

**Arkansas Department of Higher Education**

**The Carl D. Perkins CTE Act of 2006**

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**Guidelines for Submission of  
2007-08 Local Transition and Annual Plan**

**Due: June 15, 2007**

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## Introduction

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This guide has been prepared to assist local recipients in preparing the 2007-2008 Transition Plan required under the newly authorized Carl D. Perkins Career and Technical Education Act of 2006. The framework for the guide is based on requirements in the Act and the renewed vision of career and technical education programs expressed in the Act. This vision supports rigorous CTE programs that prepare students for today's competitive workforce and envisions that all students will achieve challenging academic and technical standards, be prepared for high skill, high wage, and high demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of CTE students, improves state and local accountability, and strengthens the connections between secondary and postsecondary education.

The guide is organized into four parts. Part A outlines the Transition Plan narrative for the local institutions in **seven** key areas: planning, coordination, and collaboration prior to transition plan submission, program administration, provision for services to special populations, accountability and evaluation, financial requirements and EDGAR certifications and other assurances.

Part B details special activities to be carried out during the transition year, including expenditure details for each proposed activity. Activities include:

- Those that target individual performance indicators as was the practice under Perkins III.
- Those that target specific programs of study that meet the definitions of high skill, high wage, and high demand programs.
- Those that will affect all performance indicators rather than one indicator.
- Those that are necessary to adequately prepare for Program Year 2008-09 when accountability for performance measures begins.

Part C includes information on accountability including performance measure definitions and measurement methods. The local transition plan must detail how the recipient institution will collect and report data that is complete, valid and reliable in all required areas.

It is intended that the Perkins Accountability Portal will be active by the time transition plans are to be submitted. This guide will help you understand the scope of information required and help you organize information for eventual online submission.

## **OVERVIEW OF PERKINS IV TRANSITION PLAN REQUIREMENTS**

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*Local recipients (individual institutions and consortia) will be required to submit a one-year transition plan for Program Year 2007-2008. The transition plan must include how the recipient will either address the required elements of the transition plan or the process that will be used to address the required elements during Year I of Perkins IV. The 2007-08 Local Transition Plan is due June 15, 2007 and must be approved by state staff before expenditure of funds can be made. Any funds expended prior to approval will be ineligible for Perkins funding.*

1. List members of the consortium if applicable.
2. Describe the process used to develop the local transition plan.
3. Describe how career and technical education programs will be carried out using activities designated as required and permissive use of funds. (See Appendix A for list of uses.)
4. Describe how CTE activities will meet state and local levels of performance. (See Appendix B for description of accountability measures.)
  - a) 1P1-Technical Skill Attainment
  - b) 2P1-Credential Attainment
  - c) 3P1-Student Retention and Transfer
  - d) 4P1-Student Placement
  - e) 5P1-Nontraditional Participation
  - f) 5P2-Nontraditional Credential Attainment
5. Describe how the institution will:
  - a) Offer the appropriate courses of not less than one of the CTE programs of study.
  - b) Improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through integration of coherent and rigorous content aligned with challenging academic standards and relevant technical education programs to ensure learning in both core academic coursework and technical coursework.
  - c) Provide students with strong experience in, and understanding of all aspects of an industry.
  - d) Ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
6. Describe how comprehensive professional development for CTE, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).
7. Describe how a wide variety of stakeholders are involved in the development, implementation and evaluation of CTE programs, and how such individuals and entities are informed about, and assisted in understanding the requirements of Perkins, including CTE programs of study. Stakeholders include parents, students, academic and CTE faculty,

- administrators, counselors and advisors, business and industry, labor, and special populations)
8. Provide assurances that programs are of such size, scope and quality to bring about improvement in the quality of CTE.
  9. Describe the process that will be used to evaluate and continuously improve performance.
  10. Describe how the institution will
    - a) Review CTE programs, identify and adopt strategies to overcome barriers that result in lower access or success for special populations.
    - b) Provide programs that enable special populations to meet local performance levels.
    - c) Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill or high-wage, or high-demand occupations that will lead to self-sufficiency. (See Appendix C for targeted pathways.)
  11. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.
    - a) Individuals with disabilities
    - b) Individuals from economically disadvantaged families, including foster children
    - c) Individuals preparing for nontraditional fields
    - d) Single parents, including single pregnant women
    - e) Displaced homemakers
    - f) Individuals with limited English proficiency
  12. Describe how funds will be used to promote preparation for nontraditional fields. (See Appendix D for nontraditional fields.)
  13. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.
  14. Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and guidance and academic counselors, including under-represented groups, and the transition to teaching from business and industry.
  15. Describe how funds will be distributed among consortium members, if appropriate.
  16. Describe how the local recipient will report data that is complete, accurate, and reliable.

