

**TITLE 780 – Oklahoma Department of Career and Technology Education**  
**Proposed Rule Changes**  
**CHAPTER 20 – Programs and Services**

**780:20-1-4. Competitive Grants for Dropout Recovery Programs. [NEW]**

**(a) Awarding Competitive Grants.** Pursuant to Section 14-103.1 of Title 70 of the Oklahoma Statutes, the State Board shall award one or more competitive grants for Dropout Recovery Programs (“Programs” or “Program”) to technology center school districts each fiscal year that have demonstrated the greatest need for dropout recovery prevention and recovery.

**(b) Applications.** When starting a new program, technology center school districts shall submit a completed application to the Department which shall include the following information:

(1) Proof that the technology center school district does not already have an intensive dropout prevention program;

(2) How the technology center school district will provide high school credential opportunities which will increase high school completion rates;

(3) How the technology center school district will provide career strategies through a technical program or an employment component to enhance the potential for employment;

(4) Current or future plans to work with agencies and entities that serve juvenile populations;

(5) A detailed list of clear and measurable goals for the Program;

(6) Proof that the technology center school district can either:

(A) Devote not less than four (4) hours and twelve (12) minutes per day to academic instruction for the locally approved 180-day calendar year, or

(B) Provide students in the Program at least 756 hours of academic instruction per school year;

(7) A proposed annual budget for the Program;

(8) Whether the Program will offer initial academic credit and/or credit recovery for academic courses;

(9) An MOU between the sending school(s) and the technology center that includes the policies and procedures for the Program and requirements for students to receive credit; and

(10) Any other information required by the Department.

**(c) Dropout Recovery Programs.** Once a competitive grant awarded, the technology center school district shall participate in an annual review to verify compliance with the following requirements:

(1) Advisory Committee. The technology center school district shall utilize an advisory committee for planning and student success.

(2) Instructors. The technology center school district shall hire certified instructors for the Program. Instructor certifications are not restricted to grade-specific or subject specific areas. The certified instructor should be able to demonstrate an ability to successfully work with at-risk students.

(3) Class Size; Ratios. The technology center school district shall ensure class sizes and student-to-teacher ratios are conducive to effective and safe learning of at-risk students.

(4) Instruction. The technology center school district shall incorporate structure, curriculum, interaction, and reinforcement strategies designed to provide effective individualized instruction.

(5) **Individualized Credentialing Plan.** The technology center school district shall provide each student in the Program an individualized credentialing plan based on the student's career goals and high school graduation requirements for each sending school district or preparation for high school equivalency.

(6) **Counseling and Social Services; License Required.** The technology center school district shall offer counseling and social services to all students in the Program. Any person providing such services shall hold an active license as a counselor or mental health provider.

(7) **Instruction Hours.** The technology center school district shall either:

(A) Devote not less than four (4) hours and twelve (12) minutes per day to academic instruction for the locally approved 180-day calendar year; or

(B) A school day may consist of less than four (4) hours and twelve (12) minutes per day to academic instruction, provided the students in the Program receive at least 756 hours of academic instruction per school year.

The technology center school district that utilizes the total instruction hours option shall notify the Department.

(8) **MOU.** The technology center shall enter into an MOU with their sending schools that includes the policies and procedures for the Program and requirements for the students to receive credit.

(d) **Financial Reporting.** Technology center school districts shall submit to the Department:

(1) Quarterly invoices; and

(2) By September 15 of each school year, a report of all revenue received and expended for students participating in the Program.

(e) **Failure to Comply.** Failure to comply with Program requirements shall:

(1) Be cause for an audit of the Program; and

(2) Be included in the consideration for the eligibility of a technology center school district to be awarded future competitive grants.

### **780:20-3-1. Administration and supervision**

(a) **Advisory committee.** Each approved CareerTech program must have an occupational advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training.

(b) **Civil rights compliance.** In order to receive federal funds, local administrators must comply with all civil rights procedures and prohibitions that include, but are not limited to, the following:

(1) **Annual public notification.** All recipients offering CareerTech programs shall, at the beginning of the school year, advise parents, employees, students, and the general public that all occupational opportunities will be offered without regard to race, color, national origin, sex, age, or disability.

(2) **Employment.** Recipients offering CareerTech programs shall not engage in any employment practice that discriminates on the basis of race, color, national origin, sex, age, or disability.

(3) **Accommodations for individuals with disabilities.** Students with disabilities shall be placed in the regular educational environment of any ~~career and technology education~~ CareerTech program unless it can be demonstrated that the education of the individual with a disability, even with the use of support services, cannot be achieved satisfactorily.

(A) **Support services.** Support services are considered on a case-by-case basis and depend on the functional impact of the individual student's disability on learning and which laws to the student's education. Decisions on what type of support services are to be utilized are a team decision. The team is made up of persons knowledgeable of the student, their disability, the course requirement as well as the local policy and laws.

(B) **Individual needs.** When students with disabilities are enrolled in any ~~career and technology education~~ CareerTech program, evidence must exist as to how the student's individual needs are being met.

(C) **Participation in and review of IEP/504 Plans.** A representative of the ~~area~~ technology center shall be on the IEP/504 team when enrollment in a ~~career and technology education~~ CareerTech program is considered to be an appropriate part of the student's IEP/504 Plan. ~~Career and technology education~~ CareerTech instructors, whether teaching in an ~~area~~ technology center or in a comprehensive school program, shall have access to a copy of the IEP/504 Plan before the identified student enters the program. ~~State accreditation standards: Part I, Standard III, Support Services, 210:35-11-51 (b). Guidance and counseling services; Part II, Standard III, Support Services, 210:35-13-74 (e).~~

(D) ~~Standard IV OAC 210:35-11-31. Program of studies.~~ Students who have ~~Individualized Education Programs~~ IEPs may earn academic credit toward high school graduation for coursework completed in a ~~career and technology education~~ CareerTech program, provided that state and federal legislation and policies are followed and:

(i) The IEP team documents the specific competencies for the ~~career and technology education~~ CareerTech program which address the sets of competencies and/or Prior Academic skills required for the academic course and that the course is taught by a highly qualified teacher:

(ii) The IEP is developed with the full participation, as an IEP team member, of a representative from the technology center in which the student will be enrolled:

(iii) The specific course for which the student will receive credit is documented through individualized education program for the student; and,

(iv) The high school and the IEP team monitor the student's progress to assure both the high school and the technology center are meeting the provisions of the IEP, [~~34CFR300.347~~]

(E) **Adult 504 Plans.** Students who have provided appropriate documentation of a disability, who have been determined under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act as a qualified individual with a disability in relation to the ~~career and technology education~~ CareerTech program, and who require necessary accommodations in order to participate in and benefit from career and technology education will have an accommodation plan in place. This plan will be developed by a

group of persons knowledgeable about the student, including the student, and will specify the agreed upon services necessary for the student to participate in and benefit from career and technology education.

