ARKANSAS CONSOLIDATED ANNUAL REPORT FOR 2005-06
Carl D. Perkins Act of 1998

NARRATIVE

I. STATE ADMINISTRATION [Section 121]

A. Sole State Agency and Governance Structure

Arkansas State Board of Workforce Education and Career Opportunities (SBWECO) is the sole state agency responsible for the Carl D. Perkins Vocational and Technical Education Act funds. The SBWECO, through the Arkansas Department of Workforce Education, oversees secondary career and technical education and postsecondary vocational education in two public technical institutes and one institution that is located within the Arkansas Prison System. The SBWECO also has responsibility for adult basic and general education and the state's vocational rehabilitation agency. The director of the Department of Workforce Education, who is employed by the SBWECO and serves at the pleasure of the Governor, is a member of the Arkansas Workforce Investment Board.

Through a Memorandum of Understanding in place since 1991, the SBWECO has delegated responsibility for the administration and leadership of Perkins activities in institutions of higher education to the Arkansas Department of Higher Education. The staff of the Department of Workforce Education and Department of Higher Education work together to ensure coordination when possible between the postsecondary institutions under the SBWECO and the higher education institutions with regard to Perkins.

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.

B. Organization of Vocational and Technical Education Programs

Secondary

Secondary career and technical education (CTE) programs are offered in every public school district in the state. To meet the state's Standards of Accreditation, each high school must offer a minimum of three CTE programs of study. Each program of study must be approved by the Department of Workforce Education and must include a minimum of three Carnegie units of credit. A defined core of 1½ or 2 units of credit has been established for most programs of study. In addition, each course that is included in the programs of study has a framework that describes what the students should know and be able to do upon completion of the course. Statewide end-of-course assessments are then based on the frameworks and are used for the vocational skill attainment measure.

The state has been implementing career clusters and pathways for the past several years. This process has helped to refine and broaden the traditional occupational curriculum so that students are more prepared for tomorrow's workforce.

Postsecondary

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 (8) four-year universities, twenty-two (22) two-year colleges, and two (2) technical institutes offering these programs that receive Perkins funding. Five (5) universities, five (5) colleges and the two (2) technical institutes are members of consortia. Three (3) universities in Arkansas do not participate in Perkins programs.

II. STATE LEADERSHIP ACTIVITIES [Section 124]

A. Required Uses of Funds

1. Assessment of Programs Carried Out With Funds, Including an Assessment of How the Needs of Special Populations Are Being Met and How Programs Are Designed to Enable Special Populations to Meet State Adjusted Levels of Performance and Prepare for Further Learning or for High Skill, High Wage Careers

At both the secondary and postsecondary levels, the local recipients must provide an annual accountability report prior to receiving funding for the next year. The accountability report specifies what the local recipient accomplished with the Perkins funds during the previous year. The Departments' staff members review the accountability reports as part of the annual approval process.

Assessment of CTE programs at the postsecondary level is carried out in several ways. State level staff conducts a comprehensive annual site visit to every campus where Perkins funds are expended. The site visit includes a review of programmatic elements such as activity objectives and methods used to assess the impact of the activity, review of equipment purchases and discussion of program elements with staff involved with Perkins funded activities. The performance review includes analysis of previous year's results from which state level staff provides technical assistance and guidance for development of future programs as needed. Additionally, staff has expanded monitoring of basic grant activities throughout the year in the areas of programs, data collection, and financial accountability.

At the secondary level, a team of Department staff makes an on-site visit to each local program on a rotating cycle – approximately 20% of the districts are visited each year. The team reviews the instructional plan and curriculum, classroom and laboratory equipment, instructional materials, and documentation regarding advisory councils and vocational student organization activities. The team makes recommendations and provides technical assistance as needed.

Secondary vocational teachers are asked to be active members of the Individualized Education Plan (IEP) teams for special education students who are enrolled in their programs. This involvement is also reviewed during the technical assistance visits.

Another method of assessment at the secondary level is the review of the results from the Vocational Student Competency Testing Program each year. The results on the assessment program are a reasonable indication of how closely the teacher

followed the frameworks for the course (what students should know and be able to do).

The Department of Workforce Education continues to publish a District Status Report (basically a school report card for CTE programs). The report has been very well received and caused a great number of administrators and teachers to view their programs more objectively. Among the indicators in the status report were several of the core performance indicators for Perkins: academic attainment, vocational skill attainment, graduation, and placement.

2. Developing, Improving, or Expanding the Use of Technology in Vocational and Technical Education that May Include Personnel/Teacher Training, Programs for Students Leading to Entry into High Tech and Telecommunications fields, or Encouraging Internships/Mentoring in High Tech Industries.

   Teacher inservice on current and emerging technologies that are specific to each occupational area was offered during the summer. Department staff planned and promoted the inservice opportunities to all vocational and technical education teachers. These opportunities included such topics as Multimedia Applications and Desktop Publishing in Business, Alternate Fuels/Hybrid Vehicles, and Food Safety & Sanitation to name a few.

