

**ARKANSAS  
ONE-YEAR TRANSITION PLAN FOR  
THE CARL D. PERKINS CAREER AND TECHNICAL  
EDUCATION ACT OF 2006**

**2007-08**

**ARKANSAS DEPARTMENT OF WORKFORCE EDUCATION  
Senator William Walker, Director**

**Approved by Arkansas State Board for Workforce Education  
and Career Opportunities on April 5, 2007**

# ARKANSAS STATE TRANSITION PLAN FOR THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION – JULY 1, 2007, THROUGH JUNE 30, 2008

## Overview of CTE System

The Arkansas State Board of Workforce Education and Career Opportunities (SBWECO) is the sole state agency responsible for Carl D. Perkins Career and Technical Education Act funds. SBWECO, through the Arkansas Department of Workforce Education (DWE), oversees secondary career and technical education in the public school system and technical education in two public postsecondary technical institutes and one institution that is located within the Arkansas prison system. The director of DWE, who is employed by SBWECO and serves at the pleasure of the governor, is a member of the Arkansas Workforce Investment Board.

Since 1991, SBWECO has delegated responsibility for the administration and leadership of Perkins activities in institutions of higher education to the Arkansas Higher Education Coordinating Board through a memorandum of understanding with the Arkansas Department of Higher Education (ADHE). In addition to responsibility for the higher education institutions, ADHE oversees the Perkins program in the two public technical institutes. The director of ADHE is also a member of the Arkansas Workforce Investment Board.

The administration and leadership funds that are available to the state are split between the Department of Workforce Education and Department of Higher Education through the memorandum of understanding. The staffs of the two departments work closely together to ensure coordination with regard to Perkins between the secondary and postsecondary programs.

There were 245 public school districts in the state eligible for Perkins funding during 2006-07. Of these, 96 received less than the \$15,000 minimum required. However, of the 149 eligible to keep their own funds and manage their own Perkins programs, only 82 did so. The remaining districts joined one of 15 secondary consortia. Therefore, there were a total of 97 secondary recipients in 2006-07.

Students enrolled in for-credit CTE programs at the postsecondary level may receive a certificate of proficiency, a technical certificate, or an associate of applied science award. In Arkansas, there are eight four-year universities, 22 two-year colleges, and two technical institutes offering these programs that receive Perkins funding. Five universities, five colleges, and the two technical institutes are members of consortia. Three universities in Arkansas do not participate in Perkins programs.

- I. **PLANNING, COORDINATION, AND COLLABORATION - *This section is not required in the transition year.***
- II. **PROGRAM ADMINISTRATION**
  1. **Preparation of a six-year state plan or a one-year transition plan.**

Arkansas has prepared a one-year transition plan for the 2007-08 fiscal year. This plan has been prepared by the secondary and postsecondary career and technical education agencies described above – the Department of Workforce Education and the Department of Higher Education – with input from representatives of both levels. The State Board of Workforce Education and Career Opportunities approved this one-year transition plan during a regular meeting on April 5, 2007.

**2. The career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.**

**(a) How career and technical education programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework incorporate secondary education and postsecondary education elements; include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Secondary Programs

Arkansas's secondary career and technical system is based on the national model of 16 career clusters and 81 pathways. At the current time, at least one program of study is approved from each of the clusters. In all, 55 secondary programs of study are approved in 33 different pathways. CTE programs of study are offered in every public school district in the state. To meet the state's Standards of Accreditation, each high school must offer access to a minimum of three CTE programs of study from three different pathways. Each program of study must be approved by the Department of Workforce Education and must include a minimum of three Carnegie units of credit. Any course and any program of study not approved by DWE cannot be offered for state graduation credit by school districts.

Each secondary program of study has a state-defined core of 1½ or 2 units of credit. In addition, each course must have a state-approved curriculum framework that describes what the students should know and be able to do upon completion of the course. Statewide end-of-course assessments are based on the frameworks and are used for the CTE skill attainment measure.

The state recently adopted the "Smart Core" for all high school students, which includes 4 units of English, 4 units of mathematics (Algebra 1, Geometry, Algebra II, and a fourth math above Algebra II that might be Pre-Calculus, Trigonometry, Statistics, etc.), 3 units of natural science, 3 units of social studies, ½ unit of oral communications, ½ unit of physical education, ½ unit of health and safety, and ½ unit of fine arts. All students are enrolled in these units unless their parents meet

with the school administration to sign a waiver requesting an alternative curriculum. All CTE programs of study are designed with this academic base for students. The Smart Core aligns with the requirements of the state's Academic Challenge Scholarship with the exception that the scholarship (which would cover most of the tuition cost at a state-supported institution) also requires two units of a foreign language.

The state has a network of 25 secondary area career and technical education centers. These centers enroll students in CTE programs of study for a one- to three-hour block of time each day. Nine of the centers are operated by secondary school districts, while the remaining 16 are operated by postsecondary institutions. In many cases, the center is located on the college campus and may even share facilities with the college programs. This arrangement has allowed many students to receive concurrent credit for the CTE courses. More than 19,000 concurrent credit hours were earned in the 2005-06 school year at the secondary centers.

CTE programs at the local school districts and in the secondary centers often have articulation agreements with postsecondary institutions in their service area. While not all articulation has been accomplished through the tech prep consortia, only the consortia collected data on the credit hours earned by students. More than 35,000 articulated credit hours were reported each year for the past few years.

National certification for secondary programs and/or teachers has been encouraged for several years. Automotive service technology and automotive collision programs must be NATEF-certified in order to be approved programs of study. Construction programs require NCCER certification to be approved. Districts offering programs with national certifications have used Perkins funds to ensure their teachers are certified and to bring the programs into compliance for certification.

All new CTE programs of study developed and approved will include the secondary and postsecondary connections in the framework, will use the Smart Core as the academic base, and will identify the industry credential/certification available for students upon completion at the secondary level, if any, and the further education or apprenticeship opportunities after high school as well as the industry credentials available upon completion of those levels.

### Postsecondary Programs

Postsecondary certificate and degree programs of study are approved by the Arkansas Higher Education Coordinating Board and are reviewed by the Higher Learning Commission of the North Central Association of Colleges and Schools during the accreditation process for postsecondary institutions. There are currently 145 programs of study that have been designated as occupational in nature and assigned to career clusters and career pathways. Certificates of proficiency require 7-18 credit hours; technical certificates require 24-42 credit hours; associate of applied science degrees require 60-72 credit hours; and bachelor's degrees require 120-136 credit hours. Certificate programs designed for professional certification or licensure also require documentation of approval by the appropriate agency or board. Programs are closely monitored by the

Arkansas Department of Higher Education and are expected to meet rigid productivity requirements established by the Arkansas Higher Education Coordinating Board. Arkansas law encourages the enrollment of high school students in college-level courses while still in high school through concurrent (high school- and college-level credit awarded) and dual enrollment (college-level credit awarded to high school students) programs. Articulation agreements linking secondary and postsecondary institutions also are negotiated between individual institutions to facilitate student achievement of postsecondary credentials.

Career pathways were formally introduced into postsecondary education in 2005 with 11 two-year institutions selected for the Career Pathways Initiative. This initiative has expanded to include all two-year colleges in the state. These pathways are designed to assist people from poverty (which includes many of the Perkins special population categories) to attain additional education and find employment. Postsecondary state leadership funds will be used to encourage institutions to consider the addition of secondary elements to these existing pathways or to establish new pathways with both secondary and postsecondary elements that are aligned.

**(b) Consultation with eligible recipients to develop and implement the career and technical programs of study.**

DWE has encouraged the development of new programs of study, particularly in pathways not currently offered in the state, through leadership in designing the program curriculum frameworks and offering funding for pilot projects with either state funds or Perkins leadership funds. State funds available to DWE will continue to be used for developing new programs of study in all areas. However, Perkins funds will be used to develop programs of study only in pathways that are designated high skill, high wage, and high demand. Arkansas is going to use the requirement of all three designations to focus the small amount of federal funds into targeted areas that it hopes will impact economic development in the state.

At the postsecondary level, during the approval process for new programs of study, the requesting institution must demonstrate how the program is responsive to needs of the local community. Funding of new programs using local Perkins funds will be approved if the program fits all three of the high-skill, high-wage, and high-demand definitions or if the program has been designated as one related to emerging industries.

In the fall of 2006, a core team of individuals with responsibility for overseeing the Perkins funds at the state, consortia, and local level began meeting monthly to identify the issues and work through the requirements in the new Act. The core team met separately as secondary and postsecondary groups and also met together to discuss issues that impact the entire system of CTE.

The designation and development of the high-skill, high-wage, and high-demand list of pathways was a work undertaken between the Arkansas Department of Workforce Services (the state's Labor Market Information and WIA/unemployment agency) and DWE and ADHE. The core team reviewed the list – using different scenarios for the high-wage definition. After much discussion, the consensus of

the team was to use the definition of 20 percent above the average wage for all occupations in Arkansas as high wage. Using national crosswalks, occupational data was categorized by CIP code and placed into appropriate pathways and career clusters. Any pathway in which 50 percent or more of the occupations met the high-wage definition was designated as a high-wage pathway. A committee from the core team studied the crosswalks used to match the occupational data to the pathways and met with the Department of Workforce Services staff to determine final designations.

For high demand, the team adopted the Department of Workforce Services high-demand list that is used for other economic and workforce development purposes – such as the workforce investment boards for expenditure of their funds. Any pathway in which 50 percent or more of the occupations were on the high-demand list was designated as a high-demand pathway.

For high skill, any pathway that leads to an associate degree or an apprenticeship was designated as high skill in the secondary sector. At the postsecondary level, any pathway that leads to a baccalaureate or higher degree was designated as high skill.

Using these three criteria, there are 31 pathways that are on the high-skill, high-wage, and high-demand list for the 2007-08 fiscal year. There are 43 programs of study currently offered at the postsecondary level in these pathways. There are 14 programs of study currently offered at the secondary level in these pathways.

**Agriculture, Food and Natural Resources**

- Animal Systems
- Food Products and Processing Systems
- Plant Systems

**Architecture and Construction**

- Construction

**Arts, A/V Technology and Communications**

- Telecommunications

**Business, Management and Administration Services**

- Business Analysis
- Business Financial Management and Accounting
- Management
- Marketing

**Education and Training**

- Administration and Administrative Support
- Professional Support Services (Education)
- Teaching & Training

**Finance**

- Banking and Related Services
- Business Financial Management
- Financial and Investment Planning
- Insurance Services

**Government and Public Administration**

- Foreign Service

Public Management and Administration  
Regulation  
Revenue and Taxation

**Health Science**

Health Informatics

**Human Services**

Consumer Services  
Early Childhood Development & Services

**Information Technology**

Information Support and Services  
Network Systems  
Programming and Software Development

**Marketing, Sales and Service**

E-Marketing  
Management and Entrepreneurship  
Marketing Communication and Promotion  
Marketing Information Management & Research

**Transportation, Distribution and Logistics**

Logistics Planning and Management Services

Data for determining high-wage and high-demand designations for the pathways within the manufacturing cluster has not been completed but is expected to be added within the first few months of the 2007-08 fiscal year. If any of the pathways in manufacturing are determined to be high skill, high wage, and high demand, they will be added to the above list for the 2007-08 year.

**(c) Support for eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.**

The state will build on the success of articulation agreements in place as a result of the tech prep initiative. The goal for articulation is to have statewide agreements in place. The state legislature is very inclined toward statewide agreements. During the previous legislative session, a bill was passed that required establishment of a statewide transfer system for core courses among all public postsecondary institutions, resulting in the creation of the Arkansas Course Transfer System (ACTS). This system contains information about the transferability of more than 90 general education courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and equitable treatment in the application of general education credits for admissions and degree requirements. Students may complete specified general education courses anywhere in the public system as well as many courses in the degree/major that have been pre-identified for transfer. Additional information on the ACTS is accessible at <http://acts.adhe.edu/>. Although the impetus for this project was a legislative directive, there is now a growing interest in expanding the project to include career and technical courses. And with so many individual articulation agreements and concurrent credit possibilities in place already in career and technical courses, secondary CTE and DWE will work collaboratively to establish statewide articulation agreements between secondary and

postsecondary institutions. ADHE already has begun discussions with postsecondary chief academic officers regarding expansion of the ACTS system to include CTE courses.

