

ARKANSAS CONSOLIDATED ANNUAL REPORT FOR 2006-07
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. Additional site visits are scheduled based upon size of local grant or other factors warranting extra attention. 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 and meets as requested with local Perkins implementation teams.

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 were 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 developed in 2005-06 is Web Design. This program consists 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, pixelated 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 implemented the program in 2005-06. In the 2006-2007 school year an additional 7 schools were 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. 101 new awards were approved including new technology based courses in areas such as aviation and advanced manufacturing and in emerging industries such as petroleum.

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. During the fall and winter of 2006-07, all statewide inservice also included a discussion of the changes that would occur with the implementation of Perkins IV.

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 in three areas—accountability, retention, and programs of study—which are in addition to ongoing professional development provided by colleges and universities. 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. In-service was also provided for institutional research staff to improve knowledge of data requirements for Perkins with emphasis on validity and reliability of data.

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. Training was provided for adjunct faculty at the state's largest local recipient college to improve teaching skills that will result in higher student achievement, retention, and completion. Training was also provided to teaching and support staff in the area of providing services to people from poverty so that barriers to completion can be addressed early and prevent student dropout.

Professional development was provided to college administrators and staff on benefits and strategies to increase linkages between secondary and postsecondary schools. The League for Innovation CCTI model has been adopted for use in Arkansas and will be used throughout Perkins IV.

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 2006-07 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. Additionally, institutions used basic grant funds to purchase equipment and supplies necessary for applied learning instruction that increases technical skills attainment. This is in addition to ongoing assessment and evaluation of programs at the campus level.

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.

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, the resource library (hard copy and online) has been expanded with new 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. Preliminary planning for development of a statewide strategy addressing nontraditional students was begun and will be finalized in 2007-08.

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), two projects were funded for individuals in institutions that serve individuals with disabilities and the incarcerated.

The Arkansas Department of Community Correction received a grant of \$48,233 to fund welding programs in two of the regional facilities. The Arkansas School for the

Blind (K-12) received a grant of \$82,995 to improve several of their CTE programs for their high school.

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 2006-07 school year, 28 Public School districts offered 42 JAG programs that served 1,215 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. CPI has been expanded to include 25 postsecondary campuses (from the original 11) which serve 89% of Perkins concentrators. This initiative has a significant impact on special populations including nontraditional students. Because the single largest special population category is economically disadvantaged, addressing issues of poverty has become a focus of postsecondary Perkins activities. Professional development has been offered which was the catalyst for increased activities at the local level in this area and the partnership with CPI allows Perkins funds to be leveraged for maximum benefit.

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)
1,560	HOSA (Health Occupation Students of America)
733	Phi Beta Lambda
6,373	SkillsUSA
49,022	Total CTSO Membership for 2006-07

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 6,061 secondary students and 483 post secondary students participated in Tech Prep activities. These numbers are considerably less than in previous years because the state made the decision early in the year to roll the Tech Prep grant into the Basic grant in Perkins IV. A few of the consortia either declined to participate or shut their programs down mid-year because of staffing concerns.

Transition from Sub-baccalaureate to Baccalaureate Degree Programs – The Arkansas Course Transfer System was launched to provide students with information regarding transferability of courses among all postsecondary institutions. With this system, students can more effectively plan their studies to include associate and above programs.

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

A. Summary of Eligible Recipients

There were 246 public school districts eligible for secondary funds in 2006-07. This number is down from 310 only four years prior due to consolidation of small districts. Of the 246 districts, 85 submitted local applications and the remaining 161 joined one of the fifteen 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

1S1a - Academic Attainment – Literacy – Met Performance Level. Target 36.49%; Actual Performance 40.10%

Factors and Strategies: The Department has, in the past few years, focused attention on helping CTE teachers integrate academic learning standards where appropriate.

1S1b – Academic Attainment – Math - Met Performance Level. Target 31.48%; Actual Performance 49.56%

Factors and Strategies: The Department has, in the past few years, focused attention on helping CTE teachers integrate academic learning standards where appropriate.

1S2 - Vocational Technical Skill Attainment – Met Performance Level. Target 80.95%; Actual Performance 90.28%

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 90.69%; Actual Performance 90.75%

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 93.83%; 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. It is interesting to note that over the past several years (since 2003-04) the rate at which the CTE concentrators who complete a program of study go into further education (rather than directly into employment/military) has increased about 3%.

