



ARKANSAS PERKINS V PLAN





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ADMINISTRATION OF THE PERKINS V FEDERAL GRANT

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**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
State Plan**

- A. State Name: _____
- B. Eligible Agency (State Board) submitting plan on behalf of the State:
- C. State Agency delegated responsibilities by Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan (if applicable):
- D. Individual serving as the State Director for Career and Technical Education:
1. Name:
 2. Official Position Title:
 3. Agency:
 4. Telephone: ()
 5. Email:
- E. Type of Perkins V State Plan Submission - FY 2019 (Check one):
 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will then complete Items G and J
 State Plan (FY 2019-23) – if an eligible agency selects this option, it will then complete Items G, I, and J
- F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):
 State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete Items H, I, and J*
 State Plan Revisions (Please indicate year of submission:) - *if an eligible agency selects this option, it will then complete Items H and J*
- G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (Check one):
 Yes
 No
- H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one):*6
 Yes (*If yes, please indicate year of submission:*)
 No
- I. Governor’s Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*)
- J. Date that the State Plan was sent to the Governor for signature:
 The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
 The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.
- K. By signing this document, the eligible entity, through its authorized representative, agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
 2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

| | |
|---|------------|
| Authorized Representative Identified in Item C Above (Printed Name) | Telephone: |
| Signature of Authorized Representative | Date: |

A. PLAN DEVELOPMENT AND CONSULTATION

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

The Arkansas Department of Education – Division of Career and Technical Education (DCTE) developed the state’s Perkins V State Plan in close collaboration with key stakeholders across the state through a thoughtful consultation process that was built in partnership with business and industry, community, nonprofit and governmental leaders. Upon release of the Perkins V Guide from the U.S. Department of Education, a state core team was assembled comprised of secondary, post-secondary, legislative, education administration associations, workforce services, and special populations. The core team expanded as different sections of the plan were being addressed.

Throughout these stakeholder engagement efforts – and development of this Perkins V State Plan more generally – DCTE was guided by the belief that innovation requires change. Change means risk. To create a national vision for excellence in student-centered CTE, DCTE must rethink CTE and take to heart the U.S. Department of Education’s charge for state’s to be bold in their state plans.

STAKEHOLDER ENGAGEMENT EFFORTS GENERALLY

To ensure wide participation and deep engagement, DCTE offered numerous opportunities to provide feedback on the plan in writing and in person. DCTE hosted stakeholder meetings, town hall meetings, face-to-face regional meetings, and conference interactive sessions and participated in career and technical student organizations (CTSO) and CTE teacher state conferences. At face-to-face meetings, participants were asked a set of guiding questions, given an opportunity to participate in roundtable discussions and asked to complete a stakeholder survey. DCTE also solicited community feedback through formal survey links on the websites of each of the state’s 15 educational cooperatives. Stakeholders were also polled and surveyed for

input on definitions, performance indicators, needs of special populations, and size, scope, and quality. Additionally, stakeholders were asked to assess and provide feedback on middle school course offerings, expansion of course curriculum, and the current programs of study. A subsequent working session followed the initial 15 education cooperative stakeholder meetings and a technical assistance visit from the U.S. Department of Education, Office of Career, Technical, and Adult Education.

As a result, the development of this plan was informed by hundreds of stakeholders:

- Representatives of secondary, postsecondary, charter school and adult CTE programs including teachers, faculty members, other school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals. Note that DCTE created opportunities for the secondary and postsecondary communities to meet together, as well as meeting with the groups separately to ensure both communities had an adequate opportunity to share any feedback or concerns.
- Community members, including parents and students.
- Representatives of learners with disabilities, students in foster care, and other special populations (through a presentation to the Council for the Education of Students with disabilities).
- Representatives of Arkansas’ workforce development board.
- Representatives and members of special populations, including agencies serving out-of-school youth, homeless youth, and at-risk youth.
- Representatives of employers from both large and small businesses and industries.
- Representatives of labor organizations.
- Military school liaisons.
- Representatives from various state and local agencies impacted by this State Plan, including the Arkansas Educational Cooperative directors and staff, the Arkansas Division of Higher Education (ADHE), the Arkansas Economic Development Commission, the Arkansas State Chamber of Commerce, Arkansas Association of Educational Administrators, and other interested parties.

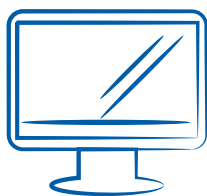
These takeaways from the stakeholder engagement had significant impact on the development of this plan. For example, as discussed in more detail in Section B.1.b) below, the most consistent, topline feedback from employers as well as other stakeholders was the need to improve the employability skills of Arkansas' CTE students. This feedback informed the overall vision of the plan. Arkansas also received substantial feedback on its proposed revisions to the definition of programs of study and CTE concentrator as well as its selection of the program quality indicator. Feedback from representatives of more rural communities and those with less access to two-year colleges raised equity issues that helped convince DCTE that selecting a program quality indicator of work-based learning or earning a certificate was unfair to certain communities.

Lots of feedback on revisions to programs of study, program quality indicator, how do define program concentrator – program coordinators had very strong opinions, which informed those revisions and the ultimate decision on program quality indicator. The arguments of representatives of more rural communities and those with less access to two year colleges raised equity issues that helped convince DTE that selecting a program quality indicator of work-based learning or earning a certificate was unfair to certain communities.

For a list of the public stakeholder meetings and several examples of summaries of the feedback received during Cooperative meetings, [please see Appendix XX](#).

STAKEHOLDER ENGAGEMENT ON ACCOUNTABILITY AND DATA

Perkins V requires greater accountability and comprehensive analysis of disaggregated data for special populations. To accomplish this analysis, DCTE engaged multiple groups, including the The Office of Innovation for Education (OIE) at the University of Arkansas, funded by the Arkansas Department of Education. OIE collaborates with public schools, districts and educators across the state to explore, investigate, and design ideas and opportunities for innovation that improve outcomes for every student. OIE's goal is to spearhead and



promote innovation in education in ways that will cultivate and support a teaching and learning culture that will increase students' readiness for success in a continually changing college and career landscape. DCTE also collaborated with the National Alliance for Partnerships in Equity on a PIPE (Program Improvement Process for Equity) project to develop a data dashboard for special populations.

Specific to reliability and validity of data and data modeling, DCTE collaborated with the Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) to engage an established Technical Advisory Committee (TAC) comprised of researchers from across the nation. The TAC has been working as a committee for the state's development and implementation of its Every Student Succeeds Act (ESSA) plan and is now also collaborating with DCTE on key decision points related to the state's program quality indicator, definition of proficient, and approach to setting baseline data. In addition, the DESE Public School Accountability team was instrumental in aligning data for Perkins with the State's ESSA Plan. With the Accountability Team's support, DCTE was able to leverage over 18 months of experience in data modeling, development of business rules, and development of a theory of action to inform this Perkins V Plan.

ONGOING STAKEHOLDER FEEDBACK

Arkansas has created several structures to ensure ongoing stakeholder feedback throughout implementation of this Plan. For example, a Perkins V Guiding Committee will periodically convene key government stakeholders to monitor implementation and address challenges that arise. In addition, the Arkansas Economic Developers have recently invited DCTE to participate in its education-industry conferences throughout the state that will provide opportunities for regular engagement with employers. And finally, local CTE coordinators will regularly convene their regional advisory groups in an effort to ensure program offerings are aligned to local needs.

2. **Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career**

and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

DCTE, DESE, the Division of Higher Education, and the Department of Commerce, Division of Workforce Services are aligned in their desire to rethink CTE, increase student interest in CTE programs in ways that promote student success in college and career and, ultimately, impact workforce development in the state. These entities collaborate to identify programs that could be scaled for statewide implementation and to encourage locally-developed CTE programs to align their efforts to state priorities across all program levels.

DCTE developed the portion of this State Plan relating to the amount and uses of funds proposed to be reserved for secondary career and technical education, postsecondary career and technical education, and the Arkansas Division of Workforce Services, after consultation with the statutorily required entities, including:

- Arkansas Department of Education – DESE;
- Arkansas Department of Education – Division of Higher Education; and
- Arkansas Division of Workforce Services - 1% Perkins Funds.

These agencies were given the opportunity to file objections to Arkansas' Perkins V Plan prior to submission of this document to the Governor of Arkansas and to the Secretary of the U.S. Department of Education. To date, no objections have been filed.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The public had multiple opportunities to comment in person and in writing on the State Plan.

As described in Section II.A.1, DCTE hosted numerous meetings for stakeholders and the public at large during the transition year. During these meetings, participants were invited to ask questions and provide feedback on the Perkins V State Transition Plan. In addition, the surveys created by Arkansas' Educational Cooperatives teams were available over email for stakeholders and the public to provide additional input following the meetings. Table 1 lists the date, host and location of each meeting. [See Appendix XX](#) for a list of all meetings.

At the postsecondary level, individual public comment meetings were held with 25 colleges and universities across the state with representation from faculty, administration, support services, students and community leaders. During those meetings, participants generally expressed a strong preference for reserve funds to be designated for competitive grants for purchase of innovative, technology-based equipment such as simulators and robotics.

The public was also invited to submit public comments on the draft of the State Plan from December 8, 2019 to January 9, 2020. During this period, the draft State Plan was posted to the Arkansas Department of Education (DESE) website (dese.ade.arkansas.gov) and the DCTE website (dcte.ade.arkansas.gov), and the public was invited to submit comments .

Responses to public comments can be found in [Appendix XX](#).

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

1. State's Vision for Education and Workforce Development

- a) *Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)*

Arkansas' workforce development activities are focused on ensuring its programs are aligned with the education and skill needs of employers across the state and designed to ensure every child graduates ready for college, career and civic engagement. These efforts are powered by close collaboration from the Governor's office down to the classroom and across all the relevant agencies, as evidenced by the examples below.

THE GOVERNOR'S COMPUTER SCIENCE INITIATIVE

Governor Hutchinson has been promoting increased enrollment in computer science since his 2014 campaign. His goal is to vastly increase the number of students with a computer science background and to meet the needs of existing and potential employers in Arkansas. In 2015, the Arkansas General Assembly passed legislation requiring that all public schools offer at least one high-level computer science class. Additional efforts to expand the computer science include increased investment in CTE programs, stipends for computer science teachers and incentives for schools that help students pass Advanced Placement exams in computer science. The Governor's office has also collaborated closely with the DCTE Director who now serves on the State Computer Science and Cybersecurity Taskforce established by Executive Order 19-17.

As a result of these policy changes and increased investment, Arkansas has become a national leader in computer science



education – and the first state to meet all nine of Code.org's policy recommendations. The number of students taking computer classes has increased from 1,104 in 2014-15 to 9,813 in 2019-20. To make this change possible, Arkansas has increased the number of computer science-certified teachers from 20 in 2014-15 to 225 fully endorsed teachers and an additional 220 holding an approval code gained through development and training.

Nationally, between 2016 and 2018, there were 398,058 unique job postings for information security analysts. To meet this growing need, Arkansas plans to: expand computer science opportunities in higher education and through direct-to-industry options; ensure its programs stay up-to-date with new technologies and security related to those technologies; and focus on high-demand cybersecurity education, including direct-to-job and internship opportunities for students and an expansion of the 22 cybersecurity programs in state universities.

BE PRO BE PROUD

Be Pro Be Proud is an initiative led by the Arkansas State Chamber of Commerce and the Associated Industries of Arkansas with collaboration from multiple state departments, including DCTE and the Division of Workforce Services. Be Pro Be Proud is bringing a new generation of pride, progress, and professionals to Arkansas' skilled workforce. The key strategy of the initiative is to reach those who will make up the skilled workforce of the future by bringing the opportunity directly to students in their local communities. The Be Pro Be Proud mobile unit, the Workforce Workshop, provides hands-on experience with skilled professions while demonstrating jobs to a live audience. The Workforce Workshop tour features a customized, interactive trailer loaded with high-skill, high-wage, in-demand career information, skills challenges, virtual reality experiences, and more as it makes its way across Arkansas, visiting companies, schools, and community events. The comprehensive outreach strategy also includes teacher resources and a large and growing number of business partnerships and sponsors. Be Pro Be Proud is now being emulated with agreements with other states such as Georgia and South Carolina. Career and Technical teachers actively engage with Be Pro Be Proud along with CTE Coordinators throughout the state who oversee engagement for their districts.