**(d) Availability of information at the secondary level about career and technical programs of study offered by eligible recipients.**

A model for career action planning was developed under Perkins III and has become widely implemented. This model encourages annual involvement of parents and uses teachers as advisors. The Arkansas Department of Education has encouraged the adoption of this model and even allows schools to count the student/parent advisement days under this model as student attendance days. Some districts have as high as 98 percent parental involvement for their high school students each year. The advisors review the programs of study and activities available with the students and parents as they discuss the students' attainment and interests.

The state also has used the Web-based Kuder career planning system as one way to help direct students in the discovery of their career interests, skills, and work values beginning in seventh grade and continuing into postsecondary education and adulthood. Kuder users will be able to document career development activities, education and work-related experiences, community service, special skills, honors, and goals in their electronic portfolio. Students can retrieve this information at any time as they apply for jobs, internships, college, scholarships, or other opportunities where a record of these activities is essential. With access to the Internet, they will be able to access their portfolio at any time and from any location.

DWE is using some state leadership funds for the development of a series of career cluster publications to target high school students that highlight Arkansas business and industry leaders, particularly nontraditional role models. The first two of these publications, titled *Future Focus*, are for the Science, Technology, Engineering and Mathematics and the Law, Public Safety, Corrections and Security career clusters. Although hard copies were printed and sent to all schools, the magazines also are available online at the department's Web site (<http://dwe.arkansas.gov/careerclusters/careerclusters.htm>).

**(e) The secondary and postsecondary career and technical education programs to be carried out, including programs to develop, improve, and expand access to appropriate technology in career and technical education programs.**

One model for expanding and improving technology at the secondary level is the incorporation of the EAST Initiative into the CTE programs of study. EAST is the Environmental and Spatial Technology, Inc. Founded in Greenbrier, Arkansas, in 1996, the EAST Initiative has grown to more than 170 schools in seven states. The EAST model is grounded in solid pedagogical theory related to the use of technology as a catalyst for learning, collaborative learning, and performance-based learning. Research outcomes that support the EAST model show the following can occur when using this model:

- Technology is used to promote collaboration, higher order thinking, and problem solving.
- Professional development is an important component of the education technology program.
- Technology is effectively integrated into the curriculum.
- Students are allowed to select appropriate technology tools to obtain, analyze, synthesize, and assimilate information.
- Effective use of technology allows the creation of new learning environments.
- Home/school connections are enhanced through technology.
- There is adequate access to technology for all students.
- Teachers encourage students to utilize technology to find and make sense of information.

Another model for expanding access for technology is the Internet & Computer Core Certification (IC3), which is a standards-based certification program for basic computer and Internet literacy. IC3 provides specific guidelines for the knowledge and skills required to be a functional user of computer hardware, software, networks, and the Internet. By establishing this vendor-independent standard, IC3 provides a reliable, universal measure of basic computing and Internet skills.

IC3 consists of three different competency exams. Passing all three IC3 exams qualifies an individual to receive IC3 certification.

- Computing Fundamentals: This exam measures knowledge of computer hardware, software, and basic operating system skills.
- Key Applications: This exam evaluates proficiency in two computer applications (a word processor and spreadsheet) and the common features of different applications.
- Living Online: This exam measures basic skills in using networks, electronic mail, the Internet, and Web browsing software as well as an understanding of how computers and the Internet affect society.

The appropriate mix of linear and performance-based testing questions to measure the knowledge, skills, and abilities of candidates for IC3 ensures a high degree of validity, reliability, and impartiality for all participants in the program.

In addition to encouraging industry certifications, DWE, through continuous revision of the curriculum frameworks for courses, seeks industry input to ensure that the content, and therefore the appropriate industry-standard technology, for teaching CTE programs is current.

At the postsecondary level, significant efforts are made to incorporate into classroom instruction the type of cutting-edge technology that students are likely to find upon entering the workplace. New programs have been approved for advanced manufacturing with Perkins funds used to develop curriculum and purchase equipment that will serve a consortium of five institutions. Allied health programs have provided software-based mannequins with a sophisticated reality sufficient to substitute as required clinical experience in rural areas with limited

clinical locations. Using Perkins funds, one institution established a model virtual hospital to provide a complete real-life learning experience for students across all allied health programs, and this approach is being duplicated by other institutions. Another institution has provided PDAs to nursing students to assist them with textbook and reference materials while on-site during clinical exercises. Programs of study have been approved for geographic information systems complete with computer hardware and software systems used to store, display, analyze, and map information. While preparing students for a broad spectrum of employment options, the programs are intended primarily for agricultural uses in some of the most rural and economically depressed sections of Arkansas.

The presence of distance-delivered postsecondary instruction continues to grow with approximately 40,000 students enrolled in almost 3,000 courses delivered online and with approximately 5,000 students completing all of their coursework exclusively through distance learning. Additionally, several postsecondary institutions are offering entire degree programs online. In addition to Web-based instruction, institutions utilize a variety of other distance learning technologies, including electronic discussion group classes, videoconferencing, and courses that include both traditional and online components of instruction.

Perkins funds will continue to be used to support the effective use of technology, including online instruction, and state leadership monies will continue to provide professional development to support these efforts. New technology and equipment purchase guidelines will be established for postsecondary funding with requirements related to business and industry standards and for use in high-skill, high-wage, high-demand or emerging industry program areas to assure that technology is effectively integrated into the curriculum and that suitable equipment is available for student preparation for employment.

- (f) The criteria that will be used to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will promote continuous improvement in academic achievement; promote continuous improvement of technical skill attainment; and identify and address current or emerging occupational opportunities.**

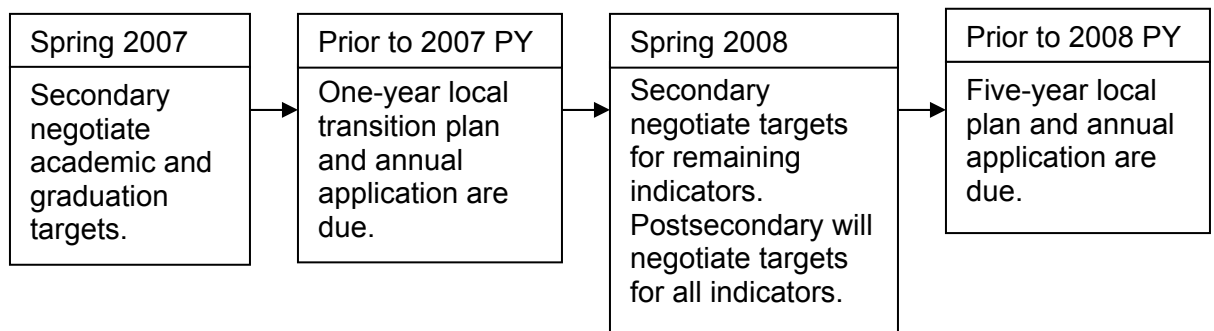
Each recipient must submit a one-year transition plan for the 2007-08 fiscal year. In addition to the transition plan, each recipient must submit an annual application that describes exactly how the funds for 2007-08 will be expended. A copy of the minimum requirements for the transition plan is included as [Attachment 1](#). A five-year plan must be submitted prior to the 2008-09 fiscal year. Once the five-year plan is submitted, subsequent annual applications must support and be consistent with the five-year plan.

The secondary annual application ([Attachment 2](#)) includes the previous year's accountability results and requires that the recipient address those results in the application. The secondary application is a Web-based portal that includes other pieces of the secondary CTE accountability system – some pieces are used in reporting on performance indicators and others are used within the broader CTE evaluation system for the state. As Perkins IV is implemented, historical performance results will be available to recipients through this Web-based portal.

Currently, recipients have to go to additional Web sites to access previous year's performance data.

The postsecondary annual application ([Attachment 3](#)) will be based on previous year results and will require recipients to address deficient performance measures (individual indicators or projects that cut across all indicators) or implement projects that support a single program of study. The existing Web-based portal has been redesigned to allow for the submission and approval of local transition plans, five-year plans, and annual applications. The site can be accessed at [www.adheperkins.com](http://www.adheperkins.com) and was designed to provide current and historical accountability information for both state and local recipients.

In addition to annual plan management, the accountability section of the site includes a performance report card beginning with program year 2004 that includes historical information on program effectiveness, a return on investment analysis, use of funds by indicator and function, and historical enrollment and allocations levels. This report is available for each local recipient and forms the basis of the accountability portion of the on-site compliance visit conducted annually with all local recipients. The site also includes technical information such as program of study crosswalks, high-skill, high-wage, high-demand, emerging industry CIP codes, and other resources for program improvement for use by local recipients and state staff that should promote continuous improvement in all performance areas. The site will continue to be updated and serve as the first point of reference for postsecondary Perkins matters.



Each local transition plan and local application must be reviewed and be determined to be substantially approvable prior to July 1, 2007, in order for the recipient to begin obligating funds. The state's definition of "substantially approvable" is that the Perkins plan and application are complete and generally acceptable even though some projects/activities may need minor revision.

The criteria for approval will include action to determine that all funds are directed toward projects/activities that identify the performance indicator that will be addressed by the expenditure of the funds or that identify the program of study within the high-skill, high-wage, and high-demand pathway that is being improved. The method of measurement must be identified in the project/activity description.

Any recipient who fails to submit the local plan and/or local application by September 1 or who has submitted a plan/application that is not substantially

approvable by September 1 and who does not have a signed waiver from DWE or ADHE allowing additional time for submission will lose the ability to file the plan and/or application and the state will redirect its funds to an alternative provider so that appropriate services may be given to its CTE students and programs. An alternative provider may be a school district, a postsecondary institution, an educational cooperative, a state agency, or another provider with expertise in CTE. The State Board will be notified at the October board meeting of the recipients that had their funds reassigned for this reason.

**(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.**

The basis for all career guidance and planning is the state's Smart Core program as described in [\(a\)](#) above. This academic base is recommended for all students. Two programs specifically designed to assist special populations in succeeding academically in the CTE programs are the STRIVE and JAG programs described in the Provision of Services to Special Populations Section ([Item 1c](#)) that follows. In addition to these special programs, many local recipients have used Perkins funds to purchase reading pens and voice recognition software to assist students with reading difficulties. A professional development strand at the summer conference is planned that will provide additional strategies for teachers to assist them with instruction of special population students.

DWE also oversees a state fund that provides adaptive equipment for students enrolled in CTE programs. These state monies provide specialized equipment and software that enable students such as those with physical disabilities to succeed in CTE courses. The districts may apply for these funds and will keep the equipment until the student graduates or until it is no longer needed. At that point, usable equipment is returned to the state for reassignment.

As frameworks for the secondary programs of study are revised over the next few years, the postsecondary components, as well as the options in immediate employment, will be clearly identified so students can see the opportunities that await them following completion of the program of study and graduation from high school.

Career and technical student organizations are an integral part of all program areas. These organizations provide students with the opportunity to reinforce the skills, knowledge, and attitudes taught in the classroom as well as leadership skills and opportunities. This can be an effective way to integrate academic and technology programs that enhance students' ability to focus on tools needed to graduate from high school.

**(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.**

As briefly discussed in (d) above, the state has adopted a career action planning (CAP) model that involves parents. In the CAP model, advisors help students and their parents identify the students' strengths and weaknesses and plan their academic and CTE coursework during high school. The state has invested in providing the Kuder career assessment system for every Arkansas student at both the secondary and postsecondary level. The Kuder system allows students to assess their career interests and explore the types of jobs available within each career. Information on typical wages, educational preparation, etc., is available within the Kuder system. Links to every postsecondary institution in the state are included so students may explore their opportunities. Since the Kuder system is Web-based, it may be accessed from any Internet-connected computer; therefore parents also have access to this information. Students may create a portfolio and a resume online. As long as they access their information annually, their account will remain active after graduation.