4S1- Nontraditional Participation – Met Performance Level. Target 32.67%; Actual Performance 33.53%

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 25.94%; Actual 24.16%

Factors and Strategies: 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 – In program year 2005-06, state postsecondary staff initiated several activities directed at improvement in all performance indicators. Those activities have continued during the current program year and include an increased level of analysis of performance data to local coordinators and chief academic officers; increased efforts in areas of greatest need where the gaps between targets and actual performance are most significant; intensified review of data collection and submission procedures with local coordinators and other appropriate institutional staff to improve data quality; and improvements to online resources.

1P1 Academic Attainment – Did Not Meet Performance Level. Target 77.28%; Actual 73.96%

Factors and Strategies: While the target was not met, actual results represent an increase from the previous year. This is due in part to a closer alignment of local funds with deficient performance indicators. Issues related to data quality have been identified and corrected for Perkins IV.

1P2 Vocational Skills Attainment – Did Not Meet Performance Level. Target 71.11%; Actual 67.43%

Factors and Strategies: Results in this indicator area have remained fairly constant over the past three years. A significant amount of funding was used for equipment purchases but state staff is working with institutions to implement activities that address teaching styles and strategies rather than focusing on equipment for hands-on instruction. Issues related to data quality have been identified and corrected for Perkins IV.

2P1 Completion – Met Performance Level. Target 17.74%; Actual 33.08%

Factors and Strategies: This is the first year that completion has been measured using a first-time, full-time entry cohort. This method will not be used for Perkins IV. The number of activities focusing on completion increased, particularly in the number of students receiving tutoring support. Occupational achievement leading to program completion in health related fields (largest student population) increased significantly due in part to the purchase of new equipment used for practical experience rather than theory.

3P1 Placement – Met Performance Level. Target 77.00%; Actual 80.08%

Factors and Strategies: This is the first year that placement has been measured using state administrative records. Employment remains strong in Arkansas with average 5.3% unemployment. Local activities related to job placement increased in number and in success rate.

3P2 Retention – Met Performance Level. Target 81.00%; Actual 84.31%

Factors and Strategies: Basic grant funding focused on improved student career/placement services.

4P1 Nontraditional Participation – Met Performance Level. Target 19.60%; Actual 19.40%

Factors and Strategies: Basic grant funding focused on recruiting nontraditional students which resulted in performance exceeding the target. Activities such as enhanced career center services with a focus on nontraditional students contributed to the success

4P2 Nontraditional Completion – Met Performance Level. Target 14.73%; Actual 20.83%

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. Mentoring programs and implementation of “prior learning” credit and portfolio building contributed to this success.

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

1. Secondary

1S1a- Academic Attainment - Literacy – Performance target is 36.49%.

Results: The 2006-07 school year is the first year the literacy and math attainment has been reported separately. Prior to this year, the state used one academic attainment target. The highest performing group was the Nontraditional students at 50.10% which was higher than all students. The largest group of special populations, Economically Disadvantaged, performed at 27.68% - a little higher than the previous year when academic attainment was reported as score.

Factors and Strategies: This is the second year of reporting academic attainment on the NCLB assessments but the first with two separate measures. Therefore the changes from the previous year may be attributed to several different factors, including the change of reporting rather than any particular improvement strategy that might affect the scores of special populations students.

1S1b - Academic Attainment - Math – Performance target is 31.48%.

Results: The highest performing group was the Nontraditional students at 60.66% which was higher than all students. The largest group of special populations, Economically Disadvantaged, performed at 37.33% - above the target but lower than all students.

Factors and Strategies: This is the second year of reporting academic attainment on the NCLB assessments but the first with two separate measures. Therefore the changes from the previous year may be attributed to several different factors, including the change of reporting rather than any particular improvement strategy that might affect the scores of special populations students.

1S2 - Vocational Technical Skill Attainment – Performance target is 80.95%

Results: The Nontraditional Enrollees population met the performance target with 94.04% while the next highest performing group was Economically Disadvantaged with 85.97%. In reviewing the performance trends from previous years, each special population category was improved with the exception of Economically Disadvantaged.

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 90.69%.

Results: The Nontraditional Enrollees met the performance target with 92.93%. 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 84.68% graduating. Individuals with Disabilities were at 87.81 % and Economically Disadvantaged students were at 88.37%.

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 93.83%.

Results: The Nontraditional Enrollees met the target with 96.90%. The largest group, Economically Disadvantaged, had a performance of 91.24%, with Individuals with Disabilities students performing at 86.86% - slightly down from the previous year.

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 32.67%.

Results: The largest group was Economically Disadvantaged with 32.03% - an improvement over the previous year. The second largest group, Individuals with Disabilities scored 31.27% - also increased from last year.

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 designated as nontraditional.

4S2 - Nontraditional Completion – Performance target is 25.94%.