(F) **Staff Development.** Regular staff development shall include instruction in maintaining confidentiality, modifying instruction, and reviewing and interpreting special needs documents.

(4) **Apprenticeship.** Agreements entered into for the provision or support of apprenticeship training shall not discriminate on the basis of race, color, national origin, sex, age, or disability, and should so state.

(5) **Comparable facilities.**

(A) **Facilities.** Changing rooms, showers, and other facilities provided for CareerTech students of one sex shall be comparable to those provided to CareerTech students of the other sex.

(B) **Nondiscrimination.** CareerTech facilities may not be located, constructed, modified, or renovated in a manner that creates, maintains, or increases student segregation on the basis of race, color, national origin, sex, age, or disability.

(6) **Financial assistance.** Financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes shall be provided to CareerTech students without regard to race, color, national origin, sex, age, or disability, except where necessary to overcome the effects of past discrimination.

(7) **Printed materials.** Counseling and other printed materials shall be provided to CareerTech students for program selection recruitment, career/employment selection, and promotional activities without regard to race, color, national origin, sex, age, or disability.

(8) **Work-site learning.**

(A) **Nondiscrimination.** Work-site learning opportunities shall be made available to CareerTech students without regard to race, color, national origin, sex, age, or disability.

(B) **Nondiscrimination on the job.** All written agreements between school and employer must contain an assurance from the employer that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, age, or disability.

(c) **Local administration supervision.** The school administration shall provide program supervision and coordinate the CareerTech program activities as an integral part of the overall educational program in the school.

(d) **Local teacher supervision.** Each CareerTech teacher shall be responsible for providing appropriate activities that will contribute to the development of each CareerTech student according to the student's occupational objective and for conducting and reporting student follow-up upon exit from or completion of the program.

(e) **Cooperative programs.**

(1) **Cooperative education.** The cooperative method of education is a joint effort between the school system and business and industry.

(2) **Supervision of students.** Schools offering cooperative CareerTech programs shall provide adequate time for teacher-coordinators to supervise and coordinate the activities of student learners. Adequate time shall be determined by applying the following formula:

(A) 0-25 cooperative students - 1 period (hour) per day

(B) 26-50 cooperative students - 2 consecutive periods (hours) per day

(3) **Exemption of planning period.** The one-hour planning period shall not be considered coordination time.

(4) **Responsibilities of the teacher-coordinator.**

(A) **Responsibilities.** The teacher-coordinator shall have the responsibility of coordinating classroom instruction, on-the-job activities or hands-on experience, and placement of students.

(B) **Training station visits.** The teacher-coordinator shall make a minimum of one (1) on-site visit per grading period to each training station employing cooperative CareerTech students. The purpose of these visits shall be to document and coordinate the learning experiences of the students. Training station visits shall be documented and put on file in the teacher's classroom.

(C) **Student files.** A "Memorandum of Training" and a training plan shall be on file for each cooperative student, and a copy shall be sent to the employer and parents.

(D) **Employer evaluation.** Each employer shall complete a written evaluation of the student's progress at least one time per grading period, and a copy of this evaluation shall be on file in the teacher's office. Employers are also required to have proof of age on file and a work permit if the employee is under 18 years of age.

(5) **Scholastic credit.**

(A) **Credit for on-the-job training/internship.** Additional units of credit may be added to the unit(s) earned in the classroom for being employed in an occupationally appropriate training station during the school year by applying the following:

(i) an average of 10 periods (hours) per week for a minimum of 30 weeks of on-the-job training under the supervision of a teacher-coordinator = 1 unit;

(ii) an average of 20 periods (hours) per week for a minimum of 30 weeks on-the-job training under the supervision of a teacher-coordinator = 2 units;

(iii) in the case of block schedules, where a student completes the requirements for a unit of class work in one semester, a student could also earn an additional ½ unit for 10 hours per week for 15 weeks of on-the-job training under the supervision of a teacher-coordinator, or

(iv) a student could earn an additional 1 unit for 20 hours per week for 15 weeks of on-the-job training under the supervision of a teacher-coordinator.

(v) Employers or their representatives shall complete a written evaluation of the cooperative students' worksite performance for each grading period. The teacher is responsible for converting the employer's evaluation into the appropriate letter grade for the student's on-the-job grade. Not to be confused with the pass/fail or satisfactory/unsatisfactory grade sometimes given to students participating in a work release program.

(B) **Documentation of work hours.** Teachers must maintain, in the school files, documentation of the number of hours each cooperative student works.

(C) **Extra assignments.** If extenuating circumstances exist, and the student is not employed, the teacher must document extra assignments equal to one hour of classroom instruction per day for every hour under the required 10 hours per week of employment.

(D) **School release time.** A student who is employed in accordance to 5(A) above and is receiving credit for a supervised cooperative work experience may be released up to two hours per day from the normal six-hour school day.

