



STATE PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION

Prepared In Accordance With The Provisions of
The Carl D. Perkins Vocational and Technical Education Act
of 1998 (Public Law 105-332)
For The Five Year Period
Beginning July 1, 1999 and Ending June 30, 2004

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Workforce Education and Career Opportunities
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INTRODUCTION

Arkansas is working diligently to use a systems approach in designing the educational system as a whole rather than as a collection of component parts. The Governor's Career Opportunities Partnership Cabinet as described in Section 2.7 was established by Governor's Executive Order in 1997 to ensure "systems thinking" and long/short term solutions to the challenges of designing Arkansas' system for education and training. These efforts are "a work in progress" and will thread the Carl Perkins III mandates and initiatives throughout the system.

The organizational structure for education and training in Arkansas consists of three Departments and their respective Boards: the Department of Higher Education along with the Arkansas Higher Education Coordinating Board, the Arkansas Department of Workforce Education under the auspices of the State Board of Workforce Education and Career Opportunities, and the Arkansas Department of Education and Arkansas State Board of Education.

The Department of Higher Education has responsibility for the occupational programs in the two- and four-year degree-granting institutions. The Department of Workforce Education has responsibility for vocational education programs in grades 7-12 in the public schools, the 19 secondary vocational centers, and the one- and two-year certificate programs in the state's postsecondary technical institutions.

All secondary students have the opportunity to complete a common core of learning in the academic disciplines plus have a career focus. The career focus areas for vocational and technical education are described in Section 2.1.1. Each career focus has three specified units of credit for completion of that major along with other course options relating to the major.

No student in the system is required to select a career major. The emphasis for all students is that they complete the common core of learning and have the opportunity to focus on a career or on multiple careers.

The Arkansas system for career preparation and opportunities incorporates the programmatic requirements of the Carl Perkins Vocational and Applied Technology Education Act of 1991, the Perkins Act of 1998, the School-to-Work Opportunities Act, the Goals 2000: Educate America Act, and the standards for accreditation of public schools and postsecondary institutions, as well as other state and federal mandates.

The system is organized beginning with the curriculum structure for the public schools so that participation leads logically and sequentially to the next level. It connects the primary (P-4), middle (5-8), and high school (9-12) grades and postsecondary education (13-16) with the employment and labor market systems and continues through lifelong learning.

Since the framework is the structure for all of the state's 310 public school districts, career preparation crosses all geographic areas of the state including urban and rural areas. This system is producing systemic change in the way students are educated and prepared for work and/or further education.

Policy makers and stakeholders throughout the state believe that the system in Arkansas will help to strengthen students' academic skills and broaden opportunities for all students. The basic tenets and themes throughout the new Perkins Act along with funding will certainly benefit students and eventually the state's economy.

The System

PRIMARY K-4	MIDDLE GRADES 5-8	HIGH SCHOOL 9-12	POSTSECONDARY 13-16
ACHIEVEMENT OF GOALS			
BASICS CAREER AWARENESS	BASICS CAREER EXPLORATION	CAREER PREPARATION	
		Academic and Technical Preparation STUDENT OPTIONS - Work-based Learning (grades 11-12) - Shadowing/Mentoring (grades 9-12)	- 2 yr. Associate Degree - 1-2 yr. Certificate - Apprenticeship - Baccalaureate - Military - Workforce/ Lifelong Learning - Post Baccalaureate

1. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

1.1 Public Hearings. [Section 122(a)(3)]

Three public hearings were held across the state during the first week of March—one in the northwest region, one in the southeast region, and one in central Arkansas. Prior to these public hearings, a summary of the impact on the state's programs was mailed to all secondary and postsecondary administrators, consortia fiscal agents, and other interested persons such as the Arkansas Vocational Association board members, project directors of the equity and single parent/displaced homemaker programs, etc. The invitation to the public hearings also contained information on how to access further information regarding the Perkins Act through the U.S. Department of Education's web site.

The summary of impact paper mailed with the invitation included the major changes from Perkins II to Perkins III and pointed out the issues of the 10% reserve of local funds, the state's choice to reserve up to 1% for corrections and institutions that serve persons with disabilities, the decision to fund the current Tech Prep consortia without a new RFP, the core indicators of performance, the amounts for nontraditional training and employment, etc.

A notice for the public hearings was placed in the Sunday edition of the newspaper with statewide distribution. In addition, a press release was mailed to the media in each of the regions in which a public hearing was held. Approximately 80 persons attended the public hearings.

The draft of the State Plan was placed on the Department's web site on March 23 prior to final State Board action on April 8 and comments were accepted until April 1.

1.2 Responses to Recommendations from the Public on the State Plan. [Section 122(a)(3)]

Nontraditional Education and Training

Comments: The greatest area of concern expressed at the public hearings and in written comments was the loss of the set aside funding for sex equity and single parent/displaced homemaker projects. There was one recommendation that the \$150,000 maximum allowable expenditure on nontraditional education and training out of state leadership should be directed to programs in the rural Delta that have lost their set asides under Perkins II equity and single parent/displaced homemaker programs. There was one recommendation that the colleges who had these programs should have their funding disproportionately increased to help continue the program. Several persons requested assistance in figuring out how the projects might transition into locally supported activities.

Response: The Department initiated a meeting with the Department of Human Services and Employment Security Department, the state agencies responsible for the state's welfare-to-work program and the one-stop system. Efforts are being made to help the equity and single parent/displaced homemaker programs learn how to transition some of their activities that fit into the purposes and needs of these other programs. The potential exists to have at least partial funding for one-year for the Single Parent/Displaced Homemaker Programs from Department of Human Services funds. This will allow additional time for each local program to work with the one-stop partners in their area.

10% Reserve

Comments: There was one recommendation that the state should reserve 10% of the local grant funds for rural areas with high concentrations of vocational students. There was one comment that the state should reserve 10% for programs in the rural Delta that serve large numbers of special populations in vocational programs. Several attendees stated that all funds should flow through the regular distribution formulas.

Response: The databases necessary to support the determination of high numbers or concentrations of vocational students do not exist at this time. Since Arkansas is primarily a rural state with very few metropolitan areas, the effect of using the rural area factor would be negligible. Also, the data needed to support a trial run for the change in the secondary distribution formula does not exist at this time. The State Board did not reserve funds under this purpose.

Accountability – Core Indicators

Comments: Concern was expressed by several attendees regarding using Grade Point Average as a measure of academic and vocational technical skill proficiency. At the postsecondary level average GPA may fluctuate depending upon the region's unemployment rate. High unemployment and factory closings may translate into a student body that is motivated to excel quickly and return to work. Low unemployment rates usually are reflected in a student body that is comprised of those who are hard to serve with low academic skills. At the secondary level, improving a vocational program through increased academic rigor may cause a drop in GPA for a short time.

Response: While GPA is not a perfect measure, it is one of the few data factors that is available without requiring additional testing and data collection at the local level. The other factor that could be used (and is being used by some states) is course/program completion. We do not feel that seat time is an adequate indicator that a student actually attained skill proficiencies. GPA does indicate some degree of skill attainment.

1.3 Consultation and Activities to Allow Participation in the State Planning Process. [Section 122(b)(1) and (2)]

Other than the public hearings and posting on the Department's web site of pertinent information, specific groups were targeted and staff from the Department of Workforce Education or Department of Higher Education met with them to discuss issues regarding Perkins III.

The Workforce Education Coordinators who are located in the regional secondary educational cooperatives have expertise in strategies for special populations. Staff of the Department of Workforce Education met with many of them to gather input for the special populations section in particular. In addition, this group was specifically consulted regarding assessment.

The postsecondary administrators of the technical institutes and vo-tech schools provided input on the core indicators of performance and data gathering methods.

Department of Higher Education staff met with the two-year technical and community college presidents to review the changes for Perkins III and gather input prior to the

summary of issues being developed. College staff were also consulted regarding the development of the core indicators of performance.

Additional less formal strategies were also used to both inform individuals about the plan development and to seek their input. These include discussions with postsecondary institution presidents, secondary superintendents and principals, personnel working with equity grants and with tech prep grants, and other groups and individuals with interest in vocational education.

The Governor's Career Opportunities Partnership Cabinet (described in Section 2.7) as facilitated the sharing of information and input among the various state agency members and the Governor's liaisons of this Act as well as other federal and state initiatives and activities.

1.4 Secondary – Postsecondary State Agency Collaboration. [Section 122(e)(3)]

Staff of the Department of Workforce Education and the Department of Higher Education worked together closely to develop this State Plan. Staff members of both agencies attended the meeting sponsored by the Office of Vocational and Adult Education and MPR regarding accountability as well as on of the OVAE meeting prior to the passage of the Perkins Act. Department of Higher Education staff represented the State at the meeting with OVAE staff on March 1 in Washington.

Members of both agencies participated in the public hearings and then met to draft recommendations to the State Board on key issues (e.g., the secondary-postsecondary funding split, the 10% reserve, etc.). Staff from each agency wrote various sections of the State Plan document.

2. PROGRAM ADMINISTRATION

2.1 Delegation of Administration and Leadership for Vocational and Technical Programs in Higher Education Institutions

Eligible recipients of the local Perkins funds include three types of institutions: public secondary schools, postsecondary technical institutions that are one- and two-year certificate granting institutions, and higher education institutions that are two- and four-year degree granting institutions. As described in the Introduction, the latter institutions are under the auspices of the Department of Higher Education, while the first two are the responsibility of the Department of Workforce Education.

Through a Memorandum of Understanding (MOU), the State Board has delegated responsibility for the administration and leadership of vocational and technical education programs in institutions of higher education to the Arkansas Department of Higher Education. This MOU has been in place since 1991 and covers the technical, community, and two-year colleges. The State Board has set aside funds out of state administration and out of state leadership for the Department of Higher Education's use. These funds are transferred to the Department of Higher Education as needed throughout the fiscal year. The Department of Higher Education is responsible for ensuring that the higher education institutions satisfactorily meet all financial and programmatic requirements with regard to Perkins and for providing necessary documentation and reports to the Department of Workforce Education.

Throughout the State Plan document, the word "postsecondary" is used to indicate both the postsecondary technical institutions and the higher education institutions.

2.2 Activities Designed to Meet or Exceed the State Adjusted Levels of Performance. [Section 122(c)(1)]

Many of the initiatives and activities developed under the previous Perkins Act which are designed to enhance student achievement in academic and vocational technical education will continue to be supported with federal vocational funds. Under this Act, the State Board staff will continue to work to bring about statewide implementation of each initiative and activity as part of the system supporting quality vocational and technical education opportunities for all students. The activities described in this section will improve the state's performance on each of the core indicators of performance described in this Plan.

2.2.1 Secondary and Postsecondary Vocational and Technical Education Programs [Section 122(c)(1)(A)]

SECONDARY

Secondary vocational education begins at the middle/junior high level with an exploration course, Career Orientation. Career Orientation provides an opportunity for students to learn about the opportunities for careers in their own community and across the state and nation. The course introduces the students to various resources that will be available to them throughout their high school years as they explore their career interests. At the middle/junior high level, Career Orientation

plus Keyboarding and Computer Technology form the base or foundation for all vocational and technical education programs of study.

As required by the Arkansas Accreditation Standards for Public Schools, each district must offer at least one vocational technical program of study from three different occupational areas for students. These program offerings may be at the local school district or may be made available to students through a secondary vocational center or through an arrangement with a local two-year postsecondary institutions that allows secondary students to attend a vocational technical program. The secondary vocational centers are a regional delivery system for those vocational and technical education programs. Since Arkansas is a primarily rural state with 310 school districts, many of the smaller school districts participate in a secondary vocational center for those technical programs that are costly to implement and maintain individually. The State Board approved four new centers to open during the 1998-99 school year—bringing the total to 19. State Board staff assist the centers through technical assistance regarding program design, equipping, and connection with postsecondary education.

Occupational specific vocational education is offered in Agriculture Education, Business and Marketing Education, Family and Consumer Sciences Education, Medical Professions Education, Trade and Industrial Education, Technical Education, and apprenticeship. Through the development of the program frameworks and content standards, each course within these programs of study has been thoroughly reviewed within the past three years. This development facilitated the alignment and structure of the courses leading to an improved program design in all areas. Publication of the frameworks in an easy to read and understand document has led to a greater understanding by administrators and counselors of the vocational and technical programs that are available. Appendix A is a copy of the Horticulture career focus from the Agriculture Science and Technology career cluster. With this “picture” of the program of study in Horticulture, it is evident how vocational and technical education fits into the student’s overall education program.