## Part A: Local Transition Plan Narrative

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### 1. Description of Local Recipient

- Institution/Consortium Name
- President/Chancellor Name/Email of Fiscal Agent Institution
- Chief Financial Officer Name/Email of Fiscal Agent Institution
- Perkins Coordinator Name/Email/Phone of Fiscal Agent Institution
- Name and Address where reimbursement funds should be mailed

### Consortium Membership

Title I Section 132 requires that local allocations be based upon the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in CTE programs. In order to receive funding, a local recipient must receive no less than \$50,000 or join a consortium with individual allocations exceeding \$50,000.

### 2. List the following for each consortium member

- Institution Name
- President/Chancellor Name/Email
- Chief Financial Officer Name/Email
- Perkins Coordinator Name/Email/Phone

### 3. Describe the process used to develop the local transition plan.

Identify members of the team that contributed to development of the plan. The team should include representation from all institutional departments that affect student performance including academics, support services, financial aid. The team should also include representation from departments responsible for collection and reporting of data required by Perkins.

### 4. Describe how career and technical education programs will be carried out using activities designated as required and permissive use of funds.

The local transition plan must describe how the recipient will address the required uses of funds whether by use of Perkins funds or non-Perkins funds. The institution must use Perkins funds to address these areas or indicate how other institutional funds will be used to do so. The recipient must address all required uses of funds before using funds for activities designated as a permissive use of funds. (See Appendix A for list of required and permissive uses.)

### 5. Describe how CTE activities will be carried out in order to meet state and local levels of performance.

(See Appendix B for description of accountability measures.)

- a) 1P1-Technical Skill Attainment
- b) 2P1-Credential Attainment
- c) 3P1-Student Retention and Transfer
- d) 4P1-Student Placement
- e) 5P1-Nontraditional Participation
- f) 5P2-Nontraditional Credential Attainment

### 6. Describe how the institution will offer the appropriate courses of not less than one of the CTE programs of study. Identify and describe any existing secondary to postsecondary linkages and how Perkins funds will be used to improve or expand such programs.

For the purposes of Perkins funding, a program of study must include both secondary and postsecondary elements that are coordinated, non-duplicative and aligned. Institutions are also encouraged extend the program of study to include baccalaureate or above level elements.

- 7. Describe how the academic and technical skills of students participating in CTE programs will be improved and how CTE students will be taught to the same standards as are all other students.**  
The description must demonstrate how academic and technical coursework will be integrated; how CTE coursework content will be coherent and rigorous and aligned with challenging academic standards and relevant technical education programs to ensure learning in both core academic coursework and technical coursework.
- 8. Describe how activities will provide students with strong experience in and an understanding of all aspects of an industry.** Describe any opportunities for work-based learning experiences, mentoring or internships for both faculty and students.
- 9. Describe how comprehensive professional development for CTE, academic, guidance and administrative personnel will be provided.** Professional development funded by Perkins should be high quality, sustained, intensive and focused on improving the quality of instruction. It may include initial faculty preparation and activities that support faculty recruitment from industry. It should promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development); increase instructor understanding of industry standards; encourage applied learning, provide knowledge and skills needed to work with and improve instruction for special populations, or increase the use of data to analyze achievement gaps.
- 10. Describe how a wide variety of stakeholders are involved in the development, implementation and evaluation of CTE programs, and how such individuals and entities are informed about, and assisted in understanding the requirements of Perkins, including CTE programs of study.**  
Stakeholders include parents, students, academic and CTE faculty, administrators, counselors and advisors, business and industry including small business, labor, and special populations.
- 11. Provide assurances that the recipient will provide CTE programs that are of such size, scope and quality as to bring about improvement in the quality of CTE programs.**
- 12. Describe the process that will be used to evaluate and continuously improve performance of CTE programs.**
- 13. Describe how the institution will address the needs of special populations enrolled in CTE programs.** Special populations include 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. The description must identify how the recipient will:
  - a) Review CTE programs, identify and adopt strategies to overcome barriers that result in lower access or success for special populations.
  - b) Provide programs that enable special populations to meet local performance levels.
  - c) Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill or high-wage, or high-demand occupations that will lead to self-sufficiency. (See Appendix C for targeted pathways.)
  - d) Ensure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.
- 14. Describe how funds will be used to promote preparation for nontraditional fields.** (See Appendix D for nontraditional fields.)
- 15. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to baccalaureate and above education or other training opportunities.**

