

**ARKANSAS DEPARTMENT OF EDUCATION
DIVISION OF CAREER AND TECHNICAL EDUCATION
PROGRAM OPERATIONAL GUIDE
2020-21**



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2020-21 ARKANSAS STANDARDS OF ACCREDITATION DIVISION OF CAREER AND TECHNICAL EDUCATION REQUIREMENTS

ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts

1-A.1.2 For Grades 5-8, all students shall receive instruction annually in each of the following content areas (S/P):

1-A.1.2.1 English Language Arts;

1-A.1.2.2 Mathematics;

1-A.1.2.3 Science;

1-A.1.2.4 Social Studies;

1-A.1.2.5 Physical Education;

1-A.1.2.6 Fine Arts;

1-A.1.2.7 Health and Safety; and

1-A.1.2.8 Career and Technical Education.

Note: To comply with State Standard 1-A.1.2.8, the Division of Career and Technical Education defines the foundation courses required for all Career and Technical Education (CTE) program for 2020-2021 school year are:

Courses 399050 Keyboarding 7-8 or KeyCode 399320 **and** 399280 Career Development shall be instructed in grades 7 or 8 annually. If a district wishes to offer Keyboarding at a grade level lower than grade 7, approval must be sought from Division of Career and Technical Education prior to implementation. **A request should be submitted through ADE Course Approval System in addition to the Program Coordinator of the Business and Marketing Education office.**

**If a school currently has an approved transition plan in place which allows Keyboarding to be taught in a grade lower than 7, Division of Career and Technical Education will honor the provisions of the approved plan until such time as the school requests the plan be rescinded.*

1-A.1.3 For Grades 9-12, the following content areas shall be offered annually for a total of 38 units, except as otherwise allowed by law and these rules (S/P):

1-A.1.3.1 English Language Arts - 6 units;

1-A.1.3.2 Science - 5 units;

1-A.1.3.3 Mathematics - 6 units;

1-A.1.3.4 Computer Science - 1 unit;

1-A.1.3.5 Foreign Languages - 2 units of the same language;

1-A.1.3.6 Fine Arts - 3 ½ units;

1-A.1.3.7 Social Studies - 4 units;

1-A.1.3.8 Health and Safety Education and Physical Education - 1 ½ units; and

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

Note: To comply with State Standard 1-A.1.3.9, schools must:

Offer 1 program of study from 3 different Occupational Areas annually. Each Occupational Area defines the required entry level (core) course for each program of study. Core courses must be offered annually.

STATEMENT OF ASSURANCE

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

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

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

PROGRAM APPROVAL

Requires completion of an approved program of study that leads to a recognized postsecondary credential, offering a sequence of CTE courses sufficient in size, scope, and quality to comprise a CTE program, offering work-based learning opportunities to students, leadership development such as through a CTE student organization, and the integration applied academics.

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

1. Follow all policies and procedures;
2. Remove all critical elements identified in tiered support review(s); and
3. Follow all required program guidelines.

Only career and technical courses approved by DCTE are eligible for Perkins funding and graduation credit. For information on the Standards for Accreditation at <https://adedata.arkansas.gov/sfa>.

FULLY APPROVED PROGRAMS	
If a program received full approval during the previous academic year (AY) and one of the following actions applied the following year, then the district will receive the program status indicated:	
ACTION	PROGRAM STATUS
Critical Elements, including Safety Violations and Office of Civil Rights Violations, received from previous Tiered Support Activities (formerly Technical Assistance Visits)	Conditional Approval
No CTSO active roster	Conditional Approval
No program of study	Conditional Approval
No required foundation courses (reviewed by appropriate program area)	Conditional Approval
Meets all Division of Career and Technical Education policies and standards	FULL APPROVAL

CONDITIONALLY APPROVED PROGRAMS	
If a program was conditionally approved during the previous academic year (AY) and one of the following actions applies the following year, then the district will receive the program status indicated:	
ACTION	STATUS TO RECEIVE
Problems are corrected	FULL APPROVAL
Problems not corrected	Disapproval (see Accountability below)
Critical Elements, including Safety Violations and Office of Civil Rights Violations, received from previous Tiered Support Activities (formerly Technical Assistance Visits)	Disapproval (see Accountability below)

TIERED SUPPORT (Formerly TA Visit or Onsite Compliance Review)

The structure of technical assistance site visits is shifting from a compliance-enforced fixed 5-year rotation of site visits to an annual, ongoing customer-service focused, tiered support model. Although the process is in transition in 2020-21, adherence to existing requirements and documentation is expected until the new process is in place.