The career clusters and majors available in secondary vocational and technical education in Arkansas are as follows:

Agricultural Science and Technology Career Cluster

Career Majors: Agriculture Business
Agriculture Horticulture
Agriculture Mechanics
Agriculture Science
Natural Resources

Business and Marketing Technology Career Cluster

Career Majors: Administrative Services
Business Management
Computer Technology
Finance
Marketing

Family and Consumer Sciences Career Cluster

Career Majors: Child Care Guidance, Management and Services
Clothing & Textiles Management, Production and Services
Food Production, Management and Services
Institutional and Home Management and Services
Family and Consumer Sciences Education

Medical Professions Education Career Cluster

Career Majors: Dental Assisting
Medical Assisting
Medical Records Clerk
Nurse Assisting Geriatric Aide
Physical Therapy Aide
Medical Professions, Other

Trade and Industrial Education Career Cluster

Career Majors: Automotive Service Technology
Automotive Collision Repair
Construction
Drafting and Design
Graphic Arts and Communications
Industrial and Appliance Maintenance
Precision Production
Personal Services

Technical Education

Youth Apprenticeship/Work-based Learning
Traditional Apprenticeship
Principles of Technology

At the postsecondary level, degree and certificate programs offered by the community and technical colleges are subject to the scrutiny of the North Central Association of Schools and Colleges as well as the State Coordinating Board for Higher Education. They are closely monitored by the Arkansas Department of Higher Education and are expected to meet rigid productivity requirements established by the State Coordinating Board for Higher Education. For the most part, the outcomes measures imposed by these agencies parallel or exceed the performance outcomes required of the Perkins core performance measures.

To establish connections between the activities that are funded by local Perkins grants and the Core Performance Measures, postsecondary community and technical colleges will identify in their applications for funding, which of the core performance measures will be addressed by each of the activities they plan to fund. Thus, performance outcomes as identified by the Core Performance Measures, will be integral to the design and implementation of the activities conducted under the Local Plan.

2.2.2 How Vocational and Technical Education Programs Relate to State and Regional Occupational Opportunities [Section 122(c)(15)]

Before beginning any new vocational and technical education program funded by state or federal funds, the LEA, area vocational technical education center, or postsecondary institution must justify the need for the program. LEAs and area vocational centers must conduct a survey of local and/or regional business/industry needs and/or justify the need through statistical information from the labor market information office in the state. Each district must have an advisory committee or committees composed of local/regional business/industry representatives for their vocational and technical education programs. The membership of the advisory committee must include persons with expertise in the programs offered by the district. This information is included in their application for new program funds and is reviewed by State Board staff.

At the postsecondary institutions, a similar process is in place. For those institutions under the State Board, a business/industry survey and other appropriate data indicating the need for the program must be submitted for approval. In addition, the placement of the graduate into employment is a factor in determining a portion of the funding the institutions receive. For higher education institutions, the State Higher Education Coordinating Board reviews new program proposals in light of the need by business/industry and employment opportunities within the state.

The Department works closely with the Arkansas State Occupational Information Coordinating Committee (ASOICC) to ensure that students are provided with up-to-date career information that is pertinent to the state. The newly redesigned computerized career information delivery system (ArkOTIS) provides automated career information while the Arkansas Career Watch is a career information tabloid. ASOICC has provided numerous career development workshops and seminars for counselors and teachers regarding the use of these and other tools that are provided.

The ArkOTIS system combines the old Arkansas Occupational Employment Information System and the State Training Inventory in an easy to use Windows-based product. ArkOTIS, which contains information on over 350 occupations, also includes a self-assessment instrument that is used to match users with occupations based on their individual interests and preferences. Some 100,000 copies of the annual Arkansas Career Watch booklet were published last year and distributed to all high schools and postsecondary institutions, and to public agencies involved in career guidance activities. Information contained in the booklet and/or on ArkOTIS includes state labor market information, information on all of the postsecondary institutions in the state, employment trends, etc.

School counselors were invited to attend workshops on Improved Career Decision Making/Labor Market Information sponsored by ASOICC that were designed to introduce the multitude of career information resources available. The Department will continue supporting the use of Perkins funds to pay the expenses for counselors and vocational teachers to attend the ASOICC activities and will encourage counselors and teachers to take advantage of this excellent resource.

2.2.3 Improving Existing and Developing New Vocational and Technical Education Programs To Expand Access to Quality, State-of-the-Art Technology [Section 122(c)(1)(C) and (D)]

Improvement of vocational and technical education programs through adding advanced technologies has been a priority under the previous Perkins Act. Program improvement in Arkansas has three major components: (1) a change in the curriculum to add the new technology, (2) the purchase of the instructional equipment needed to teach the new technology, and (3) inservice training for the teacher on both teaching the new curriculum and using the new equipment. Merely replacing obsolete equipment is not acceptable. The curriculum must change in order to move the students along to current industry standards and increased technology. Under Perkins III, an additional required component will be added to the teacher inservice for program improvement activities: Information and strategies on how to recruit, retain, and provide access through mainstreaming in regular education and training program for nontraditional students.

State Board staff researches the latest technology associated with the occupational specialties and design inclusion of the curriculum component into the vocational education program. The staff then develops an inservice training program for the technology so that the teachers are prepared to teach and use the curriculum and equipment. The staff's suggested program improvement activities are published each year for inclusion with the distribution of the local applications so that local recipients may plan accordingly if they desire to take advantage of the state-designed activities. Program improvement activities are not limited to those researched and designed by state staff. However, many districts/consortia lack personnel and/or expertise and choose to use those activities developed by state staff.

One example of how technology is being expanded even within the Career Orientation course for students at the junior/middle school level is a new program improvement activity developed entitled "whatajob.com." Governor Huckabee recently announced this new web site for Arkansas that is designed to help potential newcomers to the state as well as residents in the state learn about job openings, educational opportunities, communities, and other information about the state. Career Orientation teachers will be trained to use this web site to enhance the students' knowledge about careers, potential earnings, and educational requirements, thereby increasing the students' access to current information through technology.

Several examples of program improvement activities undertaken in many of the LEAs and area vocational technical schools during the past year are included in Appendix B.

The Student Competency Testing program has been used for several years as a program improvement tool for vocational programs. The program is operated by the University of Arkansas at Fayetteville through a contract with the Department of Workforce Education with state leadership funds. The test items in the test banks are taken directly from the content standards for each course as well as from the test item banks of V-TECS (Vocational-Technical Education Consortium of States). The tests are currently delivered in hard copy to the district on a just-in-time basis near

the end of each course. The scoring and compilation of statistical information are done quickly and returned to the district. The statistical information includes not only how well each student did but also indicates which questions gave the students the most trouble. Through an examination of the statistical information on the class, teachers can determine if their curriculum is lacking in some area, if their teaching methods for a particular skill needs adjustment, etc.

Using the statistical information provided by the Student Competency Testing program for the objective review of course curriculum and teaching strategies is one activity that will be developed over the next two years. Additional inservice is needed to help teachers understand this powerful tool that is available for them.

State leadership funds from Perkins have been and will continue to be used to fund the state's membership in various curriculum and research consortia. These memberships include the Mid-America Vocational Curriculum Consortium, the ISWECC (Integrated System for Workforce Education Curricula) project at the Center for Occupational Research and Development, the *High Schools That Work Project* at the Southern Regional Education Board, and Jobs for America's Graduates. The products of these memberships—new curriculum, strategies for teaching, school reform models, work-based learning models, etc.—provide the State Board staff with information that is passed along to LEAs through technical assistance and inservice training. These efforts have been crucial to the improvements made in the vocational and technical education programs in the state.

The Perkins state leadership funds also will continue to support the Arkansas Workforce Education Curriculum Center that is located by contract at the University of Arkansas in Fayetteville. The Curriculum Center is a central dissemination point for new curriculum, for the state's content standards, and other such materials. Teachers may call the toll-free number for assistance in locating curriculum materials.

2.2.4 Improving the Academic and Vocational Technical Skills of Students—Through Standards, the Integration of Academic and Vocational Education, and Providing Experience in All Aspects of the Industry [Section 122(c)(5)(A)]

Integration of academic and vocational education was greatly enhanced in Arkansas under Perkins II with the development of vocational frameworks and content standards. These content standards—what students should know and be able to do—contain the academic, technical, and workplace skills that are necessary. Committees of vocational teachers and other educators worked for several years to develop the frameworks and standards; then, business and industry were asked to validate the standards and provide input. Having the standards for vocational education programs has provided the base documentation needed for academic and vocational teachers to begin working together on integration strategies.

This development, when fully implemented, will improve academic performance for all students and enhance workforce quality by linking academic content standards to occupational skill standards—resulting in more contextualized learning. Additionally, Arkansas' system for assessment, when fully implemented, will have the capability of reporting academic progress as well as technical skills.

State, regional, and now local efforts are underway to help teachers gain the knowledge and tools needed to develop integration strategies for their classrooms. The Department of Workforce Education contracted with the National Center for Research in Vocational Education (NCRVE) to provide a series of regional workshops during the summer of 1998 on the Center's *Getting to Work* materials. Teams composed of administrators, counselors, and academic and vocational teachers attended the workshops and learned how to work together to build the integration strategies. The regional educational cooperatives and single LEAs are using the model from NCRVE to provide additional inservice opportunities. The classroom teachers may be provided with stipends for working off their contracted time or substitute teachers may be provided to allow release time for the teachers. The time to work together is an essential component of developing successful integration strategies for the classroom.

Another strategy for integration of academic and vocational education being used in Arkansas is the Southern Regional Education Board's *High School That Work (HSTW)* project, which is a model of school reform. There are currently 25 *HSTW* sites in the state. The model is rooted in the conviction that career-bound students can master complex academic and technical concepts if schools can create an environment that encourages them to make the effort to succeed. Sites which have adopted the model seek to realize educational reform by implementing proven key practices which bring about whole-school revitalization by changing what is taught; how it is taught; what is expected of students; and how educators, industry representatives, parents, and students relate to each other. Schools that succeed in this reform effort are proving that 90% of career-bound students can complete a rigorous program of studies without increasing the dropout rate. By establishing higher expectations for students and blending high-level academic and vocational studies, schools raise the achievement of career-bound students and better prepare them for work and further education.

Through the Vocational Student Organizations (VSOs), students gain knowledge and experience in many of the workplace skills that employers want in their employees. Leadership skills, team working, problem solving, communicating, creative thinking, personal management – these are all skills that are built and reinforced through participation in a VSO when it is an integral part of the vocational and technical program. State Board instructional staff, funded in part by state leadership funds, are state advisors for the VSOs. Arkansas has strong participation in the various vocational student organizations. There are approximately 50,000 student members in the VSOs:

- DECA, An Association of Marketing Students
- Future Business Leaders of America (FBLA) and
Phi Beta Lambda (PBL)
- FFA
- Future Homemakers of America (FHA)
- Heath Occupations Students of America (HOSA) -
Secondary and Postsecondary
- Vocational Industrial Clubs of America (VICA) –
Secondary and Postsecondary
- Coordinated Career Education Chapter of Arkansas
(CCECA Secondary Special Needs)
- General Cooperative Education Clubs of Arkansas (GCECA)

Arkansas has gained experience in providing students with experience in and understanding of all aspects of the industry through the youth apprenticeship programs that were begun during 1991-1992. These youth apprenticeship programs follow the design principles and essential elements as established by the state and by Jobs for the Future. One of these design principles is a focus on learning about all aspects of a broad industry cluster rather than mastering a narrow set of occupational skills.

Under Perkins III, State Board staff will continue to develop the work-based learning component for all career majors. The local school-to-work partnership councils in some regions have been active in providing work-based learning experiences for some students enrolled in vocational and technical education programs. A state-led initiative is needed to add structure and communicate these models to other districts.

2.2.5 How Vocational and Technical Education Students are Taught to the Same Challenging Academic Proficiencies as Are Taught to All Other Students [Section 122(c)(5)(B)]

As described in the Introduction section, all students in Arkansas are required to complete a common core of academic courses. This core includes the following:

- Four units of English
- Three units of social studies
- Three units of mathematics (One unit of algebra or its equivalent and one unit of geometry or its equivalent. All math units must build on the base of algebra and geometry knowledge and skills.)
- Three units of science
- One-half unit of oral communication
- One-half unit of physical education
- One-half unit of health and safety
- One-half unit of fine arts

The content standards for all vocational and technical education career clusters/majors include the academic and workplace skills in addition to the technical skills. Having these skills listed along side the technical skills allows the teachers to reinforce the academic skills while teaching the technical application and facilitates the process for academic and vocational teachers to develop strategies and scenarios for the integration of academic and vocational education.

Many districts provide CCVE (Coordinated Comprehensive Vocational Education) classes for the students with disabilities and academically disadvantaged students in vocational education. It is a course of basic instruction based on identified student needs. Instruction includes the areas of math, reading, language arts, science, social studies, and life-skills. At the junior high school level, the CCVE classes have a vocational focus or orientation with emphasis on entry level competencies. At the high school level, classes are related to the program of study (occupational specialty) in which the student is or will be enrolled.

In the technical institutes at the postsecondary level, computer-aided instructional laboratories provide an abundance of opportunities for teaching academic concepts

that may later be applied in shops and laboratories. These instructional labs also provide students who are members of special populations with opportunities to receive academic instruction through individualized learning systems and one-on-one tutorial instruction.