- 16. Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and guidance and academic counselors, including under-represented groups, and the transition to teaching from business and industry.**
- 17. Describe how funds will be distributed among consortium members, if appropriate.** In order for a consortium to receive assistance, the consortium shall operate joint programs that provide services to all postsecondary institutions participating in the consortium and are of sufficient size, scope, and quality as to be effective. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium. Such funds may not be reallocated to individual members of the consortium for programs benefiting only one member of the consortium. Once funds are allocated to a consortium, the funds are to be used for the consortium as a whole and are not to be distributed to individual members based upon Pell count. While the state will continue to provide individual performance results for each consortium member, the consortium will negotiate performance measures as a single entity and will be held accountable for results collectively rather than individually.
- 18. Describe how the local recipient will report data that is complete, accurate, and reliable.** See Appendix B for Perkins definitions and measurement methods. The local recipient must demonstrate how data collected will be complete, valid, and reliable and consistent from year to year. Particular attention should be given to the identification of members of special populations so that analyses of performance can be made for Perkins performance improvements and so that data can be disaggregated by special population categories.

## APPENDIX A: REQUIRED AND PERMISSIVE USE OF PERKINS FUNDS

### Required Uses of Funds

- (1) Strengthen academic and technical skills of students participating in CTE programs through the **integration of academics with CTE programs**.
- (2) **Link secondary and postsecondary** levels, including not less than **1 CTE program of study** containing both secondary and postsecondary elements that are coordinated, non-duplicative and aligned.
- (3) Provide students with strong **experience and understanding of all aspects of an industry**, which may include **work-based learning** experiences.
- (4) Develop, improve, or expand the use of **technology** in CTE which may include:
  - **training** of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning.
  - providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to **entry into the technology fields**.
  - encouraging schools to **collaborate with technology industries** to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.
- (5) Provide in-service and pre-service **professional development** programs to faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, on topics including:
  - effective **integration** of academics and CTE.
  - **effective teaching skills** based on research.
  - effective practices to improve parental and **community involvement**.
  - effective use of **scientifically based research** and data to **improve instruction**.Professional development should also ensure that:
  - teachers and personnel **stay current with all aspects of an industry**.
  - involve **internship programs** that provide relevant business experience.
  - **train teachers** specifically in the effective use and application of **technology to improve instruction**.
- (6) Develop and implement **evaluations of the CTE programs** carried out with funds, including an assessment of how the needs of special populations are being met.
- (7) **Initiate, improve, expand, and modernize** CTE programs, including relevant technology.
- (8) Provide services and activities that are of **sufficient size, scope, and quality** to be effective.
- (9) Provide activities to prepare **special populations**, including single parents and displaced homemakers who are enrolled in CTE programs for **high skill, high wage, or high demand occupations** that will lead to self-sufficiency.

### Permissive Uses of Funds

- (1) **Involve stakeholders** (parents, businesses and labor organizations) in the design, implementation and evaluation of CTE programs.
- (2) Provide **career guidance and counseling** to postsecondary CTE students.
- (3) Create **business-education partnerships**, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for faculty.
- (4) Provide programs for **special populations**.
- (5) Assist **CTE student organizations**.
- (6) Provide **mentoring and support** services.
- (7) Leasing, purchasing, upgrading or adapting **equipment** including **instructional aids** and **publications** (including for library resources) designed to strengthen and support academic and technical skill attainment.
- (8) **Teacher preparation** programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.
- (9) **Developing and expanding postsecondary program offerings** at times and in formats that are accessible for all students, including through the use of distance education.
- (10) Developing initiatives that facilitate the **transition of sub-baccalaureate CTE students into baccalaureate degree programs**, including **articulation** agreements, **dual** and **concurrent** enrollment programs, academic and financial aid **counseling** and other initiatives to overcome barriers and encourage enrollment and completion.
- (11) Provide activities to support **entrepreneurship** education and training.
- (12) Improving or developing **new CTE courses**, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- (13) Developing and supporting small personalized career-themed **learning communities**.
- (14) Providing support for **family and consumer science** programs.
- (15) Provide CTE programs for **adults and school dropouts** to complete secondary education or upgrade technical skills.
- (16) Provide assistance to students who have participated in Perkins-funded services and activities in **continuing their education or training or finding an appropriate job**.
- (17) Support **nontraditional** training and employment activities such as mentoring and outreach.
- (18) Provide support for training programs in **automotive technologies**.
- (19) **Pooling** a portion of Perkins postsecondary funds with a portion of funds available to other recipients for innovative initiatives.
- (20) Support **other CTE activities** that support the purposes of the Act.