MINIMUM FACILITIES REQUIREMENTS

Facility requirements must meet Arkansas Department of Education guidelines

http://arkansasfacilities.arkansas.gov/public/userfiles/documents/Facilities_Manual_20162017/FM_Career_Education.pdf. Equipment requirements may be obtained from the appropriate program office and shall be met within the specified time for program approval.

SAFETY

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

A student wash up area and proper exhaust and filtration of harmful fumes/dust shall be provided according to the facilities requirements document:

http://arkansasfacilities.arkansas.gov/public/userfiles/documents/Facilities_Manual_20162017/FM_Career_Education.pdf.

The laboratory shall be zoned and color-coded identifying specific work areas and pedestrian walkways. Large open areas for instructional activities shall be provided.

Caution must be exercised and enrollment must be limited so that an overcrowded situation does not occur. For the specifications for the lab areas, please see the Arkansas Facilities website linked in the Facilities section above.

MINIMUM START-UP EQUIPMENT REQUIREMENTS

Each Career and Technical Education (CTE) Occupational Program Area issues minimum equipment lists annually. The equipment lists are considered the *minimum* equipment necessary for students to master the program area standards established by the Division of Career and Technical Education. The current version of equipment lists applies to new programs being implemented during the school year in which the equipment lists are issued. Equipment lists may be located at [DCTE Occupational Areas](#) on the Division's Occupational Areas web page.

FOUNDATION COURSES FOR ALL PROGRAMS OF STUDY

399050 Keyboarding

1 Semester Grade Levels: 7-8 (NO CREDIT)

Keyboarding is a one-semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers.

399320 KeyCode

1 Semester Grade Levels: 7-8 (NO CREDIT)

KeyCode is a one-semester course designed to cover the state keyboarding and computer science coding block standards. Emphasis is placed on the following: understanding the importance of Career and Technical Student Organizations (CTSO), soft skill development, operation and management of classroom equipment, touch typing method, simple document formatting, and the computer science coding block. A minimum of 5 weeks shall be dedicated to students using keyboarding skills as they relate to formulating algorithms as well as create, analyze, test and debug computer programs in order to solve real-world problems. A text based programming language is required to accomplish these tasks.

399280 Career Development

1 Semester Grade Levels: 7 or 8 (8th grade recommended) (NO CREDIT)

This CTE foundation course is a one or two semester class for grades 7-8 designed to teach career development through research and understanding of self and the world of work for college and career readiness. Career research and decision-making with education and training plans for exploration and development will be core standards. Students will be knowledgeable of career options, and the personal skills, aptitudes, and employer expectations of future careers of choice. Students will identify personal traits and characteristics for a better understanding of self in their pursuit of finding a meaningful, fulfilling and rewarding career. Through better recognition and understanding of personal interests, values, aptitudes and abilities students can assess how they relate to the world of work in order to acquire the skills necessary for appropriate placement in the workforce. In addition, students will demonstrate the use of technology to gather information about careers and demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated. Students shall develop a career focus with viable expectations for success based upon careful research, consistent planning and employment preparation.

ADAPTIVE EQUIPMENT FOR CTE STUDENTS WITH DISABILITIES

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

1. The requesting school must get a referral for the student from an assigned special education consultant to assist with ordering the adaptive equipment.
2. The superintendent or school principal in which the student is enrolled may then request services through contacting:
 - [Requests for Adaptive Equipment Applications](#) may be submitted by calling the Office of Special Populations at 501-682-1800.
3. The request for services must contain the following information:
 - Name of student
 - Age of student
 - Disability and need for adaptive equipment
 - Vocational program(s) and grade in which the student is enrolled
 - Equipment requested (if known)
 - Assistance in identifying appropriate equipment (if known)
 - Appropriate cost of equipment including shipping and taxes
 - The written evaluation and recommendation of the Special Education Consultant
4. The Office of Special Populations will send an electronic Application for Adaptive Equipment to be signed by the authorized agent. The information listed above will be required with the application. Upon approval, the district/school will be notified and a Memorandum of Understanding will be issued for the equipment purchase. (If the Office of Special Populations locates existing appropriate equipment, this equipment may be provided in lieu of funding.)
5. The Adaptive Equipment may be purchased through the Educational Cooperative or requesting school district. The Office of Special Populations will reimburse the Co-op or LEA upon receipt of the reimbursement report form. The reimbursement will not exceed the allocation approved for the equipment.
6. The adaptive equipment remains the property of the Office of Special Populations of the Division of Career and Technical Education, Arkansas Department of Education. It is subject to redistribution when no longer required by the student or similarly disabled student enrolled in funded vocational education programs within the school district or Cooperative.
7. Existing equipment may be transferred between school districts only upon written approval from the Office of Special Populations.

