) education. The career focus must be designed around the ADWE Career Focus programs of study (must be a career and technical concentrator), the KUDER assessments, and a high school academic core that includes the minimum of completion of Algebra II until the 'Smart Core' comes into effect. Entry into the TPAD program requires a career focus program of study signed by the student and parent. This program of study must be reviewed and signed annually until completion of the secondary component.

NOTE: Grade 11 entry and Algebra II requirement begins with new enrollees in the fall of 2004. Students will receive credit for articulated courses completed in grades 9 and 10 that are a part of the defined program of study. Students currently in the system should be encouraged to complete Algebra II.

NOTE: 18-month technical certificate programs (equivalent to two traditional nine-month school terms) are accepted for the postsecondary component.

F. Articulation Agreements

General Articulation Agreements: Agreements that involve only the general principle of cooperation and working together, or the general concept of granting college credit in escrow for high school technical courses.

Specific Articulation Agreements: Articulation agreements that focus on specific occupational specialties, and/or programs. These agreements must be true credit granting or advanced placement (time-shortened) articulation agreements that do not rely on testing other than the ADWE end-of-course assessment. Credit shall be granted upon enrollment, completion of no more than12 hours, or completion of one semester at the postsecondary institution.

TPAD students who complete and meet all identified requirements of an articulated program should be presented a certificate (locally designed) showing completion of each articulated class. Only TPAD students whose intent is to attend the granting institution should receive this articulated credit.

G. TPAD Student

Secondary: A student who is participating in an approved TPAD sequence of courses and has indicated intent (4~~-6~~ year program of study signed by student and parent on file) to follow the approved career focus. The major identifier is the intent to follow a recommended career focus.

NOTE: Academic dual credit courses are accepted for one year of the two years required at the secondary level.

Postsecondary: A student who has matriculated from the secondary program and continues to pursue a career focus which is an extension of an approved secondary TPAD program. The student will be receiving articulated/advanced placement (no minimum amount required) college credit. Many postsecondary schools do not list

student majors in grades 13 and 14; the major identifier is the intent to follow a recommended career focus.

Hybrid: A student who has not graduated from secondary but has a minimum of 15 hours post-secondary transcript credit.

Completer: A student who has completed an associate degree, two-year certificate or apprenticeship, or enrolled in grade 15 of a four-year program.

H. Reports

Mid-year Accountability Report: A narrative report describing consortia July-December activities is required each January 31.

Annual Expenditure Report: Report of expenditures by budget category. Report and warrant for unexpended funds are due July 31. (Contact ADWE if a later date is needed.)

Annual Accountability Report: Accountability reports justify consortia expenditures and budget requests. An oral presentation of the Accountability Reports will be made by the consortia to state staff. Accountability reports are due each June 1.

Annual Application: A new request for consortia funding is required annually. The end-of-year accountability report will be used in budget approval. Basal funding is based on student data. (New consortia receive a base minimum for three years conditional upon performance.)

I. Monitoring

State staff will make on-site consortia reviews which will include validation/review of:

- random samples of student Social Security Numbers,
- parental involvement/attempt on agreements,
- capital equipment and identified supplies inventory for the previous three years,
- minutes of consortia meetings,
- accountability system and reports,
- business/industry involvement, and
- Perkins Title II required program contents.

J. Accountability

Each consortium is required to maintain an accountability system. The Accountability Report will be used to justify consortium expenditures and in determining approval of new budget requests. Basal funding will be based on TPAD student data.

TPAD Student Data: Student SSNs and career focus are required for ADWE to track students and obtain demographic, special populations, etc. data. This is a mandatory item for accountability and funding.

Required Accountability System Contents:

- Student SSN
- Program enrollment by career cluster
- KUDER assessment data

- Academic Courses Completed
- Articulated/Concurrent credit courses completed
- Potential articulated hours earned by 9-12 TPAD students
- Vocational courses completed
- Technical Skills/competencies attained
- End-of-course testing results
- Grades
- ACT scores
- High School graduation date (month & year)
- Career counseling services received
- Diploma/Degree/Certificate attainment (Secondary & Postsecondary)
- Workplace experiences as a part of TPAD
- Job placement data
- Wage data