The State Minimum Core Curricula identifies the academic coursework that is required for graduation from any postsecondary (higher education) institution in the state. These requirements can vary with the type of degree, and the minimum core requirements for certificate programs differs from that of degree programs. And although each institution has certain latitude in selecting the specific coursework it will require, the State Minimum Core Curricula is considered equivalent at all postsecondary institutions across the state. All students graduating with a degree or certificate from any postsecondary institution in the state must have completed the requirements of the State Minimum Core as it applies to the program the student has completed and institution granting the degree/certificate.

Performance standards expected of students enrolled in academic coursework are universal to all students, regardless whether they have vocational or non-vocational aspirations.

2.2.6 Preparing Students for Further Education or Entry into High Skill, High Wage Jobs in Current and Emerging Occupations. [Section 122(c)(1)(C)]

Helping students understand the many career and educational opportunities that are available to them is the first step in helping them prepare for postsecondary education and their chosen career. The career guidance and counseling model being promoted by the Department of Workforce Education is Career Action Planning (CAP). The purpose of CAP is to help students and their parents explore educational and occupational possibilities and make appropriate career decisions based on a solid base of information. The CAP program involves teachers as advisors to work with all students and their parents in developing and maintaining individualized career plans and portfolios. CAP begins in grade eight with students beginning to build their career portfolio which includes scores on standardized tests, learning styles, career interests, as well as previous grades.

Each advisor is assigned a group of students for the year. The basic program elements are as follows: (1) Students meet monthly with their advisor. During these meetings, students learn about career opportunities and follow a comprehensive guidance curriculum which includes printed information and videos. (2) Advisors assist the students in developing a career portfolio and an individualized career plan. (3) Advisors meet with the students in grades 8-11 and their parents each spring to update the career portfolio, evaluate progress toward a planned program of study, and set short-term and long-term goals. (4) In grades 8 through 10, students participate in career assessment. As a result of the CAP program, a phenomenally high percent of the parents of the students in grades 8 through 11 attend the annual conferences to help plan their sons' and daughters' career paths. For seniors, special "Senior Seminars" put them in touch with local employers and postsecondary opportunities. Students in schools that have implemented the CAP program are taking higher level courses, completing coherent programs of study with an academic or vocational focus, and remaining more focused on their post-high school goals.

One district in the state which developed printed materials and curriculum along with videos for the monthly CAP sessions has been recognized with several awards for their program. These awards include the *Award for National Exemplary Career Guidance Program* from the National Center for Research in Vocational Education, the *Planning for Life Award* for the top Career Planning Program in Arkansas from the U.S. Army; an *Award for Outstanding Practice* from the Southern Region Education Board; and an *Award of Excellence* from the North Central Accreditation Association.

This model for career guidance and counseling has been promoted by State Board staff for the past couple of years and has been adopted by many districts in the state. Under this Act, State Board staff will make concentrated and intensive efforts to provide information on this model so that it becomes institutionalized in every district.

The Department will establish and implement the Jobs for Arkansas Graduates (JAG) – designed to deliver services to those youths who are most at risk of not completing school and who are least likely to locate a good job upon leaving school. This state program is an affiliate of the national non-profit public service corporation, Jobs for America's Graduates, Inc. The JAG model will be used initially at 20 sites to improve and further develop the work-based component to existing work-study programs. A strong accountability component and reporting systems is associated with this model program.

Students enrolled in vocational and technical education programs will be prepared for post-high school opportunities by ensuring they are equipped with (1) a solid foundation of academic skills and the ability to apply those skills in advanced education, training, and employment; (2) workplace skills, including work ethic, employability skills, and higher-order thinking skills; and (3) technical competencies, including computer proficiencies.

2.2.7 Linking Secondary and Postsecondary Education [Section 122(c)(19)]

Arkansas law encourages the enrollment of high school students in college-level courses while they are still attending high school. Act 1097 of 1991 provided that a public school students who had successfully completed the eighth grade shall be eligible to enroll in public colleges and universities in accordance with the admission policies of each institution. The Act also states that high school students who successfully complete a course in a college or university shall be entitled to receive appropriate academic credit at both the higher education institution and the public school where the students are enrolled.

Since that time, concurrent enrollment in Arkansas has grown in both participating of high school students and in the diversity of the type of arrangements that have come under the concurrent enrollment umbrella. These arrangements include high school students taking day and/or night classes on college campuses, students taking college level courses offered at the high school, and students taking college courses offered via distance learning technology.

Clearly concurrent enrollment is a significant factor in linking secondary and postsecondary education. According to data reported by the Arkansas Department

of Higher Education, 5,446 high school students enrolled in college level courses at the two-year postsecondary community and technical colleges during the fall term of 1998, accounting for 13.7% of the total enrollment at these institutions.

The state has gained a wealth of experience through the establishment of 13 Tech Prep consortia under the previous Perkins Act with Title III Part E funds. Approximately one-third of all of the states 310 school districts participate in one of these projects with additional ones being added each year. All of the state's postsecondary institutes and technical and community colleges, as well as some of the four-year institutions, participate in at least one of the consortia. Members of these consortia have worked together to align curriculum into programs of study that begin in high school and continue into postsecondary education and have worked to execute articulation agreements between secondary and postsecondary institutions. These agreements provide for the articulation of 12 to 21 hours of postsecondary credit for students enrolled in Tech Prep programs. More detail regarding these programs is included in Section 5.

The lessons learned from these projects have helped State Board staff in the development of technical assistance strategies for helping districts that are planning new vocational and technical education programs to understand how the program design can facilitate connection to postsecondary education.

2.3 Providing Comprehensive Professional Development [Section 122(c)(2)]

The Department of Workforce Education cooperatively sponsors an annual conference with the Arkansas Vocational Association each summer and is co-sponsor with other organizations for conferences and professional development meetings throughout the year that are of benefit to educators.

All inservice training sponsored by the Department of Workforce Education is posted on the Department's web page. As more and more administrators and teachers are connected to the Internet, this posting site will become a valuable tool for their planning.

Professional development for counselors is an important component for quality vocational and technical education programs. Several initiatives were designed to provide assistance to the counselors as they attempt to provide career guidance and counseling to all students. A computer system for counselors to use with the student records and accountability portion of the state's school data system was one option for use of the Perkins funds. Counselors were included in the inservice training provided regarding integration of academic and vocational education, the dissemination and discussions regarding the program frameworks and content standards, the inservice regarding the Career Action Planning model discussed in 2.2.6, and the distribution of the vocational career focus/major booklet.

Professional development for administrators is provided through presentations at various conferences and workshops and through invitations to participate in the various training opportunities such as the inservice sessions on the integration of academic and vocational education and the Career Action Planning model.

Professional development for teachers has included both specific occupational specialty training opportunities as well as inservice training regarding supporting activities such as the integration of academic and vocational education, the use of the content standards on what students should know and be able to do, and the operation of the vocational student

organizations. Inservice training is a required component for any new curriculum and instructional equipment that is purchased with Perkins funds. This approach to program improvement has increased the numbers of teachers involved in inservice training each year within their occupational specialty. Some of the inservice sessions conducted during the previous school year include the following: Teaching Food Science in Family and Consumer Sciences; Computer Monitoring Servicing; Multimedia Application in Business; Computerized Cabinet Making; Digital Video and Digital Photography; Desktop Publishing; Corel WordPerfect Suite 8; Banking and Finance; Computerized Sewing Machine Techniques; VSO Leadership; and many others. In addition to these specialized inservice sessions designed to help the teachers stay current within their occupational specialty, inservice sessions on teaching techniques for new teachers and strategies for using the content standards were also provided in most of the program areas. In an effort to reduce the number of classroom days that teachers miss, the Department staff is currently working with the State's distance learning committee and will be exploring this opportunity during the coming years.

Professional development necessary to the successful implementation of the activities proposed under the local grants made to postsecondary community and technical colleges will be integral into the activities themselves. Professional development relevant to their role in the conduct of these activities will be made available to teachers, counselors, and administrators. In addition, state leadership funds will be used to provide professional development for persons responsible for administration of local Perkins grants as needed.

The priorities for professional development activities funded under state leadership will be activities associated with integration of academic and vocational education, using advanced technology in vocational and technical education programs, the CAP model for career guidance and counseling, models and materials regarding nontraditional education and training, incorporating all aspects of the industry into vocational and technical education programs, and activities associated with new teacher licensure.

2.4 Criteria for Approving Local Applications [Section 122(c)(1)(B)]

State Board staff and Department of Higher Education staff will review each local application as appropriate.

Each of the descriptions required by Section 134(b) of the Act shall be required of the recipients.

In addition, each secondary recipient must address the issue of program improvement at the secondary vocational center if students from their district attend the center.

Appendices C and D are excerpts from the Local Application for Secondary Programs and the Local Application for Postsecondary Programs, respectively, that detail how local recipients must address the requirements of Section 134(b).

The criteria for approval of a local plan shall be (1) the review of the financial information and forms for accuracy and completeness; (2) the review of the assurances and certifications for proper submission; (3) the review of the descriptions of the programs to be carried out; and (4) the review of the narrative supporting the budget to determine that the expenditures are in keeping with the overall purpose of the Act which is to improve vocational and technical education programs. While each of the descriptions must be

addressed in the local application, staff will give weight to the descriptions regarding (a) the strengthening of academic and vocational technical skills of all students enrolled in vocational education through integration; (b) how the LEA will develop, improve, modernize or expand the use of technology in vocational and technical education programs; and (c) how professional development and inservice training will be provided for teachers, counselors, and administrators.

State Board staff with expertise in secondary instructional programs, equity and non-traditional training, tech prep, special populations, and finance will review and approve each secondary local application. State Board staff with expertise in postsecondary programs, tech prep, special populations, and finance will review and approve each postsecondary local application for those postsecondary institutions that are under the auspices of the State Board. For higher education institutions, Department of Higher Education staff will review and approve the local applications in a similar manner for the higher education institutions.

2.5 How the State Will Provide Technical Assistance to Local Recipients [Section 122(c)(14)]

SECONDARY

Technical assistance to the LEAs and secondary vocational centers is provided by the State Board staff in a variety of ways. Regular scheduled technical assistance visits are performed by a Technical Assistance team composed of program specialists with expertise in the occupational areas in which the LEA and vocational centers have programs. These scheduled visits are generally on a three or four year cycle so that all districts receive assistance on a regular basis. The program specialists provide recommendations to the administrators regarding the vocational and technical education programs as well as do monitoring for compliance with state and federal regulations.

LEAs may receive technical assistance for specific requests by calling the appropriate program specialist. Assistance is given regarding design of new programs or redesign of existing ones to meet the needs of business/industry, instructional equipment, curriculum, gender equity issues and strategies, nontraditional education and training, and a variety of other topics.

Technical assistance is also provided during regional and statewide training sessions on the expenditure and accountability of the federal vocational funds, the integration of academic and vocational education, and current technology in the occupational area.

A staff member at the state level will work with secondary and postsecondary educational agencies to identify and implement effective strategies and services designed to promote, recruit and retain participation in nontraditional training and employment.

In addition to the State Board staff, a network of 15 workforce education coordinators are located in the state's educational cooperatives. These coordinators are funded by state and/or federal vocational funds. They serve as a delivery mechanism for state-sponsored inservice as well as design other inservice needed by the vocational teachers in their regional area. These 15 coordinators, although employed by the educational cooperatives, are closely aligned with the Instructional Programs Section of the Department of Workforce Education. They meet on a regular basis with the Associate Director and other staff to receive information on the Department's direction and initiatives. In each of the

cooperatives, this coordinator also serves as the contact/staff person for the cooperative's Perkins consortia of secondary schools.

POSTSECONDARY

Regular and routine visits by Arkansas Department of Higher Education personnel will be made to all postsecondary sites at which activities funded by a local Perkins grant are conducted. All aspects of the activity will be evaluated and issues and/or problems revealed by this evaluation or suggested by local persons will be addressed. Reports relative to each visit will be kept on file at the Department. In addition, persons involved in the implementation of the local grants will meet periodically for the purpose of addressing current related issues and networking.

2.6 How Stakeholders Will Be Involved in Planning, Developing, Implementing, and Evaluating Vocational and Technical Education Programs [Section 122(c)(3)]

The involvement of the many stakeholders in the various stages of planning, developing, implementing, and evaluating vocational and technical education programs changes depending upon the needs and circumstances surrounding the programs in question. At the secondary level, parents probably have a much stronger voice than they would at the postsecondary level. Business and industry may have a stronger voice at the postsecondary level. The balance changes depending upon the level and type of program; however, the summary at the end of this section (2.6) identifies in general the various activities that the stakeholders will provide.