- (E) **Classroom credit only.** If the teacher cannot document extra assignments and/or hours worked, the student shall receive only credit for the classroom activities.
- (f) **Records and reports.** Each local education agency or eligible recipient shall submit student accounting and other required reports on the specified due date.
- (g) **Maintenance of confidential records.** Each technology center shall develop and implement a local policy regarding the confidentiality of all personally identifiable information and education records. This policy shall meet the requirements of the Individuals with Disabilities Act (IDEA) ~~CFR 300.560-300.574~~ and the Family Educational Rights and Privacy Act (FERPA) ~~34 CFR 99.1-99.67~~ concerning collection, storage, disclosure, and destruction of confidential student records.
- (h) **Career guidance and counseling for secondary and full time programs.** Technology centers shall have an identifiable guidance program in place that addresses the career development needs of all students. Technology centers shall provide all students with information and advisement about career and educational options, administer assessment instruments such as interest inventories, aptitude tests, and achievement tests or acquire the results of such assessments to provide guidance in program selection and placement, and provide support for students to help them be successful in their career pathway. This includes but is not limited to:
- (1) All students in accredited program have individual career academic plans developed and updated to identify and document career and academic services, as well as technical and academic courses to help maximize career success and employability.
  - (2) All students are enrolled or placed in a technology center program on the basis of their documented interest and ability to benefit from training, work history, IEP provisions, accommodation plans, and/or their individual career academic plans developed at the sending school or on cooperation with other agencies.
  - (3) The technology center guidance and counseling staff coordinates all services with guidance and counseling staff from sending schools, higher education institutions and other agencies through regularly planned informational meetings and/or correspondence.
  - (4) Counselors shall be appropriately certified and credentialed for the grade levels to which they are assigned. School counselors shall hold a valid Oklahoma School Counselor Certificate appropriate to grade levels to which they are assigned. ~~(State accreditation standards: 210:35-9-45)~~ The title of counselor should only be applied to those staff with appropriate certifications and/or credentialing.
  - (5) Each technology center guidance and counseling program should have an advisory committee that is formally organized and meets at least annually. The membership of the advisory committee must be diversified with representation from a variety of stakeholders.
- (i) **Math Graduation Credits for Certain Career and Technology Education Classes.** After July 1, 2018 and to fully implement the provisions of SB 1370 (2018), for students on the CORE curriculum only, acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit shall count as one math unit for high school graduation under the provisions of 70 O.S. 2011, Section 11-103.6 (D), as amended. ~~The provisions of this rule shall be limited to accepted industry credentials/certificates that are industry endorsed or industry aligned. The Department shall compile a list of State Board approved three-hour, full time postsecondary~~

career and technology programs that satisfies a math unit toward CORE graduation from a public high school accredited by the State Board of Education as authorized by 70 O.S. Section 11-103.6(D)(2).

~~The Oklahoma Department of Career and Technology Education shall compile a list of accepted industry credentials/certificates and present the list to the State Board of Career and Technology Education for its review. The list of accepted industry credentials/certificates shall be reviewed annually by the State Board of Career and Technology Education.~~

**(j) Graduation Credits for Certain Career and Technology Education Classes**

The Department shall compile a list of State Board approved three-hour, full time postsecondary career and technology programs that count as units toward graduation from a public high school accredited by the State Board of Education as authorized by 70 O.S. Section 11-103.6.

**780:20-3-2. Programs: admissions, operations, enrollment, and length**

(a) **Nondiscrimination; admission guidelines.** Students shall be provided access to CareerTech programs and facilities without regard to race, color, national origin, sex, or disability.

(1) **Agricultural Education.** ~~Agricultural Education programs are designed for junior high and high school grades eight through twelve and shall be provided by comprehensive school districts. The Department shall determine the grade levels that may be offered agricultural education programs. Only Department approved agricultural education courses may be taught in approved programs. School districts offering any courses to students below the eighth grade must apply for approval from the Department each year.~~ Agricultural Education programs are designed for junior high and high school grades eight through twelve and shall be provided by comprehensive school districts. The Department shall determine the grade levels that may be offered agricultural education programs. Only Department approved agricultural education courses may be taught in approved programs. School districts offering any courses to students below the eighth grade must apply for approval from the Department each year. Technology center school districts shall be prohibited from operating Agricultural Education programs or FFA chapters in any location. Each student enrolled in an agricultural education program shall participate in a supervised agricultural experience project. For each agricultural education program which is funded by the Oklahoma Department of Career and Technology Education, the local school district shall provide transportation services, for the agricultural education program and FFA program related duties and activities. (FFA is an integral part of the agricultural education program.)

(2) **Business, Marketing and Information Technology Education.** Business, Marketing and Information Technology Education programs are designed to prepare students in grades 6 through 12 and adults for pathways to careers in business, marketing and information technology.

**(A) Business, Marketing & Information Technology (BMITE).** Business, Marketing & Information Technology programs are designed for students in grades 6 through 12 to gain hands-on experiential and problem-based learning to explore opportunities for careers, post-secondary transitions, and pathways in Business, Marketing & Information Technology (BMITE).

**(B) Occupational Business, Marketing, and Information Technology Education.** Occupational Business, Marketing and Information Technology programs are designed for students in grades 11-12 and/or adults for careers in specific Business, Marketing, and Information Technology occupations.

(C) **BMITE Student Organization.** An active BMITE student organization (CTSO) is an integral part of the BMITE education program. All BITE programs are required to participate in BPA and all Marketing programs are required to participate in DECA, which aligns with the respective program area.

(D) **Pre-Requisite for Comprehensive School Programs.** Fundamentals of Technology is a required pre-requisite course for all programs taught at a comprehensive school prior to advancing to higher level Business and Information Technology courses.

**(3) Family and Consumer Sciences Education.**

**(A) Comprehensive Family and Consumer Sciences Education.** Family and Consumer Sciences programs are designed for students grades 6 through 12 to experience hands-on experiential and problem-based learning to explore opportunities for careers, post-secondary transitions and pathways in family and consumer sciences related areas. Approved CTE program teacher contracts will align to school district contract dates.

**(B) Occupational Family and Consumer Sciences Education.** Occupational Family and Consumer Sciences programs are designed to prepare students in grades 11 and 12 and/or adults for careers in specific family and consumer sciences occupations. Approved CTE program teacher contracts will align to school district contract dates.

(C) An active Family, Career, and Community Leaders of America chapter is an integral part of the FCS education program. All approved FCS programs are required to have an active FCCLA chapter.

**(4) Health Careers Science Education.**

**(A) CareerTech Health Science Education careers.** Health Careers Science Education programs are designed to prepare middle school students, high school students and adults for employment in a health career of their choice.

**(B) Requirements for applicants.** Applicants for admission to Health Careers Science Education programs must meet requirements as set by the individual program, state statutes, and any other requirements of the appropriate licensing or accrediting agency.

(C) **Health Student Organization.** All programs are required to participate in the student organization that aligns with their approved program area.

**(5) Science Technology Engineering and Mathematics (STEM).**

**(A) STEM Programs.** Science Technology Engineering and Mathematics programs are designed to prepare students grades 5-12 for hands-on and problem-based curriculum that allows students to explore opportunities for careers, post-secondary transitions and pathways in Science, Technology, Engineering and Mathematics (STEM). CareerTech program teacher's contract shall align with the school district contract dates.