POSTSECONDARY

Also at the higher education level, new requirements for approval of new programs were implemented in 2019, which require documentation of alignment with business and industry needs before program approval is granted. Arkansas also offers several grant/scholarship programs designed to support student success in programs of study aligned with the needs of employers in the state. For example, the Workforce Initiative Act Regional Workforce Grant Program, passed into law in 2015, created a statewide, comprehensive structure enabling students in Arkansas universities, community colleges and secondary centers to participate in CTE programs developed with input from area employers. These grants are competitive awards with preference given to those institutions that encourage and facilitate regional workforce and education alignment. Grants are awarded by the Arkansas Division of Higher Education, based on recommendations from state agencies with workforce development interests.

The Arkansas Future grant program is available to students enrolled in Science, Technology, Engineering and Math (STEM), education, accounting, or state high-demand areas of study. The grant is a last dollar aid program that covers tuition, fees, books, and supplies for qualifying certificate and Associate degree programs at Arkansas' public institutions for eligible students. The Workforce Challenge Scholarship supports workforce training in high demand areas of healthcare, information technology, and industry and is available for both credit and non-credit workforce-training classes.



For a model student pathways to an identified high-wage, in-demand job, [see Appendix XX](#).

- b) Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

Passage of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) comes at an opportune time for Arkansas and its education system.

At the K-12 level, ESSA (2015) gave Arkansas the opportunity to engage stakeholders, create a more nuanced accountability system that prioritizes excellence over adequacy, and empower local education agencies (LEAs) to support their underperforming schools and subgroups.

The Arkansas ESSA Plan (approved January 2018) is intended to achieve the following expectations:

1. To identify underperforming schools and subgroups of students within schools and notify LEA leaders when schools within their systems are most in need of the LEA's support to achieve immediate and sustained improvement.
2. To provide support that will empower LEAs to uncover the needs of their underperforming schools and/or student subgroups and enable LEAs to implement evidence-based strategies to address those needs.
3. To inform educators and stakeholders about school quality and student success as well as the progress and outcomes of schools' and districts' continuous improvement efforts.

At the postsecondary level, the Arkansas Higher Education Coordinating Board approved in 2015 *Closing the Gap 2020: A Master Plan for Arkansas Higher Education for 2015-2025*. The long-term objectives in the plan are:

1. A 60 percent postsecondary attainment rate in Arkansas, increasing from the current estimate of 43.4 percent.
2. Increasing the number of postsecondary credentials by 50 percent over the 2013-2014 academic year levels.
3. Increasing the number of certificates awarded to 19,200; the number of associate degrees to 12,700; and the number of bachelor degrees to 19,900.

The Master Plan also includes the goal of transitioning from enrollment-based to performance-based funding. Under the performance-based model, funding is provided for all credentials awarded, with special consideration for credentials earned by students who contribute to closing the attainment gap of underserved populations in Arkansas as well as credentials that meet state workforce needs. Underserved populations include students from an underserved race, Pell recipients, those enrolled in remedial courses, and students of a nontraditional enrollment age.

And finally, Arkansas' education system has consistent, committed leadership. Second term Governor Asa Hutchinson will be in the Governor's mansion until 2023. And, in 2019, the Governor implemented a new law that consolidated the Department of Career Education within the State's Department of Education. The new Department is headed by Secretary Johnny Key who, like the Governor, is devoted to leading the nation in student-focused education.

Building on this momentum, implementation of Perkins V has DCTE with the opportunity to engage with the state's key CTE stakeholders for feedback on the strengths and weaknesses of the existing programs and their hopes for the future. From hundreds of stakeholders across dozens of meetings (see Section II.A.1 above), certain consistent themes emerged, including: the need to align CTE programs with employer demand; the value of actively engaging business and industry; and the importance of expanding internship opportunities. A 2019 survey by the Arkansas Chamber of Commerce found that 82 percent of companies regularly have jobs or positions that they are not able to fill with qualified workers based on specific skill sets. However, the topline feedback across every meeting was the need to improve the employability skills of Arkansas' CTE students. In fact, 91 percent of employers participating in stakeholder meetings listed employees' lack of employability skills and core skills (e.g., reading, writing, interviewing, computer skills, etc.) as their greatest challenge.

Development and implementation of this Perkins V Plan, therefore, provides DCTE with two essential opportunities:

- (1) to enact the state's commitment to a national vision for excellence in student-centered career and technical education (CTE); and
- (2) to integrate this renewed approach to CTE within the state's student-focused learning system that harnesses federal resources under ESSA and the Workforce Innovation and Opportunity Act (WIOA) as well as state and local resources to ensure students have an opportunity to graduate prepared for college, career and community engagement.

DCTE's commitment to taking advantage of these two opportunities are evident in each section of this Perkins V Plan.

¹ Based in part on ACTE's Putting Learner Success First (2016), available at <https://www.acteonline.org/putting-learner-success-first-a-shared-vision-for-the-future-of-cte/>.

ARKANSAS' VISION FOR EXCELLENCE IN CAREER AND TECHNICAL EDUCATION

The Arkansas Department of Education is committed to transforming Arkansas to lead the nation in student-focused education so that every child graduates ready for college, career, and community engagement. In our 21st century economy, the lines between college, technical education and career have blurred. And to succeed on any of these paths, our students need more complex academic skills, including creative problem solving, synthesis and design; they need interpersonal and teamwork skills; and they need a work ethic and flexibility to thrive in an economic and technological future where change and innovation will be constant.

Arkansas' CTE programs must, therefore, be high-quality and aligned with high-skill, high-wage, or in-demand occupations or industries. These high-quality opportunities must be personalized, flexible and available to students, including those populations that are chronically underserved in our state.¹

This vision for excellent, student-centered CTE has five key goals that are aligned with the goals of DESE.

DIVISION OF CAREER AND TECHNICAL EDUCATION GOALS

GOAL 1 PREPARED CTE STUDENTS

Each CTE student will have the opportunity to complete CTE program(s) with the most competitive academic, technical and employability skills for future success.

GOAL 2 STUDENT PROGRESS

Each CTE student will establish a student success plan including college, career and community engagement goals aligned with expected student progress toward skill attainment reviewed annually.

GOAL 3 PERSONAL COMPETENCIES

Each CTE student will develop and apply personal competencies and employability skills that promote learning and success in college, career, and life.

GOAL 4 STUDENT SUCCESS

The second quarter after graduation, each CTE student will be actively engaged in college, further career preparation, military service, and/or competitive employment.

GOAL 5 CUSTOMER SERVICE

The Division of Career and Technical Education will build the capacity of each division team member to provide efficient and effective customer service that benefits students, respects taxpayers, and serves all stakeholders.

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION GOALS

GOAL 1 PREPARED GRADUATES

Each student will meet or exceed educational milestones along pathways to graduate prepared for college and community engagement.

GOAL 2 STUDENT GROWTH

Each student will meet or exceed his/her expected individual growth annually.

GOAL 3 PERSONAL COMPETENCIES

Each student will develop and apply personal competencies that promote learning and success in life.

GOAL 4 STUDENT SUCCESS

Each student will be actively engaged in college, career preparation, military service, and/or competitive employment one year after graduation.

GOAL 5 CUSTOMER SERVICE

The Arkansas Department of Education will build the capacity of each team member to provide efficient and effective customer service that benefits students, respects taxpayers, and serves all stakeholders.

Across both divisions, the vision and goals are anchored in several key values.



LEADERSHIP

- Striving to be a model of excellence that is dedicated to professional and ethical standards, the whole child, and effective results.
- Driving act on toward excellence through informed risk-taking.
- Protecting the public trust by ensuring quality and accountability.



SUPPORT

- Collaborating with others through mutual respect, trust, and professionalism.
- Communicating in an open, honest, and transparent manner.
- Fostering new ideas and promoting effective practices



SERVICES

- Providing quality service in a respectful, effective and professional manner.
- Administering agency programs and services with integrity, honesty, and transparency.
- Leveraging state resources in a wise, efficient, and productive manner.

Through this Vision, DCTE has set a new course not only for its students but also for eligible recipients of Perkins V funding, and for the Division itself. Adequacy is no longer good enough for the CTE students of 21st Century Arkansas. Instead, the Division must support eligible recipients in providing students with their choice of excellent and diverse CTE learning opportunities and services and ensuring students complete their CTE programs prepared to succeed in college, career and civic life.

This commitment to equity and excellence will require DCTE to realign itself to meet new student and industry needs as well as the requirements of Perkins V. As described in more detail below, DCTE has (and will continue to) host trainings on Perkins V for CTE coordinators, teachers, and directors, and the Division has implemented extensive stakeholder meetings to support the development of this Perkins V Plan. DCTE has also strengthened its state office operations by implementing a series of strategies designed to improve division efficiency, effectiveness, partnership building, and teamwork.

This Perkins V Plan exemplifies this commitment to excellence and equity and provides a blueprint for how DCTE will support eligible recipients in providing student-centered CTE programs and services that accomplish the five goals of prepared CTE students, student growth, personal competencies, student success and customer service. Student growth should be measurable, i.e., technical skill attainment and employability skills, using credentialing and reinforcement of academic performance indicators. Consider measuring student growth as the percent of concentrators who become completers with an industry-recognized credential in the cohort group.

THEORY OF ACTION

A theory of action is used to explain how a system is intended to work to achieve the desired results. DCTE has created a coherent CTE support system guided by the goals and values outlined above. The purpose of DCTE's support system is to set Arkansas on a path to lead the nation in student-focused CTE programs and services so that every child graduates ready for college, career, and community engagement. The support system is intended to achieve the following expectations:

1. To promote state- and locally-developed CTE programs and services that are aligned with and address the needs of the employers of Arkansas.
2. To increase the quality of CTE programs and services by empowering eligible recipients to continuously improve the academic achievement and technical skill attainments of CTE students, ensure students are gaining essential employability skills and provide teacher professional development as defined by Perkins V.
3. To expand access to high-quality CTE programs and services to special populations within the state.
4. To increase transparency by ensuring information on high-quality programs of study and career pathways are available to students, parents and representatives of secondary and postsecondary education.

The theory of action is emblematic of DCTE's commitment to building the public trust by promoting transparency, ensuring access and quality, and requiring accountability for the use of state and federal resources. By harnessing resources and aligning systems to federal legislation, student needs and workforce opportunities, DCTE can ensure middle schools, high schools and postsecondary institutions implement high-quality CTE programs and services that increase academic, technical and employability skills as well as workforce readiness and provide diverse pathways, especially to students from groups that are traditionally unemployed or underemployed. Over time, this approach will ensure that all Arkansas students are prepared for 21st century careers and our businesses and industries have the workers they need to thrive.

DIVISION OF CAREER AND TECHNICAL EDUCATION THEORY OF ACTION



IF...

the Arkansas Division of Career and Technical Education aligns its support and services with federal legislation, student needs and workforce opportunities,

THEN...

middle schools, high schools and postsecondary institutions will implement high-quality CTE programs that increase students' workplace readiness and provide equitable and diverse pathways aligned to in-demand careers...

AND THIS WILL...

ensure Arkansas' students are prepared for 21st century careers and that the state's business and industry have the workers they need to stay economically competitive.