There are many partnerships at the state level and at the local level with business and industry. An initiative between the Department and the American Institute of Banking (AIB) has resulted in a strong Banking and Finance program. AIB is providing inservice training for business education teachers who are adding Banking and Finance to their programs. Four week-long inservice sessions are taught by AIB include Principles of Banking, Deposit Operations, Marketing for Bankers, and Law and Banking.

Many other partnerships exist that help ensure that the state's vocational and technical programs meet industry level standards and that the completers of the programs will have the knowledge and skills needed by business and industry in the state. Some of the companies that lend their support through working with the vocational student organizations, designing and providing instruction for teacher inservice, providing assistance in new and innovative equipment, providing technical assistance regarding their particular specialty, and/or serving in an advisory capacity to Department staff include the following: J.A. Riggs Tractor Company, General Motors Training Center, Crow-Burlingame, DuPont Finishes, Nabholtz Construction Company, Arkansas Educational Television Network, Arkansas Business Publishing Group, Arkansas Hospitality Association, Arkansas Excelsior Hotel, Kimberly Clark Industries, Arkansas Farm Bureau, Entergy, Farm Credit Services, Arkansas Electric Cooperatives, Riceland Foods, PC Hardware, Arkansas Pork Producers, Arkansas Cattleman's Association, Arkansas Forestry Association, and many other large, small, or independent businesses and industries.

Through partnership with the Arkansas Apprenticeship Coordination Steering Committee, the Department is supporting traditional and youth apprenticeship. Members of the Apprenticeship Committee include representatives employers, bargaining agents, teachers/supervisors of apprentice programs, and the workforce. Current membership includes the National Electrical Contractors Association of Arkansas, Iron Workers JAC,

Plumbers & Pipefitters Local Union #155, Carpenters Local #1836, United Food and Commercial Workers Union #2008, Associated Builders & Contractors of Arkansas, Associated General Contractors, Arkansas Eastman Company, and many individuals from small and large employers and training institutions.

	Parents	Business & Labor	Teachers
Planning & Development	<ul style="list-style-type: none"> • Input on how to ensure choice and opportunities • Ensure learning activities will meet student needs 	<ul style="list-style-type: none"> • Input on labor market requirements and policies, technology use, and validity of activities • Develop work-based learning activities 	<ul style="list-style-type: none"> • Input on utility and value of teaching and learning activities • Develop learning activities
Implementation	<ul style="list-style-type: none"> • Serve as mentors and career role models • Chaperone worksite visits 	<ul style="list-style-type: none"> • Serve as mentors and career role models • Provide work-based learning opportunities • Participate in classroom activities 	<ul style="list-style-type: none"> • Serve as primary managers of the teaching/learning process
Evaluation	<ul style="list-style-type: none"> • Assist in interpreting data in terms of meeting students and family career goals and aspirations 	<ul style="list-style-type: none"> • Provide follow-up data on student performance in the workplace • Evaluate the work-based learning activities • Interpret data from business/labor viewpoint 	<ul style="list-style-type: none"> • Interpret data and results and incorporate into continuous improvement of instruction

2.7 Methods for Joint Planning and Coordination with Other Federal Education Programs [Section 122(c)(16)]

The Career Opportunities Partnership Cabinet is a cabinet-level coordinating cabinet appointed by a Governor's executive order in the fall of 1997. The membership of this cabinet includes the agency directors from the Department of Workforce Education, Department of Higher Education, Department of Education, Arkansas Employment Security Department, Arkansas Economic Development Commission, Department of Human Services, and Department of Information Systems. With all of the state agencies involved in education and training represented on this Cabinet, joint planning and coordination has been improved.

School-to-Work Opportunities Act – Arkansas received its implementation grant for the Career Opportunities plan beginning in 1998. The Career Opportunities staff is housed in the Department of Workforce Education which has fiscal responsibility for the funding. Although Career Opportunities is under the direction of the Career Opportunities Partnership Cabinet, it has close ties with the State Board staff. State Board staff was involved in the development of the state's plan for Career Opportunities. The local partnership councils have been in place for several years. The membership of the local councils include secondary and postsecondary educators.

Elementary and Secondary Education Act – The Career Opportunities Partnership Cabinet allows for state-level planning and coordination. In addition, the agency directors for all three education agencies meet together regularly to discuss various educational issues that cross agency lines.

Apprenticeship Coordination – The Department of Workforce Education has maintained an excellent working relationship with the Department of Labor’s Bureau of Apprenticeship and Training (BAT) office in the state for many years. The two agencies partnered together in the 1991 legislative session to get legislation for youth and traditional apprenticeship passed. The Arkansas Apprenticeship Coordination Steering Committee (AACSC) was formed in the mid-1980’s. Staff of the Department provide support for the AACSC. The Department’s partnership with the BAT and AACSC has resulted in the dramatic growth of apprentices in traditional programs and has helped to support the growth of the youth apprenticeship program. Another partnership initiative between the Department and BAT was the establishment of an tax credit for employers of participants in the youth apprenticeship programs. This tax credit now includes programs that are both BAT registered and non-BAT registered.

Individuals with Disabilities – The Arkansas Rehabilitation Services agency is under the umbrella of the Department of Workforce Education and the State Board. Thus coordination among the state-level agencies through the Career Opportunities Partnership Cabinet includes the state’s vocational rehabilitation agency. The Department of Education (general K-12), the Department of Workforce Education, and Arkansas Rehabilitation Services signed an agreement in early 1998 to emphasize their commitment to coordination of services for students with disabilities and to encourage cooperative planning at the local level. State Board staff interacts with the Governor’s Interagency on Self-Sufficiency (ICSS) and the Governor’s Increasing Capabilities Access Network (ICAN). The mission of ICSS supports the development of independence for disabled people. ICAN provides free information and referrals to individuals needing assistive technology. This is accomplished at Technology Assistance Centers established to serve people of all ages and disabilities. These centers address specialized areas including communications/computer access, independent living, language/learning, deaf/hearing impairments, and blind/visual disabilities.

Child Care and Development Block Grant – State and national legislation, programs such as Project SUCCESS (JOBS), Arkansas Better Chance, the federal Child Care and Development Block Grant, and an increasing realization by the public of the need for quality child care intensified the demand for a state system to provide basic orientation training for child care workers. A technical committee of representatives from agencies that included the Arkansas Early Childhood Commission, Department of Human Services, Department of Health, Department of Education, provider centers, and family day care centers recommended that employees in child care centers be required to complete an orientation training program at some time during the first year of employment. The State Board receives a grant from the Child Care and Development Block Grant to provide this training.

2.8 How Equity Provisions Will Be Addressed [20 U.S.C. 1228a]

In accordance with the requirements set forth in the Americans with Disabilities Act (ADA) and the Office for Civil Rights (OCR) Guidelines, the State has developed and implemented a monitoring system designed to target and address equity-related issues. A technical assistance team conducts comprehensive on-site reviews on a three-year rotating schedule of all secondary schools with vocational technical programs. Local applications will be required to describe strategies that are designed to overcome any barriers to access to vocational programs for special populations and that help ensure success in vocational and technical education programs.

2.9 Procedures to Develop the Memoranda of Understanding Outlined in Section 121(c) of the Workforce Investment Act (WIA) and to Ensure Coordination and Nonduplication as Described in Section 112(b)(8)(A) in the WIA [Section 122(c)(21)]

The structure of the Career Opportunities Partnership Cabinet (described in 2.6) has allowed these state agencies to coordinate the efforts under the Workforce Investment Act, the School-to-Work Opportunities Act, welfare reform, and other state initiatives. The major agencies involved in the Workforce Investment Act are the Department of Workforce Education for adult education and vocational rehabilitation and the Employment Security Department for the other sections of the act. The primary agencies for Perkins are the Department of Workforce Education and the Department of Higher Education. Since all agencies are represented on the Partnership Cabinet, the memoranda of understanding will be developed through this structure.

The Partnership Cabinet is also a structure that allows the agencies to efficiently and effectively review their programs for increased coordination and to reduce duplication of services.

3. ACCOUNTABILITY AND EVALUATION

3.1 Procedures to include input from eligible recipients on the cores indicators of performance and state level of performance. [Section 113(b)(1)(A), Section 113(b)(2)(D), Section 113(b)(1)(C), and Section 122(C)(9)]

The core indicators of performance were established through working groups representative of the eligible recipients and through comments received during the public comment period. At the postsecondary level, the data for each of the core indicators was available for the current year and was tested through trial computer runs and the benchmark was shared with the eligible postsecondary recipients. At the secondary level, the data for the core indicators is not available. Once the data to support setting benchmarks is available, this information will be shared with the secondary eligible recipients for comment.

3.2 Core indicators and adjusted state level of performance for first two program years under this plan. [Section 113(b)(2)(A)(i-iv) and Section 113(b)(3)(A)(ii)]

The core indicators for secondary and for postsecondary are described separately. Although not a core indicator as required by Perkins, annual total student enrollment information by occupational area and special population category is important to our state and will also be reported each year as part of the Annual Performance Report.

SECONDARY

The secondary vocational data system is being built from ground zero during the 1998-99 school fiscal year. The previous data system was extremely labor intensive, had a great margin for error, and was not designed to allow us to capture vocational completer information as needed. For the past several years, the state has invested a great deal of time and money in the development of the Arkansas Public School Computer Network (APSCN) system to provide consistent and accurate data reporting. This year, 1998-99 is the first year of statewide implementation of the system. The student records information from the APSCN system contains most of the data elements required for the measures of the core indicators. However, the 1999-2000 school year will be the first year that the data will be pulled and available to the Department to begin to build our baseline data. Since a student may enroll in the courses that lead to completion of a career major in grades 9-12, vocational completers will be identified beginning four years away – the end of the 2002-2003 school year.

Definition of Vocational Completer – A student who completes three or more specified units of credit in a vocational concentration (career major).

- A. Student attainment of challenging State established academic and vocational and technical skill proficiencies.

Measure: The state aggregate Grade Point Average (GPA) for vocational completers shall increase annually.

Method and Timeline: The GPA information is reported through the Arkansas Public School Computer Network (APSCN) student records system. This student record system is based on a unique student identifier so that over a period of years, the number

of students completing three or more specified units of credit in vocational education may be identified by occupational area, career major, and special populations information. The senior year's GPA for the completers will be aggregated for this measure. Since 1999-2000 is the first year that this data will be available for this measure, the benchmark will be set in 2002-2003 (four years out).

Measure: The state aggregate score of vocational completers by occupational area from the Vocational Student Competency Testing program shall increase annually.

Method and Timeline: The scores for vocational completers from the Vocational Student Competency Testing program shall be aggregated by occupational area for this measure. This test score information is based on the same unique student identifier as that in the APSCN system. Since vocational completer data will not be available until four years out (allowing time for students to complete the required units of credit), the benchmark for this measure will be set in 2002-2003.

B. Student attainment of secondary diploma.

Measure: The percentage of vocational completers who graduate shall increase each year.

Method and Timeline: The graduation status of students is reported through APSCN. Vocational completers will be reported beginning in 2002-2003 and the graduation rates will be reported also at that time. The benchmark will be established in 2002-2003.

C. Placement in postsecondary education, military service, or employment.

Measure: The percentage of placement of vocational completers into postsecondary education, military service, or employment within one year of completion shall increase annually.

Method and Timeline: A random sample of the vocational completers throughout the state will be surveyed within one year of graduation to determine their status with regard to this measure. The first completers will be identified in 2002-2003 and will be surveyed during the 2003-2004 school year. The benchmarks for this measure will be established at the end of the 2003-2004 school year.

D. Participation in and completion of programs that lead to nontraditional training and employment.

Measure: The percentage of students enrolled in programs that are nontraditional for their gender will increase annually.

Method and Timeline: The enrollments by gender in all vocational and technical education programs will be available through the APSCN student records system beginning in 1999-2000. Programs with enrollments of 25% or less of either gender will be flagged for this measure and the percentage enrollments will be reported each year. The benchmark for this measure is 25% or more enrollment of both genders.

Measure: The percentage of students completing programs of study that are nontraditional for their gender will increase annually.

Method and Timeline: The vocational completer information will be available through APSCN beginning in 2002-2003. Programs of study will enrollments of 25% or less of either gender will be flagged for this measure and the percentage of completions by gender will be reported each year. The benchmark for this measure is 25% or more completion of each program of study by both genders.

POSTSECONDARY

Data will be collected in the spring term of the year being reported and analyzed by institution and by the state as a whole.

- A. Student attainment of challenging State established academic and vocational technical skill proficiencies.

Measure: The average GPA of students enrolled in Perkins-supported programs will increase by .025 points annually.

- B. Student attainment of a postsecondary degree or credential.

Measure: The number of degrees and certificates earned by students enrolled in Perkins-supported programs will increase by 2% annually.

- C. Placement in advanced training, military service, or placement or retention in employment.

Measure: The placement of completers of Perkins-supported programs into advanced training, military service or the job force within six months after their leaving the program will increase by 1% annually.

- D. Student participation in and completion of vocational education programs that lead to nontraditional training and employment.

