

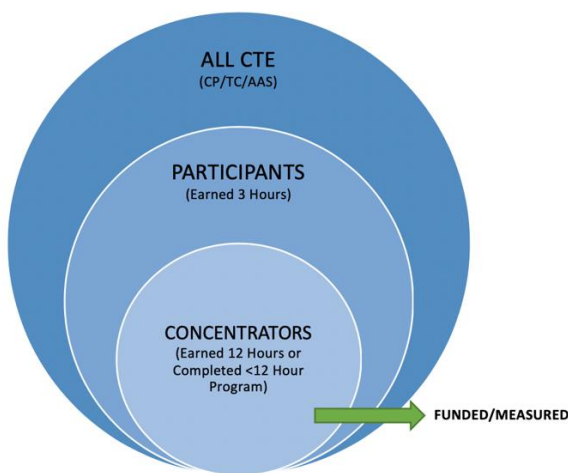
## Section 7 Accountability

SEC. 113

Perkins recipients are held accountable for effective use of funds and are required to show meaningful program improvement each year. The Perkins performance accountability system measures performance in three core indicator areas. Other than UI wage data used to determine placement in employment, all information used to calculate state and local performance will be extracted from the Arkansas Higher Education Information System (AHEIS).

### STUDENT CLASSIFICATION DEFINITIONS

There are three classifications of CTE students for Perkins purposes (Participants, Concentrators, and Funded Concentrators).



- **Postsecondary Participant**

The term 'CTE Participant' means an individual who has completed not less than one course in a career and technical education program or program of study.

*(A student who has declared intent, is enrolled in a CTE program area, and earned a minimum of three semester credit hours in a CTE program of study in the current academic year.)*

SEC 3. (13) CTE Participant

- **Postsecondary Concentrator**

The term 'CTE Concentrator' means at the postsecondary level, a student who has:

a) Earned at least 12 credits within a career and technical education program or program of study;  
or

b) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

*(A student who has declared intent, is enrolled in a CTE program area, and earned the required semester credit hours in the current or previous academic year. Once a student is counted as a Concentrator, concentrator status will be retained unless the student does not complete any hours in a given academic year. Students in less-than-12-hour programs will only be Concentrators upon completing the program.)*

SEC 3. (12) CTE Concentrator

- **Funded Concentrator**

The postsecondary funding formula is based on Concentrators who receive Pell or BIA (Bureau of Indian Affairs) assistance. Counts are compiled from data taken from the most current year available. *(Students who were Concentrators in PYE19 that received Pell/BIA are Funded Concentrators in PYE21.)*  
*Sec. 132(a)(2) Formula*

## CORE INDICATORS OF PERFORMANCE

Sec. 113(b)(2)(B)

Perkins V defines three core indicators of performance for CTE Concentrators at the postsecondary level. The institution must report data that is valid, reliable, timely and complete so that performance results for core indicators will be accurate and meaningful. For reporting purposes, a Concentrator cohort is determined for a specific year. That cohort is then tracked and reported in the following year which results in a one-year lag in reporting. (Concentrators in 2019 will be tracked during 2020 to determine success as required for each core indicator (remained enrolled, were in employment, received a post-program credential, etc.) Performance is then reported in the 2020 CAR and in local accountability reports.)

For clarification, the definition of “after program completion” in the Act can be confusing. For example, it is not logical to measure “retention” in 1P1 “after program completion.” ADHE will retain the legal language but with the understanding that program completion means that a student is no longer enrolled in college and performance results will be calculated accordingly.

### 1. 1P1-Retention/Placement

The percentage of CTE Concentrators who, during the second quarter after program completion:

- a) Remain enrolled in postsecondary education
- b) Are in advanced training
- c) Are in military service
- d) Are in a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.)
- e) Are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a), or
- f) Are placed or retained in employment

**Numerator:** The number of CTE Concentrators who, during the second quarter after program completion, remained enrolled in postsecondary education; were placed or retained in employment; were in advanced training; were in military service; were in a service program of the National and Community Service Act; or were in the Peace Corps.