## APPENDIX B: PERKINS IV ACCOUNTABILITY

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### Performance Measures

- No performance measures will be required during the 2007-08 transition year. Baselines and measurement systems which will provide for complete, valid and reliable data are to be designed during the transition year for use in Year 1/PYE 2009.
- Definitions for all core indicators of performance (below) must be included in the State's transition plan that will be submitted April 17, 2007. (Local plan will be submitted by June 1, 2007)
- Institutions must submit an annual performance report with data disaggregated for each indicator of special populations. Institutions must identify and quantify gaps in performance between groups of students.
- Only Perkins Concentrators are measured and should therefore be the major focus of Perkins expenditures. Concentrators are defined as:
  - A student enrolled in and completed at least 12 credit hours in a program of study comprised of more than 12 credits and which terminates in an industry-recognized credential, certificate or degree.
  - A student that enrolled in and completed a short-term program of less than 12 hours which terminates in an industry recognized credential, certificate or degree.

### Negotiation of Performance Measure Targets

- The State will negotiate performance levels with OVAE prior to the first, third and fifth years of the State Plan.
- Locals must accept the state negotiated levels or negotiate a different level with the State. It is expected that all recipients will achieve the state targets by Program Year 2012-2013, the final year of PIV. To achieve this, negotiation models will be established as follows for each of the six performance indicators:
  - For recipients performing below the state goal, the recipient must request determine the difference in their baseline performance level and the state goal for 2012-13. The difference will be divided by the number of years that the recipient will receive PIV funds (5 years). This number will be the amount of improvement required annually.
  - For recipients already performing above the state goal, a higher target must be negotiated to satisfy "continuous improvement" requirements. The minimum level of improvement will be 1/10<sup>th</sup> of 1%.
- Revisions to negotiated performance goals can be requested as a result of unexpected circumstances such as natural disasters or other unforeseen events experienced by the institution. These revisions will be rare and will require substantial justification.

### Improvement Plans

- If the State or the institution fails to meet at least 90% of the performance target for any indicator, it will have to develop and implement an improvement plan, with special consideration for performance gaps between special population subgroups.
- The improvement plan must be developed and implemented during the first program year after the year the performance level was not met.
- The State may, after an opportunity for a hearing, withhold all or part of an institution's funding if the institution:
  - Fails to implement the required improvement plan.
  - Makes no improvement within one year of implementing the improvement plan.
  - Fails to meet at least 90% of a performance level for the same performance indicator three years in a row.
- If the State withholds funds from a local program, it must use those funds to provide, through alternative arrangements, services and activities to students within the area served by the local program. Alternate arrangements should be provided by the state agency or another eligible recipient.

**Sanctions Schedule**

Year 1: Recipient failed to meet 90% of the performance target.

Year 2: Improvement plan implemented

Year 3: Administrative funds withheld if no improvement made.

Year 4:

## DEFINITIONS

**Postsecondary Participant:** Postsecondary student who has earned 1 or more credits in any CTE program area.

**Postsecondary Concentrator:** Student who (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.

**Postsecondary Completer:** Not defined in PIV Law

### 1PI: TECHNICAL ATTAINMENT

**Definition:** Student achievement of challenging CTE skill proficiencies, including student achievement on third-party technical assessments that are aligned with industry recognized standards.