Measure: In Perkins-supported programs in which one gender constitutes 25% or less of the enrollment,

1. The percentage of minority gender students enrolled in these programs will increase by .1% annually.
2. The percentage of minority gender students who complete these programs will increase by .1% annually.

3.3 How the effectiveness of vocational and technical education programs will be evaluated [Section 122(c)(6)]

In an effort to improve and enhance vocational and technical education programs and initiatives and to provide a cost-effective means of evaluating and monitoring secondary programs, the Instructional Programs Unit of the Department restructured in 1995. On-site technical assistance visits are made to one-third of the secondary, junior high, and middle schools each year. This is a total of about 103 visits per year. The technical assistance teams are comprised of state staff who monitor and evaluate state and federal vocational and technical programs/activities/initiatives.

There are two monitoring forms that are used by the teams to provide written documentation of the visit. The first form, School On-Site Report, is used for evaluating each individual program area to be sure all state requirements such as minimum equipment requirements, facilities, instructional materials, vocational student organizations, advisory committees, preparatory services, curriculum/career majors, supplemental services for special populations, and four- to six-year career plans are in place and properly utilized. Additional technical assistance is provided if a school is not meeting these requirements.

The second form, School On-Site Report for Perkins Funded Programs, Services, and Activities, is used for monitoring and evaluating the school district's activities, including the information from each individual program area. Coordination of Tech Prep 2+2 programs, youth apprenticeship, *High Schools That Work*, Jobs for Arkansas' Graduates, work-based learning, and other vocational activities is monitored and evaluated to insure each activity compliments the others and to insure non-duplication of funds. Program improvement activities through federal Perkins funds are monitored, inventories are checked, and curriculum changes resulting from program improvement are assessed.

3.4 How Federal programs are being coordinated to ensure non-duplication. [Section 122(c)(6)]

The coordination efforts of the state among federal education programs is described at length in 2.7. The Career Opportunities Partnership Cabinet established by the Governor has enhanced the agencies' efforts to coordinate and collaborate at the state level. Having the state's Department of Information Systems as a member of the Cabinet is a very important aspect of the Cabinet's design.

3.5 How data relating to students participating in vocational and technical education will be reported in order to adequately measure the progress of the students, including special populations. [Section 122(c)(12)]

The data related to the core indicators on student attainment will be reported in aggregate form by occupational area as well as by special population categories. For secondary students, the data will be reported for students completing one or more unit of credit as well as for vocational completers.

3.6 How state and local data are accurate, complete, and reliable. [Section 122(c)(20)]

SECONDARY

With the implementation of the Arkansas Public School Computer Network (APSCN) system in the 1998-99 school year, the accuracy of data at the secondary level has been greatly enhanced. The student records system of APSCN provides data on a student record basis with a unique identifier for each student. The record for the student can be sorted and aggregated by special populations categories, courses taken, and graduation status. The amount of data that the LEAs must report to the state for Perkins funds has been greatly reduced by using this database. Most of the data that will be used to determine the state level of performance for the core indicators will be gathered from this source. Arkansas has invested millions of dollars in the APSCN system to help ensure its data on public schools and students is reliable. We believe that the data that will be gathered and reported under this state plan is more accurate and complete than in any previous plan.

POSTSECONDARY

Higher Education Institutions: Information and data regarding higher education programs and institutions in Arkansas is processed by the Student Information System, an extensive unified data system operated by the Arkansas Department of Higher Education. This system has a long history of providing highly accurate and comprehensive reports and analyses representing all facets of higher education in the state. Accuracy of the data that is fed into this system is assured by a series of data checks to determine that the data is "clean." This data system will be utilized to assure the accuracy and reliability of the process whereby performance data essential to the postsecondary core measures is analyzed. Much of the data required by these measures is currently being collected and processed by this system. In such cases, this data will be captured and analyzed for Perkins purposes; all data will either be retrieved from this data base in this manner, or will be collected by other means and processed by this system. This will assure that data related to postsecondary community and technical colleges' performance on the core indicators is accurate, complete, and reliable.

Technical Institutes: Information and data regarding performance on the core indicators for the technical institutes and vo-tech schools that are under the auspices of the Department will be reported by each institution and entered into the Department of Higher Education's data system for the purpose of the Perkins reporting requirements. This method will provide a complete state picture of the performance of postsecondary institutions in the state.

3.7 Data collection and reporting processes common to the Workforce Investment Act and Perkins postsecondary programs. [Section 122(c)(21)]

The state's Workforce Investment Act plan has not yet been written nor has the WIA Board been established. The Career Opportunities Partnership Cabinet, described in 2.7, with membership of all the participating agencies under WIA will facilitate coordination of these processes.

4. SPECIAL POPULATIONS AND OTHER GROUPS

4.1 Program strategies for special populations that will enable them to meet or exceed state adjusted levels of performance and pursue further learning and high wage careers. [Section 122(c)(7) and (8)(C)]

Special populations students must have access to and successfully participate in the state's vocational education programs. To assure that such students have the opportunity to meet or exceed the state adjusted levels of performance, it is critical that strategies and services are in place to achieve success.

Special populations are defined by the Act as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Proven strategies for assuring access to and success in vocational and technical education programs for special populations students include the following:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities
- Identification of special population students
- Assessment of special population students enrolled in vocational and technical programs to determine their special needs
- Planning and coordinating supplemental services for special population students enrolled in vocational and technical education programs
- Facilitating the identification of appropriate adaptive equipment, assistive devices and new technology for students with disabilities
- Providing inservice activities for vocational and technical teachers, counselors, and administrators
- Identifying and/or developing special instructional materials or adapting existing instructional materials for vocational and technical programs.

Local plan guidelines require that eligible recipients specify the strategies and services available to meet the needs of the special populations in vocational and technical education programs. Eligible recipients will ensure that strategies and services for members of special populations in vocational and technical education programs are appropriate.

Under Perkins II, several sex equity and single parent/displaced homemaker projects developed models of program services that may be replicated in other locations. These models will be collected and provided through inservice and technical assistance. Some of the strategies for single parents at the secondary level in particular are important to mention. Teen parents face significant challenges and barriers to completing high school and pursuing postsecondary education and entering the work force. Without appropriate interventions, educational and employment opportunities remain limited. Teen parents share many of the

same social and economic barriers common to other special population students with the addition to being a parent to a small child. In addition to the strategies already identified above for all special population students, strategies to enable these particular students to prepare for further learning and for high skill, high wage careers may include the following:

- Exploration of career areas that focus on expanding career options, educational planning, and vocational training that is free of gender bias.
- Comprehensive career counseling and guidance including labor market information, a broad range of occupations and alternative career paths, career testing, placement services for part-time and summer employment, internships, and cooperative programs.
- Access to options for specialization in a variety of areas with access to work-based learning opportunities.
- Career development activities which lead to mastery of career development competencies.
- High quality, paid work-based learning experiences to provide career exploration, enhancement of personal and interpersonal skills, and development of occupational skills.
- Promotion of academic courses in the areas of math and science to increase the likelihood of participation and completion of high wage occupational education and training.
- Access to programs which encourage learning all aspects of the industry including planning, management, finances, technical production, and underlying principles of technology.
- Provide information on nontraditional jobs that offer higher pay and opportunities for advancement and benefits.

At the secondary level, these services may include supplementary services, guidance and counselor, and the vocational component of the transition plan for the special populations students in vocational and technical education programs.

A model pre-service training program for vocational teachers that helps teachers in working with and teaching special population students, including nontraditional, was developed by one of the regional educational cooperatives. Information regarding this model will be provided to all districts under Perkins III. This pre-service training in effective teaching skills and practices is designed for all new vocational teachers. The program addresses the following issues: identifying special populations students; writing an Individualized Education Plan and legalities; teaching strategies to ensure success for special populations students; making modifications in the areas of curriculum, equipment, class environment and instructional aids; effective practices in improving parental and community involvement (career action plans, advisory councils, and program marketing strategies); accountability for occupational programs; introducing career focus and requirements for each program area; utilizing course frameworks; utilizing student competency results to improve programs; training on utilization of Media and Resource Center materials and equipment; and strategies for integration of vocational and academic education.

All the postsecondary community and technical colleges and institutions enroll students without regard to any discriminatory factors which might set students apart, and, after admission, the same high performance standards are expected of all students regardless of their backgrounds. In cases in which students have special needs, each college offers supplementary services individually geared to those needs. For example, assistance to

students with disabilities is available from a number of agencies in the community; financial aid is available for economically disadvantaged students; and courses in English as a foreign language are available for those having difficulties communicating in English. In addition, many institutions apply their local Perkins grants directly toward serving the special needs of students by funding individualized tutorial services, learning assistance labs, specialized reading programs, etc. These types of specialized support will ensure that the performance of special populations students on the state adjusted levels of performance will be comparable to that of non-special populations students.

4.2 How special populations will be provided with equal access to activities and will not be discriminated against. [Section 122(c)(8)(A) and (B)]

Equal access to vocational and technical education programs may be demonstrated in a number of ways:

- Program enrollment has approximately the same make-up as enrollment of the total student body.
- Entry requirements do not adversely affect access for members of special populations to the programs.
- Special populations students are enrolled in all types of education programs including occupational specific courses, cooperative education, internships, apprenticeships, and Tech Prep 2+2 programs.

All students and their parents are provided with information about the opportunities in vocational education prior to entry in the ninth grade. In recent past years, almost 40% of the students enrolled in one or more vocational courses each year are reported as a member of a special population category. At the postsecondary level, approximately 35% of the students in the past two years were identified as a member of one of the special population categories.

Vocational and technical education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with Section 612(a)(5) of the IDEA and will, if appropriate, be included as a component of the individualized education program developed under Section 614(3) of that Act. Students with disabilities who have individualized education programs developed under Section 614(a) of the IDEA, with respect to vocational and technical education programs, will be afforded the rights and protections guaranteed those students under that Act. Efforts to meet the requirements are coordinated so services are complementary and provide the complete continuum of both programs and support activities to enable special populations students to be successful in vocational and technical education programs.

The State Board staff conducts OCR on-site visits as described in Section 2.8 of this plan. The assurance of nondiscrimination will be required of eligible recipients through the development and submission of their local application for funding.

Technical assistance and professional development activities will also be provided by State staff and through leadership development activities in the area of nondiscrimination.

4.3 How funds will be used to promote preparation for nontraditional training and employment. [Section 122(c)(17)]

State leadership funds will be used to support teacher inservice training, recruitment efforts, curriculum development, and/or other services deemed effective in promoting participation in nontraditional training and employment.

The Department will have a special populations coordinator that will staff the nontraditional education and training unit and will develop a system to provide current local and national information on nontraditional vocations and high skill, high wage occupations. The individual will serve on the Department's technical assistance team and will provide leadership regarding equity and nontraditional activities to schools as well as provide leadership and training to state occupational staff members that are providing on-site technical assistance to schools.

The Arkansas Workforce Education Curriculum Center will provide nontraditional education and training and equity resource materials for statewide use. The center will loan materials that provide information and technical assistance on nontraditional training and employment to LEAs.

Several activities initiated during the past year that will be continued have strong components that are designed to introduce students at the junior high school level to nontraditional careers. *Project Learning Tree (PLT)*, designed to help junior high students in Career Orientation classes learn about forestry, also strives to help young people achieve lives that are respectful of all living things including the environment. *PLT* creates opportunities for students to develop self-awareness. Using a problem-posing and problem-solving approach to instruction, *PLT* takes students beyond the fear of diversity and difference. Within this process they are encouraged to examine issues, identify what they believe to be bad choices, and share ideas about how these choices can be changed. *PLT* also incorporates hands-on activities that dispel stereotypical images of forestry as a male dominated profession in which success is dependent upon the physical strength and the ability to brave storms, fires, and other natural disasters. *PLT* curriculum and applied activities clearly confirm that the job duties and responsibilities of a forester can be easily performed by either gender.

The Real Game, an activity designed to work across the curriculum, adds relevance to, and incorporates such subject and skill areas as math, language arts, family life studies, social studies, decision making, communication, group work, analysis, self-awareness, and critical thinking. By using play-acting, written exercises, research projects, structured game activities, and interaction with classmates, teachers, parents, and community members, *The Real Game* provides a positive and supportive venue for young people to explore the emerging world of work. By learning how to cope with change while exploring the future in a realistic but non-threatening way, students who participate in *The Real Game* develop a positive attitude about their roles within the new dynamic of the world of work. Through random student/occupation match-ups, the game allows students to investigate the nature of careers they might otherwise never consider. These random match-ups also teach the value of all work, and that any occupation is appropriate if it suits personal goals and individual personalities. This is particularly important for students since it can expose them to nontraditional career possibilities. *The Real Game* is another activity used primarily in the junior high course of Career Orientation.