JOBS FOR ARKANSAS GRADUATES (JAG)

Program Description

Jobs for Arkansas Graduates is a broad based School-to-Work program designed to assist students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. The program's goal is to identify students with a need for modest interventions in order to ensure graduation (or GED) and to prepare them for workplace success. The JAG program provides one year of follow-up to monitor the student's outcomes through data recording of graduation dates, civil and military job placement, career, and college success.

Course Description

JAG may be utilized in any program of study. JAG can count as credit toward a student's career focus/major. The program's goal is to ensure student graduation (or GED) and prepare students for workplace success whether their career begins immediately upon high school graduation, includes entry into military service, or requires them to complete post-secondary education/training.

Course Content

The course will consist of the following areas:

1. Career Development Skills
2. Job Attainment Skills
3. Job Survival Skills
4. Basic Skills
5. Leadership and Self-development Skills
6. Life Survival Skills
7. Workplace Skills

The JAG Model requires the completion of the 37 core competencies. The complete curriculum contains 87 competencies. Arkansas requires the completion of 40 (including core) competencies for School-to-Career (senior only) participants and 50 (including core) competencies for Dropout Prevention (multi-year) participants.

The model has 10 components, which must be maintained by the state affiliate.

- Oversight Board
- Program Management
- Program Staff
- Participant Selection
- Student Load
- Career Association
- Competency Attainment
- Employer Marketing and Job Development
- Follow-up Services
- National Database Participation

There are various ways to use the model:

- Middle School At-Risk Career Development (7th & 8th Grade)
- High School Dropout Prevention (9th – 12th Grade – Multi-Year Program)
- School to Career (12th Grade only - Senior Only)
- Out of School Model
- Alternative Education Program, with coinciding traditional JAG program (7th – 12th Grade)
- College Success Program

There are five primary performance goals of the School-to-Career and Dropout Prevention Applications that a program should strive to attain to reveal successful administration of the program. The Office of Special Populations and Jobs for America's Graduates national office monitor the following five indicators. Programs that attain the '5 of 5' status after 12 months of follow up are recognized at both state and national levels.

- 90% graduation/GED rate;
- 80% overall success rate at the end of 12 months after graduation;
- participants either employed in a job leading to a career, in the military, or enrolled in a post-secondary education or training, or a combination of work and post-secondary education;
- 60% of graduates are employed;
- 60% of employed graduates are in full-time jobs leading to careers; and
- 80% of the graduates are employed full-time or are combining work and school. These goals are to be achieved by the third year of operation.

Teacher Qualifications

The "JAG Specialist" is to be secondary certified in Career and Technical Education or any core academic area and endorsed through the completion of program management training developed and approved by Division of Career and Technical Education (DCTE). Training includes New Specialist Training (one to two days) and National Data Management System training (one day). Training leads to the 413 Special Populations endorsement. Be able to have the ability to establish and maintain relations with industries in the community. Demonstrate proficiency in computers and written communication skills. Registration can be found on the DCTE website under Professional Development.

Teacher Contract Length

It is strongly recommended that, during the first year of operation, the specialist be employed on a contract of a minimum of 215 days. It also is strongly recommended that during each subsequent year, the specialist be employed on a contract of a minimum of 225 days. Arkansas JAG recommends that the specialist be provided one period for Data Entry and Employer Marketing/Job Development for every 25 in school participants.

The model requires 12 months of follow-up after graduation, which means monthly contact with each participant beginning the month of June following completion of senior year and at least six contacts with the participant's employer/school/military recruiter.

Professional Development Activities

Teachers are encouraged to participate in all in-service training workshops, JAG National Training Seminar, and the following professional organizations:

1. Association of Career & Technical Education (Special Populations Division)
2. National Association of Vocational Education Special Needs Personnel
3. Arkansas Association of Vocational Education Special Needs Personnel
4. Arkansas Career Development Association

Funding

New program start-up equipment funds are available. Districts may be eligible for Division of Workforce Service grants for high poverty areas. Corporate start-up grants are often available.