Results: The largest group of special population students, Economically Disadvantaged, performed at 21.15% - down from the previous year. The next largest group, Individuals with Disabilities, was also down 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:

60% of all postsecondary concentrators are members of one or more special population categories. The largest special population in almost every category is economically disadvantaged followed by nontraditional and then single parents. Economically disadvantaged represents 70% of total special population with nontraditional at 17% and single parents at 7%. Within the 4P1-Nontraditional Participation and 4P2-Nontraditional Completion, the largest special populations are also economically disadvantaged and single parents.

Special populations exceeded state performance levels in three 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. 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. This initiative has been expanded to include 25 out of 32 postsecondary campuses and Perkins will continue to collaborate with this initiative as a primary means of addressing special populations. ADHE has identified poverty as the primary barrier to success in higher education and is targeting programs, including Perkins, in this area.

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 77.28%.

Results: 73.96%. Four groups exceeded state results; only displaced homemakers exceeded target. Attainment rate for special populations was 72.92%, ranging from 72.21% (economic disadvantaged) to 81.54% (displaced homemaker).

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 71.11%

Results: 67.43%. Overall attainment rate for special populations was 63.89%, ranging from 62.83% (economic disadvantaged) to 75.57% (other barriers). Displaced homemakers, limited English and other barriers exceed the state target.

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 17.74%.

Results: 33.08%. Overall completion rate for special populations exceeded the target with 20.31%, ranging from 0% (nontraditional) to 27.27% (displaced homemaker). Economic disadvantaged was 21.03%.

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. Use of first-time, full-time entry cohort was used as measurement method for this program year but will not be used in future years.

3P1 Placement – Performance target is 77.00%.

Results: 80.08%. Overall placement rate for all special population categories exceeded the target with 82.35% and exceeded the state's actual results. Special population placement ranged from 80.29% (other barriers) to 84.69% (single parents). Economic disadvantaged was 82.48%.

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. Efforts will now focus on placement in higher wage occupations.

3P2 Retention – Performance target is 81.00%.

Results: 84.31%. Overall retention in employment rates for special populations was 85.95%, ranging from 80.91% (other barriers) to 93.33% (displaced homemaker). Economic disadvantaged was 85.32%.

Factors and Strategies: No future strategies are expected as this core indicator is not measured under Perkins IV.

4P1 Nontraditional Participation – Performance target is 19.60%.

Results: 19.40%. Overall results for special populations was 18.82%. Four special population groups exceeded state actual results, including nontraditional, disabilities, limited English and other barriers. Results ranged from 13.75% (single parents) to 25.43% (LEP). Economic disadvantaged was 18.20%.

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. A professional development activity has been scheduled for 2008 to increase focus on nontraditional students.

4P2 Nontraditional Completion – Performance target is 14.73%.

Results: 20.83%. Overall completion rates for special populations exceeded the target with 19.38%, ranging from 5.26% (single parents) to 40.00% (disabilities). Economic disadvantaged was 18.22%.

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. A professional development activity has been scheduled for 2008 to increase focus on nontraditional students.

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

1S1a – Academic Attainment - Literacy: Measurement approach is State Standards and Assessment Data.

Numerator: Concentrators scoring proficient or advanced on the literacy assessment who left during the reporting year

Denominator: All concentrators with a score on the assessment who left during the reporting year

1S1b – Academic Attainment - Math: Measurement approach is State Standards and Assessment Data.

Numerator: Concentrators scoring proficient or advanced on the geometry 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 from the 2004-05 cohort of first-time, full-time students who earned an award within three academic years.

Denominator: Number of first-time, full-time students declaring a major in an occupational program in academic year 2004-05.

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 received an award during program year 2005-06.

3P2 – Retention in Employment: Measurement approach is Percentage of Program Completers who were 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 were placed in employment or training.

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.

Postsecondary – Increased monitoring of data quality submitted by institutions has resulted in corrective actions. These findings are being incorporated into changes being made for Perkins IV measurement approaches. Under Perkins IV, all data will be taken from the ADHE information system or the Department of Workforce Services rather than relying on institutions to prepare separate Perkins reports. This will ensure consistency in data and improve data monitoring. The only data provided specifically for Perkins will be special population designations. ADHE has added staff for institutional research functions which will provide additional programming and analysis capabilities.

V. MONITORING FOLLOW-UP

Arkansas was monitored with a targeted two-day visit in 2003-04 and did not receive any findings that required corrective actions. A five-day monitoring visit was conducted in August 2007; however a letter of finding has not been issued.

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

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 statute to provide this activity?

Amendment requests and approvals

Compliance findings

Performance results

Budget Summary

Expenditures by category