Another resource that became available just earlier this year is the whatajob.com website for Arkansas. Introduced by Governor Huckabee as a tool to encourage movement of business/industry and people to the state, this website will be used to provide students with comprehensive information about Arkansas-based businesses, industries, and careers. The website includes an online job database containing an extensive job bank and a directory of all companies located in the state. Using photos to demonstrate the diversity of Arkansas' workforce, the website depicts a variety of successful people who are employed in nontraditional jobs. As a result, it is an excellent recruitment tool that enhances students' interest in pursuing nontraditional training and careers, particularly those that are high-tech and high paying.

4.4 How funds will be used to serve individuals in state correctional institutions and in state institutions that serve persons with disabilities. [Section 122(c)(18) and Section 112(a)(2)(A)]

The state will reserve up to 1% of the basic state grant under Section 112(a)(2)(A) from state leadership funds to serve persons in state correctional institutions or in state institutions that serve persons with disabilities. Eligible institutions must submit an application for funding, outlined below, no later than July 15 each year. Application approval and the level of funding will be determined by the Director of the Department upon review to ensure that the activities described in the application are of size, scope and quality to be effective and are eligible activities for Perkins funding.

The application for funding will include the following sections:

- Introduction
- Statement of Need
- Project Description
 - Project Goals
 - Objectives Related to Each Goal
 - Activities Related to Each Objective
 - Outcomes
- Timeline for Conduct of the Project
- Budget
- Assurances and Certifications

4.5 Description of how will adequately address the needs of students in alternative education programs, if appropriate. [Section 122(c)(13)]

Most students in alternative education environments are enrolled in regular vocational education programs. Therefore, the needs of these students do not need to be addressed separately.

5. TECH PREP

5.1 Each funded tech-prep program will be carried out under an articulation agreement between the participants in the consortium. [Section 204(c)(1)]

One of the requirements for initial funding of an approved Tech Prep Associate Degree (TPAD) Consortium under Perkins II was the following: Articulation agreements which grant credit/advanced placement (without testing requirements) for courses taken in high school to postsecondary institutions are necessary under this activity. Each funded proposal addressed this requirement and a copy of the articulation agreement signed by all consortium participants had to accompany the proposal. Existing articulation agreements as well as additional ones will be continued under Perkins III. The criteria for articulated credit appears in Appendix E.

5.2 Program structure and common core of proficiencies. [Section 204(c)(2)]

Each tech prep program has a minimum of two years at the secondary level and two years at the postsecondary level. The consortium partners must ensure that the completion of secondary school tech prep programs signal academic and technical competency to community college and university admissions officers and to employers. Students enrolled in a TPAD program have developed a four- or six-year plan of study which begins in either grade 9 or 11 and continues through the completion of an associate degree, two-year postsecondary certificate, or an apprenticeship program of at least two years. This plan of study is signed by the student and his/her parents and is reviewed and updated annually. Since “tech prep” as outlined under the Perkins Act is the state’s structure, assurance of program structure and common proficiencies are inherent.

5.3 How tech-prep meets academic standards developed by the state, links secondary and postsecondary institutions, incorporates work-based learning, and uses educational technology and distance learning. [Section 204(c)(3)(A-D)]

All students are required to complete a common core of learning in the academic disciplines as well as have a career focus. Program design and content standards are established by the State Board of Education and the State Board of Workforce Education for secondary programs. This allows for secondary/postsecondary curriculum alignment and articulation. Work-based learning is an option for every student in the system. All technical career majors have been modernized with the appropriate technology.

5.4 Tech-prep inservice training for teachers. [Section 204(c)(4)(A-E)]

Teachers will continue to receive inservice training on implementing the state’s curriculum frameworks, content standards, career majors, and assessments. A model program in career planning with four- and six-year plans for students will continue to be institutionalized and all teachers and administrators will be trained. The tech prep consortia will expand into other areas of the state and will involve other schools and will serve as training partners in this effort.

5.5 Tech-prep inservice training for counselors. [Section 204(c)(5)(A-E)]

Counselors will continue to receive training in career planning, documenting students' career majors on the state's student records management system, and helping to assure every student has a program of study. Information on concurrent credit, articulation, data collection, and reporting utilizing technology will be the priority under Perkins III.

5.6 How each funded tech prep program provides equal access to individuals who are members of special populations. [Section 204(c)(6)]

All students have access to tech prep because of the state's curriculum framework structure – common core plus a career focus. Curriculum modifications, special services, adaptive equipment, and other special considerations necessary for success of special populations will be included in their personal education plan.

5.7 How each funded tech prep program provides preparatory services for students. [Section 204(c)(7)]

According to the state's system for education, career awareness begins at the P-4 level, career exploration begins at the 5-8 level, and technical preparation is continued through lifelong learning. Through career plans and a coherent sequence of courses leading to a Tech Prep Associate Degree, all preparatory services for students are provided for a natural progression through the system.

5.8 Allocation of Funds to Tech Prep Consortia

The state will continue the current 13 TPAD consortia based upon their performance. A list of these consortia with all participating members is found in Appendix F. The primary performance indicator will be the completers at the years 13 and 14 level as well as the number of students having a signed six-year plan. Other funding considerations include size, scope, and development activities associated with each consortia. Tech prep consortia are just now beginning to show productivity regarding years 13-14 because of the state's emphasis on the students having a six-year plan. The first years of tech prep were devoted to design and development of the state's structure. Perkins III will give consortia an opportunity to show results of this development.

Special consideration in the funding process will be given to consortia with a strong plan and model that may be replicated that addresses at least one of the items in Section 205(d)(1-5):

- effective employment placement activities or linkage to baccalaureate degree programs;
- address effectively issues of school dropout prevention and re-entry and the needs of special populations;
- development in consultation with business, industry, higher education, and labor;
- provision of education and training in skills and areas with significant workforce shortages, including the information technology industry; and
- demonstrate how tech prep programs will help students meet high academic and employment competencies.

5.9 How equitable distribution is ensured between urban and rural consortium participants.

The state is primarily rural. Equitable distribution is ensured by the make-up of each consortia representing both urban and rural consortium participants. Within the consortia, funds are used to serve both urban and rural members in an equitable manner.

5.10 How Tech Prep Programs will be evaluated using the core indicators and how data will be collected to address the reporting requirements.

The core indicators will apply to all students in the system and data on all students will be collected through the Arkansas Public School Computer Network and the Higher Education Data System. In addition to the core indicators, Tech Prep consortia are required to report annually articulation course summaries and TPAD enrollment summaries as shown in the example on Appendix G.

6. FINANCIAL REQUIREMENTS

6.1 How the funds received through the allotment made under Section 111 will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation. [Section 122(c)(4)(A)]

The State Board will distribute 85% of Title I funds to local eligible recipients using no reserve as allowed under Section 112(c). These eligible recipients consist of 310 local education agencies (school districts), 9 postsecondary technical institutes or vo-tech schools, and 21 two-year higher education institutions. The funds will be split 75% for secondary and 25% for postsecondary. Historical enrollment data in vocational and technical education programs was the rationale used to determine the split of the funds.

The projected budget table for fiscal year 1999-2000 is included as Appendix H.

SECONDARY

For the 1999-2000 fiscal year, the secondary distribution will be based upon the following formula:

70% of the funds reserved will be distributed in a ratio to Chapter I funds distributed to the LEA

20% of the funds reserved will be distributed in a ratio to K-12 disabled students who have an individualized education program (IEP)

10% of the funds reserved will be distributed in a ratio of K-12 students plus adults enrolled in vocational education

The information for Chapter I funds is secured from the Department of Education, Federal Programs Section. Enrollment information for K-12 disabled students with an IEP is secured from the Special Education Section of the Department of Education. The Finance and Administration Section of the Department of Education provides K-12 enrollment figures. The Department of Workforce Education collects the number of adults enrolled in vocational education programs. All of the information used in the formula is for the year preceding the year in which the calculation is made. Appendix I contains a list of entitlements to secondary LEAs.

Alternative distribution formula for succeeding fiscal years: The distribution formula will be based on two factors: 70% of the funds will be based on number of children in poverty ages 5-17 who reside in each school district and 30% of the funds will be based on the number of children ages 5-17 who reside in each school district. This substitution of "ages 5-17" is necessary because the data is not available for "ages 15-19" as required in the Act. This alternative formula is in keeping with Program Memorandum - FY 99-8.

POSTSECONDARY

Funds are distributed for technical institutions, technical colleges, and community colleges through the formula contain Section 132(a)(2). Two factors are used in the formula to calculate the distribution of funds:

The ratio of recipients of Pell Grants enrolled in vocational and technical education programs; and

The ratio of recipients of Bureau of Indian Affairs (BIA) Grants enrolled in vocational and technical education programs.

Pell Grant information for postsecondary students enrolled in vocational institutes is secured from the U.S. Department of Education, Grant Systems Division. Information on the number of BIA Grant recipients is obtained from individual institutions.

Pell and BIA Grant information for postsecondary students enrolled in technical and community colleges is secured from the Department of Higher Education.

All information is for the year preceding the year in which the calculation is made.

Appendix J contains a list of entitlements to postsecondary institutions.

6.2 How funds received through the allotment made under Section 111 will be allocated among consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Section 122(c)(4)(B)]

No secondary LEA will receive an entitlement that is less than \$15,000 unless the LEA enters into a consortium with at least one or more LEAs, and education service cooperative, or a secondary area vocational center to meet the minimum grant requirement of \$15,000. No postsecondary institutions will receive an entitlement that is less than \$50,000 unless the institution enters into a consortium with at least one or more postsecondary institution to meet the minimum grant requirement of \$50,000.

Each local application for a consortium will contain documentation of membership and assignment of entitlements to the consortium fiscal agent. Upon approval of the consortium application, the Department may begin sending funds to the consortium fiscal agent to implement the activities described in the application.

The consortium will determine the priority for spending of the funds based upon the needs of each member of the consortium and will include such detail in the local application for funds. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

6.3 ASSURANCES

6.3.1 The State Board will comply with the requirements of Title I and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. [Section 122(c)(10)]

6.3.2 The State Board assures that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the

interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [Section 122(c)(11)]

- 6.3.3 No funds received under this Act will be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [Section 315]
- 6.3.4 The State will maintain its fiscal effort on either a per student or aggregate expenditure basis. [Section 311(b)(1)(A)]
- 6.3.5 No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. [Section 314(1)]
- 6.3.6 No funds made available under this Act will be used to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Section 314(2))
- 6.3.7 All funds made available under this Act will be used in accordance with this Act. [Section 6]
- 6.3.8 No funds under Perkins III will be transferred and utilized to fund a School-to-Work grant. [Section 6]
- 6.3.9 Funds made available under this Act for vocational and technical education activities will supplement, and shall not supplant, non-Federal funds expended to carry out vocational and technical education activities and tech-prep activities. [Section 311(a)]
- 6.3.10 No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employers to relocated a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Section 322]
- 6.3.11 The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection 325(b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Section 325(a)]
- 6.3.12 Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education. [Section 325(c)]

AGRICULTURE SCIENCE AND TECHNOLOGY HORTICULTURE

	JUNIOR HIGH		HIGH SCHOOL				POSTSECONDARY ASSOCIATE DEGREE/CERTIFICATE	
SUBJECT	7th GRADE	8th GRADE	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	FRESHMAN	SOPHOMORE
MATH	Instruction to be provided in grades 5-8 as set forth in the Standards for Accreditation of Public Schools Language Arts Mathematics Science Social Studies Physical Education Fine Arts: Art & Music Health and Safety Tools for Learning		COMMON CORE CURRICULUM English - 4 units Oral Communications - 1 unit Science - 3 units Math - 3 units Social Studies - 3 units Physical Education - 1 unit Health and Safety - 1 unit Fine Arts - 1 unit					
ENGLISH								
SCIENCE								
SOCIAL STUDIES								
OTHER								
FOUNDATION COURSES for Technical Career Focus	Career Orientation - 1 unit Keyboarding* - 1 unit Computer Tech Intro* - 1 unit							
CAREER FOCUS (minimum 3 units)			Career Focus	Career Focus	Career Focus	Career Focus		

*See Page 2 for equivalent foundation course options

Career Focus Core Requirements:
 Ag Science & Technology
 Introduction to Horticulture Science
 Greenhouse Management
 Nursery-Landscape Management

Options may be selected from the following:
 Agricultural Business
 Agricultural Co-op
 Agricultural Marketing
 Agricultural Structural Systems
 Aquaculture
 Biological Sciences in Ag
 Environmental Resources
 Floriculture
 Intro. to World Ag Science
 Leadership & Communication
 Small Engine Technology
 Workplace Readiness

EXPLORING INDUSTRIAL TECHNOLOGY EDUCATION

Description of activity: School districts desiring to add Advanced Computer Graphics Design, Advanced Digital Video Production, Advanced Home Page Design, Advanced Multimedia Production, Computerized Animation & Special Effects, Digital Photography and/or Virtual Reality Technology Learning Activities to their Exploring Industrial Technology Education program should work with the Trade and Industrial Education Program Manager to meet the equipment, curriculum and inservice requirements.