- c) ***Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)***

As emphasized in Section II.A.2 above, DCTE, DESE, the Division of Higher Education, and the Department of Commerce, Division of Workforce Services are united by the goal of creating excellent, student-centered CTE programs that align to the state's workforce needs. To achieve that goal, the state entities are committed to close collaboration and leveraging of federal and state funds between CTE programs and the state's workforce development efforts.

Following the transformation within ADE, DCTE has become a participant in the Arkansas Federal Programs Committee of Practitioners. Membership consists of the following stakeholders:

- representatives from local educational agencies;
- administrators, including the administrators of special programs;
- teachers from traditional public schools and charter schools and career and technical educators;
- principals and other school leaders;
- parents;
- members of local school boards;
- representatives of private school children;
- specialized instructional support personnel and paraprofessionals;
- representatives of authorized public chartering agencies; and
- charter school leaders.

The duties of the committee include a review, before publication, of any proposal or final State rule or regulation. In an emergency situation where such rule or regulation must be issued within a very limited time to assist school districts with the operation of the program, ADE may issue a regulation without prior consultation, but shall immediately thereafter convene the Committee to review the emergency regulation before issuance in final form.

CAREER EDUCATION AND WORKFORCE DEVELOPMENT BOARD

Much of the joint planning and coordination between these entities occurred via the Career Education and Workforce Development Board, which is charged with creating a comprehensive statewide program of CTE and workforce development focused on educational opportunities and retention with the goal of economic development.

Act 1079, which was passed in the 2019 legislative session, revised the Board's membership and its authority, empowering it to play a key role in building Arkansas' excellent, student-centered CTE program in collaboration with the State Board of Education

The law added a representative from the following agencies and organizations as non-voting members to the Board: Department of Human Service, Department of Corrections, Arkansas Economic Developers and Chamber Executives, and Department of Career and Technical Education. The law also amended the powers and duties of the Board, requiring collaboration with the Department of Higher Education, Higher Education Coordinating Board, and Department of Education to bring together business, education, state agency, and workforce development stakeholders to develop a strategic plan for future workforce demands by July 2020. The plan must: assist agencies in understanding the changing economy; promote alignment between workforce education and higher education; identify costs with implementing the proposed plan; identify revenue streams that could support the plan; and identify areas of high unemployment.



As required by the statute, the Career Education and Workforce Development Board meets quarterly and is beginning a subcommittee model to begin sector reviews beginning with HVAC and Machining in November 2019. Sector reviews (detailed in Act 1079) along with asset mapping, and the state's catalog of Industry-Recognized Credentials (in collaboration with the Division of Career and Technical Education). Other planned ongoing activities and collaboration include: discovery and vetting of third party groups to assist with verified data for credentialing. The Director of the Division of Career and Technical Education sits on the board as an ex-officio member.

ADDITIONAL EXAMPLES OF COLLABORATION

Additional, specific examples of this collaboration, and the leveraging of federal funds, include the following:

- **Arkansas Career Coach Program** - This program is awarded a grant from the Division of Workforce Services - Temporary Assistance for Needy Families (TANF) to offer Career Exploration Camps. These activities are designed to partner with business and industry and provide hand-ons career exploration experiences for students in middle and high school. These grants are awarded to two-year colleges participating in the Arkansas Career Coach program. This program has been included in the Arkansas Workforce Innovation Opportunities Act (WIOA) state plan as a tool to provide support to seeking career opportunities.
 - **Jobs for Arkansas Graduates (JAG)** - JAG receives a grant from the Division of Workforce Services - TANF to award grants to sub-recipients for the purpose of providing career readiness and work-based learning opportunities for students from special populations. These grants are awarded to middle schools, high schools, post-secondary institutions, and adult education centers. This program has been included in the Arkansas WIOA state plan as a tool to provide career opportunities and support out-of-work youth.
 - **Career Readiness/Work-based Learning** - DCTE office partners with the Division of Workforce Service to train teachers and offer the WorkKeys curriculum and Career Readiness Certification to secondary students in the traditional and alternative learning education environments.
- d) *Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d) (7) of Perkins V)*

DCTE will use Perkins Leadership funds for all the activities listed in Section 124(a) and selected uses from Section 124(b) of the Perkins V legislation.

- **Preparation for non-traditional fields in current and emerging professions:** DCTE will use Leadership Funds to support the preparation of students for fields that are non-traditional for their gender, and other activities that expose students, including members of special populations, to high-skill, high-wage, or in-demand careers. For example, state leadership funds will support dual enrollment initiatives that connect colleges with high schools in their service delivery areas and to improve capacity for gap and equity analysis so that program improvement and student success initiatives will be more effective, particularly for those from special populations categories including non-traditional.
- **Support for individuals in state institutions:** State leadership funds will be used to train staff from correctional institutions to provide them with expanded skills for reentry preparation, particularly for those individuals coming from generational poverty or returning to unstable environments.

- **Recruiting, preparing or retaining CTE teachers:** State leadership funds will support a number of professional development and leadership activities throughout the state to prepare and retain career and technical faculty in both secondary and post-secondary schools. This includes a partnership with Arkansas Community Colleges that will expand professional development for teachers at two-year colleges.
- **Technical assistance for eligible recipients:** Using state leadership funds, DCTE will provide technical assistance to secondary CTE programs and schools as well as to individual colleges to help them improve their comprehensive needs assessments and local assessments. State leadership funds will also be used to develop statewide programs and programs of study, approve locally developed programs of study, and conduct ongoing program reviews.

In addition to these statutorily required uses, DCTE will use state leadership funds to support career and technical student organizations and provide comprehensive training for high school career coaches and college placement advisors to improve employment readiness, especially for nontraditional students and members of special populations.

2. Implementing Career and Technical Education Programs and Programs of Study

- a) *Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*

Arkansas' CTE programs and programs of study are designed to address industry needs and to help students navigate their way to greater success in college and career.

The National Career Clusters® Framework provides the infrastructure for organizing and delivering 61 comprehensive programs of study within 16 career clusters. Career Clusters provide essential knowledge and skills to bridge secondary and postsecondary curricula. They also facilitate the development of individual student plans of study for a complete range of career options and can empower CTE students to choose the educational pathway that can lead to success in high school, college and career.

Outlined below are an overview of the 16 National Career Clusters supported in Arkansas, a list of the programs of study – both existing and anticipated – to be supported and improved by the state. Arkansas will use the Standards of Accreditation to ensure the quality of each of its programs.

NATIONAL CAREER CLUSTERS

1. Agriculture, Food and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology and Communications
4. Business Management and Administration
5. Education & Training;
6. Finance
7. Government and Public Administration
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections and Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering and Mathematics
16. Transportation, Distribution and Logistics

EXISTING PROGRAMS OF STUDY TO BE SUPPORTED AND IMPROVED BY THE STATE

Most of the programs are developed locally but are audited at the state level (based on stakeholder engagement). However, Arkansas has developed several programs at the state level that are available for adoption by eligible recipients. These state-developed programs include: Advanced Manufacturing and Robotics, Pre-Engineering, Mobile Application Development, Computer Programming, Cybersecurity.

Efforts to improve CTE programs in the state are being made in collaboration with DESE and other key stakeholders and with an eye toward future economic and technological trends and workforce needs in Arkansas. For example, the DCTE Director was recently appointed, by executive order, to the Computer Science and Cyber Security Task Force to ensure the CTE perspective is front and center in the state's focus on these 21st-century technology industries. Recommendations from the Task Force could result in additional pilots including: big data, data science, data computing, artificial intelligence, and more advanced cyber security programs.

The Office of Special Populations has partnered with Arkansas Transition Services and Arkansas Rehabilitation Services to develop a co-teaching model for students with disabilities enrolled in CTE courses. In addition, the Jobs for Arkansas Graduates program has developed a partnership with the Arkansas Division of Youth Services to implement programs in the juvenile correctional system.

See Appendix XX for current Programs of Study.

PILOT PROGRAMS OF STUDY SUPPORTED AND IMPROVED BY THE STATE NOW FULLY INTEGRATED

The following programs of study were developed and piloted at the state level.

- **Unmanned Aerial Systems (UAS):** This program was piloted in 2018-19 and made available to implement in 2019-2020. Students enrolled in the program of study have the opportunity to earn the Federal Aviation Association's Part 107 Licensure to use drones commercially as well as engage in building, repairing, and flying drones.
- **Cybersecurity:** This program consists of multiple cyber literacy and cyber science courses that engage students in a hands-on, project-driven curriculum. Students enrolled in the program of study have the opportunity to earn the CompTIA A+ certification.

ENSURING CTE PROGRAM QUALITY

To guide program development, ensure effectiveness, and drive improvement, Arkansas adheres to the recommendations in the U.S. Department of Education Office of Career Technical and Adult Education's Programs of Study Design Framework (<https://cte.ed.gov/initiatives/octaes-programs-of-study-design-framework>) and will transition to national standards based on other major national associations.

Arkansas' Standards for Accreditation also help ensure CTE program quality and access for all students. To be accredited, all districts must ensure that schools serving grades 5-8 must offer instruction annually in CTE courses. At the high school, schools must offer nine units of sequenced CTE courses representing three occupational areas.

Under Perkins V, DCTE is also realigning its technical assistance for programs of study. DCTE will use tiered monitoring across all approved programs of study and leveled support based on the individual needs of the programs as determined by annual data and the results of the monitoring that examines issues student performance data, labor market data, the availability of equipment

is available, CTSO documentation and credentialing information.

- Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—***
 - promote continuous improvement in academic achievement and technical skill attainment;***

DCTE will continue to include input from industry leadership as well as secondary and postsecondary partners when reviewing locally developed programs of study or career pathways. Evidence must be provided that the pathway is connected to an industry need determined during the Comprehensive Local Needs Assessment.

See Program Approval Rubric at Appendix XX.

SECONDARY LEVEL

At the secondary level, local applications to implement new programs of study or career pathways are reviewed by content area personnel within the Department of Education with heavy input from industry leadership and secondary and postsecondary partners. The evaluation includes the following factors:

- inclusion of state academic standards (including literacy, math, and science);
- local industry needs and support for the program (evidence must be provided that a pathway is connected to an industry need);
- district capacity to house and maintain the program;
- district support for the program; and
- postsecondary programs available in the area for concurrent credit and/or further education.

Programs of study must offer a credentialing opportunity (from the State's list of approved credentials, which is driven by business and industry demand for those individual credentials) and increase in specificity as students progress. Programs of study are not required to include youth apprenticeships and work-based learning opportunities and concurrent credit options (at the level 3 course) although many of them do. [See Appendix XX.](#)

DCTE's ongoing review of CTE data will ensure continuous improvement in performance related to academic and technical skill attainment indicators. The integration of academic standards and technical skills has been a critical process in the development of secondary programs of study. Industry partners and CTE teachers will continue to ensure that each career pathway course includes technical skills that promote grade-level academic standards to promote continuous improvement.

POSTSECONDARY LEVEL

At the postsecondary level, the Arkansas Division of Higher Education policy requires approval of new academic programs to be based in part on employer needs and local labor market data. The process begins with a survey of local businesses to determine need: current and projected job openings; expected salary ranges and number of existing employees that would benefit from the program; and the types of technical and employability skills required for positions. Colleges must provide extensive state, regional and local data, including in-depth labor market analyses, to justify the need for the program.



Ark. Code Ann. §6-61-214 requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs. All certificate and degree programs offered by public colleges and universities in Arkansas are reviewed every 7–10 years. Accredited/licensed/state certified programs follow the usual review practices and schedule of the accrediting/approving body.