**(B) STEM Academy Programs.** Science Technology Engineering and Mathematics academy programs in technology centers are designed for grades ten through twelve. If required by 70 O.S. 11-103.6, the program shall obtain approval from the State Department of Education.

**(C) STEM Student Organizations.** An Active Technology Student Association (TSA)/CTSO is an integral part of the STEM education program. ~~An active TSA~~



~~chapter includes but is not limited to the elections of an officer team, a program of work that is planned and executed yearly by the TSA chapter, chapter students attend TSA Fall Leadership Conference, and chapter students compete in TSA competitive events at the TSA State Leadership Conference. Full-time STEM instructors shall have no other extracurricular duties or responsibilities other than those required through the TSA student organization and normal school supervisory duties. All comprehensive school (K-12) STEM teachers shall participate in the Technology Student Association (TSA) which aligns to their STEM approved program.~~

**(6) Trade and Industrial Education/TechConnect.** Trade and Industrial Education/TechConnect programs in comprehensive schools are designed for students in grades 6 through 10 for hands-on experience and problem-based learning that allows students to explore opportunities for careers, post-secondary transitions and pathways in Trade and Industrial Education. The state program administrator must approve exceptions. Trade and Industrial Education programs in technology centers are designed for students in grades 11 and 12 and/or adults. In technology center programs, tenth-grade students, or over-age students in a grade lower than the eleventh, may be enrolled upon approval of the sending school.

**(b) Program operations.**

**(1) Recommendation for program approval.** The appropriate CareerTech program manager shall recommend approval of a program when criteria for the approval of new programs are met, and funds are available.

**(2) Program composition.** Programs shall offer hands-on experience or supervised occupational experiences in the laboratory or clinical setting as well as classroom instruction to provide opportunities for students to achieve career objectives.

**(3) Course titles.** CareerTech course offerings must be in agreement with the course titles listed in the current *Standards for Accreditation of Oklahoma Schools*, published by the State Department of Education. These same course titles (or abbreviated titles) should be the class titles entered on the student's transcript.

**(4) Units of credit.** The units of credit shall be determined by the number of periods the student is in class plus on-the-job training, clinical training, or internship served. (Refer to the *Standards for Accreditation of Oklahoma Schools*.)

**(5) Full-time programs.** A full-time program in a comprehensive school shall consist of five CareerTech instruction class periods and one planning period for a six-period day, and six CareerTech instruction class periods and one planning period for a seven-period day. Exceptions to this rule shall include the following:

**(A) ~~Two planning~~ Planning and supervisory periods.** Teachers who supervise students' agricultural experience programs shall have a minimum of two periods to plan, supervise, and coordinate the activities of student learners (~~see 780:20-3-1(e) and 780:20-3-2(b)(7)(A)).~~ For schools on non-traditional schedules, teachers shall have the equivalent of a minimum of 90 minutes per day for planning and supervision of students. It is recommended that the last hour of the school day be utilized as the supervisory period ~~one of the planning periods~~. Schools offering Agricultural Education courses the final period of the day must provide a written explanation to the program administrator.

(B) **Teaching of related courses.** Full-time program teachers of Marketing Education, Career Transitions Education, Science Technology Engineering and Mathematics, and TechConnect may be allowed to teach one related course, subject to the approval of the appropriate ~~ODCTE~~ CareerTech state program manager.

(C) **Trade and Industrial Education/TechConnect.** Two three-hour block courses shall constitute a full-time program in Trade and Industrial Education in a Technology Center.

(D) **Health ~~Careers~~ Science Education.** Teachers of Health ~~Careers~~ Science may be allowed to teach one or two related courses with at least one conference period (if the school is on a standard six or seven-period teaching day), subject to the approval of the Health ~~Careers~~ Science Education program administrator.

(E) **Science Technology Engineering and Mathematics.** Teachers of Science Technology Engineering and Mathematics may be allowed to teach one related course, subject to approval of the STEM division program manager.

(6) **Adult Training and Development.** Adult Training and Development (short-term adult) programs in comprehensive schools may be organized under the supervision of the CareerTech teacher and must be occupationally specific. These programs are organized on request or as the need indicates. They may vary in length.

(7) **Program operations by occupational division.**

(A) **Agricultural Education.**

(i) **Secondary programs.** The agricultural education instructor is a full-time, 12-month employee and shall teach only approved agricultural education courses. Agricultural education instructor shall have no other extra curricular duties or responsibilities other than those required through the FFA student organization and normal school supervisory duties. Coaching, administration, or other similar full-time duties will not be approved. In the case of a non-funded agriculture education program, the program must follow state policy and guidelines to remain in good standing and be able to utilize the CareerTech student organization, FFA.

(ii) **Summer program.** The agricultural education instructor shall formulate a summer program of work and a calendar of activities, which are to be submitted to the local education agency at the completion of the school year.

(iii) **Activities.** Summer activities shall include supervision of students' activities; educational field days and tours; in-service and professional development activities; and, working with adults, agricultural organizations, and industries.

(iv) **Summer leave.** Agricultural Education teachers are entitled to two weeks of summer leave. In lieu of these two weeks of vacation, three weeks each year may be allowed for professional improvement. Summer leave should be coordinated with the local administration. If there is a question in regard to summer leave, the program administrator should be contacted for approval.

(v) **Full-time adult programs.** Full-time adult Agricultural Business Management programs vary in length and are designated for and intended to meet the needs of adults engaged in agriculture and agricultural business operations.

**(B) Business, Marketing and Information Technology Education.**

(i) **Full-time programs in comprehensive schools.** A full-time program in comprehensive school shall consist of five instructional class periods (five credits) and one planning period for a six-period day or six instructional class periods (six credits) and one planning period for a seven-period day that is offered to students in grades 6 through 12. Block schedules, including trimesters, will be approved if they provide one full unit/credit per course and offer a full schedule of approved courses with one planning period. Instructors shall teach only approved business, marketing and information technology education courses that are aligned with an approved occupational outcome. State-approved syllabi identify the required length of courses - one-half or full unit of credit. All comprehensive programs are required to participate in the student organization that aligns with their approved program area (BPA – Business and IT programs; DECA – Marketing) and meet the minimum requirements associated with these student organizations as determined by the state program administrator. ~~Business, Marketing and Information Technology Education instructors shall have no other extracurricular duties or responsibilities other than those required through the BPA or DECA student organizations and normal school supervisory duties.~~

(ii) **Full-time programs in technology centers.** A full-time program in a technology center shall consist of instruction for students in grades 10-12 and adults, have an occupational outcome, and include a work-based learning component.