Curriculum component: The curriculum is Exploring Technology Education from the Multistate Academic and Vocational Curriculum Consortium; costs about \$43 for Teacher Edition and \$25 for Student Edition; and may be purchased through the Arkansas Workforce Education Curriculum Center (AWECC). The phone number for AWECC is 1-800-632-8754; fax 501.575.4681; e-mail BBIGGS@COMP.UARK.EDU. Technology Learning Activities Packs can be purchased with each specific activity.

Inservice component: Inservice training for Advanced Computer Graphics Design, Advanced Digital Video Production, Advanced Home Page Design, Advanced Multimedia Production, Computerized Animation & Special Effects, Digital Photography and/or Virtual Reality Technology learning Activities is a two-day session with a registration cost of approximately \$300 + travel, meals and lodging and will be offered during the summer of 1998. Information regarding the inservice training sessions may be obtained from the Trade and Industrial Education Program Manager.

AUTOMOTIVE TECHNOLOGY

Description of activity: School districts desiring to add Computerized Engine Performance Diagnostics, Computerized Service Reference System, Computerized Four-Wheel Alignment and/or Computerized Wheel Balancing in order to transition and certify/recertify their Automotive Technology program to the four areas required by the National Automotive Technician Education Foundation (Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension & Steering) should work with the Trade and Industrial Education Program Manager to meet the equipment, curriculum and inservice requirements.

Curriculum component: The curriculum is the Automotive Repair Series (Curriculum Guides) from the Multistate Academic and Vocational Curriculum Consortium; costs about \$100 for Teacher Edition and \$25 Student Edition per area; and may be purchased through the Arkansas Workforce Education Curriculum Center (AWECC). The phone number for AWECC is 1-800-632-8754; fax 501.575.4681; e-mail BBIGGS@COMP.UARK.EDU. Technology Learning Activities Packs can be purchased with each specific activity.

Inservice component: Inservice training for Computerized Engine Performance Diagnostics, Computerized Service Reference System, Computerized Four-Wheel Alignment, and Computerized Wheel Balancing is a two-day session with a registration cost of approximately \$300 + travel, meals and lodging and will be offered during the

summer of 1998. Information regarding the inservice training sessions may be obtained from the Trade and Industrial Education Program Manager.

DESKTOP PUBLISHING

Description of activity: School districts desiring to add Desktop Publishing I & II to their business education curriculum must meet the curriculum and inservice requirements below:

Curriculum component: Desktop Publishing I and II, Business/Marketing Technology State curriculum.

Software: PageMaker 6.5 and Corel Presentations (NOT included in regist APPENDIX B –

Inservice component: Inservice training (4½ days in length) will be offered during the summer of 1998. The cost is \$250 for registration + travel, meals and lodging. Sessions are open only to Business and Marketing teachers.

THE REAL GAME

Description of activity: The Real Game is a hands-on, practical, experiential learning program that enhances the core lessons taught in Career Orientation and adds excitement to the classroom. Guided by teachers through a series of exercises and events, students learn how to earn income, how income influences lifestyles, how to plan and budget, what they like or don't like about their work roles, and how changing technology and global economic trends affect their lives.

Curriculum component: The Real Game curriculum is endorsed by the National Occupational Information Coordinating Committee (NOICC). The cost of the facilitator's kit is \$150. The cost for the student kits (10/pkg.) is \$20. NOTE: Perkins funds cannot be used to purchase student kits. The curriculum may be purchased from the Oklahoma Department of Vocational/Technical Education, 1500 W. Seventh Avenue, Stillwater, OK 74074-7464.

Inservice component: Inservice training will be held on July 30-31 at the Arlington Hotel in Hot Springs. The cost will be \$35 for registration plus travel, meals, and lodging. In addition, a core of sixteen teachers will be trained as "trainers." Information regarding this trainer inservice may be obtained from Janice Hanlon, Program Manager.

FOOD SCIENCE

Description of activity: School districts desiring to add Food Science to a career major in Foods Production Management and Services or as an additional course to other Family and Consumer Sciences programs of study may utilize Carl Perkins funds providing that the curriculum component and inservice component are included.

Curriculum component: The food science curriculum on the state's textbook list or its equivalent should be used. The cost of a teacher set of instructional materials is included in the registration fee for the inservice training (which is mandatory prior to implementing this course/career major).

Inservice component: Inservice will be offered during the summer of 1998. The schedule for the inservice sessions may be obtained from the Family and Consumer Sciences Office. The summer 1998 inservice session is four days in length with a registration fee of \$300 + travel, meals, and lodging.

MULTIMEDIA APPLICATIONS IN BUSINESS EDUCATION

Description of activity: School districts desiring to add Multimedia Applications in Business to their business curriculum must meet the curriculum and inservice requirements below.

Curriculum component: Multimedia Applications in Business, Business/Marketing Technology State curriculum.

Software: Corel Click and Create (NOT included in registration).

Inservice component: Inservice training (4½ days in length) will be offered during the summer of 1998. The cost is \$250 for registration + travel, meals, and lodging. Sessions are open only to Business and Marketing teachers.

[EXCERPT FROM SECONDARY LOCAL APPLICATION]

PROGRAM DESCRIPTIONS

The local application must include a description of how the applicant will comply with each of the provisions of the Act in Sections 134 and 135.

1. Describe how the LEA will develop and strengthen the academic and vocational and technical skills of students enrolled in vocational education programs through integrating academic and vocational education programs through a coherent sequence of courses to ensure learning in the core academic and vocational technical subjects and by providing students with strong experience in and understanding of all aspects of an industry.

NOTE: The local application must contain specific examples of proposed activities that are designed to integrate academic and vocational education. Applications that do not address this important requirement will not be approved and funds will not be disbursed until this requirement is fully described.

Examples: The state’s model for integration of academic and vocational education, as described in the State Plan, is the *Getting to Work* series from the National Center for Research in Vocational Education (NCRVE). Include a description of how the LEA will participate in this model. The state’s coherent sequence of courses (career majors) for vocational and technical education programs are described in the Workforce Education Programs of Study book (the yellow book). Describe the LEA’s career majors. Other activities that might be supported by Perkins funds are listed as further examples:

- Planning or participating in inservice training for administrators that focuses on the restructuring necessary to achieve an integrated curriculum;
- Planning or participating in inservice training for representatives from business and industry and school administrators, counselors, and teachers that seeks to broaden the existing vocational curriculum to include all aspects of an industry which the students are preparing to enter;
- Planning or participating in inservice training for counselors that is designed to strengthen the counseling role in student assessment, recruitment, and subsequent placement into postsecondary education or the workplace;
- Developing and disseminating student career plans and portfolios;
- Planning, development, and dissemination of learner credentialing (both academic and occupational);
- Planning and participating in inservice training for academic and vocational teachers in techniques for integrating curricula;
- Providing academic and vocational teachers with release time to develop activities that align curriculum content;
- Arranging for academic and vocational teachers to work together after school, on weekends, or during the summer to align curriculum content and/or develop integration strategies;

- Participating in state-approved activities to develop curriculum frameworks, skill standards that integrate academic and vocational education, and comprehensive assessments; or
- Participating in state-approved activities to produce and disseminate curriculum frameworks, skill standards, and comprehensive assessments that support the integration of academic and vocational education.

Special Note: “State-approved activities” refers to activities supported by or conducted by the Department of Workforce Education.

2. Describe the LEA’s plan/strategy for involving parents, students, teachers, and administrators in developing each student’s program of studies.

Examples: One model identified in the State Plan is CAP (Career Action Planr APPENDIX C –

3. Describe how the LEA will develop, improve, or expand the use of technology in vocational and technical education programs.

Examples: Describe the specific program improvement activities you will implement in the vocational and technical programs that add advanced technology to the curriculum; i.e., Food Science in Family and Consumer Sciences, Multimedia Applications in Business, JAG in GCE, Whatajob.com in Career Orientation, Biological Applications in Agriculture Education, etc.

4. Describe how the LEA will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

Examples: The state requires that all students complete the common core of learning in academic disciplines and have a career focus. The state frameworks and minimum standards are the same for all students. Describe what the LEA does to help students in vocational and technical education be successful.

5. Describe the strategies for overcoming any barriers to enrollment and that ensure success in vocational education programs for special populations and that promote participation in nontraditional programs .

Note: Special populations now also include single parents and single pregnant women as well as students enrolled in nontraditional education programs. The federal definition of “nontraditional” is programs in which one gender is enrolled at 25% or less of the total enrollment. So if the Automotive Technology program has 15% female enrollment, it is nontraditional for females.

Examples: Several models and strategies are listed in the State Plan in Section 4.0 that might be considered by the LEA in addition to any locally designed strategies.

6. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of

vocational and technical education programs, and they are effectively informed about, and assisted in understanding, the requirements of Perkins.

Examples: You might describe any effective advisory committees that you use for vocational and technical education programs, informational brochures developed and sent to parents and community leaders that describe your programs, coordination efforts with local transition programs for vocational students, partnerships with business/industry that lead to improvement of vocational and technical programs, etc.

7. Describe how vocational and technical, academic, guidance, and administrative personnel will be provided with professional development to ensure the improvement of vocational and technical programs funded with Perkins.

Examples: Describe the inservice and other professional development activities that your teachers, administrators, and/or counselors will be attending and the level of support provided through Perkins funds.

8. Describe how the vocational and technical education programs and other activities funded with Perkins will be reviewed and evaluated with respect to the adjusted levels of performance set by the state and the process that will be used to independently evaluate and continuously improve performance.

Examples: The core indicators of performance are identified in Section 3.0 of the State Plan. Baseline data will be collected with the benchmark for most indicators begin set in 2002-2003. It is important that the LEA identify how they will work to improve their performance on each indicator. For example, students' scores on the Student Competency Testing program should begin to reflect an increase. If not, strategies should be developed to insure higher scores. APPENDIX C –

9. If any students of the consortium or single LEA attend vocational and technical education programs at a secondary vocational center, the application must address how the vocational and technical students that attend classes at the secondary vocational center will benefit from the services and program improvements provided by these federal funds. This description is not intended to prescribe any particular activity or level of spending on any program or activity. This description is intended to call attention to the fact that some of the vocational and technical students from the consortium or single LEA are receiving instruction in programs that are shared by several districts and that the burden of modernizing and improving these programs is a shared responsibility.

Examples: Consortia whose member districts have students enrolled in programs at the secondary center should treat the center as a member of the consortia for the purposes of program improvement and provision of inservice training. Single LEAs with students at a vocational center should consider their participation in the center in light of the purpose of Perkins funds. A single LEA might involve the center teachers in their inservice and activities regarding integration of academic and vocational education, or might cooperate with other member districts of the center to improve a program by adding advanced technology, or might sponsor a teacher regarding their attendance at state-approved inservice training, etc. Or the single LEA might determine that the needs of vocational and technical students

and programs at the local district are of higher priority and not commit funding for any activity at the center. However, the local application must describe this determination.

[EXCERPT FROM POSTSECONDARY LOCAL APPLICATION]

2. Narrative

Describe the proposed project in a narrative form. This narrative is the body of the proposal. In all respects it should be brief and to the point. Use the following outline:

A. Introduction

Include only background information necessary to an understanding of the nature of the proposed project and how it will positively impact the ability of the institution(s) to serve their clients. This should be general and brief.

B. Statement of Need

Describe the need for the project, and how that need was determined.

C. Project Description

Provide a detailed description of the project that will be supported by Title I funds, using the following outline.

a. Project Goals

List the goals to be accomplished by the project.

b. Objectives Related to each Goal

List the objectives related to the accomplishment of each goal.

c. Activities Related to each Objective

Describe the activities that will be conducted pursuant to each of the objectives.

Describe the contribution of each of the proposed activities to the achievement of one or more of the Core Performance Indicators found in Appendix III of this Guide.

d. Outcomes

List measurable outcomes that will indicate accomplishment of each objective.

D. Project Requirements

Describe how each of the Project Requirements found in Appendix IV of this Guide will be achieved.

E. Timeline for Conduct of the Project

Provide a timeline for the conduct and completion of each of the activities related to the project, beginning July 1, 1999, and extending through June 30, 2000.

**APPENDIX IV
PROJECT REQUIREMENTS**

Describe how the activities set forth in the Local Plan will achieve each of the following requirements:

1. The academic as well as the vocational and technical skills of occupational students must be supported.
2. The use of technology in vocational and technical education programs must be developed, improved, or expanded.
3. Students must be provided the skills necessary to enter high technology and/or communications fields.
4. Vocational and technical, academic, guidance, and administrative personnel must be provided the professional development activities necessary to ensure the improvement of vocational and technical programs.
5. Business and education partnerships that provide students and/or teachers with internships and mentoring programs must be encouraged.
6. Vocational and technical students must be taught to the same challenging academic proficiencies as are taught to other students.
7. Funds must be used to promote enrollment in programs of persons whose gender represents less than 25% of the program's enrollment.
8. Funds must be used to assure that the needs of special populations students are met.