   During the 2003-04 year, a new initiative was developed with the Oracle software company. The Oracle Internet Academy is a two-year, hands-on program that teaches students the latest internet technologies, database development, and Java programming. Students successfully completing the academy will have the opportunity to become an Oracle Certified Associate. Teachers from 18 school districts attended the intensive inservice offered by Oracle to become certified to teach this program during the 2004-05 school year. For the 2005-06 school year, 21 schools are in the program with three teachers who have received the second year training in JAVA. For the 2006-2007 school year, 7 schools are in the program and three of the programs include the JAVA component. The reduction in number of schools is a result of teachers leaving the teaching field or low enrollment. These programs offer students an extensive introduction to data server technology as well as covering the class concepts of both relational and object relational databases and the powerful SQL programming language and are linked to industry certification.

   A new program being developed for 2005-06 is Web Design. This program will consist of two courses. The first is Web Site I - Foundations and Web Page Design II - Site Designer. The first level of Web Page Design prepares students with work-related skills for advancement into postsecondary education or industry. Course content excludes exposure to basic Web design and the dynamics of networking/internetworking. The second course is Web Site II - Site Designer is the second level of Web Page Design concentration. Course content includes exposure to basic and advanced Web design, pixilated and vector-based Web graphics, Web animations, dynamics of Web hosting, and Web design in eCommerce. This course provides for and directly maps to the Certified Internet Webmaster "Site Designer" national certification examination. Nine schools are implementing the program in 2005-06 with at least 10 more the following year. For the 2006-2007 school year an additional 7 schools have been added. The original 9 schools are teaching the second year of the curriculum and frameworks are being developed for both courses.

The Department also encouraged districts and consortia to use a portion of their basic grant funds to provide teaching technology for their vocational teachers. This technology equipment included such things as an LCD projector with laptop computer system, computerized presentation board, digital camera, demonstration projector, and CD-writer along with appropriate training in the effective use of the equipment. Teachers who become comfortable and familiar with this type of technology on a daily basis should be more likely to seek out additional technological advances in their occupational field for inclusion in their curriculum.

Postsecondary professional development activities were provided at the campus level to teach instructors the effective use of technology, how to integrate it into classroom activities, and online delivery strategies. Professional development in the area of online course development, evaluation, student preparation, assignments and testing strategies, and enhanced instructional methods was provided for faculty statewide. Additionally, basic grant funds were used to purchase state of the art equipment to increase the number of courses delivered via distance learning, to provide distance delivery infrastructure, to purchase equipment for use by students in the classroom to provide an expanded range of learning experiences. New technology based courses were also funded in areas such as aviation and advanced manufacturing.

3. Professional Development Programs

A major thrust each summer for the Department staff is providing inservice training opportunities for all vocational and technical education teachers. Much of the inservice is occupational specific that assists the teachers in learning the new technology associated with their teaching specialty. However, the Department co-sponsors the annual conference of the Arkansas Association of Career & Technical Education teachers that includes sessions on effective teaching techniques and promising practices.

New teachers are provided with inservice training on using the CTE program frameworks (what students should know and be able to do). The frameworks incorporate the national standards, and the student competency testing program is directly tied to these frameworks. As new standards are published from the various national projects, the frameworks are updated, along with the competency tests, and teachers are provided with inservice training.

Through state funds available to the Department, 15 regional career and technical education coordinators are employed in the educational cooperatives in the state. One of the functions of these coordinators is to coordinate and provide regional inservice opportunities for vocational and technical teachers. The coordinators assist teachers and administrators with strategies and modifications for special needs students, basic computer training, the development and improvement of vocational programs, etc. In addition, most of them administer a Perkins consortium for secondary school districts. The coordinators work closely with Department staff on statewide initiatives and projects.

The Department of Higher Education provided professional development workshops for local coordinators. Local coordinators, who are most directly responsible for the

management of the Perkins local grants, received additional instruction on data-based decision making for the purpose of preparing them to accurately and effectively implement the accountability initiative.

A team of postsecondary educators attended national conferences to identify model projects and best practices with a particular focus on completion strategies. Findings were catalogued, shared with coordinators, and placed on the postsecondary Perkins website as a resource for faculty statewide. Several of the initiatives identified by the team were funded as part of the 2006-07 basic grants.

Training for faculty and administrators statewide was provided in the area of services designed to increase retention of students in higher education and increase completion rates and increasing the effectiveness of distance delivered education.

4. Support for Vocational Education Programs That Improve the Academic and Vocational and Technical Skills of Students

One of the primary vehicles for improving the academic and vocational technical skills of all vocational students through integration of academic and vocational education are the frameworks for each CTE program – what students should know and be able to do. These frameworks include the technical skills needed as well as the academic and workplace skills. The frameworks are the basis of the state vocational assessment program – Vocational Student Competency Testing Program. The Department provides for continuous updating and evaluation of the frameworks and testing program.

The department continues to provide many resources and funds to assist Career Academy development in Arkansas. Arkansas has increased its number from academies in 17 high schools in 2004-05 to academies in 27 high schools and 7 middle schools going into the 2006-07 school year.