Academic programs that are not program-specific accredited/licensed/state certified are reviewed by external reviewers/consultants. The institution completes a comprehensive

self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to:

- program need/demand
- curriculum
- faculty
- resources
- course delivery methods
- student outcomes
- recent/planned program improvements

Institutions will select a minimum of two out-of-state reviewers affiliated with programs that are similar in mission and scope to the program under review. At least one consultant is required to conduct a site visit.

ii. *expand access to career and technical education for special populations; and*

To enact its commitment to a national vision for excellence in student-centered CTE, Arkansas is redoubling its efforts to expand access to high-quality CTE programs for special populations through a number of new and existing strategies. These efforts include the following:

- DCTE has added several requirements to the application and scoring rubric for how program approvals are designed to promote equitable distribution of state funds. These include a state map of high-needs counties and information on prior year funding trends. DCTE also monitors data on secondary schools to identify – and provide professional development to – those schools with the greatest gender, ethnicity and disability participation and achievement gaps
- Arkansas offers all students, including those from special populations, the state's introductory Career Development course by the end of their 8th grade year. Through the course, students develop an awareness of the Programs of Study available for participation and must develop a 4-6 year career plan which is a component of Arkansas's Student Success Plan in all schools. Students who meet the criteria for identification as a member of a special population are provided with

II. NARRATIVE DESCRIPTIONS

guidance, counseling and career development required to help him or her develop a high quality career plan and, ultimately, ensure his/her success in the career focus program of study.

- Second, Arkansas supports special populations through the Arkansas affiliate of Jobs for America's Graduates. Jobs for Arkansas Graduates (JAG) encourages youth with significant barriers or who are at-risk of leaving school to achieve high school graduation. JAG is available to middle level and secondary schools using the approval process noted for CTE programs (B.2.b.i). The JAG course provides academic support, remediation, credit recovery, employer engagement, project-based career learning, and an opportunity to achieve credit for work-based learning experiences, leading students to further education or training and rewarding careers. JAG students explore career opportunities in and out of the classroom to provide awareness of the career and technical education programs available to them in high school and postsecondary settings.
- Third, DCTE is also partnering closely with the Arkansas Transition Services (ATS) and Arkansas Rehabilitation Services (federal Vocational Rehabilitation program) to educate the state's special education teachers and advocates on the benefits of CTE for students with disabilities. For example, this team has developed professional development to improve opportunities for students with disabilities in CTE classes and improved the level of career counseling provided.
- The Arkansas Career Pathways Initiative (CPI) is a partnership between community colleges, workforce development agencies, employers and social service providers. CPI provides low-income individuals with the postsecondary education skills and credentials they need to gain immediate entry into targeted occupations--ultimately leading these individuals to economic self-sufficiency. The program is administered in collaboration with the Arkansas Division of Higher Education and the Arkansas Division of Workforce Services (DWS). In addition to other members of special populations explicitly required in law, CPI also serves current and former Transitional Employment Assistance (TEA) recipients, or TANF eligible students.

- DCTE further supports the needs of special populations by providing poverty simulations, workshops and technical assistance to colleges, state agencies and community-based organizations. These events are designed to increase awareness among educators and service providers regarding the unique barriers faced by economically disadvantaged or under-resourced students.

iii. **support the inclusion of employability skills in programs of study and career pathways.** **(Section 122(d)(4)(B) of Perkins V)**

As described in Section II.A.1, growing students' employability skills is a universal priority for all stakeholders, particularly for the state's employers. DCTE has, therefore, ensured that employability skills are embedded in every CTE program of study and every course offered in the state.

SECONDARY

All CTE course curriculum frameworks and standards include instruction in and recommended activities to promote employability skills. DCTE has also ensured that teachers have the resources they need to support their students' development of employability skills, and secondary schools may request certain tools to support this effort. For example, schools may request the ACT WorkKeys 2.0 curriculum which allows students to earn a National Career Readiness Certificate and to receive training in employability skills.

In addition, DCTE and DESE will work to fully integrate the principles of the state's Student Success Plans into all CTE programs and standards.. (A.C.A. 6-5-1003. College and Career Readiness Standards). By the end of 8th grade, every Arkansas student must have a Student Success Plan developed by school personnel in collaboration with the student and his or her family. The Plans, which are updated annually, guide students toward success after graduation by ensuring they graduate with a strong foundation of academic knowledge, experience, and proficiencies, as well as an equally strong foundation of employability skills – those intangible abilities that help people get along with others, communicate well, and make positive contributions in the workplace and beyond.

DESE has identified five guiding principles that support educators, business leaders, communities, and students in their efforts to help students develop critical skills. The principles, which represent skills needed to thrive at home, school, in the community – and on the job, include: growth (manage yourself), understanding (know yourself), interaction (build relationships), decisions (make responsible choices), empathy (be aware of others). The G.U.I.D.E for Life program, with the support of Arkansas school counselors and educators, is designed to give K-12 students a plan - a five-step process - that they can follow to achieve personal success.

DCTE has incorporated these principles into the state's CTE standards and into the programs of study. Implementation of Perkins V provides a key opportunity for DCTE to further partner with DESE to ensure these important concepts are increasingly embedded within CTE in the state.

POSTSECONDARY

On the postsecondary side, the Arkansas Division of Higher Education's approval of new postsecondary programs of study is partially contingent on a survey of local business needs, including the types of technical and employability skills required for expected positions. To receive approval, the program of study must include those relevant employability skills.

- c) **Describe how the eligible agency will—**
- i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

Arkansas is committed to ensuring that students, parents and other stakeholders have accurate, user-friendly information

about the CTE opportunities available to students through a combination of course requirements, resources for schools and districts, and direct communication. The state affirmed that commitment through the passage of Act 109 and Act 1079 during the 2019 legislative session.



Act 109, the School Counseling Improvement Act, requires districts to develop and implement a comprehensive school counseling program. Districts must have a written plan for a comprehensive school counseling program that is implemented by a state-certified counselor and includes high-quality guidance for students in academic pursuits, career planning, and social and emotional learning. The Department of Education must employ at least one certified school counselor and provide technical assistance to districts to support equitable access to school counseling services. The goal of Act 109 and the other activities described below is to ensure that each Arkansas student can make a fully informed decision about his or her academic and/or career pathway.

Act 1079 requires the Office of Skills Development and Career Education (within the state's Department of Commerce) to develop a catalog of nationally recognized credentials and related programs of instructions at each high school, community college, or technical institute. The office must also develop a website that shows workforce development education, programs, and employment opportunities for students, educators, and industry. This law also requires the Office to report annually on their catalog of nationally recognized credentials and the cost for an individual to seek and maintain the credential to the Senate and House Committees on Education.

SECONDARY LEVEL

- **Career Development Class:** As mentioned in several sections above, each Arkansas student has the opportunity to take a Career Development Class in the 7th or 8th grade. During the course, students investigate high school and postsecondary programs of study, plan their high school and postsecondary education/training coursework, and discuss concurrent credit options and work-based learning opportunities available in the

district. As students develop their individual educational and career plans, schools seek parental input and ensure the plans are translated into the student's and parent's primary language.

- **Statewide Career Planning System:** Arkansas used Perkins IV funds to assist schools in accessing a career planning system for students in grades 8-12. Beginning with the 2019 – 20 school year, the Department of Education expanded that system in breadth and in depth by supporting districts and schools in providing a comprehensive career planning system for students. The system includes interest and aptitude inventories, a 4-6 year plan development, secondary program of study information, and postsecondary institution information and program information.
- **Career Coach Program:** This state-run but locally-operated program is intended to significantly increase the number of students from underrepresented groups who achieve their college and career-planning goals. Through intensive, hands-on services for students in grades 8-12, Arkansas' career coaches work in partnership with career development instructors and school counselors to provide information on apprenticeships and all forms of postsecondary career training and certifications and support students as they develop and revise their individual college and career plans.
- **Technical Assistance for Districts:** DCTE also provides general technical assistance to guide districts in providing career and technical program accessibility information to students, parents, and the district's community. This includes providing accommodations, physical accessibility, and translations if predominant language groups are represented in the district's student population. DCTE will also continually inform schools of current policies regarding gender equity, discrimination, and nontraditional training to ensure that these policies are infused into the local efforts to share CTE information with students, parents and other stakeholders.

POST-SECONDARY

At the postsecondary level, the state plays a relatively small role in sharing information on CTE opportunities with students. Information regarding work-based learning

opportunities and early college credit, as well as academic guidance and career advising, are not regulated by the state and are, therefore, the responsibility of the individual institution.

The Arkansas Division of Higher Education (ADHE) maintains a list of approved degree programs for all public colleges and universities, which is available on the ADHE website and is updated as changes in programs occur. ADHE maintains concurrent credit and articulation agreements (which are negotiated at the local level) primarily for general education courses and maintains the Arkansas Course Transfer System which allows high school and college students to determine transferability of general education college credit courses between public institutions. Demand to include CTE programs, which may require legislative approval, is increasing and will be considered.

With respect to information available from the institutions themselves, efforts vary by institution. All institutions do provide information on all academic programs in an annual course catalogue, which is available online through each institution's website. However, the choice of format for publicizing academic/CTE programs and available student support as well as non-English language materials is a decision of individual institutions.

SPECIAL POPULATIONS

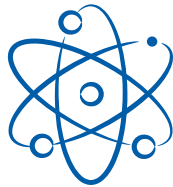
In addition to the services and resources described above, Arkansas also provides focused support for students from special populations to ensure they have access to the information they need to make informed choices about their college and career pathway.

- **Jobs for Arkansas Graduates (JAG):** JAG is expanding programs offered in the state to provide focused career skill training and work-based learning opportunities for students from special populations. JAG programs are available for middle level, high school, alternative education, adult education, and in postsecondary education. At the secondary level, students can access a JAG course that allows them to explore career opportunities in and out of the classroom to provide awareness of the career and technical education programs available to them in high school and postsecondary settings.

- For special populations and ELL students, the ELL Coordinator provides support to Career Coaches in schools with higher populations of Spanish-speaking students and parents/guardians. The ELL Coordinator provides professional development to Career Coaches about the best practices of serving ELL students. The ELL Coordinator partners with the Arkansas Department of Education to translate Career Guidance materials into alternative language for Spanish-speaking parents. The ELL Coordinator also partners with the Mexican Consulate and other similar organizations to offer college and career planning opportunities to students with Spanish-speaking parents and/or guardians.

In addition, postsecondary institutions generally have programs that provide support for economically disadvantaged students, students with disabilities, minorities, and veterans. Much of this support is funded in part through federal programs such as TRIO and STEM Success, but the majority of colleges have also identified specific needs and have implemented programs through college resources and/or community partnerships.

The Arkansas Career Pathways Initiative is a partnership between community colleges, workforce development agencies, employers and social service providers. The program uses state and federal TANF funds to provide low-income individuals with the higher education skills and credentials need to gain immediate entry into targeted occupations, ultimately leading these individuals to economic self-sufficiency. to enroll and graduate students who meet TANF eligible guidelines.



Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation, is a collaboration between an HBCU and their adjacent school districts, a community college, SHEEO and the W. K. Kellogg Foundation. A similar project is underway at a second Arkansas university that works closely with regional high schools. The initiative seeks to address disparities in issues such as out-of-school suspensions, expulsions, gifted and talented program participation, teacher to pupil ratio, and resource allocation.

ii. *facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;*

DCTE will support collaboration among eligible recipients through a number of complementary strategies including convening a high-quality team that represents the key CTE and workforce stakeholders in the state and providing clear, usable information to families.

With the support of the Lumina Foundation, DCTE has convened Adult Education, Arkansas Community College, Arkansas Economic Development Commission, Career and Technical Education, Higher Education, Office of Skills Development, the State Chamber of Commerce and Workforce Services. These governmental and non-governmental entities will work hand-in-hand with their stakeholders and with each other to review and revise the list of industry recognized certifications available to students in the state. In addition, this team will work together to evaluate workforce needs in the state and identify the associated career pathways and level-specific skill sets that should be reinforced at the secondary, post-secondary, and workforce levels to support students in their pathways and, ultimately, prepare students and adults for careers. The Department of Workforce Services and Department of Higher Education have also embarked on a greater effort to ensure programs and pathways are coordinated between K-12 and higher education and that students have multiple entry and exit points into/out of these pathways. The consolidation of DESE's and DCTE's teacher preparation pathways (discussed further in Section B.1.a above) is one example of this close collaboration.