**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards during the reporting year.

**Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.

<b>Performance Targets:</b> (State Goal by PYE 2013: XX%)	Baseline	Transition	Year 1	Year 2	Year 3	Year 4	Year 5
	PYE 2006	PYE 2008	PYE 2009	PYE 2010	PYE 2011	PYE 2012	PYE 2013
		NA					

### 2PI: CREDENTIAL ATTAINMENT

**Definition:** Student attainment of an industry-recognized credential, certificate, or degree.

**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

<b>Performance Targets:</b> (State Goal by PYE 2013: XX%)	Baseline	Transition	Year 1	Year 2	Year 3	Year 4	Year 5
	PYE 2006	PYE 2008	PYE 2009	PYE 2010	PYE 2011	PYE 2012	PYE 2013
		NA					

### 3PI: STUDENT RETENTION/TRANSFER

**Definition:** Student retention in postsecondary education or transfer to a baccalaureate degree program.

**Numerator:** 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.

**Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, certificate or a degree in the previous reporting year.

<b>Performance Targets:</b> (State Goal by PYE 2013: XX%)	Baseline	Transition	Year 1	Year 2	Year 3	Year 4	Year 5
	PYE 2006	PYE 2008	PYE 2009	PYE 2010	PYE 2011	PYE 2012	PYE 2013
		NA					

### 4PI: STUDENT PLACEMENT

**Definition:** Student placement in military service or apprenticeship program or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated June 20, 2007 would be assessed between October 1, 2007 and December 31, 2007).

**Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

<b>Performance Targets:</b> (State Goal by PYE 2013: XX%)	Baseline	Transition	Year 1	Year 2	Year 3	Year 4	Year 5
	PYE 2006	PYE 2008	PYE 2009	PYE 2010	PYE 2011	PYE 2012	PYE 2013
		NA					

**5P1: NONTRADITIONAL PARTICIPATION**

**Definition:** Student participation in CTE programs that lead to employment in nontraditional fields.

**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

<b>Performance Targets:</b> (State Goal by PYE 2013: XX%)	Baseline	Transition	Year 1	Year 2	Year 3	Year 4	Year 5
	PYE 2006	PYE 2008	PYE 2009	PYE 2010	PYE 2011	PYE 2012	PYE 2013
		NA					

**5P2: NONTRADITIONAL CREDENTIAL ATTAINMENT**

**Definition:** Student completion of CTE programs that lead to employment in nontraditional fields.

**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

**Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

<b>Performance Targets:</b> (State Goal by PYE 2013: XX%)	Baseline	Transition	Year 1	Year 2	Year 3	Year 4	Year 5
	PYE 2006	PYE 2008	PYE 2009	PYE 2010	PYE 2011	PYE 2012	PYE 2013
		NA					

## **APPENDIX C: HIGH SKILL/HIGH WAGE/HIGH DEMAND/EMERGING**

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Perkins IV has a strong focus on preparing CTE students for employment in careers that are in high demand, require high skills, and pay high wages. The US Department of Education has designated 16 career clusters with 81 associated career pathways. Using the definitions noted below, Arkansas has identified 31 pathways that meet the requirements of all three definitions— high skill, high wage, and high demand.

ADWE is requiring that secondary schools focus Perkins funds on career pathways where 50% of the occupations within the pathway meet all three of the definitions. Because postsecondary organizes programs of study by CIP codes, a crosswalk of CIP codes to these pathways must be established.

PIV accountability will require that local recipients report performance measures as related to these targeted areas—placement in employment of all CTE concentrators as well as members of special populations.

**High Wage:** Defined as 20% above the average wage for all occupations in Arkansas. A high wage pathway is one with 50% or more of the individual occupations exceeding the high wage definition.

**High Demand:** Defined by the Department of Workforce Services and available at [www.discoverarkansas.net](http://www.discoverarkansas.net). A high demand pathway is one with 50% or more of the individual occupations designated as high demand.

**High Skill:** Any program of study that leads to a baccalaureate or above degree. (Secondary: Any pathway that leads to an AAS or apprenticeship program.)

