

3505.2550 MINIMUM STANDARDS FOR INSTRUCTIONAL PROGRAM APPROVAL.

Subpart 1. **Required standards.** A secondary career and technical education program shall provide evidence that the standards in subparts 2 to 8 are met.

Subp. 2. **Community involvement.** Each program shall have an advisory committee that discusses current industry practices, program issues and needs, and curriculum. The committee shall meet formally with a planned agenda at least twice per year. Agendas and minutes shall be kept on file. Ongoing communication shall occur between career and technical education program staff and advisory committee members.

Subp. 3. **Personnel.** Each career and technical education program shall utilize appropriately licensed staff who shall follow requirements for renewal of credentials governed by the Minnesota Professional Educator Licensing and Standards Board or Minnesota Board of School Administrators as appropriate. Teachers, administrators, and support staff are aware of professional, industry, occupational, or other organizations that can assist them in their work. Individuals working in instructional support positions shall either hold licensure as a technical tutor or shall meet highly qualified paraprofessional requirements under the Elementary and Secondary Education Act.

Subp. 4. **Program administration.** Administrators responsible for career and technical education programs shall have knowledge of school law, school finance, and the appropriate use of funds; shall ensure equal access and full participation of students who are members of special populations as defined in the Carl D. Perkins Career and Technical Education Act; shall submit reports to the department as required; shall maintain internal records as necessary for the proper implementation of the programs; and shall oversee the recruitment, retention, and replacement of staff. Administrators shall work within their school districts to utilize the uniform financial accounting and reporting system (UFARS) and to follow federal Education Department General Administrative Regulations (EDGAR).

Subp. 5. **Program assessment.** The district shall evaluate program performance using accountability indicators specified in the Carl D. Perkins Career and Technical Education Act and shall include the program in its curriculum review cycle. The district shall identify and utilize a process for continuous program improvement.

Subp. 6. **Program design.** The program shall provide opportunities for career awareness, career exploration, and career preparation. The program reflects an understanding of programs of study, and provides guidance that reflects current labor market information. The curriculum addresses career development, technological literacy, and workplace skills, is aligned to local standards for career and technical education programs, and supports a broad understanding of the industry. Safety instruction is based on federal, state, and local health and safety laws, regulations, and policies. Curriculum is developmentally appropriate, gender and culturally neutral, and is reviewed at least once each five years. Students have access to work-based learning opportunities and, where utilized, such activities are guided by training agreements and training plans. Instruction provides a balance of classroom and laboratory activities and utilizes technology. Authentic assessment is used to measure knowledge and skill proficiency. Students have access to leadership development opportunities through student organizations or other means.

Subp. 7. **Resources.** Instructional materials and supplies are appropriate to allow students to meet program objectives. Equipment is adequate to address program goals and objectives, and is properly installed, shielded, guarded, and ventilated. Adequate material storage and waste disposal is provided. Both school-based and community-based instructional settings are suitable for effective learning and are barrier free. Class size and facilities are appropriate for safe student learning. First aid equipment is available and signage reflects an emphasis on safety.

Subp. 8. **Support services.** The district has policies to ensure that the learning environment is barrier free and accessible to members of special populations. Basic accommodations are made where necessary to address the needs of members of special population groups. Instructional staff are involved in decisions pertaining to individual educational programs and guidance pertaining to secondary to postsecondary transitions.

Statutory Authority: *L 2007 c 146 art 7 s 3*

History: *33 SR 1857; L 2017 1Sp5 art 12 s 22*

Published Electronically: *August 21, 2017*