DCTE will continue to include all eligible recipients in the review and updating of career pathway programs of study and will provide schools and other stakeholders with opportunities to add elements or edit items included in the programs of study.

DCTE and DESE will also facilitate coordination among eligible recipients by incorporating a Student Success Plan for each student into the state's CTE program. As explained in Arkansas' ESSA plan and in Section B.2.b.iii above, students should graduate with a strong foundation of academic knowledge, experience, and proficiencies. But, to be successful, students

also need an equally strong foundation of employability skills - those intangible abilities that help people get along with others, communicate well, and make positive contributions in the workplace and beyond. The five guiding principles identified by DESE and intended to support educators, business leaders, communities, and students in their efforts to help students develop critical skills are: growth (manage yourself); understanding (know yourself); interaction (build relationships); decisions (make responsible choices); empathy (be aware of others). The G.U.I.D.E for Life program, with the support of Arkansas school counselors and educators, is designed to give K-12 students a plan - a five-step process - that they can follow to achieve personal success. A shared understanding of these principles helps promote collaboration among all CTE stakeholders.

For an example of a pathway to a high-wage, high-need, in demand job in the state of Arkansas, [please see Appendix XX](#).

- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**

Perkins V implementation provides DCTE with an opportunity to enhance its efforts to redesign employers' employee needs and the skills gap identified in the state's approved WIOA plan.

The Arkansas Division of Workforce Services' Labor Market Information (LMI) website, (<http://www.discover.arkansas.gov>) provides state, regional and localities, as well as local workforce development boards, with the data needed to understand current and future industry and workforce needs. Using this data, Arkansas' WIOA plan notes the following state-level trends:

- Arkansas' workforce is aging, and it is diversifying, primarily due to an influx of Hispanics in the state. These factors create both opportunities and challenges for the state's CTE programs.
- Arkansas has a large and diverse manufacturing sector, ranging from the production of guided missiles and specialty petroleum products to railcars and heavy

equipment to medical supplies to food products. As a result of this diversity, what manufacturers (and other employers) in the state need in terms of a skilled workforce varies greatly by region. It is, therefore, important for CTE programs to be regionally focused on the workforce needs in local areas.

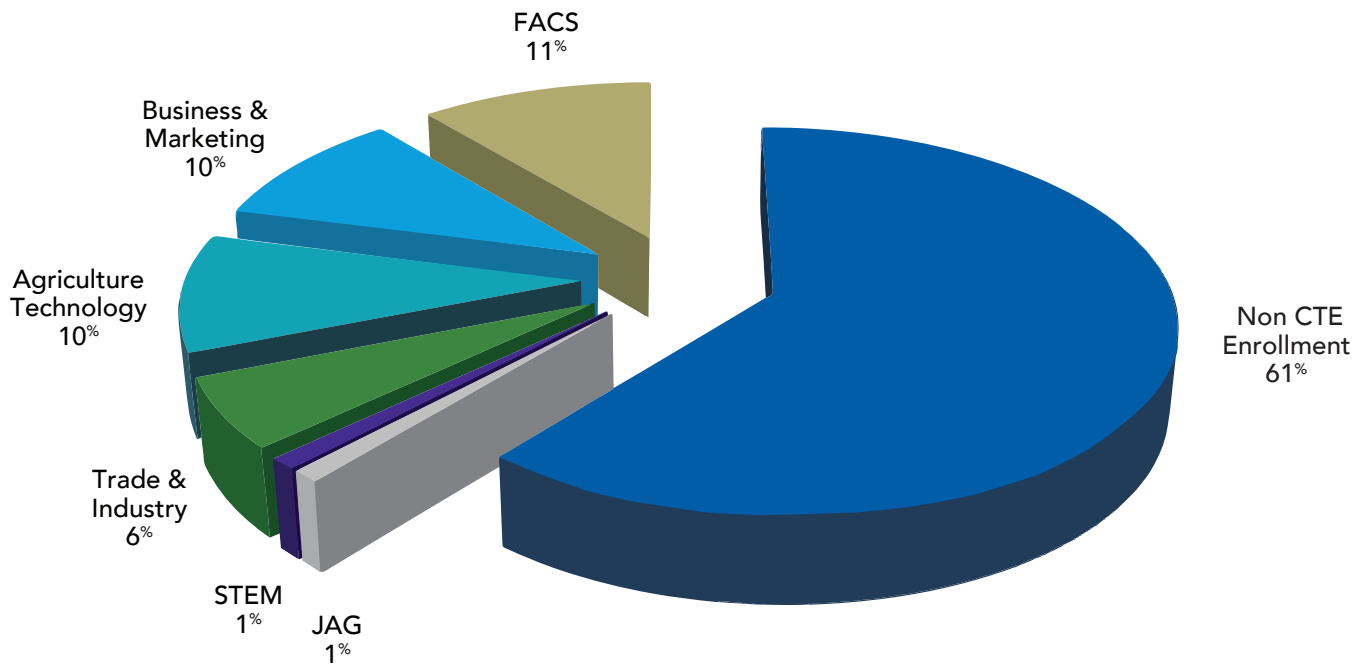
- The industry sectors that are projected to grow the fastest by 2024 are: Accommodation and Food Services and Health Care and Social Assistance. Manufacturing is projected to continue to grow but at a slower rate.

Under Perkins V, DCTE will partner with eligible recipients to substantially increase alignment of CTE programs with workforce needs. As demonstrated by the figure below, enrollment in high-need areas – such as health sciences and manufacturing – is quite low.

Arkansas has taken several important steps to help close the gap between employer needs and the pipeline of prepared graduates. In 2017-18, DCTE introduced Advanced Manufacturing as a pilot. After early enrollment success, it became a course of study in 2019-20. In the 2019 legislative session, Arkansas passed Act 179, which provides for tiered funding. Under the new model, schools and districts will receive higher funding for high-wage, high-skill and in-demand programs. The statute also directs DCTE to establish a tiered funding structure for vocational center aid for each full-time student. The tiered system is approved by the state's Career Education and Workforce Development Board.

In addition, the Director of DCTE serves on the U.S. Chamber of Commerce Talent Pipeline Management Curriculum Review Committee. The Committee's work will ultimately inform state leadership about supply chain logic in the context of students and how to progress the student along pathways toward college and career with multiple entry and exit points. Once the final curriculum is released, Arkansas state leadership will participate in a Talent Pipeline Management Institute (TPM). Implementing the TPM model will require convening regional and statewide advisory groups with business and industry partners to develop stronger collaboratives for work-based learning, skill development, assessment of local industry needs, and increased understanding of participants' role in the student training and talent development process. The state will also integrate the theory of action suggested by Advance CTE workforce collaboration.

STUDENT ENROLLMENT ACROSS CTE OCCUPATIONAL AREAS (OCTOBER 2019)



iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

DCTE, through the federal Office of Civil Rights, is granted authority to monitor secondary and postsecondary CTE programs to ensure fair and equal access for students with disabilities, economically disadvantaged, nontraditional (gender), African-American, Hispanic, and English Learners. DCTE will continue to ensure equal access to CTE programs using Perkins funding for students who are included in special populations.

Members of special populations are encouraged and supported in achieving their fullest potential to obtain rewarding careers in high-wage, high-skill, or in-demand occupations. DCTE will use the following strategies to promote equal access:

- Provide information and training on making reasonable accommodations and/or modifications according to students’ Individualized Education Plans or 504 Plans

in programs that are designed to serve students in secondary environments.

- Conduct professional development to assist local educators and community stakeholders who support students in special population groups.
- Continue collaboration with the DESE-Special Education Unit and associated agencies to ensure equal access to CTE programs for students and continuous support to achieve a successful transition to post high school life and work.
- Provide materials, resources and support to eligible recipients so they can recruit and market programs that are inclusive of students, including members of diverse races, genders, and special populations.
- Provide career pathway, Programs of Study, and Work-Based Learning opportunities for students, including those from special populations.
- Provide career-related information and materials to special populations students related to post-secondary opportunities with an emphasis on non-traditional careers.
- Provide guidance and counseling on career development activities with an emphasis on employability skills development.

DCTE will expand access for special populations to include homeless, foster care, and military children. In 2019, the Arkansas State Legislature passed the Interstate Compact on Educational Opportunity for Military Children Act (Act 939) which states that children of military families shall have equitable access to academic courses and programs and extracurricular academic, athletic, and social programs. This legislation incorporates into the policies of public schools specific actions to take in support of students who are the children of military families who transition to and from a public school district in Arkansas.

Additionally, pursuant to Ark. Code Ann. § 9-28-113, every school district in Arkansas must identify a foster care liaison and must provide annually to the DESE the name of each foster care liaison and his or her contact information. The duties of the foster care liaison include assisting foster children when transferring schools by ensuring the transfer of credits, records, grades, etc., and expediting the transfer of such records. The statute provides that individuals who are directly involved in the care, custody and education of foster children work together to ensure the continuity of education services so that foster children:

- Remain in their schools of current enrollment whenever possible;
- Are moved to new schools in a timely manner when it is determined to be necessary, appropriate, and in their best interests, by the court; and
- Participate in appropriate educational programs and have access to the academic resources, services and extracurricular activities available to all pupils.

DCTE will collaborate with DESE to address the challenges that homeless children and youths may face in enrolling, attending, and succeeding in school. The Education for Homeless Children and Youth (EHCY) program is authorized under the McKinney-Vento Act. Under the Act, DCTE, in collaboration with DESE, must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths.

Homeless children and youths will have access to the educational and related services that they need to meet the same challenging state academic standards to which students are held. In addition, homeless students will not be separated from the mainstream school environment. DCTE, DESE, and

local educational agencies will strive to review and undertake steps to revise laws, regulations, practices or policies that may be barriers to the identification, enrollment, attendance or success in school of homeless children and youths.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

DCTE first began reporting to the Arkansas State Board of Education following the transformation of state government (to reduce the number of state agencies) in July 2019. Since then, the Board and DCTE have made substantial efforts to develop effective coordination strategies. The Board approved the Perkins Transition Plan in Fall 2019 and has designated one particular board member as the liaison for CTE. DCTE also presents regularly to the ESSA Steering Committee (which is chaired by the State Board chair) to promote ongoing communication and collaboration on Perkins implementation, and a CTE coordinator serves on the Steering Committee as well.

DCTE also coordinates with the State Board by ensuring labor market information and resources for career pathways and student exploration are available. For example, DCTE coordinated with the Northwest Arkansas Council on their JobsEQ website that utilizes the JobsEQ metadata engine with a student and parent user-friendly interface. This project was funded through public/private partnerships, and DCTE plans to coordinate with the Council to scale statewide.

In addition, DCTE encourages the development of career pathways and articulation agreements at the local level; currently, articulated pathways include Banking programs, Computer Science programs, Pre-Engineering programs, and others that are aligned with local workforce needs and include strong business and industry partnerships.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**

DCTE currently supports four different work-based learning opportunities in schools across the state: internship (provides general work experience to any student); youth apprenticeship (a paid work experience for a student within a program of study, which serves as the capstone of the program); a career practicum (a recently-added opportunity that is the same as an apprenticeship but is unpaid); and a pre-apprenticeship (offers the student an opportunity that is aligned with an adult apprenticeship program).

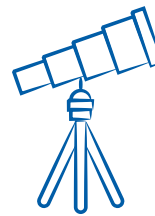
Collaboration between stakeholders is key to the success of these work-based learning opportunities. Act 1079 (2019) requires the Office of Skills Development and Career Education and Workforce Development Board to collaborate with the Division of Higher Education, Higher Education Coordinating Board, and ADE to bring together business, education, state agency, and workforce development stakeholders to develop and oversee an apprenticeship office that serves as the hub for all stakeholders who want to establish an apprenticeship program. The Director of DCTE sits on the board as an ex-officio member.

