**SIZE, SCOPE AND QUALITY**

***Size***

* The receiving institution or consortium offers a minimum of five CTE programs of study.
* Programs of study require the following number of undergraduate semester credit hours a defined in AHECB Policy 5.11. Program hours may vary based upon program accreditation requirements.
	+ Certificate of Proficiency 6-21
	+ Technical Certificate 21-45
	+ Associate of Applied Science 60-72
* Programs must meet viability standards as defined in AHECB Policy 5.12. In general, an average of four graduates per year for technical certificates (TC) and technical associate degree programs (AAS).

***Scope***

* Curriculum shows a progression of instruction to occupation specificity. Where possible, students may progress from a Certificate of Proficiency to a Technical Certificate to an Associate Degree which provides multiple entry and exit points.
* Curriculum offers academic, technical and employability skills, either through individual courses or embedded in courses.
* Curriculum is aligned with the needs of industry and is informed by labor market information.
* Curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees.

***Quality***

* Minimum resources for programs of study are established at the time the program is defined in AHECB Policy 5.11. These include classroom instruction, laboratory and work-based instruction, library and equipment needs.
* Programs of study are externally reviewed every 7-10 years based upon a review schedule negotiated between the intuition and ADHE as defined in AHECB Policy 5.12. The process begins with a comprehensive self-study which includes program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes and program improvement activities.
* Accredited/licensed/state certified programs follow the usual review practices and schedule of the accrediting/approval body.
* Faculty meet the minimum credential requirements as defined in AHECB Policy 5.11. A minimum of one full-time faculty member with appropriate credentials is required for each degree program. Faculty teaching general education courses are expected to hold at least a master’s degree with eighteen graduate hours in the teaching field. Faculty members teaching in occupational skill areas must hold at least an associate degree or appropriate industry-related licensure/certification.
* Students are provided the opportunity for early college credit (articulation/dual/concurrent) for both academic and technical courses.

**YOUTH**

A *youth* is generally defined as an individual who is between the ages of 16 and 24.

An *out of school youth* is defined within WIOA as being in this age range but with one or more of the following additional qualifications for Perkins postsecondary purposes.

* Is not attending school
* Has a secondary school diploma or equivalent who is low income and is basic skills deficient or an English language learner.
* Is subject to the juvenile or adult justice system.
* Homeless as defined by McKinney-Vento.
* Is in or has aged out of foster care.
* Is pregnant or parenting
* Has a disability.
* Is low income and requires additional assistance to enter or complete an educational program or to secure or hold employment.

**FOSTER CARE**

Youth are generally considered to have aged out of foster care at age 18.

However, they can quality for Educational Training Voucher (ETV) up until age 26 if:

* They aged out of foster care at 18 or older.
* Entered into a guardianship or adoption at age 16 or older.
* They have not accessed ETV for more than five years and are students in good standing.

*Source: Lindsay McCoy, Arkansas Department of Human Services*

**HOMELESS**

A homeless individual is generally defined buy type of nighttime residence: shelters/transitional housing; doubled up; unsheltered; hotels/motels.

***McKinney-Vento Homeless Assistance Act***

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless because the children are living in circumstances described in clauses (i) through (iii).

**ADVANCED TRAINING**

***Qualities***

* Delivered by experts
* Includes hands-on application
* Beyond mastery of basic skills
* If accessed while still enrolled in college, student would be counted in “retained in school”

***Possibilities***

* Apprenticeship
* Specialized trade schools
* Bootcamps
* Internships
* Clinicals
* Work-based learning

**WORK-BASED LEARNING**

Work-based learning is defined as sustained interactions with industry or community professionals in real workplace settings or simulated environments that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

The learning may be experienced at actual work locations, in a traditional school setting, use of comprehensive simulated work environments, robotics, virtual reality, or gaming. If simulations are used to replace in-business experiences, the simulation must teach occupational skills and replicate job-like conditions.

Work-based learning experience may include:

* Job shadowing
* Mentorships
* Career related competitions
* Informational interviews
* Internships (paid or unpaid)
* Practicum
* Clinicals
* Service learning
* Use of simulators, robotics, virtual reality or gaming
* School-based, student led enterprises
* Volunteering
* Workplace field trips/tours

**HIGH SKILL, HIGH WAGE, IN DEMAND**

High Skill: At the postsecondary level, any pathway that leads to a higher degree, leads to an occupation that requires certification or licensure, or occupations identified by O\*Net as high skill will be considered high skill.

High Wage

In Demand

**Perkins IV High Skill, Wage and Demand Definitions**

Definitions for high skill, wage and demand are jointly determined by the departments of Commerce and Education (Workforce Services, Career Education and Higher Education. Below are the definitions provided in the Arkansas State Plan which is approved by US Department of Ed (OCTAE).

* **High Wage:**  Occupations which exceed 20 percent above the average wage for all occupations (see below for high wage determination method). Using national crosswalks, occupational data was categorized by CIP code and placed into appropriate pathways and career clusters. Any pathway in which 50 percent or more of the occupations met the high-wage definition was designated as a high-wage pathway. (This will change every year based on current information.)
* **High Demand:** Includes those occupations as determined by Department of Career Education high-demand list that is used for other economic and workforce development purposes – such as the workforce investment boards for expenditure of their funds (see below for high demand determination method). Any pathway in which 50 percent or more of the occupations were on the high-demand list was designated as a high-demand pathway. (This will change every year based on current information.)
* **High Skill:** At the postsecondary level, any pathway that leads to a baccalaureate or higher degree or leads to an occupation that requires certification or licensure was designated as high skill.

**RURAL RESERVE**

Perkins legislation requires that Reserve Funds be awarded to institutions that are currently receiving Perkins funds and meet at least one of the criteria below. Exclusions are as of 2018 academic year and may be subject to change.

1. **Be located in a rural area.** For the Reserve Fund, rural is defined as a county with less than 5% of the state total population (excludes Pulaski, Benton, Washington: NWACC, UAPTC).
2. **Have a high number of CTE students.** For the Reserve Fund, this is defined as a minimum of 500 students enrolled in CTE programs (excludes EACC, PCCUA, UARM)
3. **Have a high percentage of CTE students**. For the Reserve Fund, this is defined as either 50% of overall student population enrolled in CTE or 50% of all programs offered are CTE (excludes UAFS)