Arkansas' *High Schools That Work* members continue to grow in number. This initiative is still the number one school improvement model used by schools that have been identified as in academic distress by the Arkansas Department of Education as well as being used by high performing districts. DWE continues to provide implementation grants to new sites to tour model sites, hire consultants, teacher in-service, etc. During 2005-06 DWE provided improved services and activities for sites that included mini-grants for program improvement activities and a data in-service for schools to better use results from the NAEP assessments in program planning/improvement.

The state is also a member of other national curriculum and standards groups that help provide current, relevant curriculum and other educational products. This includes V-TECS (Vocational-Technical Education Consortium of States) and MAVCC (Mid-America Vocational Curriculum Consortium).

At the postsecondary level, academic and vocational attainment was addressed through professional development for faculty statewide, with a focus on the type and level of student services to be provided that enhance student achievement results.

5. Preparation for Nontraditional Training and Employment

   Financial support was provided from Perkins leadership funds for two publications that help address guidance and counseling with regard to nontraditional training. Targeted for 8th grade students, the American Careers magazine includes lesson plans for teachers and nontraditional career information. An Arkansas statewide magazine entitled Next focuses on nontraditional careers and is targeted to 11th and 12th grade students.

   A grant was provided to the Department of Community Corrections to provide training in nontraditional fields for their female inmates who will be released within a year.

   The Department is a member of NAPE (National Alliance for Partners in Equity, Inc.) and draws on their resources as needed.

   At the postsecondary level, a resource library (hard copy and online) has been established that includes best practices and innovative methods focused on nontraditional students. State staff also collaborated with the Arkansas Career Pathways Initiative, a program that encourages nontraditional enrollment and completion, particularly females attempting to earn higher wages.

6. Supporting Partnerships

   Partnerships with many business/industry groups were continued. The groups included Oracle, the Arkansas Hospitality Association, the National Hospitality Business Alliance, Arkansas Automotive Dealers Association, ExplorNet, CISCO, the Arkansas Career Pathways Initiative, and the Arkansas Association of Two-Year Colleges.

7. Serving Individuals in State Institutions

   Through a Request for Proposal (RFP), four projects were funded for individuals in institutions that serve individuals with disabilities and the incarcerated.

   The Arkansas School for the Deaf received a grant of $59,220 to improve their Business Education and Family & Consumer Sciences programs.

   The Arkansas School for the Blind received a grant for $87,800 to improve the Desktop Publishing, Family & Consumer Sciences, and Jobs for Arkansas' Graduates programs. Some funds were provided to allow the CTE teachers to attend an assistive technology conference that focused on student success in the classroom.

   The Department of Community Correction received of $8,803 for a hospitality administration program at one of the centers for women.

8. Support for Programs for Special Populations

Jobs for Arkansas' Graduates (JAG-AR) is a program that is designed to assist eleventh and twelfth grade CTE students with academic, personal, and environmental barriers that are known to hinder a student's success. JAG-AR is affiliated with the national Jobs for America's Graduates (JAG) program. JAG emphasizes the creation of linkages with the business community for the purpose of student job placements and to contribute to the program's ability to meet the needs of business and industry. JAG-AR continues to surpass the performance goals set by national JAG and JAG-AR specialists continue to receive national recognition for their efforts.

JAG-AR addresses the largest CTE special population category in particular – the economically disadvantaged. In Arkansas, there are more than two and almost three times the number of economically disadvantaged CTE concentrators and completers compared to the next largest group which is Individuals with Disabilities. Students in the JAG-AR program are assisted with finding a job either while in high school or within six months of graduation. Since graduation from high school is one of the primary goals of the program, some students do not work while in high school but rather focus their attention on staying in school and succeeding in their academic and technical courses. In the 2005-2006 school year, 28 Public School districts offered 37 JAG programs that served 1,095 students.

Development of a course to assist ninth and tenth grade career and technical students with special needs began in 2001. The intent of the STRIVE (Students and Teachers Responsibility Integrating Vocational Education) Course is to assist students with the academics that are needed to be successful in their selected career focus area. Like JAG, CTE students with academic, personal and environmental barriers are eligible to participate in the STRIVE course. Many of students who participated scored below the 25th percentile on the NCLB assessments. Approximately 800 students across the state participated in fifteen STRIVE Courses.

The Department has placed a priority on providing state start-up funds for new JAG-AR and STRIVE programs. All requests for new programs are funded first before other programs are considered. In several local Workforce Investment Board areas, WIA funds are used to provide tutoring and other support services for the students enrolled.

Although JAG and STRIVE focus on economically disadvantaged students, the other special population categories also benefit from the programs. In addition, CTE teachers work with the special education teachers to help those students with Individual Education Plans (IEPs) to be successful in CTE programs.

At the postsecondary level, a staff person has been designated to coordinate with the Arkansas Career Pathways Initiative, a program designed to increase participation and completion of special populations including the economic disadvantaged, single parents, displaced homemakers, and others. Areas of collaboration include development of a first-year experience and accountability measures. Offered at 11 community colleges which serve 46% of Perkins concentrators, this initiative has a significant impact on special populations including nontraditional students.