In most districts, Kuder is introduced to students in the eighth grade during a career orientation course, which is designed to be an introduction to all career clusters and provide information on the CTE programs of study available at each local high school. The majority of eighth graders in the state are enrolled in the career orientation course.

Having information readily available to students and parents is only one part of preparing students and making them aware of opportunities. Equally important is the quality of the programs of study at the secondary and postsecondary levels. Recipients of Perkins funds must address how their approved programs will meet the following criteria:

- Provide students with strong experience in and understanding of all aspects of an industry, including work-based learning opportunities;
- Align courses at the secondary and postsecondary levels;
- Provide professional development for teachers, administrators, and counselors;
- Include business and industry representatives and representatives of special populations in the evaluation and development of programs; and
- Identify and adopt strategies to overcome barriers for success of special populations in the CTE programs.

It is the state's goal that by the end year of Perkins IV, approximately 60 percent of all funds will be spent to improve programs of study that are designated as high skill, high wage, and high demand. This goal assumes that most recipients will be successful in meeting the local-adjusted levels of performance on the indicators and, therefore, will be able to invest funds into the programs of study meeting all three of these designations. However, any recipient not meeting the performance indicators will be held accountable for improving performance first before investing in a specific program of study at the expense of improving attainment of all CTE students.

- (i) How funds will be used to improve or develop new career and technical education courses at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement**

**standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended; that are relevant and challenging at the postsecondary level; and that lead to employment in high-skill, high-wage, or high-demand occupations.**

Current programs of study at the secondary level are aligned with academic content standards and achievement standards as the frameworks are revised. New programs of study will be aligned during the development of the frameworks. The academic foundation for all programs of study is the state's Smart Core (discussed [above](#)). Local recipients will be encouraged to pool their funds with other recipients to develop new programs of study in pathways that are high skill, high wage, and high demand. At the secondary level, the state will use the option to reserve up to 10 percent of the secondary local funds for the development of high-skill, high-wage, and high-demand programs of study during the 2007-08 year. In subsequent years, use of the reserve option may be expanded to provide incentives for performance or other purposes that help move the state CTE system toward meeting the purposes of the Act. The use and amount of the reserve for the 2007-08 fiscal year is described in [Section VI](#).

At the postsecondary level, approval for development or delivery of new courses will be limited to those in CIP codes that have been designated as high-skill, high-wage, high-demand programs of study that support emerging industries or programs designated as nontraditional. Approval also may be given for courses that are needed in order to complete or enhance an existing career pathway that includes secondary, associate, and baccalaureate and above program elements.

In addition to using the reserve option at the secondary level, state leadership funds also may be used to help local recipients align the secondary and postsecondary components in new programs of study during the development and implementation process.

- (j) **How the state will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

Not applicable - Arkansas will consolidate all of the tech prep program funds available under Title II into the basic grant.

- (k) **Linking academic and career and technical education effectively at the secondary level and at the postsecondary level to increase student academic and career and technical achievement.**

One method for linking academic and CTE that is being discussed by local administrators is to employ academic coaches to work with CTE teachers to ensure they are given the tools and knowledge to link to academic education and to assist them in the process. This resource has been available for academic teachers and will now be expanded to include the CTE teachers.

Helping CTE teachers identify academic concepts in their curriculum that are tested on the state's assessments used for NCLB is another method to increase student academic attainment. Through a model that uses the released items each year from the academic assessments, teachers are guided through exercises that assist them in using actual test questions that can be related to the CTE content as it is taught in the classroom and lab.

At the state level, development and continuous updating of the CTE curriculum frameworks helps ensure that both the academic and technical standards are current. As frameworks are updated, the connection to postsecondary opportunities and industry certification will be emphasized more than in the past to help teachers make students aware of the transitions that are available to them after high school.

At the postsecondary level, state leadership funds will be used to fund pilot projects that encourage development of a variety of integration models, including creation of interdisciplinary courses that combine both CTE and academic elements, applied academic courses, cross-curricular incorporation of academic skills in CTE programs, incorporating academic modules in CTE courses, learning communities, and other appropriate approaches. State leadership funds will be used for professional development and funding of the pilot projects through a competitive RFP process.

**(I) How the state will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration.**

At the secondary level, the evaluation of integration of content hinges upon the state's ability to effectively identify the population of students that CTE must be held accountable for assisting – those students enrolled in CTE programs or sequences. While almost every student takes one or two CTE course in grades 9-12, about 25-30 percent of the students actually focus or concentrate their course taking within a program of study. These students who are concentrating in a sequence are the students that CTE must take responsibility for to ensure improvement of their academic and technical skill attainment.

Because the state's literacy assessment is given at the end of the 11<sup>th</sup> grade, early identification and intervention is imperative. The NCLB math assessment is currently based on algebra and geometry – of which geometry is the last statewide math assessment. Many students take geometry in the 10<sup>th</sup> grade and a majority have completed it by the end of the 11<sup>th</sup> grade. Again, early identification and intervention is important. Recipients will be encouraged to ensure integration of academic standards into CTE courses taken primarily in the ninth and 10<sup>th</sup> grade and then begin working on the 11<sup>th</sup>- and 12<sup>th</sup>-grade courses.

The effectiveness of the integration will be assessed through the academic and technical skill attainment performance measures.

At the postsecondary level, the effectiveness of integration activities will be assessed through technical skills attainment and completion performance measures. Local recipients also will be required to provide an evaluation of integration activities in the annual end-of-year program report. Pilot projects funded through state leadership funds also will require rigorous evaluation of effectiveness prior to replication at other sites.

3. ***Comprehensive professional development – Not required in transition plan.***
4. ***Recruitment and retention of CTE teachers, faculty, and counselors – Not required in transition plan.***
5. ***Transition of students from sub-baccalaureate to baccalaureate degree programs – Not required in transition plan.***
6. ***Involvement of parents, academic and career and technical education teachers, administrators, etc. – Not required in transition plan.***
7. ***Improvement of academic and technical skills of CTE students – Not required in transition plan.***
8. **You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance.**

At the postsecondary level, technical assistance will be provided during annual on-site visits to 100 percent of local recipients. A findings report will be provided to the local Perkins coordinator and chief academic officer of the institution. Two multi-day workshops will be held annually to provide technical assistance for postsecondary coordinators and administrators. New coordinator training will be provided annually to all coordinators with less than three years' experience with the Perkins program. The postsecondary Perkins Web site will provide an array of resources for program development, performance measurement, and professional development opportunities. A coordinator handbook was published in 2006 and will continue to be provided to all coordinators in hard copy. The handbook also is available online.

At the secondary level, technical assistance is provided in a variety of ways – depending upon the recipient's need. Program supervisors conduct an on-site visit to every school starting up a new program of study during the first year of operation. All new CTE teachers are provided with a new teacher orientation professional development that includes technical assistance as needed. The state also provides a grant from state funds for a CTE coordinator that is located at each of the state's 15 educational cooperatives. This regional coordinator is a resource for technical assistance to teachers and administrators – particularly at those districts that do not have a full-time CTE administrator on staff.

In the past, DWE has relied upon a five-year cycle of technical assistance and monitoring on-site whereby 20 percent of all districts are monitored annually. However, a risk management plan has been discussed and will be implemented. The

department will develop the risk management plan during the 2007-08 fiscal year that will cover both secondary and postsecondary recipients with regard to Perkins funds. The plan will include both program and financial risk indicators for Perkins.

Several factors have been discussed for inclusion in the risk management plan as factors that will place a recipient in a higher risk category. These include, but are not limited to, the following: the size of the recipient's grant – larger grants carry a higher risk; use of funds for salary – the lack of personnel activity reports to document expenditures is often cited in federal monitoring of various programs; tardiness in filing applications and reports; turnover of staff responsible for Perkins administration; failure to meet performance targets; and, for secondary recipients, identification as in academic or financial distress by other state agencies or other federal grant programs.

Another factor on the financial risk management will be inappropriate cash management. Any recipient that has not requested reimbursement by December 31 of each fiscal year will be contacted and its program will be assessed to ensure timely implementation of all approved projects and activities. Any recipient that has not requested reimbursement of expenditures by March 31 will be cited as a higher risk. Any recipient that holds all expenditures and requests reimbursement at the end of the fiscal year will be automatically placed on the monitoring list for the following year.

- 9. *How career and technical education relates to state and regional occupational opportunities - Not required in transition plan.***
- 10. *Methods for the joint planning and coordination of programs carried with other Federal education programs – Not required in transition plan.***
- 11. *Procedures to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts – Not required in transition plan.***

### **III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS**

#### **1. Program strategies for special populations listed in Section 3(29) of the Act.**

##### **(a) Equal access for all students to activities assisted under the Act.**

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

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

All students and their parents are provided with information about the opportunities in career and technical education prior to entry in the ninth grade. Approximately 55 percent of the students enrolled in one or more CTE courses each year are reported as a member of a special population category.

Equal access is a high priority at postsecondary institutions with 54 percent of Perkins concentrators having been designated as a member of one or more special population classifications. Special population participation ranges from 71 percent in the marketing career cluster to 8 percent in the transportation cluster. Ten clusters have special population participation above 50 percent and all but one exceeds 25 percent participation. Using Perkins and institutional funds, several colleges have funded first year experience and other special activities designed to increase recruitment, retention, and completion of special populations.

**(b) Non-discrimination of students based on their status as members of special populations.**

Postsecondary and secondary recipients comply with all state and federal nondiscrimination laws to ensure that special populations are afforded the same opportunities as other students. To assist with this, technical assistance and professional development activities will be provided by state staff and through leadership development activities in the area of nondiscrimination. Assurance of nondiscrimination will be required as part of the annual postsecondary application approval process and the secondary Office of Civil Rights visit.

**(c) How programs are designed to enable the special populations to meet or exceed State adjusted levels of performance, and the preparation of special populations for further learning and for high-skill, high-wage, or high-demand occupations.**

Students who are members of special populations must have access to and successfully participate in the state's CTE 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 fields;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with limited English proficiency.

Strategies for assuring access to and success in career and technical education programs for special population students include the following:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities;

- Identifying special population students;
- Utilizing assessment tools/individualized education plans for 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, as funding is available;
- Providing inservice activities for vocational and technical teachers, counselors, and administrators; and
- 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.

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 that 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;
- Access to programs that encourage learning all aspects of the industry, including planning, management, finances, technical production, and underlying principles of technology; and
- Provision of 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 counseling, and the vocational component of the transition plan for the special population students in vocational and technical education programs.

Two secondary courses have been developed specifically for special population students. Both courses focus on assisting students with barriers to graduate from

high school. The Jobs for Arkansas' Graduates (JAG) course is a school-to-career program designed to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to the enrollment in a postsecondary institution that leads to a rewarding career.

The Students and Teachers Responsibly Integrating Vocational Education (STRIVE) course provides a versatile spectrum of instruction with the intent of integrating vocational and academic skills. This class offers a hands-on approach and utilizes various teaching strategies to address the students' variety of learning styles. Both courses emphasize individualized learning and competency attainment.

To ensure that all CTE teachers are equipped to work with special population students, a model pre-service training program was developed by one of the regional educational cooperatives. Information regarding this model will be provided to all districts. This pre-service training in effective teaching skills and practices is designed for all new CTE 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). This pre-service training will be offered in each CTE content area as well as to attendees at the Arkansas Association of Career Technical Education Summer Conference.

Given that local Perkins recipients have varying needs, they will be encouraged to form consortia to address like special populations concerns. At the postsecondary level, the Arkansas Career Pathways Initiative (CPI) is a new program offered by all Arkansas two-year colleges. The program provides free career training and college classes to students who qualify based on income and presence of children in the home. Services such as child care, transportation, career counseling, and job search assistance are provided. The goal is to prepare students for employment, including high-skill, high-wage, or high-demand occupations and for continued education that will increase opportunities for employment in these sectors. Materials describing eligibility and benefits are provided to all postsecondary career counselors and faculty advisors to increase the number of special population students enrolled in higher education.