(iii) **Technology/equipment.** Business, Marketing and Information Technology Education programs shall provide technology that is appropriate for the defined occupational objectives and is reflective of a modern business environment. A written program plan integrating curriculum, training materials, and technology shall be maintained to guide program development and maintain relevance to the marketplace.

(iv) **Part-time comprehensive school programs.** Comprehensive school Business, Marketing and Information Technology Education programs that are less than full-time will be funded as a half-time program and will be approved by permission of the state program administrator. A part-time program shall include a minimum of three approved business, marketing or information technology education courses with one planning period.

(v) **Unfunded programs.** Non-funded Business, Marketing and Information Technology Education programs must follow state policies and guidelines and maintain an active BPA or DECA student organization chapter ~~in order~~ to remain in good standing.

**(C) Comprehensive Family and Consumer Sciences Education.**

(i) **Full-time programs.** A full-time program shall consist of only approved family and consumer sciences classes with one planning period in the daily schedule. ~~Family and consumer sciences instructors shall have no other extra-curricular duties or responsibilities other than those required through the FCCLA student organization and normal school supervisory duties.~~ Each single teacher program shall offer at least two complete programs of study in a three-year period. A multi-teacher district shall offer one more program of study than the number of teachers per building. Coaching, administration, or other similar full-time duties must be approved by the state program manager in writing prior to implementation.

(ii) **Part-time programs.** Programs that are less than full-time will be funded as a half-time program and will be approved only through permission of the program administrator. A part-time program shall include a minimum of two approved family and consumer sciences classes and a conference period for a six-period day and three approved family and consumer sciences classes and a conference period for a seven or eight period day.

(iii) **Unfunded programs.** In the case of an approved unfunded family and consumer sciences program, the program must follow state policy and guidelines and maintain an active Family, Career and Community Leaders of America chapter to remain in good standing. ~~Only approved programs shall have a Family, Career and Community Leaders of America chapter.~~

**(D) Occupational Family and Consumer Sciences Education.**

(i) **Full-time occupational programs in comprehensive schools.** A full-time occupational family and consumer sciences education program in the comprehensive school will include two or more classes, two to three periods in length for 11th- and 12th-grade students.

(ii) **Full-time occupational programs in technology centers.** A full-time occupational family and consumer sciences education program in a technology center will include two classes, three periods in length for 11th- and 12th-grade students and adults.

(iii) **Length; order.** Two years of occupational training may be offered.

**(E) Health ~~Careers~~ Science Education.**

(i) **Comprehensive Schools.** High schools vary in length and may be offered in one, two or three blocks of time.

(ii) **Technology Centers.** Programs vary in length and in hours per day according to accrediting bodies and program requirements. Secondary programs in technology centers may be one or two academic years in length and vary in hours per day.

(iii) **Unfunded programs.** Non-funded Health Science programs must follow state policies and guidelines and maintain an active health HOSA student organization chapter to remain in good standing.

**(F) Science, Technology, Engineering and Mathematics (STEM).**

(i) **Full-time program.** In a six-period day, instructor shall teach five approved CareerTech STEM courses and/or one approved related course. In a seven-period day, instructor shall teach six approved CareerTech STEM courses and/or one approved related course. In an eight-period day, instructor shall teach seven approved CareerTech STEM courses and/or one approved related course. Block schedules, including trimesters, will be approved if they provide one full unit/credit per course and offer a full schedule of approved courses with one planning period.

(ii) **Part-time comprehensive school programs.** Comprehensive school CareerTech STEM education programs that are less than full-time will be funded as a half-time program and will be approved only through the permission of the state program manager. A part-time program shall include a minimum of three approved CareerTech STEM education 8000 level courses.

(iii) **Unfunded programs.** Non-funded Science, Technology, Engineering and Math Education programs must follow state policies and guidelines and maintain an active CareerTech student organization chapter ~~in order~~ to remain in good standing.

(iv) **Technology Center.** A full-time program shall consist of two three/four-hour block courses in STEM Education.

(G) **Trade and Industrial Education.** TechConnect (grades 6-10): The appropriate approved courses need to be taught from one of the following career pathways: Tech Connect Agriculture, Food and Natural Resources; Tech Connect Architecture & Construction; Tech Connect Arts; A/V Technology and Communications; Tech Connect Information Technology; Tech Connect Law, Public Safety and Security; Tech Connect Manufacturing; Tech Connect Transportation, Distribution and Logistics; Tech Connect Diversified Programs.

(H) **Integrated Academics.** Academics taught in the technology center shall be delivered in the context of the program in which each student is enrolled. If academic instruction is offered for credit through the sending school, it shall be structured ~~so as to~~ meet current ~~legislation and State Department of Education guidelines~~ requirements. Students must meet, within the structure of the academic class, the attendance requirements of their comprehensive schools in order to receive academic credit. ~~Further, the legislated limit of 10 days of absence from the academic class for school-related activities applies.~~

(c) **Enrollment for full-time programs.**

(1) **Guidelines compliance.** Program enrollments shall comply with the established guidelines of the appropriate occupational division. Exceptions must have written approval by the appropriate program manager prior to the second week of class. Consideration shall be given to the availability of work stations, clinical experiences and individual student needs.

(2) **Enrollments specific to occupational divisions and programs.**

(A) **Agricultural Education.**

(i) **Student enrollment limits.** If a department has adequate space, equipment, and laboratory sites, a maximum of 25 students may be

enrolled in each agricultural education class with the exception of lab classes, such as Horticulture and Ag Mechanics, and they shall be limited to 15 per class. Exceptions to these numbers must have written approval by the appropriate program administrator.

(ii) **Maximum class enrollment.** The maximum enrollment in each agricultural mechanics and horticulture class shall be 15 students per class period.

(iii) **Course prerequisite.** Introduction to Agricultural Science is the prerequisite for all other agricultural education courses with the exception of eighth-grade Agricultural Orientation.