Furthermore, DCTE routinely communicates with schools about the opportunities available. In summer 2019, DCTE held four meetings for schools across the state. And in December 2019, the state Chamber of Commerce hosted an informational meeting with key stakeholders, including postsecondary, community colleges and industry. In addition, over the last several months, DCTE has focused on increasing its communication with industry to create a feedback loop that can ensure alignment between work-based learning opportunities and the needs of Arkansas' employers. In the years ahead, DCTE will explore ways to expand work-based learning opportunities for students in the state.

The Arkansas legislature has supported these efforts for many years. The Work-Based Learning Act of 1991 and 2008 tax legislation provide tax incentives for employers hiring a youth apprentice in a program registered with the U.S. Department of Labor and/or in a program approved by the Arkansas Department of Career Education. Eligible employers can receive an income credit of \$2,000 or 10 percent of the wages earned by the youth apprentice.

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

Arkansas plans to leverage Perkins V to enhance its equity lens and make CTE into another important tool in closing the states' persistent achievement and attainment gaps. DCTE will work collaboratively with DESE and with the TAC to build on the data analysis begun under ESSA, to identify gaps and to identify the enhanced learning opportunities, professional development and training for CTE teachers, administrators, and paraprofessionals that can help close those gaps.



At the student-level, alignment with the Arkansas Department of Education's wraparound services model will help frame a whole-child approach. Perkins funding will support project proposals that will enhance learning and academic performance indicators. At the district and school level, programs of study and local needs assessment will reflect local needs and equitable opportunities for students, including special populations. For CTE concentrators, including special populations, analysis of performance indicators and skill attainment gaps will guide re-evaluation of foundational courses, course sequence, and standards in addition to teacher professional development and technical permit requirements.

Twenty-two community colleges participated in an extended pilot project to increase understanding of gap analysis, root causes, and action plans to improve performance of special populations. Conducted by the National Alliance for Partnerships in Equity (NAPE) and funded through state leadership funds, this interactive professional learning program informed local CTE leaders who were beginning the planning process for Perkins V implementation. Program Improvement Process for Equity (PIPE) training helped participants understand the equity provisions of Perkins, with a primary focus on providing participants with procedures for use in completing the comprehensive needs assessment.

In order to participate, colleges formed teams representing various campus functions related to special populations success. Teams attended professional learning workshops, participated in a professional learning community, completed data-driven action research, and engaged in a decision-making process focused on increasing the participation, completion, and transition of underrepresented groups in nontraditional programs of study. State staff will continue to work with the colleges to expand these efforts.

- d) Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)**

Over the last several years, Arkansas has increased its commitment to providing expanded opportunities for concurrent enrollment to the state's secondary students. A 2011 statute (Act 743) directs high schools to offer concurrent credit as part of a high-quality CTE program. High schools also receive credit or points in the annual ESSA School Index, as described in Arkansas approved ESSA plan.

In addition, Arkansas now offers a new Concurrent Challenge Scholarship, which provides students with at least a 50 percent discount on tuition and mandatory fees for an endorsed concurrent enrollment course or certificate program. Students may receive up to \$125 per course for up to two courses per semester (\$500 annual maximum). Eligible courses include those in the core areas of math, English, science and social studies, and programs that lead to obtainment of a certification or license.

Approximately 25% of the re-structured programs of study provide concurrent enrollment opportunities in the third course of the sequence. The percent is expected to increase with new legislation [Act 456] passed in 2019 to fund concurrent credit expenses for eligible students.

- e) Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local businesses (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

Throughout implementation of this Perkins V plan, DCTE will continue to engage the stakeholders that informed development of the Plan through the following strategies, among others:

- DCTE has redesigned its website to increase user friendliness and accessibility for students, families, teachers, administrators and other key stakeholders.
 - DCTE has developed a strategic communications plan in coordination with Advanced CTE and with the support of a grant from that organization. The plan provides strategies for communicating with students and parents about CTE opportunities. According to the plan, the most effective messages about CTE emphasize its "real world" value and opportunities for students to such as: "CTE gives purpose to learning by emphasizing hands-on training, mentoring, and internships from employers in their community."
 - DCTE will also partner with DESE to utilize their Family and Community Engagement tools. The tools will be used in presentations with career guidance and academic counselors on available programs of study and in DCTE staff training to educate staff on who to communicate with and what information various stakeholders need.
- f) Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

See Appendix XX.

- g) Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

See Appendix XX.

- h) Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Separate definitions of size, scope and quality have been crafted for the secondary and post-secondary levels. All potential recipients must demonstrate through their comprehensive needs assessments and local applications that they have satisfied the applicable definition.

SECONDARY - SIZE, SCOPE AND QUALITY

| | |
|----------------|--|
| SIZE | <ul style="list-style-type: none"> • Class periods shall conform to the minimum class hours established by the Arkansas Department of Education Standards for Accreditation of Public Schools. • However, enrollments may vary and will depend on the availability of equipment, tools, furniture, and instructional materials that support the program. • Program equipment requirements and safety conditions shall be a consideration in establishing class size. |
| SCOPE | <ul style="list-style-type: none"> • To comply with State Standard 1-A.1.3.9, schools must offer one Program of Study from three different Occupational Areas annually. Each Occupational Area defines the required entry level (core) course for each Program of Study. Core courses must be offered annually. • Each CTE Occupational Program Area issues equipment lists annually. The equipment lists are considered the minimum equipment necessary for students to master the program area standards established by DCTE. • The current version of equipment lists applies to new programs being implemented during the school year in which the equipment lists are issued. |
| QUALITY | <ul style="list-style-type: none"> • Approved programs are to follow all policies and procedures as well as program guidelines established and identified in the supplemental program operational guides and by approval of the Director of DCTE and/or their designee. • Programs of study are expected to culminate in an industry-recognized technical skills assessment (or an approved substitute, shall meet or show improvement in documented performance indicators, shall remove all critical elements identified in technical assistance visits, and follow all required program guidelines. (A.C.A. § 6-5-1004) • Approved programs will be reviewed annually to ensure quality. See Program Quality Rubric in Appendix XX. • Each approved program shall participate in a regional stakeholder meeting with diverse representation including industry applicable to the program area as outlined in Perkins V. Improvements to programs may occur based on information and recommendations made by stakeholders. |

For a template model for size, scope and quality at the secondary level, [see Appendix XX](#).



POST SECONDARY - SIZE, SCOPE AND QUALITY

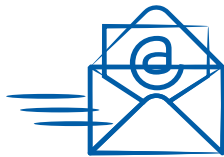
| | |
|----------------|--|
| <p>SIZE</p> | <ul style="list-style-type: none"> • The receiving institution or consortium must offer a minimum of five CTE programs of study. • Programs of study require the following number of undergraduate semester credit hours. Program hours may vary based upon program accreditation requirements. See AHECB Policy 5.11. • Certificate of Proficiency: 6-21 hours • Technical Certificate: 21-45 hours • Associate of Applied Science: 60-72 hours • Programs must meet viability standards as defined in AHECB Policy 5.12. In general, an average of four graduates per year for technical certificates (TC) and technical associate degree programs (AAS). |
| <p>SCOPE</p> | <ul style="list-style-type: none"> • Curriculum shows a progression of instruction to occupation specificity. Where possible, students may progress from a Certificate of Proficiency to a Technical Certificate to an Associate Degree, which provides multiple entry and exit points. • Curriculum offers academic, technical and employability skills, either through individual courses or embedded in courses. • Curriculum is aligned with the needs of industry and is informed by labor market information. • Curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees. |
| <p>QUALITY</p> | <ul style="list-style-type: none"> • Minimum resources for programs of study are established at the time the program is defined. These include classroom instruction, laboratory and work-based instruction, library and equipment needs. See AHECB Policy 5.11. • Programs of study are externally reviewed every 7-10 years based upon a review schedule negotiated between the institution and ADHE. The process begins with a comprehensive self-study which includes program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes and program improvement activities. See AHECB Policy 5.12. • Accredited/licensed/state certified programs follow the usual review practices and schedule of the accrediting/approval body. • Faculty meet the minimum credential requirements. A minimum of one full-time faculty member with appropriate credentials is required for each degree program. Faculty teaching general education courses are expected to hold at least a master's degree with eighteen graduate hours in the teaching field. Faculty members teaching in occupational skill areas must hold at least an associate degree or appropriate industry-related licensure/certification. See AHECB Policy 5.11. • Students are provided the opportunity for early college credit (articulation/dual/concurrent) for both academic and technical courses. |

3. Meeting the Needs of Special Populations

- a) ***Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—***
 - i. ***will be provided with equal access to activities assisted under this Act;***

Under Perkins V, the term “special populations” includes: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youths with a parent who is on active duty in the armed forces.

Arkansas cannot achieve its goal of leading the nation in student-focused CTE so that every child graduates ready for college, career, and community engagement, nor will the state have the workforce it needs to thrive economically in the 21st century, unless DCTE ensures that students from special populations have equal access to high-quality CTE programs. Given the breadth of student groups within the special populations and their diverse needs, DCTE will ensure equal access through a combination of strict compliance with federal antidiscrimination laws and complementary state-directed efforts.



To that end, at the secondary level, funds will be used to develop a co-teaching model for students with disabilities enrolled in CTE courses. These funds will be used to provide professional development to teachers and provide supplemental instructional materials. In addition, funds will be used to expand JAG programs in underserved areas such as middle school environments.

The Arkansas Division of Higher Education is equally committed to reducing barriers for special populations. An academic affairs staff person is responsible for providing support for college-based initiatives addressing substance abuse and suicide prevention, and implementing a college completion initiative designed to help increase attainment

among the “some college, no degree” population while also closing racial and socioeconomic equity gaps, and programs. Individual colleges also have a variety of programs that respond to local conditions and are designed to increase success rates of those in special populations categories. The state also provides additional funding to institutions who successfully complete hard-to-serve students of which many fall into the Perkins special populations categories.

MOA AND COMPLIANCE WITH FEDERAL ANTIDISCRIMINATION LAWS

As the state agency responsible for the federal Office of Civil Rights' (OCR) Methods of Administration (MOA) program, DCTE is required to monitor secondary and postsecondary schools offering CTE programs. Responsibilities under the MOA program are set out in the Guidelines for Eliminating Discrimination and Denial of Services based on Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs. These responsibilities include: conducting targeted compliance reviews of selected secondary and postsecondary schools that provide CTE programs; securing corrective action upon civil rights violations; and periodically reporting civil rights activities and findings to OCR. Under the MOA program, DCTE also partners with OCR and OCTAE to assist CTE programs in their civil rights compliance activities through technical assistance visits, webinars, and on-site monitoring.

In addition, DCTE's Office of CTE Special Populations will collaborate with the State Approving Agency for Veterans, as well as the Interstate Compact on Educational Opportunity for Military Children program to identify students with parents in active duty military in order to provide additional support services.

STATE-DIRECTED EFFORTS TO ENSURE EQUAL ACCESS

As described in additional detail in Section B.2b.i above (and others), Jobs for Arkansas Graduates (JAG) will identify students eligible for the program based on identified barriers to on-time graduation and provide support services, including opportunities for employability training, supervised work-based learning experiences, and community employer

II. NARRATIVE DESCRIPTIONS

engagement opportunities. The JAG course offered primarily to high schoolers provides academic support, remediation, credit recovery, employability instruction, employer engagement, project-based career learning, and an opportunity to achieve credit for work-based learning experiences, leading students to further education or training and rewarding careers. JAG students explore career opportunities in and out of the classroom to provide awareness of the career and technical education programs available to them in high school and postsecondary settings.