B. Permissible Activities

Career Guidance and Counseling - The Department has placed an emphasis on career guidance and counseling for the past several years through a model called Career Action Planning which was developed by one of the state's school districts. Since the Department of Education (general K-12 education has placed an emphasis on career counseling through the state accreditation process, this model is receiving much attention. A Department staff person has been assigned to coordinate with the Department of Education regarding information for counselors.

Career & Technical Student Organizations (CTSOs) - The Department continues to support career and technical student organizations through staff positions that serve as the state executive directors of the organizations. Membership in the student organizations continues to be strong:

1,235	DECA (an association of marketing students)
15,000	FBLA (Future Business Leaders of America)
11,425	FCCLA (Family, Career, and Community Leaders of America)
12,696	FFA (an association of Agriculture Students
1,330	HOSA (Health Occupation Students of America)
733	Phi Beta Lambda
5,271	SkillsUSA
47,690	Total CTSO Membership for 20045-06

Tech Prep Programs - The performance for tech prep students is included in the program performance section of this report; however, we would also like to report that 12, 581 secondary students and 3,207 post secondary students participated in Tech Prep activities. The 16 consortia worked with 275 secondary schools and 30 post secondary institutions.

The Department of Workforce Education (Office of Tech Prep & Special Populations) provided Tech Prep Coordinators with professional development opportunities through fall and spring inservice workshops. The workshops were designed to provide an overview of the career pathways initiative and prepare coordinators for new accountability requirements.

III. DISTRIBUTION OF FUNDS AND LOCAL PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS [Sections 131 and 134]

A. Summary of Eligible Recipients

There were 253 public school districts eligible for secondary funds in 2005-06. This number is down from 310 only three years prior due to consolidation of small districts. Of the 253 districts, 85 submitted local applications and the remaining 168 joined one of the sixteen secondary consortia.

Perkins postsecondary funds were distributed to 30 colleges and universities and 2 technical institutes based upon the number of Pell Grant recipients at each institution. Of those, twelve received less than the $50,000 minimum and joined one of three postsecondary consortia.

The local applications for both secondary and postsecondary are in a web-based program which the local coordinators access with a username/password. A summary of the forms/requirements for each is attached (Attachment A).

IV. ACCOUNTABILITY [Section 113]

A. State's Overall Performance Results and Program Improvement Strategies

1. Secondary

1S1 - Academic Attainment – Did Not Meet Performance Level. Target 40.89%; Actual Performance 40.64%

Factors and Strategies: The concentrators for the 2005-06 school year were the first group of students on which we are reporting according to the NCLB assessments in Arkansas. At the time the target was negotiated, we had only one year of data to review for the baseline. If the performance is compared to the 2006-07 targets, we are performing above those. The Department has, in the past few years, focused attention on helping CTE teachers integrate these learning standards where appropriate.

1S2 - Vocational Technical Skill Attainment – Met Performance Level. Target 77.95%; Actual Performance 88.55%

Factors and Strategies: The department continues to emphasize the web-based end-of-course tests at every opportunity in meetings with administrators and teachers. Additional resources (funding and personnel) have been targeted at improving the course frameworks and test banks.

2S1- Graduation – Met Performance Level. Target 90.53%; Actual Performance 91.37%

Factors and Strategies: The graduation rate has held steady at about 90% for the past four years. Although it is difficult to impact the rate, local districts have been working to strengthen their links to postsecondary education – through tech prep consortia and articulated and concurrent credit for students.

3S1- Placement – Met Performance Level. Target 93.88%; Actual Performance 94.66%

Factors and Strategies: Placement has also remained steady for several years – varying between 93% and 94% each year. Considering the state's unemployment rate of 6%+ during these years, this performance for our CTE completers is good.

4S1- Nontraditional Participation – Met Performance Level. Target 32.63%; Actual Performance 32.82%

Factors and Strategies: The state has provided career guidance materials and mini-grants in an effort to improve performance in the nontraditional measures.

4S2 - Nontraditional Completion – Met Performance Level. Target 24.61%; Actual 26.06%

Factors and Strategies: The state has improved performance on this indicator for the past three years. The department has used some of the state leadership funds to provide a series of career magazines around each of the clusters. The first to be developed was the publication for Science, Technology, Engineering, and Mathematics followed by one that focused on Law, Public Safety, and Security. The contents of the magazines were directed toward high school students and included articles about nontraditional role models from Arkansas.

2. Postsecondary

Overall Improvement Strategies to Address All Indicators - State postsecondary staff has undertaken several activities directed at improvement in all performance indicators. First, staff has provided an increased level of analysis of performance data to local coordinators and chief academic officers of all institutions to highlight areas for improvement. Second, state funding priorities have been revised to increase efforts in areas of greatest need where the gaps between targets and actual performance are most significant. Third, staff has intensified review of data collection and submission procedures with local coordinators and other appropriate institutional staff during annual site visits to assure consistent data collection and increase emphasis on use of data for resource allocation. End of year program reports have been modified to report return on investment of Perkins expenditures in addition to performance on core indicators. And finally, improved and expanded technical assistance is now offered by state staff through a new Perkins Coordinator Handbook and online resources, including an online monthly technical assistance newsletter. Increased data coupled with more focused funding, improved local evaluations, and increased monitoring of data should result in increased performance in all indicator areas, including special populations as evidenced by the 2005-06 results. However, these efforts will be realized over multiple years rather than in this first year of implementation.