(iv) **Employment in Agribusiness.** The Agricultural Education course, Employment in Agribusiness, is considered a Cooperative Program in which students can earn scholastic credit if the course meets all requirements for cooperative programs listed under section (780:20-3-1 section e). It must be taught and supervised by the agricultural education instructor. ~~Note:~~ The work-site experience must be directly related to the curriculum offered in the program.

**(B) Business, Marketing and Information Technology Education.**

(i) **Programs in comprehensive schools.** Business, Marketing and Information Technology Education courses may enroll a maximum of 25 students at a ratio of one work station per student. A maximum of 25 students per teacher-coordinator shall be enrolled in a capstone course or internship course. Only two sections of internship will be allowed per program. Students enrolling in an internship program must have completed a minimum of 120 hours or be concurrently in an approved business, marketing, and information technology education program.

(ii) **Programs in technology centers.** Business, Marketing and Information Technology Education courses may enroll a maximum of 25 students at a ratio of one work station per student. Consideration should be given to the size of the facility and access to appropriate training stations.

**(C) Family and Consumer Sciences Education.**

(i) **Comprehensive Family and Consumer Sciences programs.** If a department has adequate space, equipment and laboratory sites, maximum enrollment for the following courses shall be:

(I) Non-laboratory courses-30 students

(II) Laboratory courses-24 students

(III) Work-based learning - The School and Community

Partnership course is a work-based course in which students gain work-site experience and elective credit. The work-site experience must relate directly to an Oklahoma family and consumer sciences career cluster. Enrollment in this course is limited to 24 students. ~~Additional rules in 780:20-3-1(e) and (h) may apply.~~

(ii) **Occupational Family and Consumer Sciences Education.** A minimum of 10 and a maximum of 20 students shall be enrolled in each section of occupational family and consumer sciences education.

**(D) Health Careers Science Education.**

(i) **Comprehensive Schools.** A minimum of ten and a maximum of eighteen students, per instructor, shall be enrolled in each course/section of a comprehensive school health ~~careers~~ science education program.

(ii) **Technology Centers.**

(I) **Full time high school health ~~careers~~ science programs.** A minimum of ten and a maximum of eighteen students per instructor shall be enrolled in a Health ~~Careers~~ Science Education program. Those programs utilizing student-centered learning as the primary method of instruction shall have a maximum of fifteen students per instructor. Technology center program enrollment may also be limited by state and/or national accrediting bodies, by equipment, classroom and/or laboratory facilities and by clinical site availability. If the program is typically an adult program (such as LPN) then the enrollment shall be the same as the adult program.

(II) **Full-time adult-only health ~~careers~~ science programs.** A minimum of eight and a maximum of twelve students per instructor shall be enrolled in a full-time adult-only Health ~~Careers~~ Science Education program. Technology center program enrollment may also be limited by state and/or national accrediting bodies, by equipment, classroom and/or laboratory facilities and by clinical site availability.

(III) **Blended adult and high school health ~~careers~~ science programs.** A minimum of ten and a maximum of fifteen students per instructor shall be enrolled in a Health ~~Careers~~ Science Education Program.

**(E) Science, Technology, Engineering and Mathematics. Student Enrollment Limits.** The maximum enrollment for each period of a STEM program shall be 24 students. Consideration should be given to the size of the facility.

**(F) Trade and Industrial Education and TechConnect.**

(i) **Maximum enrollment.** The maximum enrollment for each Trade and Industrial Education, TechConnect program section shall be 20 students, with the exceptions of cosmetology, which may have a maximum of 22 students, and Industrial Cooperative Education (ICE) programs, which may have 50 students per career transitions teacher. Consideration should be given to the size of the facility.

(ii) **Alternate program enrollment.** The Trade and Industrial Education Division shall establish a reduced maximum enrollment for any program not meeting adequate size or layout of teaching facilities, number of training stations, appropriate quality and quantity of tools, and equipment and supplies. Individual student needs, student safety and supervision shall also be considered when determining maximum student enrollment.

(iii) **Inclusion of on-the-job students.** Students involved in on-the-job training shall be included in the maximum enrollment for the program unless each school has an on-the-job training coordinator.

(d) **Length of programs.** CareerTech programs shall be 10 or 12 calendar months as approved by the appropriate program manager. Exceptions must be approved by the Department.

### **780:20-3-3. Materials and facilities**

(a) **Materials.** CareerTech teachers in all CareerTech programs shall use instructional materials that align with state approved standards and competencies.

(b) **Equipment.**

(1) **Responsibility.** The local education agency is responsible for providing equipment and supplies to support the CareerTech program in order to assure quality training. Equipment must meet or exceed all appropriate safety standards.

(2) **Modern equipment.** Equipment shall be indicative of that currently used in business and industry and in conformity with modern technology.

(3) **Maintenance; replacement.** A policy for maintenance and replacement shall be developed by the local education agency.

(4) **Inventory of state-owned equipment.** It is the responsibility of the local education agency to provide appropriate maintenance and repair of state-owned equipment and to maintain an accurate accountability of state-owned equipment tagged in accordance with rule 780:10-9-2(c).

(c) **Facilities.**

(1) **CareerTech programs facilities.** The local education agency shall provide CareerTech programs with facilities to assure safe and orderly, quality instruction to meet each program's objectives. ~~The guidelines used shall be from the Oklahoma Department of Education "Planning for Education: Space Guidelines for Planning Educational Facilities" booklet 70 O.S. 3-104.~~ The appropriate program manager shall be consulted regarding plans for new and remodeled facilities.

(2) **Health Careers Science Education.** Clinical facilities shall be adequate in number and quality to provide the experiences necessary to meet the requirements of the respective accrediting agency and program requirements. Clinical facilities should have adequate staff to provide safe patient care and student should not be used as paid or unpaid facility staff during clinical hours unless part of a Work-Based Learning agreement.

### **780:20-3-4. Instructors**

(a) **Certification on file.**

(1) **Standard Teaching Certification.** All CareerTech secondary teachers shall have ~~(on file in the local education agency)~~ an appropriate teaching certificate issued by the Certification Section of the State Department of Education.

(2) **Technology Center Standard Teaching Certification.** Technology Center Standard Certification for Teachers and Instructors in Technology Centers School Districts, not otherwise certified under paragraphs 210 O.A.C. 20-9-91 (1-4).