**Denominator:** The number of CTE Concentrators that were enrolled in the academic year previous to the tracking year.

**Formula:** Results for this indicator are based on a Concentrator cohort from the academic year previous to the tracking year (Enrolled in AY2017, tracked for success in AY2018 and reported in the December 2018 CAR). This lag in reporting is necessary due to the availability of enrollment and employment data at the time performance results are calculated. For 1P1, “after program completion” is defined as a student that remains enrolled or is placed in employment. The retention portion includes Concentrators who were enrolled the previous academic year and who remain enrolled in postsecondary education (either at the reporting college or another college or university) in the following academic year. The placement portion includes Concentrators from the previous academic year who were employed during

the second quarter following program completion and calculated using UI wage records. Results from other placement options will be added as information becomes available.

## 2. 2P1-Credential Attainment

The percentage of CTE Concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

The term ‘recognized postsecondary credential’ has the meaning given in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

- a) Industry-recognized certificate or certification
- b) Certificate of completion of an apprenticeship
- c) License recognized by the State or Federal Government
- d) Associate or baccalaureate degree

*(TEGL: DoL Training and Education Guidance Letter)  
(Sec. 3. (43) Definitions)*

**Numerator:** The number of CTE Concentrators that received a college credential; a third-party, industry-based certification; apprentice certification; or received a government recognized license during participation in or within one year of program completion.

**Denominator:** The number of CTE Concentrators that were enrolled in the academic year previous to the tracking year.

**Formula:** Results for this indicator are based on a Concentrator cohort from the academic year previous to the tracking year. This lag in reporting is necessary in order to meet the “within one year of program completion” requirement. For 2P1, “after program completion” is defined as a student that completed the course of study and receives an academic award, or receives an industry-based credential or certification even though they may not have received an academic award. The indicator measures both academic credentials awarded by the college and industry-based technical credentials awarded by third parties. Results from other credential options will be added as information becomes available.

## 3. 3P1-Nontraditional Participation

The percentage of CTE Concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

**Numerator:** The number of gender nontraditional CTE Concentrators that were enrolled in nontraditional CTE programs in the academic year previous to the tracking year.

**Denominator:** The number of Concentrators that were enrolled in nontraditional CTE programs in the academic year previous to the tracking year.

**Formula:** Results for this indicator are based on a Concentrator cohort from the academic year previous to the tracking year. The denominator is the total enrollment for all programs designated as either male or female nontrad. The numerator is the number of males in female nontrad programs plus the number of females in male nontrad programs.

## SPECIAL POPULATIONS

The Perkins Act defines special populations as individuals who are members of any of the following groups. Full definitions can be found in Section9-Other Information.

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for employment in nontraditional occupations
- Individuals who are single parents
- Individuals who are out-of-workforce
- Individuals who are English learners
- Individuals who are homeless
- Youth who are in or have aged out of foster care
- Youth with a parent who is a member of the armed forces or is on active duty

## HIGH SKILL, HIGH WAGE, IN-DEMAND OCCUPATIONS

Definitions for high skill, high wage and in-demand occupations are jointly determined by the Arkansas Division of Workforce Services, the Division of Career and Technical Education, and the Division of Higher Education.

High Wage: Wages which exceed 20 percent above the average wage for all Arkansas occupations. Wages are available at <http://www.discover.arkansas.gov/Industry/State-Employment-and-Wages-by-Industry>. (High wage example: Average weekly wage for all industries is \$900. A weekly wage of \$1,080 will be considered high wage.)

High Skill: A pathway that leads to a baccalaureate degree or leads to an occupation that requires certification or licensure.

In-demand: Developed and approved by the Arkansas Division of Workforce Services and based on the top five growth occupations within the top 25 growth industries. In-demand occupations are determined at both state and regional levels and can be found at <http://www.discover.arkansas.gov/Occupation/Projected-Employment-Opportunities-List>

## NEGOTIATING TARGETS

Sec. 113 (b)(4)(A-B). Local Levels of Performance

Perkins V requires that the state include performance targets for four years in the State Plan and describe the methodology used to establish continuous improvement in performance. Once the State Plan and the performance targets are approved, the same methodology will be applied to local recipients. State staff provides baseline data for each core indicator, a description of the methodology to be used to establish local targets, and the date for which negotiations will conclude. The recipient may accept the proposed target or negotiate an alternate one with justification. The state retains final authority on local performance targets.