1P1 Academic Attainment – Did Not Meet Performance Level. Target 74.05%; Actual 72.09%

Factors and Strategies: A review of activities indicates that strategies at the local level were not always clearly aligned with the targeted performance measure. This was addressed during compliance visits conducted in 2006 and three technical assistance workshops. As a result, performance is expected to improve in program year 2006-07.

1P2 Vocational Skills Attainment – Did Not Meet Performance Level. Target 70.20%; Actual 67.91%

Factors and Strategies: Even thought approximately 40% of total basic grant funding was used to address occupational achievement at the institutional level, results in this indicator area have remained fairly constant over the past three years. Of this 40%, more than half of funding was used for equipment purchases. As a result, limits were placed on equipment acquisition during program year 2006-07,

including more rigorous justification for equipment purchases and timelines for installation and classroom usage.

2P1 Completion – Did Not Meet Performance Level. Target 74.18%; Actual 71.55%

Factors and Strategies: State staff increased technical assistance to local coordinators in the area of program completion due to significant decline in results during program year 2004-05. Even though the target was not achieved, performance increased during program year 2005-06 by 2.37%. Activities contributing to this increase include additional programs offered online, increased tutoring support, and the awarding of college credit through prior learning assessment.

3P1 Placement – Met Performance Level. Target 91.74%; Actual 95.58%

Factors and Strategies: Basic grant funding focused on improved student career/placement services which resulted in the performance target exceeding the target by 3.31%.

3P2 Retention – Met Performance Level. Target 94.89%; Actual 95.05%

Factors and Strategies: Basic grant funding focused on improved student career/placement services which resulted in a .76% increase from the previous program year.

4P1 Nontraditional Participation – Met Performance Level. Target 18.77%; Actual 20.02%

Factors and Strategies: Basic grant funding focused on recruiting nontraditional students which resulted in performance exceeding the target by 1.25%.

4P2 Nontraditional Completion – Met Performance Level. Target 14.76%; Actual 16.05%

Factors and Strategies: In addition to Perkins funded efforts, the Arkansas Career Pathways Initiative funded by the Arkansas Department of Higher Education has resulted in increased completion of nontraditional students and contributed to nontraditional performance exceeding the target by 1.25%.

B. State's Performance Results for Special Populations and Program Improvement Strategies

1. Secondary

1S1- Academic Attainment – Performance target is 40.89%.

Results: The performance of all special population groups are up from the previous year. The highest performing group was the Nontraditional students at 49.39% which was higher than all students. The largest group of special populations, Economically Disadvantaged, performed at 26.90% - a little higher than the previous year.

Factors and Strategies: This is the first year of reporting academic attainment on the NCLB assessments. Therefore the increase from the previous year may be attributed to several different factors, including the change of assessment rather than any particular improvement strategy.

1S2 - Vocational Technical Skill Attainment – Performance target is 77.95%

Results: The Nontraditional Enrollees population met the performance target with 90 90.54% while the next highest performing group was Economically Disadvantaged with 91.81%. The Other Barriers, LEP, and Individuals with Disabilities groups were at 84.03%, 58.33%, and 65.70%, respectively. In reviewing the performance trends from previous years, each special population category improved.

Factors and Strategies: The JAG and the STRIVE programs (described earlier) are the primary state-directed strategies for improving the performance of special populations.

2S1- Graduation – Performance target is 90.53%.

Results: The Nontraditional Enrollees and the LEP population met the performance target with 92.98% and 91.91%, respectively. The lowest performing students were those in the Other Barriers category (includes those retained in grade and those with a status of homeless, foster child, migrant or orphan) with only 81.15% graduating. Individuals with Disabilities were at 88.83% and Economically Disadvantaged students were at 89.03%.

Factors and Strategies: The JAG and the STRIVE programs (described earlier) are the primary state-directed strategies for improving the graduation rate of special populations. However, more programs need to be in place and more time is needed to impact the graduation rate. Identifying the at-risk CTE students and providing them assistance through the STRIVE program in grades 9 and 10 and with JAG in grades 11 and 12 will, within a few more years, positively impact the performance of the special population students.

3S1- Placement – Performance target is 93.88%.

Results: The Nontraditional Enrollees met the target with 96.42%. The largest group, Economically Disadvantaged, had a performance of 91.11 with Other Educational Barriers students performing at 92.13%.

Factors and Strategies: Again, the Department believes that the JAG and STRIVE programs (described earlier) which are being emphasized will impact on performance within the next couple of years.

4S1- Nontraditional Participation – Performance target is 32.63%.

Results: The largest group was Economically Disadvantaged with 31.40% - slightly more than 1 point lower than the target. The second largest group, Individuals with Disabilities scored 31.03%.