**Emerging Industries:**

CC	DOE CAREER CLUSTERS and PATHWAYS	Demand	Wage	Skill	Emerging	Nontrad
1	<i>AGRICULTURE, FOOD AND NATURAL RESOURCES</i>					
	Agribusiness Systems					F
	<b>Food Products &amp; Processing Systems</b>	x	x			F
	<b>Plant Systems</b>	x	x			F
	<b>Animal Systems</b>	x	x			F
	Power, Structural & Technical Systems	x				
	Natural Resources Systems		X			F
	Environmental Service Systems		x			F
2	<i>ARCHITECTURE AND CONSTRUCTION</i>					
	Design/Pre-Construction		x			F
	<b>Construction</b>	x	x			F
	Maintenance/Operations	x				
3	<i>ARTS, AUDIO/VIDEO TECHNOLOGY &amp; COMMUNICATIONS</i>					
	Audio & Video Technologies		x			
	Printing Technologies	x				F
	Visual Arts					
	Performing Arts					
	Journalism & Broadcasting		x			F
	<b>Telecommunications Technologies</b>	x	x			F
4	<i>BUSINESS, MANAGEMENT, AND ADMINISTRATION</i>					
	<b>Management</b>	x	x			F
	<b>Business Financial Management &amp; Accounting</b>	x	x			M
	Human Resources		x			
	<b>Business Analysis</b>	x	x			
	<b>Marketing &amp; Communications</b>	x	x			
	Administrative & Information Support	x				
5	<i>EDUCATION AND TRAINING</i>					
	<b>Administration &amp; Administrative Support</b>	x	x			M
	<b>Professional Support Services</b>	x	x			
	<b>Teaching/Training</b>	x	x			M
6	<i>FINANCE</i>					
	<b>Financial &amp; Investment Planning</b>	x	x			
	<b>Business Financial Management</b>	x	x			
	<b>Banking &amp; Related Services</b>	x	x			
	<b>Insurance Services</b>	x	x			
7	<i>GOVERNMENT AND PUBLIC ADMINISTRATION</i>					
	Governance		x			
	National Security					
	<b>Foreign Service</b>	x	x			
	Planning		x			
	<b>Revenue &amp; Taxation</b>	x	x			
	<b>Regulation</b>	x	x			
	<b>Public Management &amp; Administration</b>	x	x			
8	<i>HEALTH SCIENCE</i>					
	Therapeutic Services		x			M
	Diagnostic Services		x			
	<b>Health Informatics</b>	x	x			M
	Support Services		x			M
	Biotechnology Research & Development					

9	<b>HOSPITALITY AND TOURISM</b>				
	Restaurants & Food/Beverage Services	x			F
	Lodging	x			
	Travel & Tourism				
	Recreation, Amusements & Attractions				
10	<b>HUMAN SERVICES</b>				
	<b>Early Childhood Development &amp; Services</b>	x	x		M
	Counseling & Mental Health Services				
	Family & Community Services	x			
	Personal Care Services				M
	<b>Consumer Services</b>	x	x		
11	<b>INFORMATION TECHNOLOGY</b>				
	<b>Network Systems</b>	x	x		F
	<b>Information Support &amp; Services</b>	x	x		F
	Interactive Media		x		
	<b>Programming &amp; Software Development</b>	x	x		F
12	<b>LAW, PUBLIC SAFETY AND SECURITY</b>				
	Correction Services		x		
	Emergency & Fire management Services				
	Security & Protective Services				
	Law Enforcement Services				F
	Legal Services				M
13	<b>MANUFACTURING</b>				
	Production	X			F
	Manufacturing Production Process Development	x	x		F
	Maintenance, Installation & Repair		x		F
	Quality Assurance				
	Logistics & Inventory Control				
	Health, Safety & Environmental Assurance		x		
14	<b>MARKETING, SALES AND SERVICE</b>				
	<b>Management &amp; Entrepreneurship</b>	x	x		
	Professional Sales & Marketing				
	Buying & Merchandising	x			
	<b>Marketing Communications &amp; Promotion</b>	x	x		
	<b>Marketing Information Management &amp; Research</b>	x	x		
	Distribution & Logistics	x			
	<b>E-Marketing</b>	x	x		
15	<b>SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS</b>				
	Engineering & Technology		x		F
	Professional Engineering		x		
	Science & Math		x		F
16	<b>TRANSPORTATION, DISTRIBUTION AND LOGISTICS</b>				
	Transportation Operations		x		F
	<b>Logistics Planning &amp; Management Services</b>	x	x		
	Warehousing & Distribution Center Operations	x			
	Facility & Mobile Equipment Maintenance	x			F
	Transportation Systems/Infrastructure Planning, Mgt & Reg		x		
	Health, Safety & Environmental Management		x		
	Sales & Service	x			

## APPENDIX D: NONTRADITIONAL PATHWAYS

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### Nontraditional for Females

Agribusiness Systems  
Animal Systems  
Construction  
Design/Pre-Construction  
Engineering and Technology  
Environmental Service Systems  
Facility & Mobile Equipment Maintenance  
Food Products and Processing Systems  
Information Support and Services  
Journalism and Broadcasting  
Law Enforcement Services  
Maintenance and Operations  
Maintenance, Installation & Repair  
Management  
Natural Resource/Environmental Service Systems  
Network Systems  
Plant Systems  
Power, Structural and Technical Systems  
Precision Metal Production  
Printing Technology  
Production  
Programming/Software Engineering  
Restaurant & Food and Beverage Services  
Science and Mathematics  
Telecommunications  
Transportation Operations