A comparison of CPI students and Perkins concentrators shows that 45 percent of CPI students are Perkins postsecondary concentrators. Because an analysis of CPI students also shows a high presence of the Perkins-defined special populations, Perkins state staff is collaborating with CPI to deliver services that address the needs of this group. For example, state staff is participating in the development of a first year experience for students enrolled in the CPI program and is teaming with CPI to train local Perkins coordinators and other institutional staff on effective interventions for students from extreme poverty. State leadership funds will fund pilot programs that analyze gaps in performance between special

populations and all students and programs that encourage additional approaches and support programs for special and nontraditional populations.

**2. How funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields.**

The development of the high-skill, high-wage, and high-demand list of pathways is described in the previous [section](#). The development of the non-traditional list of pathways also was developed with involvement of the core team. National data from the Bureau of Labor Statistics (found in the crosswalks on the National Alliance for Partnerships in Equity Web site) that identified occupations with fewer than 25 percent of either gender employed was used in addition to data from the state's Labor Market Information office. If a pathway was identified in either of the crosswalks as nontraditional, then that pathway will be considered as nontraditional for Perkins IV. Below is a listing of the pathways:

**Nontraditional for Female**

**Agriculture, Food and Natural Resources**

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources
- Plant Systems
- Power, Structural and Technical Systems

**Architecture and Construction**

- Construction
- Design/Pre-Construction
- Maintenance and Operations

**Arts, A/V Technology and Communications**

- Journalism and Broadcasting
- Printing Technology
- Telecommunications

**Business, Management and Administration Services**

- Management

**Hospitality and Tourism**

- Restaurant & Food and Beverage Services

**Information Technology**

- Information Support and Services
- Network Systems
- Programming/Software Engineering

**Law, Public Safety, Corrections and Security**

- Law Enforcement Services

**Manufacturing**

- Maintenance, Installation & Repair
- Maintenance, Installation & Repair
- Precision Metal Production
- Production

**Science, Technology, Engineering and Mathematics**

Engineering and Technology  
Science and Mathematics  
**Transportation, Distribution and Logistics**  
Facility and Mobile Equipment  
Transportation Operations

**Nontraditional for Male**

**Business, Management and Administration Services**

Administration & Information Support  
Business Financial Management and

**Education and Training**

Teaching & Training

**Health Science**

Health Informatics  
Support Services  
Therapeutic Services

**Human Services**

Early Childhood Development & Services  
Personal Care Services

**Law, Public Safety, Corrections and Security**

Legal Services

State leadership funds in an amount of \$60,000 will be reserved and used to support teacher inservice training, recruitment efforts, curriculum development, and other services deemed effective in promoting participation in nontraditional training and employment. The department will develop a “tool kit” of resources, including information on high-skill, high-wage occupations, nontraditional careers, and classroom resources.

Several of the activities that were designed to introduce students at the junior high school level to nontraditional careers will continue. *Project Learning Tree (PLT)*, designed to help junior high students in career orientation classes learn about forestry, 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 nonthreatening 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.

At the postsecondary level, state leadership funds will be used to support pilot projects related to nontraditional student participation and success. Funds also will be used to provide appropriate professional development opportunities for postsecondary faculty and support staff. Nontraditional issues will be included in technical assistance meetings, and reference material on the Web site will be increased to include best practices and additional resources. A preference for nontraditional support activities will be given during the basic grant application process when nontraditional performance measures are deficient.

**3. How the needs of students in alternative education programs will be adequately addressed.**

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

**4. How funds will be used to serve individuals in State correctional institutions.**

The state will reserve up to 1 percent of the basic state grant under Section 122(a)(2)(A) from state leadership funds to serve individuals in state correctional institutions or in state institutions that serve people 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 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

5. ***How each applicant is required to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended – Not required in transition plan.***

#### **IV. ACCOUNTABILITY AND EVALUATION**

##### **Student Definitions**

###### **Secondary Level**

Participants – Students who enroll in one unit of credit in CTE.

Concentrators – Students who complete a minimum of three units of credit, including the core required courses, in a CTE program of study.

###### **Postsecondary/Adult Level**

Participants – Students who have earned one or more credits in any CTE program area.

Concentrators – Students who have declared a major in a CTE program of study and have a) completed 12 hours (in programs which exceed 12 hours in length) or b) completed the program (in programs of less than 12 hours). The 12 hours can include both academic and technical coursework required by the program.

1. **The procedures used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels.**

Both agencies responsible for oversight of the Perkins funds have worked with the local coordinators on the measurement definitions and methods of determining performance.

At the secondary level, the Department of Workforce Education had a series of monthly meetings with a core team of consortia and single LEA representatives along with staff members. The discussions at the meetings included at least one, and usually several, of the indicators and the measurement of performance. After the first few meetings, the staff took the recommendations and began running the data available, using the parameters and definitions to determine the impact of the recommendations on performance levels. For most of the indicators, prior year data could be adjusted to provide estimates of performance. This feedback was provided to the core team members and was shared with all recipients. Through this collaborative effort, the measurement definitions and approaches were agreed upon.

At the postsecondary level, meetings have been held with chief academic officers, local coordinators, and other institutional staff who have an interest in Perkins programs. These discussions were supported by analysis of the past three years' performance results (at the state and local levels) to determine reasonable indicators and benchmarks.

Institutions have expressed a desire to use the higher education accountability system to replace separate reporting for Perkins. As a result, all postsecondary performance measures will be reported with information from the state's data system instead of relying on annual reports from institutions. This will provide official performance results to institutions as much as 45-60 days earlier than provided by the current method.

Because a substantial change will be required to measure technical skill attainment, a survey was conducted to determine appropriate measurement approaches. Current use of third-party assessments was identified and recommendations made for assessments to be used for Perkins IV. A pilot program with an institution was conducted to assist in determining the appropriate method for measuring placement. As a result, state administration records will replace manual surveys conducted by institution staff. The use of independent state database information will increase the accuracy of performance results for this indicator and significantly reduce administrative requirements at the local level.

**2. The procedures used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels.**

Secondary – The core team has discussed the academic and graduation indicators at length at multiple meetings; however, the state-adjusted level of performance for these indicators will be the same as the state's level for NCLB.

Preliminary discussion of the performance levels for the remaining indicators has begun with the core team. Unless the definition of the student populations to be measured changes drastically in the regulations, the state will have several years of performance data that can be used by the core team to assist in determining the state-adjusted level of performance for placement, CTE skill attainment, and nontraditional participation and completion. After the core team reaches a consensus, the remaining recipients will be apprised of their work and will be given the opportunity to comment before a final decision is made.

Postsecondary – Performance levels have been discussed with coordinators, chief academic officers, and institutional research staff of recipient institutions. Because measurement methods are very similar to those used under Perkins III, baseline data averaged from the three most recent program years will be used to determine postsecondary performance targets. The one exception is technical skills attainment, which will require new baseline information that will be compiled using historical data available by institution from the third-party assessment provider.

- 3. The valid and reliable measurement definitions and approaches that will be used for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels.**

### **Secondary**

Secondary – The core team has discussed the academic and graduation indicators at length at multiple meetings; however, the state-adjusted level of performance for these indicators will be the same as the state’s level for NCLB.

Preliminary discussion of the performance levels for the remaining indicators has begun with the core team. Unless the definition of the student populations to be measured changes drastically in the regulations, the state will have several years of performance data that can be used by the core team to assist in determining the state-adjusted level of performance for placement, CTE skill attainment, and nontraditional participation and completion. After the core team reaches a consensus, the remaining recipients will be apprised of their work and will be given the opportunity to comment before a final decision is made.

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- 4. How the indicators are aligned so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements.**

The secondary indicators for academic and graduation will be aligned to the extent possible with the assessments and methodology used for determining AYP for NCLB. The same academic assessments will be used. However, due to the requirement to report on CTE students at the time they leave the secondary system, the timing of the measurement will not be aligned to NCLB. AYP is measured each year for the students assessed that year. For example, the state’s literacy assessment, given to all 11<sup>th</sup> graders during the spring of 2007, will be used to determine the schools’ 2007 AYP score. However, CTE will not report those scores until the 11<sup>th</sup> graders who are CTE concentrators leave the system – in the spring of 2008. During the 2007-08 year, DWE will be working with the Department of Education to incorporate many of the data elements used for Perkins into the overall education data reporting system.

Postsecondary information will be compiled using data submitted to AHESIS, which was designed for use across multiple state and federal programs.

The state’s economic development agency, workforce services/investment agency, educational agencies, and other groups involved in using the state’s Labor Market Information on wages will be working together during the next year to reach consensus on the definition of high wage. High demand was already established and

has been in place many years – except that the data has not previously been aggregated to a pathway/cluster level.

**5. Description of the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act.**

Secondary – The department has implemented a Web program for negotiating local-adjusted levels of performance with all eligible recipients. The negotiation model adopted requires the state to determine the anticipated performance goals for 2012-13 – the final year of the Perkins IV authorization. If a recipient is already performing above the state goal, acceptance of the state goal is not sufficient. Continuous improvement dictates that even high-performing recipients must continue to improve. The minimum expectation of continuous improvement up to 100 percent will be 0.5 percent for CTE skill attainment, placement, and completion and 0.25 percent for nontraditional participation and completion.

The minimum level of improvement for each performance indicator was discussed and determined by the core team. For recipients performing below the state goal, the negotiation model requires each recipient to request a level of improvement that will allow it to reach the state goal by the year 2012-13. It is expected that all recipients will meet or exceed the state's performance goals by 2012-13 – the sixth year of the Act.

The local-adjusted levels of performance will be renegotiated each two years during the life of the Perkins Act, and future negotiations of increases required will be based on actual performance in the three previous years available. However, regardless of actual performance of any recipient, the state's expectation is that all recipients will meet or exceed the state's performance goals by the sixth year of Perkins IV.

Postsecondary – The approach for postsecondary mirrors that of secondary with the exception of student placement. Until reciprocal agreements can be negotiated for use of administrative records, postsecondary institutions with large numbers of students historically finding work in adjacent states will be permitted to negotiate a level lower than the state target with proper justification. The baselines for these institutions will be determined using the average of the past three reporting years plus increments for growth commensurate with that required of the other institutions. Negotiation of reciprocal arrangements will begin during the transition year and be implemented as agreements are reached. A system to identify placement in military and apprenticeship programs will be developed during the transition year.

**6. The objective criteria and methods that will be used to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.**

For both secondary and postsecondary recipients, the criteria to allow a recipient to request a revision include the consolidation of districts or merger of institutions; a documented shortfall in revenue to support ongoing career and technical education programs; a disaster such as fire or tornado that destroys a portion of the campus, thereby closing CTE programs; or the opening or closing of CTE programs that

negatively impact the students' performance on the indicators. It is the recipient's responsibility to provide the data to show that the event actually caused a drop in performance that requires a revision. A recipient may request a revision of the local-adjusted level of performance during the open period of the annual Perkins application each spring. This time period is generally early May through June 30. No adjustments will be made after June 30 for the following year. DWE's CTE deputy director is the final appeal regarding a revision for secondary recipients. The final appeal for postsecondary recipients is ADHE's associate director for academic affairs.

In addition to the above criteria for allowing a revision due to unexpected circumstances for single recipients, a consortium also may request a revision if a recipient not previously in a consortium receives a grant of less than \$15,000 for secondary or \$50,000 for postsecondary and is required to become a member of the consortium. If the new member's performance levels negatively impact the consortium's negotiated levels, a revision may be allowed.