Class Grade Level

JAG is designed to assist students deemed at-risk or in need of intervention to attain graduation and attain career success. JAG courses can begin in the 7th or 8th grade with the Middle School curriculum. A student can continue in a JAG course through the Multi-Year program from 9th to 12th grade. A Senior Only program may be added to an existing program, in order to assist 12th grade students from school to career to college or trade school. The district can determine how the program is implemented within these guidelines.

Eligible Students

Career and Technical students with two or more identified barriers may apply for acceptance into the JAG class. A JAG class roster typically has an average of five barriers. Students may be identified by the school advisory committee as eligible for the program due to existing barriers to graduation. The specialist/teacher or administrator identifies a student's barriers prior to placement into the program. JAG students should have an identified career and technical focus/major and have completed at least one unit and be enrolled in a second unit of the identified career focus/major.

Class Size and Credits

"Standards of Accreditation", Arkansas Public Schools states: "in grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students daily and an individual class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased." (JAG is not an exceptional case). Large JAG classes have proven to be less practical and effective because they place limitations on the types and quality of hands-on, individualized, or other class activities.

The JAG model requires 35-45 students be the maximum in the in-school phase. The JAG program may encompass several class periods, thus enforcing the Standards of Accreditation for class size. Programs in alternative schools can request a waiver to lower the student load. All students in the JAG class must be recorded in the JAG electronic data management system roster in order to hold the integrity of the Jobs for America's Graduates guidelines.

Class periods shall conform to the minimum class hours established by the Standards for Accreditation of Public Schools and North Central Association (NCA): (NCA: 120 hours = 1 unit; 60 hours = ½ unit)

One unit of credit per year is to be given for JAG participants in the High School program. Depending on the application of the model and the particular need or risk, a student may be identified for placement in the JAG program for multiple years, starting in Middle School. JAG may be utilized as a related option of any program of study. JAG is not a stand-alone program of study or career focus/major.

Work-Based Learning

Part-time employment is not a requirement of the JAG program, but credit can be given at the discretion of the individual school district using the teacher supervised JAG Work-Based Learning course code. Simultaneous enrollment in JAG class is required for enrollment in JAG Work-Based Learning. Schools that grant credit for work-based learning shall follow the course credit guidelines for the DCTE CTE Internship program.

Advisory Committee

Sites are to develop a local advisory board with representatives of groups such as educational providers (e.g., adult education, GED instructors, community college representatives, and School-to-Work partnerships), community agencies (e.g., homeless shelters, mental health services, workforce development, and juvenile officers), special education instructors, transition services, and/or career coaches.

The selection committee, a subcommittee of the local advisory board, shall be local and accept responsibility for program participants targeted for services. The selection committee shall be comprised of selected representatives of the local school system (e.g., high school administrators, counselors, vocational faculty, and academic faculty).

JAG Career Association

The JAG Career Association embodies a fundamental purpose of the JAG program: to provide motivation and practical strategies to help young people to succeed both in school and on the job.

The Career Association is a student-led organization for career-minded students who are interested in preparing themselves to enter the work force and are enrolled in a program that is affiliated with the Jobs for America's Graduates National Network. Each student enrolled in the local JAG program is automatically a member of the Career Association.

Three levels exist in the Career Association – national, state, and local chapter (the JAG program in your school).

JAG believes that programs with successful Career Association chapters will experience a lower school dropout rate and a higher retention rate in the program. The Career Association chapter is a support system that most members need and want.

The activities of the Career Association are integral to the instructional program and should be perceived as co-curricular. Since all Career Association activities are offered to develop, practice, and refine skills necessary for personal, academic and career success, chapter activities enhance classroom learning, thus are considered co-curricular.

Local Career Association chapters provide activities to help members develop the confidence and competencies needed to stay in school through graduation and achieve a successful transition from school to the work-place. The chapter advisor (JAG Specialist) is held accountable for implementing the Career Association and using it effectively to achieve five (5) fundamental yet powerful goals of leadership development, career development, social awareness, civic awareness, and community service. JAG suggests each goal area have a committee with a President, Vice President or Chairperson leading that committee.