Consistent with the provisions of 70 O.S. 2011, § 6-189, as amended, to be eligible for consideration for a technology center standard teaching certificate under this provision, an applicant must submit documentation to the Oklahoma Department of Career and Technology Education verifying that the individual has received an associate's college degree (2-year degree) or above, an industry recognized credential for an occupation that includes the subject matter to be taught at the technology center, and appropriate professional development.

**(3) Technology Center Industry Specialist Certification.** A Technology Center Industry Specialist Certification is for instructors in technology center school districts not otherwise certified under subparagraphs (1) or (2) in this subsection. To be eligible for a Technology Center Industry Specialist Certification, a person must:

(A) Hold a high school diploma or high school equivalency;

(B) Have at least four thousand (4,000) hours of industry related experience in the subject matter the person is to be certified to instruct at a technology center school district;

(C) Hold an industry recognized credential, approved by ODCTE, in the subject matter the person is to be certified in; and

(D) Complete an individualized professional development plan as approved by the Department.

**(4) Issuance of Technology Center Certificates.** The State Board of Education, upon recommendation of the Oklahoma Department of Career and Technology Education, may issue a technology center standard teaching certificate or a technology center industry specialist certificate to an applicant who submits a completed application for certification containing the requirements listed herein along with the applicable certification fee, and has on file with the State Department of Education a current criminal history record check. The applicant shall be responsible for the costs of the criminal history record checks. The technology center standard teaching certificate shall be valid only for the subject area(s) aligned to the applicant's degree, credential and/or work experience. The technology center industry specialist certificate shall be valid only for the subject matter aligned to the application's industry related experience and industry recognized credential. For purposes of this provision, the term "industry recognized credential" shall have its ordinary and usual meaning and shall reflect industry-based skills, standards and certifications.

**(b) Administrative responsibility.** It shall be the responsibility of school administration to assure that a CareerTech teacher applicant meets CareerTech certification requirements before placing the applicant under contract. ~~Certification requirements are found in the *Teacher Certification Guide for School Staff Assignments* on the Oklahoma State Department of Education website.~~

**(1) Occupational division approval.** All CareerTech teachers must have the CareerTech certification application approved by the ~~ODCTE~~ CareerTech certification specialist.

**(2) Occupational division renewal of certification.** All CareerTech teachers must complete the specific occupational division's requirements for CareerTech certification renewal and be approved by Oklahoma Department of CareerTech certifications specialist.

**(c) Health Careers Science Education.**

(1) **Faculty requirements.** Faculty shall hold current credentials as a licensed, certified and/or registered health care professional and must meet the requirements of the local education agency, Health Careers Science Education Division, and the respective accrediting agency.

~~(A) **Technology Centers: High School Health Careers Programs.** Faculty holding a baccalaureate degree will be required to have additional coursework specific to Career and Technology teacher education. These requirements will be posted on the Health Careers Education website. Faculty shall have a degree plan on file with the Health Careers Education division and provide documentation in the form of transcripts demonstrating yearly progress toward obtaining required coursework.~~

~~(B) **Technology Centers: Adult Only Health Careers Programs.** Faculty shall hold a minimum of an Associates' degree or be on a degree plan making yearly progress toward completion. State and national accreditation standards may indicate additional faculty requirements towards advanced degrees. Faculty hired before 2010 will be exempt from this rule.~~

~~(2) **On file applications.** Faculty shall have an application on file in the Health Careers Education office, including a Statement of Qualifications form, all current transcripts and, a copy of professional credential or credential verification, and, if appropriate, current teaching certificate or application for teaching certificate.~~

~~(3) (2) **Clinical experience.** Faculty must have a minimum of two years' work experience in a clinical setting within the last five years prior to their first teaching experience. The Health Careers Science Education Program Manager must approve any variations.~~

(d) **Science Technology Engineering and Mathematics (STEM). Faculty requirements for Teachers Teaching Math and/or Science Academic Courses.** Must meet the requirements of the Oklahoma State Department of Education for that specific academic course/area. All related courses must meet the Oklahoma State Department of Education and/or ODCTE Department requirements for the course/area.

(e) **Professional development.** New instructors shall participate in preservice professional development activities as required by the appropriate divisions. All secondary and full-time adult CareerTech instructors and staff shall participate in professional in-service as required by the appropriate divisions.

(f) **Salaries Paid by Third Parties.** If the instructor's or teacher's salary is being paid by a third-party, a Memorandum of Understanding (MOU) must be completed between the third-party and the school board. Notice of the Memorandum of Understanding (MOU) shall be provided to the instructor or teacher.

~~(g)~~ (g) **Adjunct Teachers for CareerTech K-12 Programs.**

(1) **Qualifications.** To be eligible to be an adjunct teacher for an approved CareerTech K-12 Program, a person must:

- (A) be twenty-one (21) years old or older; and
- (B) have at least two (2) years of industry or occupational experience in the subject area the adjunct teacher would be hired to teach; and
- (C) successfully pass a background check.

(2) **Hiring Adjunct Teachers.**

(A) To be eligible to hire an adjunct teacher for an approved CareerTech K-12 Program, the school district superintendent must attest to the Department it could not locate a viable candidate to hire as a fulltime teacher for that academic year and that it will continue to search for a fulltime teacher for the following academic year.

(B) After the attestation is submitted to the Department, the school district may start the process to hire an adjunct teacher. The employment of persons to serve as adjunct teachers shall be approved by the local school board. Once a person is approved by the local school board to be hired as an adjunct teacher, the person's name and qualifications shall be submitted to the Department for final approval. Final approval by the Department shall permit the person to be an adjunct teacher for one academic year.

(C) The employment of persons to serve as adjunct teachers shall be approved annually by the local school board and the Department.

~~(3) **Salaries Paid by Third Parties.** If the adjunct teacher's salary is being paid by a third party, a Memorandum of Understanding (MOU) must be completed between the third party and the school board. Notice of the Memorandum of Understanding (MOU) shall be provided to the adjunct teacher.~~

~~(4) (3) **Professional Development.** To remain eligible to be an adjunct teacher, the person must complete:~~

~~(A) the CareerTech New Teacher Academy within two (2) years of being hired; and~~

~~(B) any annual professional development required by CareerTech.~~

### **780:20-3-5. Career and Technology Student Organizations**

(a) **Student organizations as an integral part of the CareerTech program.** The Oklahoma Department of Career and Technology Education is the responsible entity for governance and administration of the career and technology student organizations and therefore each CareerTech occupational division has the authority to develop and enforce policy of the student organizations consistent with CareerTech program design and operation. Each secondary All CareerTech programs shall have establish and maintain an active and appropriate student organization as an integral part of its program, as outlined and assessed by CareerTech occupational divisions. Full-time CareerTech instructors shall have no additional extracurricular duties or responsibilities that impede the ability to provide an active CareerTech student organization as determined by the Department.