After the 2008-09 fiscal year, consortium membership will remain unchanged throughout the lifecycle of Perkins IV with the following exceptions: (1) If a recipient's grant falls below the minimum required to remain outside a consortium, then the recipient will be allowed to join a consortium; however, if the recipient's performance levels cause the consortium performance to drop, the consortium may request a revision on each of the indicators negatively affected. (2) If a recipient with a grant that is above the minimum desires to join a consortium, the recipient and the consortium must agree and must prove through written documentation that the recipient's performance will not negatively impact the performance of the consortium. (3) If a consortium member receives a grant above the minimum and desires to move out of the consortium, the district/institution must prove through written documentation that this move will not negatively impact the consortium performance. If a district/institution moves in or out of a consortium for any reason other than #1, only one such move will be allowed during the lifecycle of Perkins IV.

- 7. How data will be reported relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how the state will ensure that the data reported from local educational agencies and eligible institutions, and the data that is reported to the Secretary, are complete, accurate, and reliable.**

#### Secondary

Student data at the secondary level is taken primarily from state administrative records. All public schools participate in a statewide computer network (APSCN) that includes unique student identifiers linked to enrollment in courses and demographic information. This student data also is used by the Department of Education (general K-12 education) for determining district funding. Therefore, the accuracy is very high. Since all districts use the system and must use the standard course codes that are programmed into the system, DWE can determine the CTE course enrollments and subsequently the CTE investors. Records from APSCN also are used to determine graduation rates and nontraditional participation. The academic assessment scores are drawn directly from the public school data warehouse. The CTE skill assessment

scores are taken directly from the Web-based testing system operated by the department. The only information each local recipient must report is the students who successfully complete a program of study with the required knowledge and skills and the placement status of those students six months after graduation.

The APSCN system allows the department to capture all the special population categories for students. This will be used for disaggregation into all the required categories in the Act. Since the department is able to use state administrative records for a majority of the performance data, the data will be reported back to local recipients in order for them to meet the requirement of sharing performance data with the public.

The accuracy and reliability of data pulled by the department is very high. The data reported by each recipient also has been tested for accuracy. The department has done data studies with the Department of Higher Education that verify that the information the local recipients report on the students entering postsecondary education is accurate. And the number of students reported as unemployed tracks very closely with the state's unemployment rate each year.

#### Postsecondary

The Department of Higher Education has a commitment to quality data and has developed the Arkansas Higher Education Student Information System to provide a strong accountability system. AHESIS is managed by the ADHE Office of Accountability, which collects and analyzes information that may be required to meet any state or federal requirement. AHESIS is one of the largest databases in the state and includes enrollment, retention and graduation rates, and demographic information on every student enrolled in public postsecondary institutions. The student data for Perkins postsecondary reporting is taken from AHESIS administrative records and the Arkansas Department of Workforce Services (DWS). Postsecondary concentrators, credential attainment, student retention, and nontraditional participation and completion will be reported using data from this system. Placement performance will be reported from DWS, and technical skill attainment will be reported from data received from independent, third-party assessment providers.

**8. How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.**

The fiscal agent for each secondary and postsecondary consortium will be responsible for negotiating the local levels of performance for the consortium. The data for each district within the consortium will be aggregated, and the consortium will be treated as a single recipient. If the consortium fails to meet the adjusted performance level on an indicator, all districts within the consortium are considered to have failed. The method for reaching agreement on local levels of performance with consortia is the same as with single recipients.

**9. How the state will annually evaluate the effectiveness of career and technical education programs, and how the state, to the extent practicable, will coordinate those programs with other Federal programs to ensure non-duplication.**

At the secondary level, the evaluation of the career and technical education system in the state is much more inclusive than the performance factors specified by the Perkins Act. Other factors include operation of an active career and technical student organization, teacher attendance at various professional development sessions, course sequencing, and instructional equipment. With more than 2,500 teachers in 522 high schools and junior high and middle schools, the department relies on a variety of methods for evaluating programs.

Each year, every secondary CTE teacher must submit a teaching schedule and contact information so the staff can determine if an approved program of study or sequence of courses is being offered. The department also contracts with the 15 educational cooperatives across the state to provide a career and technical education coordinator who assists teachers and administrators on a regional basis. This coordinator is especially helpful to the many small districts that cannot afford a local CTE director.

For Perkins funding, however, the effectiveness of the CTE programs also must be evaluated based on the performance indicators. Failure on the performance indicators leads into the process of improvement plans and sanctions that will be used by the state.

Factors that will be considered before recommending sanctions include, but are not limited to, the following:

- Was any progress made toward meeting the target, even if the 90 percent level was not attained?
- Is the recipient failing on multiple indicators?
- Did the recipient obtain technical assistance on the indicator(s) in question from recognized credible sources?
- If the recipient is a consortium, were efforts of improvement directed toward the member(s) that caused the failure?
- Were Perkins funds directed toward improvement on the failing indicator(s)?

#### Secondary Improvement Plans

Below is the description of how the state intends to use improvement plans and sanctions for improving and evaluating the effectiveness of Perkins funds.

After a recipient is identified as failing to meet an adjusted level of performance, the recipient must file an improvement plan that addresses each indicator in which 90 percent of the target was not achieved. The Act requires that the state monitor and provide technical assistance regarding performance and further specifies that the state may redirect all or a portion of a local recipient's funds to provide services to students through alternative arrangements if the recipient fails to implement an improvement plan or fails for three consecutive years on the same indicator. SBWECO will be notified of all districts and postsecondary institutions entering into an improvement plan each year.

First year of improvement plan: State staff will monitor implementation of the plan and provide technical assistance as requested.

Second year of improvement plan: State staff will monitor on-site to determine if the improvement plan has been fully implemented. Failure to implement the improvement plan may result in the staff's recommendation to the State Board to redirect all or a portion of the recipient's funds to provide services through an educational cooperative, through another recipient who is successfully meeting its performance targets, or through an alternate appropriate provider with expertise in the area in which the recipient is failing.

Third year of improvement plan: During the third year of an improvement plan, the state will continue to provide technical assistance and monitor the recipient for improvements. If the recipient has implemented its improvement plan but still fails to meet 90 percent of the adjusted performance level for the same indicator after the third year, the State Board may redirect a portion or all of the recipient's funds and provide services to the recipient's CTE students and programs through alternative arrangements. These alternative providers include a postsecondary institution, a school district, an educational cooperative, a state agency, or another alternative provider with expertise in the area in which the recipient is failing.

Due to the timing of availability of data, January of the year following the actual performance is the earliest date recipients will be notified of failure on any indicator. A specific example of how the improvement plan will be implemented is described below using one of the indicators with a negotiated local level of performance for the 2007-08 fiscal year. (Only three secondary indicators will have targets in 2007-08; all other indicators, both secondary and postsecondary, will have targets beginning in 2008-09.)

January 2009: Recipient A is notified that it did not meet 90 percent of the target on graduation for the 2007-08. The State Board is notified in April that Recipient A must file an improvement plan.

June 2009: Local application and improvement plan for 2009-10 is due.

**July 2009-June 2010: First year of improvement plan for graduation**

January 2010: Recipient A is notified that it did not meet 90 percent of the target on graduation for 2008-09. The State Board is notified in April that Recipient A must continue its improvement plan for the second year.

June 2010: Local application and improvement plan for 2010-11 is due.

**July 2010-June 2011: Second year of improvement plan for graduation**

January 2012: Recipient A is notified that it did not meet 90 percent of the target on graduation for 2009-10. The State Board is notified in April that Recipient A must continue its improvement plan for the third year.

June 2011: Local application and improvement plan for 2011-12 is due.

**July 2011-June 2012: Third year of improvement plan for graduation**

January 2012: Recipient A is notified that it did not meet 90 percent of the target on graduation for 2010-11. The State Board is notified in February that Recipient A has failed to meet 90 percent of the local target for graduation for the third consecutive year.

April 2012: DWE or ADHE will recommend sanctioning action to the State Board.

## Postsecondary Improvement Plans

The following guidelines for improvement plans will be used to develop an improvement plan for each indicator with deficient results. In summary,

- IP Year 1: State staff will prescribe uses of funds.
- IP Year 2: State may withhold administrative funds.
- IP Year 3: State staff may recommend that some or all of basic grant funds be redirected to an alternate provider.
- IP Year 4: State will recommend that all basic funds be redirected to an alternate provider or that the institution be released from improvement plan status because targets have been met.

Recommendations for sanctions will be made by state staff to the ADHE associate director for academic affairs who will inform the chief academic officer of the affected institution. Guidelines to determine amounts to be withheld will be determined in consultation with chief academic officers of institutions during the transition year concurrent with negotiation of performance measures for Program Years 1 and 2. Guidelines will provide for the release from an improvement plan at such time as the institution meets performance targets.

### *Program Year 1 (2008-09):*

Institution fails to achieve 90 percent of an indicator and is notified by the state that an improvement plan must be implemented during Program Year 2 (2009-10). This may result in revisions to the annual plan approved for Program Year 2. Because results for Program Year 1 will be known as early as mid-September 2009, sufficient time will be available to fully implement an improvement plan for Program Year 2, the program year immediately following the year for which performance was deficient.

### *Program Year 2/Improvement Plan Year 1 (2009-10):*

State staff will work with local coordinators to have an improvement plan approved for implementation no later than the second semester of Program Year 2. State staff will prescribe uses of basic grant funds as the improvement plan is developed, with special consideration for performance gaps for members of special populations. State staff will monitor progress and provide technical assistance as needed to assure that the improvement plan is fully implemented during Improvement Plan Year 1.

### *Program Year 3/Improvement Plan Year 2 (2010-11):*

State staff will review performance results from Improvement Plan Year 1 to determine level of improvement. If performance has not improved over Program Year 2 results, staff may recommend the withholding of the institution's administrative funds beginning with Program Year 3/Improvement Plan Year 2 until the institution is no longer required to operate under an improvement plan or until sanctions have been removed.

### *Program Year 4/Improvement Plan Year 3 (2011-12):*

If results from Program Year 3 show no positive improvement, state staff may recommend that some or all of basic grant funds be redirected to an alternate

provider with the capacity and expertise to provide services to the failing institution's CTE students.

*Program Year 5/Improvement Plan Year 4 (2012-13):*

If results from Program Year 4 show insufficient improvement or if the institution has failed to meet 90 percent of the same performance target for three consecutive years, state staff will recommend sanctioning actions to redirect all Perkins funds to an alternate provider.

## **V. TECH PREP**

The state will consolidate all of the Tech Prep funds into the basic grant.

## **VI. FINANCIAL REQUIREMENTS**

### **1. How funds under section 111 of the Act and under section 202(2) of the Act will be allocated among career and technical education at the secondary level the postsecondary and adult level and the rationale for such allocation.**

Arkansas has chosen to consolidate the entire tech prep grant into the basic grant.

The split of the local funds between secondary and postsecondary has historically been based on student enrollment in programs. From 1991 until about 1994, the split fluctuated according to actual student count each year. In 1994-95, the State Board set the split at 75 percent secondary and 25 percent postsecondary to allow for a more stable funding stream for both groups. This rationale will continue through Perkins IV.

The secondary allocation formula uses the student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system for distributing 30 percent of the funds. The remaining 70 percent of the funds are distributed on the number of individuals ages 5-17 who reside in the district and are from families below the poverty level.

The postsecondary allocation formula uses the number of students enrolled in a CTE program who are Pell grant recipients or recipients of assistance from the Bureau of Indian Affairs.

Up to 10 percent of the local secondary funds will be reserved. In 2007-08, these funds will be used for grants to eligible recipients for the purpose of developing and implementing new programs of study in high-wage, high-demand, and high-skill pathways in which there are no existing programs at the secondary level. These grants will be awarded on a competitive basis through response to a Request for Proposal (RFP). Recipients with high percentages of CTE students will be eligible to respond to the RFP. A high percentage of CTE students will be defined as enrollment in one or more CTE course by 50 percent or more of the students in grades nine through 12 within the district each year; however, a district within 3 points of this definition may request individual state review due to extenuating circumstances. The RFP review committee may include the Arkansas Department of Economic

Development, the Department of Workforce Services, the Department of Higher Education, and DWE. The priority for grants will be for the development of programs of study in high-skill, high-wage, high-demand pathways that currently have no approved programs in the state. Priority also will be given to those respondents that identify a postsecondary partner in the development process. The reserve funds also may be used as incentive grants in connection with performance on one or more indicators in the following fiscal years.