Factors and Strategies: The Department has provided state leadership funds in the form of mini-grants for short-term projects that are designed to improve performance on this measure. The majority of all 7th and 8th graders in the state are enrolled in an orientation course that includes exposure to the 16 career clusters and nontraditional fields, particularly for females. The state staff has identified resource materials and encouraged districts to incorporate those into their curriculum. The state also funds 24 secondary area centers – these centers offer technical programs (usually those nontraditional for females) that small local districts cannot afford to offer. Some districts have a very low participation by nontraditional students just because they do not offer any programs that are nontraditional in nature.

4S2 - Nontraditional Completion – Performance target is 24.61%.

Results: The largest group of special population students, Economically Disadvantaged, almost reached the target with 23.24%. The next largest group, Individuals with Disabilities, although not reaching the target, did improve their performance from the previous year.

Factors and Strategies: The same factors and strategies described in 4S1 also apply to this measure. In addition, the Department has emphasized career guidance and counseling designed to assist all students in enrolling in programs that are appropriate for their interests and personal goals. Appropriate guidance and counseling is improving the state's overall program completion – not only for nontraditional students.

2. Postsecondary

Overall Factors and Strategies:

The largest special population in almost every category is economically disadvantaged followed by nontraditional and then single parents. Economically disadvantaged represents 67% of total special population with nontraditional at 14% and single parents at 12%. Within the 4P1-Nontraditional Participation and 4P2-Nontraditional Completion, the largest special populations are also economically disadvantaged, single parents, and other barriers to educational achievement.

Special populations exceeded state performance levels in five core indicators which is better than postsecondary as a whole. This is due in part to the Arkansas Department of Higher Education's major career pathways initiative that focuses primarily on economically disadvantaged individuals and individuals with children under 18 living at home. Curriculum has been designed to better meet the needs of non-traditional students and assistance is provided for child care, transportation, career counseling, and job placement to remove barriers to postsecondary education. While not funded by Perkins, this initiative addresses many of the needs of Perkins special populations and has positively impacted Perkins non-traditional participation and completion performance levels. Since enrollment began in August 2005, the success rate (completion plus retained in education) has been 89%. Perkins will continue to collaborate with this initiative as a primary means of addressing special populations.

The efforts noted above plus additional technical assistance and additional initiatives focused on special populations will be implemented as strategies for special populations within the following core indicators.

1P1 Academic Attainment – Performance target is 74.05%.

Results: 72.09%. Overall attainment rate for special populations exceeded the target with 76.00%, ranging from 70.20% (single parents) to 79.52% (other barriers). Economic Disadvantaged was 75.57%.

Factors and Strategies: State staff has developed individual results for each institution and will continue providing technical assistance through onsite visits and ongoing activities to improve results. Perkins staff will continue collaboration with the Arkansas Career Pathways Initiative project to impact Perkins special populations. Additionally, institutions have increased tutoring programs and other student support services for all students including nontraditional and special populations which will address not only 1P1 but 1P2 and 2P1 indicators as well.

1P2 Vocational Skills Attainment – Performance target is 70.20%

Results: 67.91%. Overall attainment rate for special populations was 64.92%, ranging from 64.28% (single parents) to 71.90% (other barriers). Economic Disadvantaged was 66.33%.

Factors and Strategies: State staff has developed individual results for each institution and will continue providing technical assistance through onsite visits and ongoing activities to improve results. Perkins staff will continue collaboration with the Arkansas Career Pathways Initiative project to impact Perkins special populations.

2P1 Completion – Performance target is 74.18%.

Results: 71.55%. Overall completion rate for special populations exceeded the target with 75.49%, ranging from 63.98% (nontraditional) to 86.96% (LEP). Economic Disadvantaged was 64.35%.

Factors and Strategies: State staff has developed individual results for each institution and will continue providing technical assistance through onsite visits and ongoing activities to improve results. Perkins staff will continue collaboration with the Arkansas Career Pathways Initiative project to impact Perkins special populations.

3P1 Placement – Performance target is 91.74%.

Results: 95.58%. Overall placement rate for special populations exceeded the target with 92.50%, ranging from 73.91% (LEP) to 98.42% (nontraditional). Economic Disadvantaged was 93.32%.

Factors and Strategies: State staff has developed individual results for each institution and will continue discussing possible activities on annual site visits. Perkins staff will continue collaboration with the Arkansas Career Pathways Initiative

project to impact Perkins special populations. Economic conditions in Arkansas provide opportunities for placement as evidenced by consistent placement rates over past three years.

3P2 Retention – Performance target is 94.89%.

Results: 95.05%. Overall retention in employment rates for special populations was 85.12%, ranging from 69.23% (LEP) to 97.25% (nontraditional). Economic Disadvantaged was 93.16%.

Factors and Strategies: State staff has developed individual results for each institution and will continue discussing possible activities on annual site visits. Perkins staff will continue collaboration with the Arkansas Career Pathways Initiative project to impact Perkins special populations.

4P1 Nontraditional Participation – Performance target is 18.77%.