(b) **Membership in appropriate organization.** Each student who participates in student organization activities shall be a member of the student organization designed for the occupational program in which the student is enrolled.

(c) **Organizations.** Career and technology student organizations shall include:

(1) DECA (Business, Marketing and Information Technology Education)

(2) BPA (Business, Marketing and Information Technology Education and STEM), Business Professionals of America.

(3) FFA (Agricultural Education)

(4) FCCLA (Family and Consumer Sciences Education), Family, Career and Community Leaders of America

(5) HOSA (Health Careers Education and STEM)

(6) TSA (STEM, Business Information Technology Education, Health Careers Education, Trade and Industrial Education), Technology Students Association

(7) SkillsUSA (Trade and Industrial Education and STEM)

(d) **Accountability; loss of program funding.** The school and the career and technology student organization chapter will be held accountable for the actions of the student organization members and the advisor participating in any career and technology student organization activity. Failure to comply with the official rules of such activities may, after an opportunity to present reasons why said action should not occur, result in the loss of the state funding for that CareerTech program.

(e) **FFA Membership Eligibility.** Any student in Grades 8-12 must be regularly enrolled in a year long course of study in Agricultural Education at school in order to be eligible to participate in any FFA activity. For the purpose of this section; at school is defined as physically present and supervised in a classroom by a certified agricultural education instructor. Exceptions are granted to students who attend a school with block schedule and who, therefore, may have completed a year-long course of study in Agricultural Education in one semester. Annual local, state, and national FFA dues must also be paid in order to be eligible to participate in any FFA activity.

[Source: Amended at 9 Ok Reg 2589, eff 6-25-92 ; Amended at 12 Ok Reg 1857, eff 6-12-95 ; Amended at 13 Ok Reg 3427, eff 8-12-96 ; Amended at 16 Ok Reg 3212, eff 7-12-99 ; Amended at 18 Ok Reg 3292, eff 7-26-01 ; Amended at 21 Ok Reg 2907, eff 7-11-04 ; Amended at 23 Ok Reg 2911, eff 7-1-06 ; Amended at 26 Ok Reg 2398, eff 7-1-09 ; Amended at 27 Ok Reg 2008, eff 7-1-10 ; Amended at 32 Ok Reg 2329, eff 9-11-15 ; Amended at 34 Ok Reg 2159, eff 9-11-17 ; Amended at 38 Ok Reg 2745, eff 9-11-21 ; Amended at 40 Ok Reg 2428, eff 9-11-23

#### **780:20-1-4. Competitive Grants for Dropout Recovery Programs. [NEW]**

(a) **Awarding Competitive Grants.** Pursuant to Section 14-103.1 of Title 70 of the Oklahoma Statutes, the State Board shall award one or more competitive grants for Dropout Recovery Programs (“Programs” or “Program”) to technology center school districts each fiscal year that have demonstrated the greatest need for dropout recovery prevention and recovery.

(b) **Applications.** When starting a new program, technology center school districts shall submit a completed application to the Department which shall include the following information:

(1) Proof that the technology center school district does not already have an intensive dropout prevention program;

(2) How the technology center school district will provide high school credential opportunities which will increase high school completion rates;

(3) How the technology center school district will provide career strategies through a technical program or an employment component to enhance the potential for employment;

(4) Current or future plans to work with agencies and entities that serve juvenile populations;

(5) A detailed list of clear and measurable goals for the Program;

(6) Proof that the technology center school district can either:

(A) Devote not less than four (4) hours and twelve (12) minutes per day to academic instruction for the locally approved 180-day calendar year, or

(B) Provide students in the Program at least 756 hours of academic instruction per school year;

- (7) A proposed annual budget for the Program;
- (8) Whether the Program will offer initial academic credit and/or credit recovery for academic courses;
- (9) An MOU between the sending school(s) and the technology center that includes the policies and procedures for the Program and requirements for students to receive credit; and
- (10) Any other information required by the Department.

(c) **Dropout Recovery Programs.** Once a competitive grant awarded, the technology center school district shall participate in an annual review to verify compliance with the following requirements:

- (1) **Advisory Committee.** The technology center school district shall utilize an advisory committee for planning and student success.
- (2) **Instructors.** The technology center school district shall hire certified instructors for the Program. Instructor certifications are not restricted to grade-specific or subject specific areas. The certified instructor should be able to demonstrate an ability to successfully work with at-risk students.
- (3) **Class Size; Ratios.** The technology center school district shall ensure class sizes and student-to-teacher ratios are conducive to effective and safe learning of at-risk students.
- (4) **Instruction.** The technology center school district shall incorporate structure, curriculum, interaction, and reinforcement strategies designed to provide effective individualized instruction.
- (5) **Individualized Credentialing Plan.** The technology center school district shall provide each student in the Program an individualized credentialing plan based on the student's career goals and high school graduation requirements for each sending school district or preparation for high school equivalency.
- (6) **Counseling and Social Services; License Required.** The technology center school district shall offer counseling and social services to all students in the Program. Any person providing such services shall hold an active license as a counselor or mental health provider.
- (7) **Instruction Hours.** The technology center school district shall either:
  - (A) Devote not less than four (4) hours and twelve (12) minutes per day to academic instruction for the locally approved 180-day calendar year; or
  - (B) A school day may consist of less than four (4) hours and twelve (12) minutes per day to academic instruction, provided the students in the Program receive at least 756 hours of academic instruction per school year.

The technology center school district that utilizes the total instruction hours option shall notify the Department.

(8) **MOU.** The technology center shall enter into an MOU with their sending schools that includes the policies and procedures for the Program and requirements for the students to receive credit.

(d) **Financial Reporting.** Technology center school districts shall submit to the Department:

- (1) Quarterly invoices; and
- (2) By September 15 of each school year, a report of all revenue received and expended for students participating in the Program.

(e) **Failure to Comply.** Failure to comply with Program requirements shall:

- (1) Be cause for an audit of the Program; and

(2) Be included in the consideration for the eligibility of a technology center school district to be awarded future competitive grants.