Postsecondary will not reserve funds during the transition year but may elect to do so beginning with program year 2008-09. When used, reserve funds will fund model projects that support statewide Perkins goals and will be awarded through a competitive RFP process. Program areas such as learning communities or secondary-to-postsecondary program of study alignment – high priorities of Perkins IV – will be identified. RFPs will be solicited and funds awarded for projects to be implemented during the current program year. Program evaluation, recommendations for replication, and willingness to provide technical assistance to institutions choosing to replicate the project will be required of recipients.

**2. How allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State.**

All secondary local funds are distributed only to public school districts (local educational agencies). Area career and technical education schools (secondary centers) in the state may participate in Perkins projects and activities through the public school districts that send students to their programs. Students generally attend secondary centers for two to three hours each day to participate in CTE classes. Core academic courses are generally not offered at the secondary centers. Educational service agencies do not operate schools – but 14 of the 15 agencies do operate as the fiscal agent of a Perkins consortium. However, the only funds allocated to the agencies are the basic grant funds assigned to them by the consortium members.

**3. Allocation of funds among any 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.**

Funds allocated to any member of a consortium will be allocated to the consortium's fiscal agent by the Department of Workforce Education. Each consortium operates under the guidance of the consortium board, which is composed of a representative of each of the member schools or institutions. The consortium board operates projects for the benefit of all consortium members. The consortium fiscal agent does not assign back the funds allocated to each member by the distribution formula. A copy of the allocation of funds for 2007-08 is attached.

**4. Description of adjustment in the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.**

At the current time, no charter schools are receiving Perkins funds, and no secondary schools in the state are funded by the Bureau of Indian Affairs. The charter schools are primarily elementary or middle school level, and the few that operate high school courses are focused on academic courses and do not offer CTE programs of study. If any charter school requests funding, the same methodology as is used to determine funding by the Arkansas Department of Education for other federal funds will be used for Perkins funding allocation.

School district boundaries have changed a great deal in the past four years. The state has gone from 309 public school districts to 245 due to legislation requiring consolidation for small districts. As districts were annexed or consolidated, the data used for funding allocations also was consolidated for a single grant to the new or consolidated district.

**5. Description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.**

No alternatives allocation formulas are requested.

**6. Description of procedure used to determine eligible recipients in rural and sparsely populated areas that would allow them to request exception to the minimum grants requirements for becoming a member of a consortium.**

Recipients must document that they are not in one of the urban areas or urban clusters designated by the U.S. Census Bureau. Requests must be made in writing to the finance director of DWE and must include the following:

The local education agency must document that it is

- (1) located in a rural, sparsely populated area, or
- (2) a public charter school operating secondary career and technical education programs, and
- (3) unable to enter into a consortium for purposes of providing activities under this Act.

The waiver request must be submitted prior to the beginning of the fiscal year under consideration. DWE will respond within 10 working days of the receipt of the request.

No postsecondary institutions are located outside one of the urban areas or clusters.

**PERKINS IV BUDGET TABLE – PROGRAM YEAR 1  
(For Federal Funds to Become Available Beginning on July 1, 2007)**

**TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATE**

A. Total Title I allocation to the State	\$12,556,175
B. Amount of Title II Tech Prep funds to be consolidated with Title I funds	\$ 1,186,934
C. Total amount of combined Title I and Title II funds to be distributed under Section 122	\$13,743,109
D. Local formula distribution (85%)	\$11,681,644
1. Reserve	
a. Secondary Programs	\$ 600,000
b. Postsecondary Programs	N/A
2. Available for formula allocations	
a. Secondary	\$ 8,161,232
b. Postsecondary	\$ 2,920,412
E. State leadership (10%)	\$ 1,374,310
1. Nontraditional Training and Employment	60,000
2. Institutions or Corrections	137,431
F. State Administration (5%)	\$ 687,155
G. State Match (from non-federal funds)	(\$1,000,000)

**TITLE II: TECH PREP PROGRAMS**

A. Total Title II allocation to the State	\$ 1,186,934
B. Amount of Title II Tech Prep funds to be consolidated with Title I funds	\$ 1,186,934
C. Amount of Title II funds to be made available for Tech Prep	N/A
D. Tech-Prep funds earmarked for consortia	N/A
1. Percent for consortia	N/A
2. Number of consortia	N/A
3. Method of distribution:	N/A
___ Formula	
___ Competitive	
E. Tech Prep administration	N/A
1. Percent for Administration (0%)	

## VII. CERTIFICATIONS AND ASSURANCES

In accordance with 34 CFR 76.104 of the Education Department General Administrative Regulations (EDGAR), the State Board of Workforce Education and Career Opportunities through the Arkansas Department of Workforce Education assures that:

1. The transition plan is submitted by the state agency that is eligible to submit the plan.
2. The State Board of Workforce Education and Career Opportunities has authority under state law to perform the functions of the state under the program.
3. The state legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with state law.
5. The director of the Department of Workforce Education has authority under state law to receive, hold, and disburse federal funds made available under this plan.
6. The director of the Department of Workforce Education has authority to submit the plan.
7. The State Board of Workforce Education and Career Opportunities formally approved the plan for state operation and administration of the program.
8. A copy of the state plan has been submitted into the State Intergovernmental Review Process.
9. The state will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act, which may be included as part of an audit of other federal or state programs.
10. None of the funds expended under the Act 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 interest of the acquiring entity, the employees of the acquiring entity, or any affiliate of such an organization.
11. The state will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.
12. The state will provide, from non-federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.
13. The state and eligible recipients that use funds under this Act for inservice and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.
14. Except as prohibited by state or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

15. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.
16. Funds received under the Act will not be used to provide career 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 by such students.
17. No funds made available under the Act will be used to require any secondary school student to choose or pursue a specific career path or major.
18. No funds made available under the Act will be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
19. Funds made available under the Act for career and technical education activities will supplement, and not supplant, non-federal funds expended to carry out career and technical education activities.
20. No funds provided under the Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate 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.
21. The state will meet the maintenance of fiscal effort requirements.
22. All funds made available under the Act will be used in accordance with the Act.
23. Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program 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 career and technical education.
24. The state will use the Excluded Parties List System to ensure that none of the principals of covered transactions are excluded or disqualified from participating in the transaction.

## **Attachment 1 – Local Transition Plan (Secondary and Postsecondary)**

### **LOCAL TRANSITION PLAN**

**This transition plan contains a portion of the requirements of the five-year local plan that must be filed prior to July 1, 2008. The recipient must address, at a minimum, its plans or the planning process for the following items:**

- (1) Describe how the recipient will support CTE programs that improve the academic and technical skills of students by strengthening the academic and CTE components through the integration of coherent and rigorous content aligned with academic and CTE standards to ensure learning in the core academic subjects and CTE subjects.
- (2) Describe how the recipient will encourage CTE students to enroll in rigorous and challenging courses in core academic subjects.
- (3) Describe how the recipient will support CTE programs that ensure that CTE students are taught to the same challenging academic standards as are taught to all other students.
- (4) Describe how the recipient will support CTE programs that improve the academic and technical skills of students by providing strong experience in, and understanding of, all aspects of an industry.
- (5) Describe how the recipient will offer the appropriate courses of not less than one CTE program of study that incorporates secondary education and postsecondary education elements; is a coordinated, non-duplicative progression of courses that aligns secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree; and may include opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.
- (6) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
- (7) Describe how activities will be carried out with respect to meeting State and local adjusted levels of performance for the performance indicators:
  - SECONDARY - academic attainment (literacy and math); graduation; student attainment of a diploma or GED; CTE skill attainment; placement; participation in nontraditional programs; and completion of nontraditional programs.
  - POSTSECONDARY – CTE skill attainment; credential, certificate, or degree; retention or transfer; placement; nontraditional participation; and nontraditional participation.

#### **SECONDARY RECIPIENTS ONLY**

- (8) Describe how students attending secondary career and technical centers as well as the CTE programs attended at the centers will be supported.

## **Attachment 2 – Secondary Local Application**

### **COVER PAGE**

- Name of District/Consortium
- Administrator Name
- Address
- Perkins Coordinator
- Phone

### **BUDGET SUMMARY FORM (MUST DESCRIBE USE OF ANY ADMINISTRATIVE FUNDS)**

### **ACCOUNTABILITY REPORT FOR PREVIOUS YEAR**

- Name of Project
- Description
- Measurement
- Did you meet your measurement objective? What were the outcomes?

### **IMPROVEMENT PLAN**

If your district/consortium did not meet or exceed the local adjusted levels of performance on the most recent status report available, you must specifically state what strategies will be undertaken to ensure improvement.

### **ACROSS-ALL-PROGRAMS PROJECT**

- Name of Project:
- Description - what are you going to do.
- How are you going to do this – describe the major activities to be conducted during the current program year.
- On which performance indicator will this project have the major impact (check only one that is the primary focus of this activity/project):
  - Academic attainment
  - CTE skill attainment or completion of program of study
  - Graduation from high school or attainment of GED
  - Placement in postsecondary, the military, or employment
  - Participation or completion of nontraditional programs
- Identify which of the required uses or permissive uses of funds this project meets.
- How will the success of this project be measured? What data will you review to determine achievement on the performance indicator selected to improve? What set of students will you measure?
- School(s) in which this project will be conducted:
- Approximate number of teachers/counselors/administrators who will be involved:
- Is this the first time this project has been conducted under Perkins IV:  Yes  No
- Please describe the outcomes (positive or negative) from previous year that affected your decision to continue or repeat this activity as well as any modifications being made to ensure success:
- Describe the financial costs for this project that will be paid from the Perkins funds during the current year.
  - Salary/benefits/stipends
  - Professional development expenses (including travel)
  - Consultant costs
  - Instructional materials/supplies

- Software
- Other
- Equipment and other non-consumable items that cost more than \$200: (list item, school, and teacher)

Approximate cost of project during current year (from Perkins funds only)

### **IMPROVEMENT FOR SPECIFIC PROGRAM OF STUDY PROJECT**

- What program of study are you going to improve -
  - Cluster:
  - Pathway
  - Program of Study:
- School name:
- Teacher name(s):
- Is this the first year of improvement for this program of study:  Yes  No
- Is this program of study high-skill, high-wage, and high-demand pathways according to the state's list. If the program of study does not meet all three of the above designations, regional data must be provided to document that the program is high-skill, high-wage, and high-demand.
- Identify which of the required uses or permissive uses of funds this project meets.
- How will the success of this project be measured? What data will you review to determine achievement on the performance indicator selected to improve? What set of students will you measure?
- Describe the types of industry certification are available and how instruction and funding will be provided for these:
  - Certifications for the program
  - Certifications for the teacher(s)
  - Certifications for the students
- Describe what professional development will be needed to achieve this improvement and how you will coordinate with NCLB professional development activities.
- For the CTE teacher
  - Integration
  - Applied learning
  - Curriculum planning
  - Knowledge and understanding of industry standards
  - Knowledge and skills to work with special populations
  - Knowledge to know how to access and utilize data
- For academic teachers:
  - Integration
  - Applied learning
  - Curriculum planning
- For administrators and counselors:
  - All aspects of industry
  - Academic requirements
  - Program of study information
- Describe the new software or curriculum that will be required
- Describe the equipment will be needed to achieve this improvement
- Describe the related academic courses and identify any additional academic courses above the smart core that are required for this program of study

- Are the CTE frameworks adequate to provide the necessary technical skills students will need and, if not, describe the modifications that will be made on the frameworks
- Describe the resources that will be available to assure that sub-population students are successful
- How will work-based learning opportunities be made available (apprenticeship, internship, job shadowing, etc)

**EXPLANATION OF CURRENT YEAR ACTIVITIES/PURCHASES FOR THIS PROJECT**

Describe the financial costs for this project that will be paid from the Perkins funds during the current year.