COMMON CRITERIA FOR EARNING ARTICULATED CREDIT

	Student must earn a "B" or better and demonstrate agreed upon competencies in the high school course to be articulated.	Student must obtain teacher recommendation	Student or faculty facilitator must complete and forward application for articulated credit to postsecondary institution	Student must enroll at the postsecondary institution within a certain time frame (12 to 24 months)	Articulated credit is posted to the student's transcript after successful completion of a specified number of hours at the postsecondary institution.	Articulated credit is not used in the calculation of the student's grade point average.	Tuition is not charged for articulated credit.
Ark. Mid Delta (PC/Helena)	X			X	X	X	X
Central Ark. (PTC/N.L.R.)	X	X	X	X	X		X
Cossatot (CTC/DeQueen)	X	X	X	X	X		X
East Ark. (Wynne SD)	X	X	X	X	X	X	X
Mississippi Co. (MCC/Blytheville)	X		X	X			X
No. Ark Career (NACC/Harrison)	X	X	X	X			X
NW Ark. TPC (Fayetteville)	X	X	X	X			X
REACH (ASU-Beebe)	X	X	X	X	X		X
Rich Mountain (RMCC/Mena)	X		X	X	X		X
Southeast Ark. (Hamburg SD)	X		X	X	X		X
Tri-City (Bentonville SD)	X		X	X			X
Union Co. (SA/EI Dorado)	X		X	X			X
Western Ark. (Ft. Smith SD)	X		X	X			X

Articulation agreements are generally reviewed and revised annually.

ARKANSAS' TECH PREP CONSORTIA

Arkansas Mid-Delta Tech Prep Partnership - Helena

Postsecondary: Phillips Community College of the University of Arkansas

Secondary: Central High School-Helena/West Helena, Lee County High School-Marianna, Barton High School, Stuttgart High School, Marvell High School, DeWitt High School, and Great Rivers Educational Cooperative

Central Arkansas Tech Prep Consortium - North Little Rock

Postsecondary: Pulaski Technical College

Secondary: All high schools from Little Rock, North Little Rock, and Pulaski County School Districts

Cossatot Valley Tech Prep Consortium - Gillham

Postsecondary: Cossatot Technical College

Secondary: Ashdown High School, DeQueen High School, Dierks High School, Foreman High School, Horatio High School, Horatio High School, Locksburg High School, Mineral Springs High School, Nashville High School, Umpire High School, and DeQueen-Mena Educational Cooperative

East Arkansas Tech Prep Consortium - Wynne

Postsecondary: Arkansas State University - Jonesboro, Arkansas State University - Beebe, Crowley's Ridge Technical Institute, East Arkansas Community College

Secondary: Brinkley High School, Cross County High School, Forrest City High School, Hughes High School, Lee County High School-Marianna, Wynne High School, and West Memphis High School

Fayetteville - Northwest Arkansas Tech Prep Consortium - Fayetteville

Postsecondary: Northwest Arkansas Community College, Northwest Technical Institute, and North Arkansas Community/Technical College

Secondary: Fayetteville High School - East & West, Ramey Junior High School, Woodland Junior High School, Decatur High School, Elkins High School, Farmington High School, Greenland High School, Lincoln High School, Pea Ridge High School, Prairie Grove High School, Siloam Springs High School, West Fork High School, and Winslow High School

Mississippi County Tech Prep Consortium - Blytheville

Postsecondary: Mississippi County Community College, Cotton Boll Technical Institute

Secondary: Rivercrest High School, Blytheville High School, Gosnell High School, and Osceola High School

North Arkansas Career Alliance - Harrison

Postsecondary: North Arkansas Community/Technical College

Secondary: Alpena High School, Bergman High School, Berryville High School, Bruno-Pyatt High School, Fayetteville High School, Flippin High School, Harrison High School, Jasper High School, Kingston High School, North Central Vocational Center - Leslie, Marshall High School, Mt. Judea High School, Omaha High School, St. Joe High School, Valley Springs High School, Western Grove High School, Witt Springs High School, Yellville-Summit High School and Ozarks Unlimited Resources Cooperative

REACH Tech Prep Consortium - Beebe

Revitalizing Education in Arkansas Colleges and High Schools

Postsecondary: Arkansas State University-Beebe & Newport, Gateway Technical College, and Foothills Technical Institute

Secondary: Jonesboro Area Vocational Center, Foothills Vocational Center, Conway Area Career Center, Bald Knob High School, Batesville High School, Southside High School-Batesville, and Searcy High School

Rich Mountain Tech Prep Consortium - Mena

Postsecondary: Rich Mountain Community College

Secondary: Acorn High School, Caddo Hills High School, Hatfield High School, Mena High School, Mt. Ida High School, Oden High School, Van Cove High School, Waldron High School, and Wickes High School

Southeast Arkansas Tech Prep Consortium - Hamburg

Postsecondary: University of Arkansas-Monticello, South Arkansas Community College, Forest Echoes Technical Institute, and Great Rivers Vocational Technical School

Secondary: Hamburg High School, Crossett High School, Dumas High School, McGehee High School, Monticello High School, and Warren High School

Union County Tech Prep Consortium - El Dorado

Postsecondary: South Arkansas Community College

Secondary: El Dorado High School, Hamburg High School, Huttig High School, Junction City High School, Mt. Holly High School, Norphlet High School, Parkers Chapel High School, Smackover High School, Strong High School, Union High School, and South Central Service Cooperative

Tri-City Associates - Bentonville

Postsecondary: North Arkansas Community College, Northwest Technical Institute

Secondary: Bentonville High School, Rogers High School, Springdale High School

Western Arkansas Tech Prep Consortium - Ft. Smith

Postsecondary: Westark Community College

Secondary: Ft. Smith-Northside High School, Ft. Smith-Southside High School, Van Buren High School, Lavaca High School, Charleston High School, and Greenwood High School

North Arkansas College Articulated Course Summary a/o December 31, 1998

College Course Titles	Keyboarding (OA 1013)	Keyboarding I (OA 1013)	Keyboarding II (OA 1023)	Computerized Data Processing (DP 11-3)	Office Accounting (OA 1003)	Principles of Marketing (MM 1003)	Desktop Publishing-PageMaker (DP 2243)	Lotus 1 2 3 Spreadsheet (DP 1233)	Principles of Banking (BF 1313)	Business Law I (BA 2613)	Word Processing/Microsoft Word (OA2243)	Word Processing/Word Perfect (OA 2213)	Nutrition (HRM 1133)	Sanitation & Safety (HRM 1123)	Food Prim. & Prod. Bakery (HRM 1255)	Food Prin. & Prod. – Entrée (HRM 1145)
School	Business											Foods				
Alpena	C			C	C		C					C				
Alread																
Bergman	C	C			C						C					
Berryville	C	C		C	C		C				C					
Blue Eye	C				C											
Bruno-Pyatt	C	N		C	C		C				C					
Cotter	C	C			C		C					C				
Deer	C			C	N							C				
Eureka Springs										R						
Fayetteville/WCTC													X	X	X	X
Flippin	C				C							C				
Gibson Tech Center	C		C	C	C			C				C		X		X
Green Forest	N		N	N	N		N		N			N	N			
Harrison	C	C-2		C	C	C					C	C				
Jasper	C		C	C	C							C	C			
Kingston	C			C	C		C					C				
Lead Hill																
Leslie																
Leslie (NCVC)							C	C				C				
Marshall	C	C			C							C				
Mt. Judea	C	N		C	C							C				
Mtn. Home																
Omaha	C				C							C	N			
St Joe	C	C			C											
Valley Springs	C	N		C	C						C					
Western Grove	C	C			C							C				
Witts Spring																
Yellville-Summit	C	N		C	C							C				
High School Course Titles	Keyboarding & Keyboarding Appl. 1	Keyboarding & Word Processing I	Keyboarding Appl 1	CT: Business Applications	Computerized Accounting	Marketing	Desktop Publishing - PageMaker	Lotus 1-2-3	Banking & Finance Principles	Business Law	Word Processing I & II	Word Processing I	Foods & Nutrition	Sanitation & Safety	Food Prod. Mgmt. & Services	Food Prod. Mgmt & Services
Articulated Course Hours	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	5
Total Courses Articulated	20	12	3	12	20	1	7	2	1	1	6	14	4	2	1	2
Total Hours Articulated	60	36	9	36	60	3	21	6	3	3	18	42	12	6	5	10

R - Requested X – eXisting N – New (since last quarterly report) C – Current (reviewed within past 12 months)

North Arkansas College Articulated Course Summary a/o December 31, 1998

College Course Titles	Electronic Circuits (CT 1023)	Computer-Aided Drafting (DRF 2743)	Computer Concepts for Technicians (ET 1202)	Microcomputer Systems (ET 2143)	Basic Digital (ET 1033)	Basic Service Lab (ET 1041)	Prin. of Electricity AC (ET 1014)	Prin. of Electricity DC (ET 1004)	Auto Body Repair (ABR 1109)	Gasoline Engine Repair (AST 1104)	Automotive Brake Systems (AST 1604)	Automotive Electric/Electronics (AST 1204)	Engine Performance (AST 1704)	Articulated College Credit Hours	Number of Courses Articulated
School	Electronics								Auto Body	Automotive			Summary		
Alpena														15	5
Alread														0	0
Bergman														12	4
Berryville														18	6
Blue Eye														6	2
Bruno-Pyatt														18	6
Cotter														15	5
Deer														12	4
Eureka Springs														3	1
Fayetteville/WCTC									x	x		x	x	37	8
Flippin										x	x	x	x	25	7
Gibson Tech Center			R	R					x					40	11
Green Forest														24	8
Harrison		x												27	9
Jasper														18	6
Kingston														15	5
Lead Hill															0
Leslie															0
Leslie (NCVC)									x	x	x	x	x	34	8
Marshall														12	4
Mt. Judea														15	5
Mtn. Home														3	1
Omaha														9	3
St Joe														9	3
Valley Springs	x				x	x	x	x						30	10
Western Grove														12	4
Witts Spring															0
Yellville-Summit	x				x	x	x	x						30	10
High School Course Titles	Electronic Circuits	Auto CAD	Computer Tech I	Computer Tech II	Basic Digital	Basic Service Lab	Prin. of Electricity AC	Prin. of Electricity DC	Auto Collision Rep.	Engine Repair	Brakes	Automotive Electronics	Engine Performance	Articulated College Credit Hours	Number of Courses Articulated
Articulated Course Hours	3	3	2	3	3	1	4	4	9	4	4	4	4	100	
Total Courses Articulated	2	1	1	1	2	2	2	2	3	3	2	3	3		135
Total Hours Articulated	6	3	2	3	6	2	8	8	27	12	8	12	12	430	

R - Requested X - eXisting

N - New (since last quarterly report)

C - Current (reviewed within past 12 months)

NORTH ARKANSAS CAREER ALLIANCE
PROJECT DIRECTOR: DR. RICK HINTERTHUER/MS. SARA JO FENDLEY
PHONE: (501)743-3000 FAX: (501)741-2611(RH) (501)743-6418(SJF)
NORTH ARKANSAS COMMUNITY/TECHNICAL COLLEGE
HARRISON, ARKANSAS

TPAD Enrollment Summary
February 1996

SCHOOL	GRADE LEVEL						
	9 th	10 th	11 th	12 th	13 th	14 th	Totals
BERGMAN HIGH SCHOOL	0	0	13	7	4	3	27
FLIPPEN HIGH SCHOOL	0	0	3	1	0	0	4
HARRISON HIGH SCHOOL	0	0	0	1	1	8	10
JASPER HIGH SCHOOL	6	20	19	13	3	5	66
MT. JUDEA HIGH SCHOOL	0	8	5	5	3	0	21
OMAHA HIGH SCHOOL	0	0	16	24	2	0	42
VALLEY SPRINGS HIGH SCHOOL	0	0	5	6	6	5	22
YELLVILLE-SUMMIT HIGH SCHOOL	0	0	1	3	0	1	5
TOTALS	6	28	62	60	19	22	197

FY 1999-2000 BUDGET**TITLE I - ASSISTANCE TO STATES****a. Local Formula Distribution (85%)**

Secondary Programs (75%)	\$7,269,920	
Postsecondary Programs (25%)	2,423,306	
Subtotal		\$9,693,226

b. State Leadership (10%)

State leadership	\$876,342	
State Institutions (1%)	114,038	
Nontraditional Training and Employment	150,000	
Subtotal		\$1,140,380

c. State Administration (5%)

Federal Perkins	\$ 570,189	
State Matching Funds	(1,000,000)	
Subtotal		\$570,189

Title I Total		\$11,403,795
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TITLE II - TECH PREP EDUCATIONAL PROGRAMS

Title II Total		\$1,208,554
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TOTAL STATE ALLOCATION		\$12,612,349
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