Results: 20.02%. Overall participation rate for special populations exceeded the target with 19.21%, ranging from 13.98% (single parents) to 28.39% (LEP). Economic Disadvantaged was 20.03%.

Factors and Strategies: Institutions have used Perkins funding to increase recruitment of non-traditional students and continued partnership with the ADHE pathways initiative will continue to increase nontraditional and special populations. State staff has developed individual results for each institution and will continue discussing possible activities on annual site visits and through monthly technical assistance efforts.

4P2 Nontraditional Completion – Performance target is 14.76%.

Results: 16.05%. Overall completion rates for special populations exceeded the target with 16.47%, ranging from 13.11% (other barriers) to 31.43% (displaced homemakers). Economic Disadvantaged was 19.22%.

Factors and Strategies: State staff has developed individual results for each institution and will continue discussing possible activities on annual site visits. Perkins staff will continue collaboration with the Arkansas Career Pathways Initiative project to impact Perkins special populations.

C. Definitions

1. Vocational Participant

   a. Secondary – A secondary vocational participant is a student who enrolled in a career and technical course during the reporting year.

   b. Postsecondary – A postsecondary vocational participant is a student who declared a major in an occupational degree, certificate, or diploma program during the reporting year.

2. Vocational Concentrator

   a. Secondary - A secondary vocational concentrator is a student who enrolled in two units of credit within a program of study in grades 9-12.

   b. Postsecondary – A postsecondary vocational concentrator is a student who declared a major in or had enrolled in a certificate, diploma, or occupational associate degree program during the reporting year.

3. Vocational Completer

   a. Secondary – A secondary vocational completer is a student who graduates from high school having completed a minimum of three units of credit including the required core courses in a career and technical program of study.

   b. Postsecondary – A postsecondary vocational completer is a student who completed the requirements for an award (Technical Certificate, Certificate of Proficiency, or Associate Degree) in a vocational program during the reporting year.

4. Tech-Prep Student

   a. Secondary – A Tech Prep secondary student is a student participating in an approved Tech Prep Associate Degree (TPAD) sequence of courses and has indicated intent (4-6 year program of study signed by student and parent on file) to follow the approved pathway. The major identifier is the intent to follow a recommended pathway.

   b. Postsecondary – A Tech Prep postsecondary student is a student who has matriculated from the secondary program and continues to pursue a pathway that is an extension of an approved secondary TPAD program. The student will be receiving articulated and/or dual-credit college credit.

D. Measurement Approaches

1. Secondary

   1S1 – Academic Attainment: Measurement approach is National Academic Standards and Assessment System.
   Numerator: Concentrators scoring ~~above the 50th percentile~~ <u>proficient or advanced</u> on the assessment who left during the reporting year
   Denominator: All concentrators with a score on the assessment who left during the reporting year

   1S2 – Vocational and Technical Skills Attainment: Measurement approach is State Standards and Assessment Data.
   Numerator: Concentrators scoring above 50 on the assessment who left during the reporting year
   Denominator: All concentrators with a score on the assessment who left during the reporting year

2S1 – Graduation: Measurement approach is State/Local Administrative Data.
Numerator: Concentrators who graduated during the reporting year
Denominator: All concentrators who left during the reporting year

3S1 – Placement: Measurement approach is State Developed and Locally Administered Surveys/Placement Records.
Numerator: Completers employed, in the military, or in further education six months after graduation
Denominator: All completers for the reporting year
Note: Completers must be high school graduates.

4S1 – Nontraditional Participation: Measurement approach is State/Local Administrative Data.
Numerator: Students of the nontraditional gender in programs designated as nontraditional for either gender
Denominator: All students enrolled in programs designated as nontraditional for either gender

4S2 – Nontraditional Completion – Measurement approach is State/Local Administrative Data.
Numerator: Students of the nontraditional gender who are completers of programs designated as nontraditional for either gender
Denominator: All completers of programs designated as nontraditional for either gender

2. Postsecondary

1P1 – Academic Attainment: Measurement approach is Academic Grade Point Average in academic coursework attempted during the reporting period.
Numerator: Number of students with GPA of 2.0 or greater in academic work.
Denominator: Number of students who attempted academic work.

1P2 – Vocational and Technical Skill Attainment: Measurement approach is Vocational Grade Point Average in vocational and technical coursework attempted during the reporting period.
Numerator: Number of students with GPA of 2.5 or greater in occupational coursework.
Denominator: Number of students who attempted occupational coursework.

2P1 – Postsecondary Degree or Credential: Measurement approach is Rate of Completion of Occupational Programs.
Numerator: Number of students reported as completers.
Denominator: Number of students reported as potential completers.

3P1 – Placement: Measurement approach is Placement Rates of Program Completers who were placed in employment or who had pursued advanced training within six months after having completed their respective program.
Numerator: Number of students reported as placed in employment, advanced training or military.
Denominator: Number of students who responded to the placement query.

3P2 – Retention in Employment: Measurement approach is Percentage of Program Completers who have been placed in employment or advanced training that remained employed or in advanced training six months after being placed.
Numerator: Number of students reported as retained in employment or training.
Denominator: Number of students who responded to the retention query.