- Salary/benefits/stipends
- Professional development expenses (including travel)
- Consultant costs
- Instructional materials/supplies/curriculum
- Software
- Other
- Equipment and other non-consumable items that cost more than \$200:

Approximate cost of project during current year (from Perkins funds only)

## **Attachment 3 – Postsecondary Local Application**

### **SECTION 1: ASSURANCES AND CERTIFICATIONS**

- Name and Address of Institution/Consortium
- If consortium, list all member institutions
- Local Coordinator Name and Contact Information
- Basic Grant Amount
- Signature of President, Chief Academic Officer, and Chief Financial Officer
- Statement of Assurances and Certifications

### **SECTION 2: OP1-ADMINISTRATIVE FUNDS**

- How will administrative funds be used?
- Amount of basic grant allocated to administrative uses (not to exceed 5% of total grant)

### **SECTION 3: 1P1-TECHNICAL SKILLS ATTAINMENT CORE INDICATOR**

#### **Core Indicator Overview**

- Current year local target
- Historical performance results for local and state (baseline plus cumulative for Perkins IV years)
- Was actual performance results within 90% of core indicator target
- Description of status of improvement plan required for the indicator, including description of strategies required as a result of previous year's performance
- CIP codes of programs of study targeted for technical skills improvement
- Description of data used to determine core indicator need and to select activities that address the need

#### **Activity Description (for each activity in support of the indicator)**

- Activity number/name
- Number of years previously funded by Perkins
- If previously funded, summary of previous years' results
- Activity description
- How performance will be measured and the expected measurable outcome
- CIP code(s) of programs of study targeted by this activity
- Number of Perkins concentrators affected by this activity

#### **Activity Budget**

- Activity cost by budget category and function category (projected, amended, and actual)
- Required or permissive use of funds

#### **Amendments**

- Description of approved amendments
- Staff approval

#### **Compliance**

- Annual compliance review or technical assistance observations

#### **Performance**

- Actual measurable outcome

### **SECTION 4: 2P1-CREDENTIAL ATTAINMENT CORE INDICATOR**

### **SECTION 5: 3P1-STUDENT RETENTION CORE INDICATOR**

## **SECTION 6: 4P1-STUDENT PLACEMENT CORE INDICATOR**

## **SECTION 7: 5P1-NONTRADITIONAL PARTICIPATION CORE INDICATOR**

## **SECTION 8: 5P2-NONTRADITIONAL CREDENTIAL ATTAINMENT CORE INDICATOR**

## **SECTION 9: SPECIFIC PROGRAM OF STUDY PROJECT**

- Career cluster
- Career pathway
- Program of study CIP
- Does this program of study meet high skill, high wage, and high demand designations or support emerging industries?
- If the program does not meet the required designations, regional data must be provided to document that the program meets the designations locally (exceptions will be rare).

### **Project Description (for each program of study)**

- Activity number/name
- Number of years previously funded by Perkins
- If previously funded, summary of previous years' results
- Project description
  - Summary of project
  - Describe how academic and technical coursework will be integrated
  - Describe equipment/supplies to be purchased
  - Describe professional development required (CTE and academic faculty/administrators/staff)
  - Describe how special populations, include nontraditional students, will be affected
  - Describe how work-based learning will be integrated into the project
  - Number of Perkins concentrators affected by this activity
- List all core indicators that will be improved as a result of this project
- Description of data used to determine project need and to select activities that address the need
- How performance will be measured and the expected measurable outcome

### **Activity Budget**

- Activity cost by budget category and function category (projected, amended, and actual)
- Required or permissive use of funds

### **Amendments**

- Description of approved amendments
- Staff approval

### **Compliance**

- Annual compliance review or technical assistance observations

### **Performance**

- Actual measurable outcome

## **SECTION 10: ACROSS ALL PROGAMS PROJECT**

### **Project Description (for project)**

- Activity number/name
- Number of years previously funded by Perkins
- If previously funded, summary of previous years' results
- Project description
  - Summary of project

- Indicate which performance indicator this project will most impact (only one)
- Estimate of number of students, faculty, support staff, or administrators affected by this project
- List all core indicators that will be improved as a result of this project
- Description of data used to determine project need and to select activities that address the need
- How performance will be measured and the expected measurable outcome

**Activity Budget**

- Activity cost by budget category and function category (projected, amended, and actual)
- Required or permissive use of funds

**Amendments**

- Description of approved amendments
- Staff approval

**Compliance**

- Annual compliance review or technical assistance observations

**Performance**

- Actual measurable outcome

**SECTION 11: BUDGET SUMMARY**

- Summary of all activities by budget category (original and amended)
- Reimbursement ledger
- Total basic grant allocation
- 5% maximum administration funds
- 25% first quarter maximum

## Attachment 4 - Grant Awards for 2007-08

### Secondary

LEA	DistrictName	Consortia (as of 5-3-07)	TotalFunds
1701	Alma School District	Single LEA	45,516
0501	Alpena School District	OUR	8,673
1002	Arkadelphia School District	Dawson	37,486
4701	Armored School District	Crowley's Ridge	3,397
4101	Ashdown School District	Single LEA	26,789
5801	Atkins School District	Russellville Area Center	23,067
7401	Augusta School District	W.D. Mills	22,490
7301	Bald Knob School District	W.D. Mills	26,428
5401	Barton-Lexa School District	Great Rivers	16,232
3201	Batesville School District	Single LEA	42,681
6301	Bauxite School District	Dawson	14,555
1601	Bay School District	Crowley's Ridge	9,952
5201	Bearden School District	South Central	12,406
7302	Beebe School District	W.D. Mills	41,780
6302	Benton School District	Dawson	55,158
0401	Bentonville School District	Single LEA	111,976
0502	Bergman School District	OUR	14,236
0801	Berryville School District	Single LEA	34,288
3001	Bismarck School District	Dawson	17,032
2901	Blevins School District	Southwest	13,049
4702	Blytheville School District	Single LEA	99,487
4201	Booneville School District	Western Ark	28,865
7303	Bradford School District	W.D. Mills	10,798
3701	Bradley School District	Southwest	10,221
4801	Brinkley School District	Single LEA	22,141
1603	Brookland School District	Crowley's Ridge	20,748
6303	Bryant School District	Dawson	82,645
1605	Buffalo Is. Central School District	Crowley's Ridge	13,444
4304	Cabot School District	Single LEA	98,006
4901	Caddo Hills School District	DeQueen/Mena	14,865
3301	Calico Rock School District	Northcentral	11,315
5204	Camden Fairview School District	Single LEA	62,928
4303	Carlisle School District	W.D. Mills	13,997
6802	Cave City School District	Northcentral	23,286
3212	Cedar Ridge School District	Northcentral	15,676
1702	Cedarville School District	Western Ark	17,240
5502	Centerpoint School District	Single LEA	17,381
2402	Charleston School District	Western Ark	12,246
4802	Clarendon School District	Great Rivers	18,035
3601	Clarksville School District	Western Ark	41,894

1305	Cleveland County School District	Southeast	19,754
7102	Clinton School District	Arch Ford	29,800
1201	Concord School District	Northcentral	12,268
2301	Conway School District	Single LEA	139,364
1101	Corning School District	Single LEA	28,661
0302	Cotter School District	OUR	14,160
2403	County Line School District	Western Ark	11,041
1901	Cross County School District	Crowley's Ridge	15,269
0201	Crossett School District	Southeast	43,970
3203	Cushman School District	Northcentral	4,296
2601	Cutter-Morning Star School District	Dawson	10,594
7503	Danville School District	Arch Ford	11,432
7504	Dardanelle School District	Russellville Area Center	27,069
0402	Decatur School District	Northwest	9,235
5106	Deer/Mount Judea School District	OUR	9,051
5501	Delight School District	Dawson	5,543
6701	DeQueen School District	Single LEA	49,944
0901	Dermott School District	Southeast	18,097
5901	Des Arc School District	W.D. Mills	11,181
0101	DeWitt School District	Single LEA	26,728
3102	Dierks School District	DeQueen/Mena	9,166
3502	Dollarway School District	Single LEA	52,974
5802	Dover School District	Russellville Area Center	22,032
2202	Drew Central School District	Southeast	19,671
2104	Dumas School District	Southeast	42,185
1802	Earle School District	Single LEA	28,185
5301	East End School District	Arch Ford	12,191
5608	East Poinsett Co. School District	Crowley's Ridge	16,947
7001	El Dorado School District	Single LEA	99,922
7201	Elkins School District	Northwest	13,866
1408	Emerson-Taylor School District	South Central	10,869
4302	England School District	W.D. Mills	15,634
0802	Eureka Springs School District	Single LEA	16,317
7202	Farmington School District	Northwest	18,284
7203	Fayetteville School District	Single LEA	143,834
4501	Flippin School District	Single LEA	18,533
2002	Fordyce School District	Dawson	20,175
4102	Foreman School District	DeQueen/Mena	9,513
6201	Forrest City School District	Single LEA	98,662
6601	Fort Smith School District	Single LEA	282,858
4603	Fouke School District	Southwest	12,632
2602	Fountain Lake School District	Dawson	25,674
4602	Genoa Central School District	Southwest	14,095
0403	Gentry School District	Northwest	18,675

3002	Glen Rose School District	Dawson	16,675
4708	Gosnell School District	Crowley's Ridge	21,477
0404	Gravette School District	Northwest	26,136
0803	Green Forest School District	Single LEA	20,390
2303	Greenbrier School District	Arch Ford	35,451
2807	Greene Co. Tech School District	Single LEA	52,936
7204	Greenland School District	Northwest	17,967
6602	Greenwood School District	Western Ark	36,367
1003	Gurdon School District	Dawson	14,032
2304	Guy-Perkins School District	Arch Ford	7,610
6603	Hackett School District	Western Ark	6,899
0203	Hamburg School District	Southeast	37,616
0701	Hampton School District	Southeast	11,679
5205	Harmony Grove School District (Ouachita Co)	South Central	14,555
6304	Harmony Grove School District (Saline Co)	Dawson	11,807
5602	Harrisburg School District	Crowley's Ridge	22,790
0503	Harrison School District	Single LEA	48,351
6604	Hartford School District	Western Ark	10,249
5903	Hazen School District	W.D. Mills	13,509
1202	Heber Springs School District	Arch Ford	29,617
5803	Hector School District	Russellville Area Center	15,863
5403	Helena/W.Helena School District	Single LEA	98,506
0601	Hermitage School District	Southeast	11,324
6804	Highland School District	Single LEA	35,161
3809	Hillcrest School District	Crowley's Ridge	7,758
2903	Hope School District	Single LEA	64,866
6703	Horatio School District	DeQueen/Mena	15,562
2603	Hot Springs School District	Single LEA	110,083
3804	Hoxie School District	Single LEA	17,443
6202	Hughes School District	Great Rivers	19,315
4401	Huntsville School District	Single LEA	44,851
3306	Izard Co. Cons. School District	Northcentral	12,476
3405	Jackson Co. School District	Crowley's Ridge	13,779
5102	Jasper School District	Single LEA	20,134
2604	Jessieville School District	Dawson	9,527
1608	Jonesboro School District	Crowley's Ridge	115,938
7003	Junction City School District	South Central	9,081
5503	Kirby School District	Dawson	9,503
3704	Lafayette County School District	Southwest	23,709
2605	Lake Hamilton School District	Dawson	54,635
0903	Lakeside School District (Chicot Co)	Southeast	47,139
2606	Lakeside School District (Garland)	Dawson	37,652
3604	Lamar School District	Western Ark	18,337
6605	Lavaca School District	Western Ark	11,888