- Recipients shall agree to accept the State levels of performance or negotiate with the State for a new target.
- Recipient must set levels using valid and reliable data that measures the differences within the State in actual economic conditions and the ability of the State/recipient to collect and access valid, reliable and cost-effective data.

- Recipient must make continual and meaningful progress toward improving performance of all CTE Concentrators, including subgroups.
- Targets may be adjusted under certain conditions.
  - a) Comparable to other recipients.
  - b) Must be higher than the average actual performance of the two most recently completed program years (unless unanticipated circumstances).
  - c) Must take into account extent to which adjusted levels will advance goals set forth in the State Plan.
  - d) May not be adjusted if in improvement plan status.
- Developed with input from prescribed stakeholders in Sec. 122 (c)(1)(A).
- Developed for same time period as State Plan.
- Must disaggregate performance data:
  - a) By subgroup and identify and quantify any disparities or gaps in performance on any subgroup or special population compared to all CTE Concentrators.
  - b) By award level (Certificate of Proficiency, Technical Certificate or Associate of Applied Science degree).
  - c) By advanced training.
  - d) By military service, National and Community Service, or Peace Corps.
  - e) By high skill/wage/demand sectors

## IMPROVEMENT PLANS

### Sec. 123. (b)

Perkins legislation requires that ADHE evaluate the performance of each postsecondary institution in each core indicator area. If the institution is not making substantial progress, state staff is required to make an assessment of needs, enter into an improvement plan to assist the institution in overcoming deficiencies, and conduct regular evaluations of progress being made.

A core indicator is considered deficient if it falls below 90% of the negotiated target and an improvement plan is required. The improvement plan:

- Must include an analysis of performance disparities or gaps in subgroups.
- Must describe actions that will be taken to address gaps.
- Should involve appropriate stakeholder consultation during analysis of cause and selection of possible actions.
- Must be implemented in the first year following the year in which performance was deficient.
- Must be addressed prior to focus areas that were identified in the needs assessment and Local Application.
- May require a revision to the Local Application as a result of updating the student performance section of the Comprehensive Needs Assessment.
- Prohibits the adjustment of performance targets while in improvement plan status.
- Is submitted into the Perkins Portal as part of the Annual Plan submission.

ADHE will provide technical assistance if the college is not implementing the improvement plan or is not making substantial progress in meeting performance levels. The following general guidelines for improvement plans will be used to monitor performance results and improvement plans.

- **IP Year 1:** State staff will monitor implementation of the Improvement Plan and provide technical assistance.

- **IP Year 2:** State staff will continue to monitor and provide technical assistance but may also prescribe uses of funds.
- **IP Year 3:** Absent meaningful progress by the third year, the local recipient will be required to adjust its Local Application based on new student performance data.

#### REPORTING PERKINS DATA

With the exception of UI (Unemployment Insurance) wage data used to calculate 1P1-Retention/Placement, all data for Perkins accountability reports is obtained from the Arkansas Higher Education Information System (AHEIS). ADHE provides a manual to appropriate institutional research staff at each college that contains instructions for preparing the two Perkins specific files.

- **Perkins I-Special Populations**

The institution must provide special population information on all CTE students. This information is collected either automatically in the student management system or manually via surveys in the classroom. The institution should have written local procedures that describe the process used to collect and report data in a manner that ensures validity, reliability, timeliness, and completeness. Requirements of the written policy can be found in the Reference section at [www.adheperkins.com](http://www.adheperkins.com).

- **Perkins II-Supplemental Credentials**

The institution must report results of all non-academic credentials that it has access to. Currently this includes third-party assessments and apprenticeships. These results are reported during the academic year in which results are received by the institution, not the academic year in which the student was enrolled or when the supplemental credential was attempted. All students should be reported if an assessment or apprenticeship result is known. The institution should have written local procedures that describe the process used to collect and report data in a manner that ensures validity, reliability, timeliness, and completeness. Requirements of the written policy can be found in the Reference section at [www.adheperkins.com](http://www.adheperkins.com).