

July 27, 2023 @ 1:00 pm	Division of Career and Technical Education
Attendees	<p><b>Workgroup Members:</b> Anne Martfeld, Kevin Tipton, Amy Hardy, Jennifer Turner, Aaron Duvall, Mark Taylor, and Donald Westerman</p> <p><b>ADE:</b> Dr. Tina Moore, Ross White, and Sunni Teale</p> <p><b>Insightful Education Solutions:</b> Quinten Suffren</p>

Draft Rule/Policy Component	Work Group Feedback
<i>Meeting Notes</i>	<p>Meeting began at 1:00 PM.</p> <p>Review of Agenda and meeting norms with participants. LEARNS Act Reviewed. “R-Readiness” Identified as core focus. Work Group Purpose &amp; Charge reviewed.</p> <p>Quinten Suffren presented a deep dive into the CTE Audit.</p> <ul style="list-style-type: none"> <li>• Importance of creating High Quality Pathways that allow for multiple entry and exit points for a student.</li> <li>• Data was only utilized for CTE Completers, not CTE Concentrators.</li> <li>• The results only include in-state institutions in regard to postsecondary credit and matriculation.</li> <li>• Note* Any postsecondary credit is counted in the early postsecondary credit – it did not have to align to the career pathway. (Ex: AP, Composition 1, College Algebra, etc.)</li> <li>• Reports shows enormous enthusiasm from CTE Leaders who understand the value of CTE Programs.</li> <li>• Top Challenge and Top Strength are the same: Aligning CTE pathways with high skill, high-demand, high-wage occupations in our region/state.</li> <li>• Arkansas is an anomaly as they do not offer direct or tiered funding for CTE programs.</li> <li>• Because of lack of data, parents and students may not have information needed to pursue pathways best for them. There is a need to leverage the data to help increase informed decisions.</li> <li>• Data is not captured on students who enter postsecondary program apprenticeships.</li> </ul> <p>Concern: Agriculture is being misrepresented with the technical skills that are being taught within the programs.</p> <ul style="list-style-type: none"> <li>○ Organization of clusters and programs of study need to be better organized to be clear as to what is being taught in the program of study. It was very difficult to clearly identify what is being taught in the programs of study.</li> </ul> <p>Concern: Very little alignment with top 10 programs of study that aligned with top 10 occupation industry sectors on page 24. How do we organize programs of study in alignment with certain sectors such as fast food and counter workers.</p> <ul style="list-style-type: none"> <li>○ The reality is most economies are going to be needing something a little bit different. CTE is not the department of labor. It’s a part of the educational workforce. States need to determine their values and align programs.</li> </ul> <p>Concern: How often should we adjust CTE Programs to Statewide needs?</p> <ul style="list-style-type: none"> <li>○ Some sectors are consistently growing or steady industries: health care, business management, etc. Realistically you can’t change a program of study every year. Every 3-5 years utilizing economic data to steer programs.</li> </ul> <p>Concern: Agriculture is a 17-billion-dollar industry within Arkansas. The data is skewed for agriculture as how industries are identified within our state within the workforce. Businesses are not defined as “agriculture.” Ex: Tyson Foods</p> <ul style="list-style-type: none"> <li>○ The economic data does not support the claim. Until you know the ROI, you cannot have accurate, clear connections.</li> </ul>



**Findings & Recommendation Independent Review**

Workgroup members spent time reviewing each finding and rating each recommendation based on its relevance to the committee work.

**Sample State Highlights**

The committee reviewed the following information as presented by Dr. Tina Moore.

**Arkansas Information**

- Arkansas Concurrent Enrollment Policy
  - Enrolled on campus, off campus, or virtually. Freshman or sophomore level courses only found in ACTS. CTE Courses are also offered through a MOU agreement with Postsecondary Institution and High School.
  - If a student takes 1 college course (3 hours), students then receive 1 high school credit.
  - CTE Concurrent Credit is primarily earned at secondary centers that are funded by Office of Skills Development (OSD). Students may or may not be receiving concurrent credit for taking these courses.
  - High school students must have scored 19 or better on the ACT Reading sub-test or equivalent test for gen ed courses. Enrollment in English Composition and mathematics courses also require a 19 or better on the respective ACT sub-test or equivalent test. CTE concurrent course enrollment does not require a certain score per policy, and the requirements vary across colleges/secondary centers.
  - For teacher requirements, CTE Policies and Procedures says associates is needed. OSD says associates or industry credential in the area.
  - Arkansas Concurrent Challenge Scholarship may cover some of the expenses of CTE Concurrent Enrollment for students but if a student attends secondary career center they do not receive the funding because OSD funds secondary career centers. They receive Tiered funding based on high wage, high demand, high skill.
  - Clarification: OSD funds come from DCTE. Allocation of 21 million to secondary career centers. 2.7 million is dedicated to DCTE for New Program Start Ups.
- Arkansas Course Transfer System (ACTS)
  - This is for Public Universities, not always recognized by Private Institutions.
  - Identifies which courses can transfer. Gen Ed courses and business degrees are identified. CTE Courses are currently not identified as transferrable, it becomes an independent institution decision of acceptance of credit.
- Arkansas Transfer and Articulation
  - Ensure degrees are transferrable. Hours transfer but may not count towards your degree plan or program.
  - CTE programs are a part of the non-transferrable. They are considered terminal degrees.

**Florida**

- Florida's course transfer system, similar to the Arkansas Course Transfer System, also includes CTE courses.
- State-wide Articulation Agreements
- Concurrent courses transfer among all institutions.

Committee reviewed three different institutions in Arkansas and their Welding pathway. Findings were course codes were different and degree plan hours differed.

Committee then reviewed two different institutions in Florida and their Welding pathway. Findings were alignment of course codes and degree plan hours.

**Indiana**

- Next Level Programs of Studys were reviewed and discussed with committee.



	<p><b>Committee Feedback</b></p> <ol style="list-style-type: none"> <li>1. What is desired in the Career Diploma?             <ul style="list-style-type: none"> <li>• High Quality CTE course receive equal credit for core courses.</li> <li>• Flexibility within course work to meet the students direct career path needs.</li> <li>• Students to be workforce ready upon graduation whether they are attending college to pursue a degree, apprenticeship, military, or entering the workforce.</li> <li>• Define Credits and how they apply to new employee process. Develop confidence and knowledge of workplace practices.</li> </ul> </li> </ol> <p><b>Thoughts</b></p> <p>Potential to call it something other than a Career Diploma. Concern that this will be a marketing issue more than anything. Consider marketing as a value-added diploma instead of a different pathway. College and Career Readiness Course could be added to high school diploma as a stand-alone course for students who did not complete career diploma coursework.</p> <p>Legislation has identified that a committee will determine which CTE courses will crosswalk to Core courses and receive credit for by December 15, 2024.</p> <p>Further questions were presented but were not able to be covered during this meeting.</p> <ol style="list-style-type: none"> <li>2. What strengths currently exist in relation to the Career Diploma?</li> <li>3. What barriers currently exist in relation to the Career Diploma?</li> </ol>
<p><b>Next Steps</b></p>	<p>Next meeting will be Face to Face to further dive into Career Diploma definition and perimeters.</p> <p>Ross will send a follow up email.</p> <p><b>Doodle Poll and Workgroup Feedback Materials</b></p> <p>Meeting was adjourned at 4:09 PM</p>