DCTE's Career Coach Program English Language Learner (ELL) Coordinator provides professional development on providing college and career planning services for Spanish-speaking students. The ELL Coordinator will also assist with the development of materials designed to promote CTE programs and student organizations to ELL students.

At the post-secondary level, ADHE has also implemented a number of special programs that address the needs of vulnerable student populations, as required by state legislation that requires the Division to implement action plan for: preventing unplanned pregnancies; addressing sexual assault; and mental health and suicide prevention. These programs, while not directed specifically at the special population students outlined above, do target at-risk students.



- **Arkansas Career Pathways Initiative:** In collaboration with the Arkansas Department of Commerce, Division of Workforce Services, the ADHE offers the Arkansas Career Pathways Initiative. This partnership between community colleges, workforce development agencies, employers and social service providers provides low-income individuals with the higher education skills and credentials needed to gain immediate entry into targeted occupations--ultimately leading these individuals to economic self-sufficiency. This program is funded by the Division of Workforce Services, TANF.
- **Workshops and Poverty Simulations:** ADHE provides Living on the Edge workshops and poverty simulations to colleges and community partners to increase awareness of and provide strategies that address the unique barriers under-resourced students from unstable environments face. This includes trainings

and certifications for college staff working with college students and correctional staff working with inmates preparing for reentry.

- **Targeted Assistance:** ADHE will also use Perkins V implementation as an opportunity to renew its focus on special populations with targeted technical assistance for college-based teams designed to help them identify barriers and gaps in performance and to design comprehensive campus-based solutions. A limited dashboard with sort and filter options is being provided to colleges to facilitate the identification of performance gaps among race, gender and special population students with the ability to drill down to the program level. These efforts will be expanded throughout implementation of Perkins V.

ii. *will not be discriminated against on the basis of status as a member of a special population;*

DCTE and ADHE adhere to the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation).

To ensure that members of special populations are neither discriminated against nor denied access to career and technical education Programs of Study, the Office of Special Populations will provide professional development to faculty and administration to increase understanding of students from special populations and provide resources to partnering agencies in order to offer appropriate support services within Career and Technical in college and career.

Arkansas Migrant Education administers programs that provide supplemental academic and supportive services to the children of families who migrate to find work in the agricultural and fishing industries. The programs are designed to help migrant children, who are uniquely affected by the combined effects of poverty, language, cultural barriers, and the migratory lifestyle, to meet the same challenging academic content and student academic achievement standards that are expected of all children.

REGULATIONS

The Arkansas Migrant Education Program (AR MEP) is federally funded as part of the Elementary and Secondary Education Act, and is regulated by Title I, Part C.

PROVISION OF SERVICES

Arkansas Migrant Education has four Migrant Education Service Cooperatives which provide a comprehensive program that includes identification, recruitment and enrollment plus instructional, health and support services. These cooperatives also have the responsibility for staff development, Local Education Agency (LEA) plans and applications, implementation and evaluation of special programs and fiscal management.

- iii. *will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*

Arkansas offers the following state-level programs designed to help individuals who are members of special populations meet state-determined level of performance and succeed in college and career.

- **Arkansas Career Coach Program:** Arkansas Career Coach Program offers support to students from special populations. Applicants for the program must explain which special populations they will support and how. The Program includes Career Exploration Camps, which are one-day career exploration opportunities for middle and high school students. In many cases, these events are held on two- or four-year college/university campuses to expose students to a postsecondary environment. Students learn about the wide variety of careers that are available to them through hands-on activities and discussion with a variety of business and industry professionals who share information about working in their chosen career fields. In addition, all professionals who participate in the program agree to serve as mentors to students interested in their career

field after the camp. These activities are funded in partnership with the Division of Workforce Services - Temporary Assistance for Needy Families (TANF).

- **Jobs for Arkansas Graduates - JAG** is a youth development program dedicated to helping “at risk students”, including many students from special populations, graduate from high school and make successful transitions to postsecondary education and meaningful employment. The Arkansas state affiliate is located in 115 school districts across the state.
- **Opportunities for Work-based Learning (OWL)** - The OWL program is designed to provide work-based learning experiences to students with disabilities in partnership with Arkansas Transition Services and Arkansas Rehabilitation Services. Their work experiences are funded by Pre-Employment Training Services (Pre-ETS funds).

- iv. *will be provided with appropriate accommodations; and*

Each student identified as having a disability and/or handicapped under the state guidelines and admitted to a CTE program must have an Individualized Education Plan (IEP) developed prior to placement in the program. A high-quality IEP will clarify the student’s unique educational needs and ensure that the student, his or her family, and all relevant stakeholders understand how the CTE program can help the student reach his or her college and career goals.

Once a student with a disability is enrolled in a CTE program, state funding is available to local school districts and educational cooperatives for the purchase of adaptive equipment for students with physical disabilities enrolled in funded CTE programs. This funding helps ensure equitable access to and student success in CTE Programs of Study.

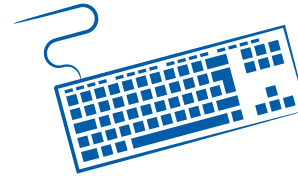
DCTE has also begun working closely with Arkansas Transition Services and Arkansas Rehabilitation Services to provide professional development to CTE teachers on the appropriate and reasonable classroom accommodations and teaching strategies needed to ensure students with disabilities can succeed in their CTE courses. The Office of Special Populations has partnered with Arkansas Transition Services and Arkansas Department of

Rehabilitation Services to identify opportunities for students with disabilities to participate in a work-based learning funding by Rehabilitation Services for at least one year. After doing so, they will be supported in transitioning to a JAG program to continue their work-based learning experience and improving their career development skills.

- v. ***will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)***

As described above, all students from special populations have equal access to CTE programs within integrated settings that support competitive, integrated employment. And all students are held to the same rigorous standards. In addition, after successfully completing one year in the OWL program and obtaining paid employment, students

with disabilities become eligible to enroll in the JAG work-based learning course and receive support from the JAG Specialist. DCTE has developed a partnership with Transition Services and Special Education to develop and implement a co-teaching model. This model is designed to provide academic support to students with disabilities enrolled in CTE courses. And, within the Arkansas Career Coach program grant application process, applicants are required to identify special populations they plan to serve through their grant.



4. Preparing Teachers and Faculty

- a) **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

DCTE is committed to promoting the overall quality of the teaching and learning in CTE programs. This requires year-round support toward the recruitment, retention and improvement of its CTE teachers. Across all program areas, teachers are provided with professional development support across curriculum, pedagogical strategies, student engagement, and strategies for teaching the whole child. The goal is to help teachers ensure students gain not only the technical skills but also the employability skills that stakeholders are demanding and that students need to thrive in the Arkansas economy. DCTE also regularly responds to questions related.



An example of the scope of professional development are the annual meetings of the state’s agricultural education teachers organized by the Office of Agricultural Education within DCTE. During the week-long meetings, teachers learn about changes in the program areas and curriculum, plan how they will use their equipment and plan how they will use state and federal funds to support their programs. New teachers are paired with mentor teachers to help with acclimation and teaching strategies.

DCTE is also embarking on three additional efforts to support and improve the preparation and retention of CTE teachers.

First, DCTE has embarked on an effort to develop Professional Learning Communities (PLCs) for CTE teachers. These PLCs will give CTE teachers the opportunity to not only strategize but also coordinate with fellow teachers in ways that grow their expertise and align with building-level initiatives. DCTE is also working with DESE to create a teacher institute that would focus on pedagogy for permitted CTE teachers who are experts in their industries but lack the background in teaching and learning.

Second, to address a growing teacher shortage and increase efficiencies across agencies, DESE, DCTE and the Division of Higher Education are collaborating to develop a teacher preparation pathway. Previously, DESE and DCTE ran separate, parallel teacher prep programs that were not coordinated. Under the new approach, the agencies will work together to create a single pathway designed to expand and diversify the teacher pipeline and provide students with multiple entry and exit points. Students may earn an industry recognized credential as a Certified Teacher Assistant (CTA) or an Associates degree aligned to two years of a teacher prep four-year degree. The CTA will be a paraprofessional with additional pedagogy training including level three course options in ELA, Special Education, and general. For a draft summary of teacher preparation pathway development, see [Appendix XX](#).

Third, Arkansas schools are implementing High Reliability Schools (HRS) and Professional Learning Communities (PLC) to ensure safe and effective schools, effective teaching and learning, and continuous improvement through the use of data and collaborative dialogue and goal setting. Arkansas began HRS work in 2018 and connected it to the learning from the first cohort of PLC pilot project schools as a three-year implementation project that began in 2017. Following transformation of state government in July 2019, DCTE began to more fully integrate HRS and PLC into Career and Technical Education in Arkansas, including by ensuring all CTE teachers are supported through and included in their local PLCs.

POSTSECONDARY

Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation, is a collaboration between an HBCU and their adjacent school districts, a community college, SHEEO and the W. K. Kellogg Foundation. The project focuses on preparation of future teachers and addresses the need for partnerships, professional development, college readiness of high school students seeking to enroll in teacher programs, standardized testing and college entrance requirements. The goal is to increase enrollment of minority males in educator-preparation programs at higher education institutions and then work as teachers in underserved elementary schools. Participants in the program obtain online dual-credit from the HBCU while in high school, complete a multicultural diversity course and an education program elective at no charge. The program includes a week-long summer residential component, iPads, mentors, access to additional resources, and assistance in licensure preparation.

C. FISCAL RESPONSIBILITY

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

Eligible recipients must complete CTE comprehensive needs assessments as well as a local application for funds. The local application must demonstrate how the proposed program(s) will satisfy the requirements of Perkins V and address the specific needs identified in the needs assessment.

Once an application is submitted, it must pass through multiple levels of approval in Arkansas’ online platform. Each level reviews the programs to ensure that the size, scope, and quality requirements were met and to ensure that the method of determining allowable costs were followed. Final approval of an application is not given until the eligible recipient meets all criteria.

The approval process used at the postsecondary level is consistent with that of secondary. Annual expenditure requests are reviewed to determine if the request: (1) supports the Local Application; (2) is supported by Perkins data; and (3) is responsive to the needs of the local community.

a) *each eligible recipient will promote academic achievement;*

At the secondary level, Arkansas will assess the academic achievement of CTE concentrators based on the proficiency standards in literacy, math and science established under the state’s ESSA Plan – students’ 10th grade Aspire scores.

To ensure eligible recipients will promote academic achievement, DCTE requires that local needs assessments must review local academic achievement data. Eligible recipients must also submit annual plans that enumerate the academically-based projects aligned to state standards that will be supported with Perkins V funds. DCTE also reviews student success in earning industry-approved credentials. Locally, each coop’s CTE coordinator monitors academic achievement of CTE students



on an ongoing basis, especially for those programs that are in improvement. Recently, coop Teacher Center Coordinators (TCCs) have begun collaborating with their local CTE coordinators to share teaching strategies and resources that help ensure CTE teachers are prepared to help their students meet rigorous academic standards. And state DCTE staff now present to TCCs at each of their monthly meetings.

To increase course rigor, provide opportunities for acceleration and to compete for the state’s top students, DCTE has also created weighted credit for certain courses, meaning that students earn the same number of credits as they do for Advanced Placement courses. Under Act 632 (2019), DESE, in collaboration with DCTE, may approve a course for “weighted credit” if the course exceeds the curriculum standards for a non-weighted course and leads to an approved industry recognized credential. The first weighted credit course under the legislation – CASE Agriculture – was approved in January 2020.

b) *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*

To ensure eligible recipients will promote skill attainment, recipients must annually submit a plan describing the state-approved industry-recognized credentials supported by each program of study. The list of recognized credentials will be available on the DCTE website.

If a recipient chooses a local credential, that credential must have been identified in the local needs assessment. The credential must also be reviewed and approved by the Office of Skills Developments based on evidence that industry will recognize that credential as proof that students have attained the relevant skills.