### Nontraditional for Males

Administration & Information Support  
Business Financial Management and Accounting  
Early Childhood Development & Services  
Health Informatics  
Legal Services  
Personal Care Services  
Support Services  
Teaching & Training  
Therapeutic Services

## **KEY PERKINS IV ISSUES**

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### **Performance Measures**

- Identify performance measure definition and method
- Describe how measurements will be complete, accurate, valid, and reliable
- Provide baseline information from AY 2005-06
- Definitions
  - Concentrator  
*Programs exceeding 12 hours: Declared major with 12 hours completed*  
*Program less than 12 hours: A student who completes the program*
  - Technical Skills Attainment  
*Student attainment on challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards, if available and appropriate*  
-NOCTI/WorkKeys/Other
  - Credential Attainment  
*Student attainment of an industry recognized credential, a certificate or a degree*  
-Need to determine the denominator of potential completers
  - Student Retention and Transfer  
*Student retention in postsecondary education or transfer to a baccalaureate degree program*
  - Student Placement  
*Student placement in military service, apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions*  
-Survey or UI records) (military/apprenticeship/employment including high skill, wage, demand)
  - Nontraditional Participation/Credential Attainment  
*Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields*  
-May be one combined indicator or two separate indicators

### **Improvement Plans/Sanctions**

- Process to be determined with input from CAO working group

### **Integration of academic and technical study**

- Interdisciplinary courses that combine CTE and academic coursework
- Applied academics courses
- Cross-curricular incorporation of academic skills in CTE programs
- Incorporation of academic modules in CTE coursework
- Learning communities

### **Special Populations**

- Identification
- Disaggregate data to report performance
- Address gaps
- Prepare for high skill, high wage, high demand occupations

### **Consortia Agreements**

- Use of funds within consortia for overall consortium, not individual institutions
- Performance reported by consortium and individual institutions
- Coordinator working group to make recommendations

### **Secondary and Postsecondary Linkages**

- Required to have one program of study that contains both secondary and postsecondary (2- and 4-year) elements
- Career Pathways Initiative pathways can be used but must include secondary element
- Developing and implementing local or statewide articulation agreements, concurrent, and dual enrollment.
- Explore possibility of creating system similar to Arkansas Course Transfer System (ACTS)

### **Professional Development**

- Effective integration of academics and CTE (provided jointly with academic faculty to the extent possible)
- High quality, sustained, intensive and classroom-focused in order to have an impact on instruction.
- Cannot be one-day or short-term workshops or conferences.
- Focused on improving student achievement.
- Ensure that personnel stay current with industry needs and use of applied learning.

### **Tech Prep**

- Implications for postsecondary when Tech Prep is merged with basic grant

### **Programs of Study**

- The national model includes 16 career clusters and 81 career pathways within these clusters. ADWE has approved at least one program of study in each of the clusters and 55 programs of study in 33 different pathways.
- ADWE has approved 25 secondary area career centers with 16 operated by postsecondary institutions.

### **Reserve Funds**

10% of basic grant can be reserved by ADWE/ADHE for funding of special projects such as innovative programs. ADWE has chosen this option.

## UPCOMING TECHNICAL ASSISTANCE/KEY EVENTS

### 2007

February-April	Site visits
February 28	Transition Plan Workshop with Michael Brustein (coordinator recommendations on measurements)
March	<a href="http://www.adheperkins.com">www.adheperkins.com</a>
March 13-14	Career Pathways Institute (gap analysis)
March 26-27	Bridges Out of Poverty Workshop (special populations)
April 5	Arkansas Department of Workforce Education board meeting (State Transition Plan approval)
April 11	Perkins IV Financial Accountability Workshop
April 17	State Transition Plan due
April 30-May 1	Perkins Spring Retreat
May 8-9	Mock Monitoring Exercise
May 12-17	National Association of CTE Conference (Savannah, GA with total Perkins IV focus)
June 1	Local Transition/2007-08 Plan due
August 20-24	Federal Monitoring and Compliance Review

### 2008

April 1	5-Year PIV Local Plan due
May 31	2008-2009 Local Plan due