JAG Programs

JOBS FOR ARKANSAS GRADUATES PREREQUISITES	
COURSES	PREREQUISITE COURSE(S)
JAG I; JAG II; JAG MIDDLE SCHOOL	No prerequisite required
JAG WORK-BASED LEARNING	Concurrent enrollment in JAG I, II, SR
JAG SENIOR APPLICATIONS	No prerequisite required
JAG ALTERNATIVE LEARNING	No prerequisite required

Middle School Courses:

Course Code	DCTE Middle School Electives	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
399290	JAG Middle School	0	X	X				
399350	JAG Middle School ALTERNATIVE	0	X	X				

This course may be taken in both 7th and 8th grades. Must receive prior approval from DCTE Office of Special Populations. Traditional and Alternative Programs at one school are considered two programs and must each have prior approval.

High School Courses:

Course Code	Core Requirements	Units of Credit	7 th	8 th	9 th	10 th	11 th	12 th
493780	JAG I (Multi-Year Program)	1			X	X	X	X
493790	JAG II (Multi-Year Program)	1				X	X	X
493770	JAG Senior Applications	1						X
493760	JAG Multi-Year ALTERNATIVE	1			X	X	X	X
493800	JAG Work-Based Learning	1				X	X	X

These courses may be taken in 9th – 12th grades (as indicated). All JAG courses must receive prior approval from DCTE Office of Special Populations. It is expected that a JAG program will expand to accommodate need among student populations. Adding a Senior Applications program requires approval for an addition to an already established JAG program. Traditional and Alternative Programs at one school are considered two programs and must have prior approval. JAG Work-Based Learning follows the course credit guidelines for the DCTE Internship program. Students must be concurrently enrolled in JAG I, JAG II, JAG Senior Applications, or JAG Multi-Year Alternative program in order to be enrolled in JAG Work-Based Learning.

SPECIAL POPULATIONS COURSES

Middle School Courses:

399290 JAG Middle School

Credit: 0 Grade Levels: 7-8

Middle School Program serves seventh and eighth grade students. Middle school staff and administrators identify students at risk of not reaching their potential or leaving school prematurely.

(Must have DCTE approval prior to implementation)

399350 JAG Middle School ALTERNATIVE

Credit: 0 Grade Levels: 7-8

JAG Middle School AE Program serves grades seventh through eighth students. The program is designed to serve students in alternative learning environments. Middle school staff and administrators identify students at risk of not reaching their potential or leaving school prematurely.

(Must have DCTE approval prior to implementation)

High School Courses:

493780 JAG Multi-Year I
Credit: 1 Grade Levels: 9-12

JAG utilizes the National Jobs for America's Graduates model and curriculum. It is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. High school staff and administrators identify students at risk of not reaching their potential or leaving school prematurely.

(Must have DCTE approval prior to implementation)

493790 JAG Multi-Year II
Credit: 1 Grade Levels:10-12

JAG II continues the JAG curriculum and may be repeated. JAG utilizes the National Jobs for America's Graduates model. It is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. High school staff and administrators identify students at risk of not reaching their potential or leaving school prematurely.

(Must have DCTE approval prior to implementation)

493770 JAG Senior Applications
Credit: 1 Grade Levels: 12

A senior-only program that focuses classroom attention on eligible high school seniors to provide support for school-to-career success. JAG utilizes the National Jobs for America's Graduates model. It is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. High school staff and administrators identify students at risk of not reaching their potential or leaving school prematurely. It is recommended, for early intervention, that a Multi-Year class precede the implementation of a JAG Senior Applications.

(Must have DCTE approval prior to implementation)

493760 JAG Multi-Year ALTERNATIVE
Credit: 1 Grade Levels: 9-12

JAG Multi-Year AE Program serves grades ninth through twelfth grade students. The program is designed to serve students in alternative learning environments. High school staff and administrators identify students at risk of not reaching their potential or leaving school prematurely.

(Must have DCTE approval prior to implementation)

493800 JAG Work-Based Learning
Credit: 1 Grade Levels: 9-12

While employment is not a requirement of the JAG program, this instructor-supervised work release course may be offered concurrent to the JAG High School courses listed above. JAG Work-Based Learning includes monthly employer evaluations of participants. Credit can be given at the discretion of the individual school district for student work-based learning experiences. Participants should be expected to complete 180 hours of work-based learning in order to receive one credit-with a maximum of four credits for completing 720 hours of work study within a consecutive two-year period. JAG Work-Based Learning may be utilized in both traditional and alternative environments. The JAG WBL course follows the Work-Site Instruction and Course Credit guidelines for the CTE Internship Course (See Course Code 493860) while providing the JAG curriculum instruction as noted in JAG High School programs.

(Must have DCTE approval prior to implementation)