4P1 – Nontraditional Participation: Measurement approach is Enrollment Rates of nontraditional students in programs that serve nontraditional occupations.
Numerator: Male enrollment in female dominated programs plus female enrollment in male dominated programs.
Denominator: Total number of students enrolled in programs represented in numerator.

4P2 – Nontraditional Completion: Measurement approach is Completion Rates of nontraditional students enrolled in programs that serve nontraditional occupations.
Numerator: Male completers of female dominated programs plus female completers of male dominated programs.
Denominator: Total number of completers of programs represented in numerator.

E. Improvement Strategies for Accountability Data

Secondary – Changes made over the past several years have resulted in the most complete and accurate data set to date. During the 2005-06 year, the NCLB assessment data was used to report academic attainment.

Postsecondary - The Perkins Accountability Portal, which has been in use for four program years, is an online system for management of program and fiscal elements of postsecondary Perkins. It is currently being redesigned to provide enhanced functionality which will result in additional and higher quality data for analysis and future program planning. The process used by postsecondary institutions to report enrollment and performance levels was reviewed during the 2005-06 program year and changes were made during the 2006-07 program year.

A website specifically for postsecondary Perkins has been developed and will provide historical data to institutions for program development and for peer comparison. The information will also be available to the public. The site will also provide technical assistance and other resources for use by local coordinators for program development and improvement.

Use of existing State wage data was tested in 2006 and will replace the manual collection of employment placement and retention beginning in program year 2006-07. At the conclusion of program year 2006-07, quality of this method will be evaluated for use under Perkins IV.

State postsecondary staff audited data collection and submission procedures with local coordinators and other appropriate institutional staff during annual site visits to assure that data collection is consistent and of high quality. Findings were provided to the chief academic officers of each institution receiving basic grants. State staff also developed new data reports so that institutions have aggregate data for all programs in addition to data at the individual program level.

An analysis and ranking of performance by institution was completed in an attempt to identify the top 30% of institutions with highest performance deficits. The analysis indicated that the largest institutions were not reflected in this list so the strategy has changed to identifying the schools making up 40% of total postsecondary CTE enrollment. These schools will be targeted for increased data quality and program selection review during 2006-07 annual compliance reviews.

Data quality continues to be problematic, especially with special populations. A random sample of the methods used to identify special population students indicated various approaches. More research is needed in this area and will be included in preparation for Perkins IV. State staff has attended the Data Quality Institutes and participates in the Next Step Working Group calls and activities in an attempt to be more effective in areas of valid and reliable data. Increased technical assistance has been provided to local coordinators with less than two year's experience to further improve data reporting.

V. MONITORING FOLLOW-UP

Arkansas was monitored in 2003-04 and did not receive any findings that required corrective actions.

VI. WORKFORCE INVESTMENT ACT (WIA) INCENTIVE GRANT AWARD RESULTS

Arkansas has not received WIA Incentive Grant funds.

ATTACHMENT A – Local Application Requirements

SECONDARY LOCAL APPLICATION

Cover Page

District/Consortium - LEA Number – Address - Superintendent/Director
Perkins Coordinator Name - Phone – FAX - E-Mail

Schedule of Payments

Anticipated expenditures by month - Signature of Superintendent/Director of consortium

Accountability Report for Previous Year

Description of the accomplishments/outcomes achieved with last year's funds

Performance Indicators

Specific strategies for improvement on all performance indicators in which the district/consortium failed to meet the benchmark. (Note: The district/consortium averages are provided in the local application as well as the benchmarks.)

Funding Plans for Current Year (the following must be provided for each project to be conducted)

Description of Activity - School Name - Teacher Name - Program Name
Performance Indicator Addressed
Supplanting Information

- If continued from previous year, how many years funded?
- If new, is the project required by state, local, or other federal law; is it conducted for provided for other students with other funds; or was it conducted the previous year with other funds?

Inservice Provided to Teacher - Materials/Supplies for Project -
Equipment (over $200) To Be Purchased

Budget Request by Expenditure Category
Explanation of Budget Request
Changes to Five-Year Plan

POSTSECONDARY

Cover Page

District/Consortium – Address - President/Chancellor Name and Signature
Perkins Coordinator Name - Contact Person Name

Funding Plans for Current Year

Administrative Funds (amount and how funds will be used)
Performance Indicator Addressed

- Need to be addressed
- How need was determined
- Total activities for this indicator
- Total expenditures for this indicator (broken down into budget categories)

Individual Activities (the following must be provided for each funded activity)

- Name of activity/strategy
- Amount allocated to activity/strategy
- How the activity/strategy will be implemented
- Expected measurable outcome
- Is this activity a continuation from previous year

- Including any activities continued from a previous year, will any proposed activity be funded for more than three years?
- Were local or non-Perkins local grant funds used to support this activity during any portion of the preceding instructional term?
- Is the institution obligated under any federal, state or local law, ordinance or statue to provide this activity?

Budget Summary

Expenditures by category

Schedule of Payments

Anticipated expenditures by month

Institution Chief Financial Officer Signature