3810	Lawrence County School District	Single LEA	21,572
0506	Lead Hill School District	OUR	7,316
3904	Lee County School District	Single LEA	48,532
7205	Lincoln School District	Single LEA	25,177
6001	Little Rock School District	Single LEA	523,375
4301	Lonoke School District	W.D. Mills	29,953
4202	Magazine School District	Western Ark	9,870
3003	Magnet Cove School District	Dawson	11,313
1402	Magnolia School District	Single LEA	64,822
3004	Malvern School District	Dawson	46,482
2501	Mammoth Spring School District	Northcentral	8,467
4712	Manila School District	Crowley's Ridge	14,553
6606	Mansfield School District	Western Ark	19,132
1804	Marion School District	Crowley's Ridge	45,002
5604	Marked Tree School District	Crowley's Ridge	18,621
2803	Marmaduke School District	Northeast	17,135
5404	Marvell School District	Single LEA	34,424
2305	Mayflower School District	Arch Ford	12,698
6102	Maynard School District	Northeast	8,506
7403	McCrary School District	W.D. Mills	11,168
2105	McGehee School District	Southeast	32,135
3302	Melbourne School District	Northcentral	13,940
5703	Mena School District	Single LEA	43,876
3211	Midland School District	Northcentral	9,547
3104	Mineral Springs School District	DeQueen/Mena	14,487
2203	Monticello School District	Southeast	41,218
4902	Mount Ida School District	DeQueen/Mena	9,250
0303	Mountain Home School District	Single LEA	67,005
2607	Mountain Pine School District	Dawson	12,666
6901	Mountain View School District	Single LEA	37,662
1703	Mountainburg School District	Western Ark	14,487
2306	Mt. Vernon/Enola School District	Arch Ford	6,458
1704	Mulberry/Pleasant View School District	Western Ark	12,330
5504	Murfreesboro School District	Dawson	7,153
3105	Nashville School District	Single LEA	31,072
1503	Nemo Vista School District	Arch Ford	7,192
1611	Nettleton School District	Crowley's Ridge	50,930
5008	Nevada School District	Southwest	8,528
3403	Newport School District	Crowley's Ridge	36,966
0304	Norfolk School District	Northcentral	8,892
7006	Norphlet School District	South Central	7,759
6002	North Little Rock School District	Single LEA	221,487
0504	Omaha School District	OUR	9,677
4713	Osceola School District	Crowley's Ridge	47,883

5706	Ouachita River School District	DeQueen/Mena	12,010
3005	Ouachita School District	Dawson	5,601
6505	Ozark Mountain School District	Single LEA	18,889
2404	Ozark School District	Western Ark	34,367
6205	Palestine/Wheatley School District	Great Rivers	8,841
7309	Pangburn School District	W.D. Mills	10,840
2808	Paragould School District	Single LEA	46,055
4203	Paris School District	Western Ark	23,849
7007	Parkers Chapel School District	South Central	8,483
0407	Pea Ridge School District	Single LEA	17,905
5303	Perryville School District	Arch Ford	14,899
1104	Piggott School District	Northeast	12,971
3505	Pine Bluff School District	Single LEA	142,170
6103	Pocahontas School District	Single LEA	35,322
5804	Pottsville School District	Russellville Area Center	24,490
2703	Poyen School District	Dawson	5,198
7206	Prairie Grove School District	Northwest	22,076
5006	Prescott School District	Southwest	19,682
6003	Pulaski County School District	Single LEA	291,983
1203	Quitman School District	Arch Ford	8,711
1106	Rector School District	Northeast	11,242
1613	Riverside School District	Crowley's Ridge	18,537
7307	Riverview School District	W.D. Mills	28,381
0405	Rogers School District	Single LEA	192,566
7310	Rose Bud School District	W.D. Mills	15,161
5805	Russellville School District	Russellville Area Center	78,855
2502	Salem School District	Northcentral	14,268
4204	Scranton School District	Western Ark	3,624
6502	Searcy County School District	Single LEA	21,674
7311	Searcy School District	W.D. Mills	59,781
2705	Sheridan School District	Single LEA	57,830
7104	Shirley School District	Arch Ford	11,128
0406	Siloam Springs School District	Single LEA	47,592
3806	Sloan-Hendrix School District	Northeast	12,669
7008	Smackover School District	South Central	11,999
1507	So. Conway Co. School District	Single LEA	47,090
4706	So. Miss. County School District	Crowley's Ridge	28,986
7105	South Side School District (Bee Branch)	Arch Ford	7,929
3209	Southside School District (Batesville)	Northcentral	22,446
2906	Spring Hill School District	Southwest	5,702
7207	Springdale School District	Single LEA	206,751
4003	Star City School District	Southeast	33,504
5206	Stephens School District	South Central	17,427
7009	Strong-Huttig School District	Southeast	13,534

0104	Stuttgart School District	Single LEA	39,042
4605	Texarkana School District	Single LEA	104,716
5605	Trumann School District	Single LEA	35,769
1805	Turrell School District	Crowley's Ridge	9,881
6806	Twin Rivers School District	Northeast	10,880
7510	Two Rivers School District	Arch Ford	25,824
0505	Valley Springs School District	OUR	15,783
1612	Valley View School District	Crowley's Ridge	11,719
1705	Van Buren School District	Single LEA	101,655
5704	Van Cove School District	DeQueen/Mena	8,422
2307	Vilonia School District	Single LEA	29,224
2503	Viola School District	Northcentral	8,110
6401	Waldron School District	Western Ark	32,669
0602	Warren School District	Southeast	30,435
3509	Watson Chapel School District	Single LEA	57,381
5607	Weiner School District	Crowley's Ridge	5,107
7208	West Fork School District	Northwest	17,459
1803	West Memphis School District	Single LEA	156,342
1204	West Side School District (Cleburne Co)	Arch Ford	10,595
7509	Western Yell Co. School District	Arch Ford	9,968
1602	Westside Cons. School District (Craighead Co)	Crowley's Ridge	19,912
3606	Westside School District (Johnson Co)	Western Ark	14,686
7304	White Co. Central School District	W.D. Mills	9,953
3510	White Hall School District	Single LEA	30,812
5705	Wickes School District	DeQueen/Mena	15,325
1505	Wonderview School District	Arch Ford	8,736
1304	Woodlawn School District	Southeast	5,184
1905	Wynne School District	Single LEA	59,077
4502	Yellville-Summit School District	Single LEA	19,219

8,381,024

**Postsecondary**

<b>Institution</b>	<b>2007-08Grant</b>
Arkansas Northeastern	\$123,640
ASU-Beebe	\$116,937
ASU-Jonesboro	\$93,102
ASU-Mountain Home	\$53,627
ASU-Newport	\$17,690
Arkansas Tech	\$68,710
Black River Technical College	\$100,923
Cossatot	\$31,841
Crowley's Ridge Technical Institute	\$23,089
East Arkansas	\$83,234
Mid-South	\$82,675
North Arkansas	\$136,488
National Park	\$148,405
Northwest Ark Community College	\$140,212
Northwest Technical Institue	\$32,027
Ouachita Technical College	\$47,855
Ozarka College	\$43,944
Phillips	\$139,281
Pulaski Tech	\$553,773
Rich Mountain	\$41,710
South Arkansas	\$74,110
SAU-Magnolia	\$38,172
SAU-Tech	\$46,179
Southeast Arkansas CC	\$177,453
UACC-Batesville	\$120,475
UACC-Hope	\$72,806
UACC-Mountain Home	\$103,902
UA Fort Smith	\$169,446
UA Little Rock	\$27,931
UA Monticello	\$54,744
UA Medical Science	\$8,379
	2,972,760

ASSURANCE – LOBBYING; DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY  
MATTERS; AND DRUG-FREE WORKPLACE  
Page 1

ASSURANCE – LOBBYING; DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY  
MATTERS; AND DRUG-FREE WORKPLACE (continued)  
Page 2

ASSURANCE – NON-CONSTRUCTION PROGRAMS  
Page 1



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**SECONDARY LEVEL**

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
<p><b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. <b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, left secondary education.</p>	<p><b>State Administrative Records</b></p>	<p><b>B:</b> 39.08% (2005-06)</p>	<p><b>L:</b> 51.63 (AMO for NCLB) <b>A:</b></p>	<p><b>L:</b> 59.69 (AMO for NCLB) <b>A:</b></p>
<p><b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. <b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, have left secondary education.</p>	<p><b>State Administrative Records</b></p>	<p><b>B:</b> 41.33% (2005-06)</p>	<p><b>L:</b> 46.90 (AMO for NCLB) <b>A:</b></p>	<p><b>L:</b> 55.75 (AMO for NCLB) <b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<b>Numerator:</b> Number of CTE concentrators who were proficient on assessments taken within the program of study and who left the secondary system during the reporting year <b>Denominator:</b> Number of all CTE concentrators that were tested and left the secondary system during the reporting year	<b>State Administrative Records</b>	B:	L:  A:	L:  A:
<b>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</b>	<b>Numerator:</b> Number of CTE concentrators that graduate plus the number of CTE concentrators that receive a GED during the reporting year <b>Denominator:</b> Number of CTE concentrators that left the secondary system during the reporting year	<b>State Administrative Records</b>	B:	L:  A:	L:  A:
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. <b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	<b>State Administrative Records</b>	<b>B: 71% for all students in 2005-06</b>	L: 71.5%  A:	L: 72.0%  A:
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<b>Numerator:</b> Number of CTE concentrators who successfully completed the program of study and graduated from high school and who were employed, enrolled in postsecondary, or in the military six months following graduation <b>Denominator:</b> Number of CTE concentrators who successfully completed the program of study and graduated from high school during the reporting year and were found six months following graduation	<b>Local Survey</b>	B:	L:  A:	L:  A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of nontraditional gender students enrolled in one or more units within a program of study that is nontraditional for their gender during the reporting year</p> <p><b>Denominator:</b> Number of all students enrolled in the nontraditional programs of study during the reporting year</p>	<b>State Administrative Records</b>	B:	L:  A:	L:  A:
<b>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</b>	<p><b>Numerator:</b> Number of nontraditional gender concentrators who successfully complete programs of study designated nontraditional and graduate from high school during the reporting year</p> <p><b>Denominator:</b> Number of all concentrators who successfully complete nontraditional programs during the reporting year</p>	<b>State Administrative Records</b>	B:	L:  A:	L:  A:

**POSTSECONDARY LEVEL**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Baseline (Indicate Year)</b>	<b>Year One 7/1/07-6/30/08</b>	<b>Year Two 7/1/08-6/30/09</b>
<b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b>	<b>Numerator:</b> The number of CTE concentrators who passed technical skill assessments <b>Denominator:</b> The number of CTE concentrators who took technical skill assessments during the reporting year	Third-party assessments and/or specific industry certifications	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b>	<b>Numerator:</b> The number of CTE concentrators who received an industry-recognized credential, certificate or degree during the reporting year <b>Denominator:</b> The number of CTE concentrators who left postsecondary education during the reporting year	AHESIS administrative records to compare student enrollment in previous and current academic years	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<b>Numerator:</b> The number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year <b>Denominator:</b> The number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn a credential, certificate or degree in the previous reporting year	AHESIS administrative records to compare student enrollment in previous and current academic years	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07- 6/30/08	Column 6 Year Two 7/1/08- 6/30/09
<b>4P1 Student Placement 113(b)(2)(B)(iv)</b>	<b>Numerator:</b> The number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 <sup>nd</sup> quarter following the program year in which they left postsecondary education <b>Denominator:</b> The number of CTE concentrators who left postsecondary education during the reporting year	AHESIS administrative records used to determine students that left the postsecondary system and state wage records used to determine placement in employment. Method for military and apprenticeship to be determined	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b>	<b>Numerator:</b> The number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year <b>Denominator:</b> The number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year	AHESIS records used to determined participation of CTE participants in CTE designated CIPs	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>
<b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b>	<b>Numerator:</b> The number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year <b>Denominator:</b> The number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year	AHESIS records used to determined completion of CTE concentrators in CTE designated CIPs	<b>B:</b>	<b>L:</b>  <b>A:</b>	<b>L:</b>  <b>A:</b>