At the postsecondary level, all third-party, industry-based technical skills assessments that are currently being administered have been identified, and colleges are required to report results into the higher education student information system. Colleges collaborate with local business councils to determine which credentials are in demand and to determine if Perkins funds or institutional funds are available to subsidize funding for students to acquire the credentials. When appropriate and practical, attainment of industry credentials is embedded in CTE degree programs.

- c) *each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d) (5) of Perkins V)***

The Comprehensive Local Needs Assessment (CLNA) is designed to be the lever for Perkins V implementation, program quality and equity in Arkansas. The CLNA will drive ongoing, meaningful, data-driven conversations with stakeholders and create an opportunity to build a shared understanding and vision for the CTE ecosystem in each community. It will align with the current ESSA CLNA process and will guide local application development and spending decisions by examining the depth and breadth of each local CTE ecosystem and identifying areas where targeted improvements can lead to increased opportunities for students.

In Arkansas, the CLNA. [See CLNA document, Appendix ____](#).

Eligible postsecondary recipients will be given the opportunity to identify and fund activities that are responsive to the unique needs of the local community as identified in the Local Application.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a) among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Historically, Arkansas has split local funds between secondary and postsecondary based on student enrollment in programs.

With the reauthorization of Perkins V, the state will continue the same funding allocation or distribution established under Perkins IV of allotting 75 percent to secondary and 25 percent to postsecondary programs. Maintaining this division is the most efficient way to provide Arkansas' students with high-quality, student centered CTE programming that will give students the skills they need to succeed in the workplace. The enrollment of secondary students in CTE far exceeds the enrollment of postsecondary students, and this division creates a more stable funding stream for both groups.



These formula funds will be allocated to eligible recipients according to the requirements of Perkins V.

- For the secondary allocation formula, Arkansas uses the student membership data collected by the national census for students ages 5-17 to distribute 30 percent of the funds. The remaining 70 percent of the secondary funds are distributed based on the number of individuals aged 5-17 who reside in the district and are from families below the poverty level. The fluctuation in poverty levels across Arkansas has resulted in variations in funding levels across the past few years.
- At the postsecondary level, the allocation formula is based on the number of Perkins concentrators who are Pell or Bureau of Indian Affairs grant recipients.
 - a) among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most

effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Consortia play a key role in improving the quality of Arkansas CTE programs. Consortia empower districts and schools across the state to improve the quality of CTE curriculum and ensure all kids are college and career ready by: incorporating more advanced technology, allowing for the purchase of necessary instructional equipment, and intensifying training for teachers. These consortia operate at the secondary and postsecondary levels as follows:

- **Consortia in general:** The consortium members (i.e., districts that assign funds to the consortium) make decisions regarding the operation of the consortium. One of the primary duties of the policy-making board should be the local plan, which sets forth the consortium's overall plan of action and methods that will be used to implement the plan. In addition, an annual consortium board meeting is held to determine that all Perkins guidelines are followed in reference to legislative audit requirements with agenda, sign-in sheets, and minutes forwarded to the DCTE Accountability Office. [Note: Generally, in Arkansas, the educational cooperative board is not the same as the consortium board. Only the districts that assign funds to the consortium gain representation on the consortium board.]
- **Fiscal agents:** The executive director or other staff members of the consortium serve as fiscal agents but are not the policy makers. Consortia fiscal agents must have a system in place to monitor the use of equipment purchased with Perkins funds during its useful life cycle.
- **Use of funds:** Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. All services must be provided on a consortium-wide basis. The specific activities funded by the Consortium on member campuses, however, may vary as needs on individual campuses indicate, provided these activities have merit toward improvement of the member institutions' performance on the core indicators.

II. NARRATIVE DESCRIPTIONS

3. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

The following distribution was made to eligible recipients at the secondary level for the 2019-20 program year.

| Secondary Perkins Grant 2019-2020 Coop/Single LEA | Total Grant |
|---|-------------|
| Consortia | |
| AR River | \$282,082 |
| Arch Ford | \$488,911 |
| Crowley's Ridge | \$307,233 |
| Dawson | \$455,984 |
| DeQueen/Mena | \$170,900 |
| Great Rivers | \$282,949 |
| Guy Fenter | \$575,178 |
| Northcentral | \$166,901 |
| Northeast | \$256,045 |
| Northwest | \$212,616 |
| OUR | \$238,947 |
| South Central | \$160,013 |
| Southeast | \$360,647 |
| Southwest | \$159,670 |
| WD Mills | \$264,951 |

| Single LEA | Total Grant |
|---------------------------------|-------------|
| Batesville School District | \$52,053 |
| Beebe School District | \$49,301 |
| Benton School District | \$59,413 |
| Bentonville Public Schools | \$145,666 |
| Blytheville School District | \$67,730 |
| Bryant Public Schools | \$94,978 |
| Cabot Public Schools | \$120,372 |
| Camden Fairview School District | \$56,417 |
| Conway Public Schools | \$151,877 |
| DeQueen School District | \$53,955 |

| | |
|--|-----------|
| Fayetteville School District | \$132,852 |
| Fort Smith Public Schools | \$293,576 |
| Greene County Technical School District | \$52,384 |
| Harrison School District | \$48,759 |
| Highland School District | \$40,787 |
| Jacksonville North Pulaski School District | \$108,075 |
| Jonesboro Public Schools | \$127,431 |
| Little Rock School District | \$462,755 |
| Magnolia School District | \$70,079 |
| Marion School District | \$61,062 |
| Mena Public Schools | \$45,941 |
| Mountain Home School District | \$59,011 |
| Mountain View School District | \$39,789 |
| Newport School District | \$35,549 |
| North Little Rock School District | \$189,532 |

| Secondary Perkins Grant 2019-2020 Coop/Single LEA | Total Grant |
|---|-------------|
| Pulaski County Special School District | \$227,159 |
| Rogers Public Schools | \$225,009 |
| Sheridan School District | \$57,033 |
| Siloam Springs Schools | \$73,392 |
| Springdale School District | \$332,340 |
| Texarkana School District | \$117,242 |
| Trumann Schools | \$36,849 |
| Vilonia School District | \$37,021 |
| West Memphis School District | \$138,652 |
| Wynne Public Schools | \$46,334 |

4. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

II. NARRATIVE DESCRIPTIONS

The following distribution was made to eligible recipients at the postsecondary level for the 2019-20 program year.

| INSTITUTION | FUNDING |
|--|-------------|
| Arkansas Northeastern College | \$61,359 |
| Arkansas State University-Beebe | \$191,330 |
| Arkansas State University-Mountain Home | \$98,454 |
| Arkansas State University-MidSouth | \$76,420 |
| Arkansas State University-Newport | \$125,787 |
| Arkansas Tech University | \$122,719 |
| Black River Technical College | \$103,474 |
| College of the Ouachitas | \$78,931 |
| East Arkansas Community College Consortium | \$88,971 |
| North Arkansas College | \$119,093 |
| National Park College | \$196,629 |
| Northwest Arkansas Community College | \$159,813 |
| Ozarka College | \$117,420 |
| Phillips Community College of the University of Arkansas | \$64,427 |
| South Arkansas Community College | \$106,263 |
| Southern Arkansas University Technical College | \$54,666 |
| Southeast Arkansas Community College | \$91,760 |
| University of Arkansas Community College-Cosattot | \$97,338 |
| University of Arkansas Community College-Batesville | \$88,413 |
| University of Arkansas Community College-Hope/Texarkana | \$116,583 |
| University of Arkansas Community College-Morrilton | \$92,039 |
| University of Arkansas-Fort Smith | \$78,094 |
| University of Arkansas Monticello | \$82,277 |
| University of Arkansas Community College-Pulaski Tech | \$158,419 |
| Total | \$2,570,679 |

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

DCTE will coordinate with the Arkansas Public School Resource Center (APSRC) and the Arkansas Department of Education Office of Public School Accountability on data and enrollment in cases where schools have no geographic boundaries, such as public charter schools and virtual schools. Similarly, DCTE will coordinate with these entities if boundary changes occur in the future.

There are no schools in Arkansas funded by the Bureau of Indian Education.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

- a) *include a proposal for such an alternative formula; and*
- b) *describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)*

Also indicate if this is a waiver request for which you received approval under the prior Carl Perkins Career and Technical Education Act of 2006 (Perkins IV).

DCTE has requested a waiver of the \$15,000 minimum in the secondary allocation. The state has also established a process whereby LEAs apply to the state for a waiver of the requirement. **Please see Appendix XX.**

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- a) *include a proposal for such an alternative formula; and*
- b) *describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)*

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

Arkansas will not submit a waiver to the postsecondary formula.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

When a specific workforce gap is identified, and the gap aligns with statewide efforts for workforce development and the Governor's initiatives, Perkins Innovation Grants may be made available. The grant opportunity can help Arkansas' CTE classes become more modern and technologically advanced through new equipment, new projects, and/or new initiatives in CTE. This is a competitive grant process and is not necessarily available each year.

II. NARRATIVE DESCRIPTIONS

The rubric for scoring grant applications is as follows:

| SCORING RUBRIC FOR INNOVATION GRANT PROPOSAL | | | | | | |
|--|--|---|--|--|-------|----------|
| | EXEMPLARY | ADEQUATE | NEEDS IMPROVEMENT | MISSING | SCORE | COMMENTS |
| Description | Provides a clear and thorough description | Provides a description that is only somewhat significant | Provides a description that is insignificant | Description cannot be understood | | |
| | The use of labor market data for the area has been discussed in its entirety for the regional/ local area. | The use of labor market data for the area has been generally described | Provides a description of labor data that is insignificant | Description of labor market data not shown | | |
| Justification | Provides a clear and thorough justification | Provides a justification that is only somewhat significant | Provides a justification that is insignificant | Justification cannot be understood | | |
| | The use of labor market data for the area has been reviewed for the justifiable need for the project. | The use of labor market data for the area has been reviewed but not substantiated for the above project | The use of labor market data for the area is insignificant | No labor market data given | | |
| Benefit | Provides a clear and thorough benefit | Provides a benefit that is only somewhat significant | Provides a benefit that is insignificant | Benefit cannot be understood | | |
| | The student will finish the project with a recognized industry certification or seamless transition to post- secondary | The use of labor market data for the area has not shown the end gain of entrance into post- secondary or industry certification | Provides a benefit that is insignificant to all stakeholders | Benefit not clear | | |

II. NARRATIVE DESCRIPTIONS

9. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Arkansas requested in its Transition Plan to establish a new baseline for fiscal effort:

- New Level for 2019-20: Aggregate expenditure \$26,235,581 (95% of 2018-19)

For the preceding fiscal year (2018-19), the aggregate expenditure was \$27,616,401. Sarah, check with Jan and updated budget will need to include the additional 5% option for leadership.

PERKINS 2020-21

(based on 2019-2020 allocation amount)

| BUDGET as of 12/20/19 (Portal Format) | | |
|--|------------------|-----------------|
| Budget Item | Percent of Funds | Amount of Funds |
| Total Allocation | Not Applicable | \$13,036,153.00 |
| State Administration | 5% | \$651,807.65 |
| State Leadership | 10% | \$1,303,615.30 |
| Individuals in State Institutions | 1% | \$130,361.53 |
| (No greater than 2%) | | |
| Correctional Institutions | Not Required | |
| Juvenile Justice Facilities | Not Required | |
| Institutions that Serve Individuals with Disabilities | Not Required | |
| Nontraditional Training and Employment | Not Applicable | \$75,000.00 |
| (Not less than \$60,000 and not more than \$150,000) | | |
| Special Populations Recruitment | 0.1% | \$1,303.62 |
| (0.1% of Leadership funds or \$50,000 Lesser of the two) | | |
| Local Formula Distribution | 85% | \$11,080,730.05 |
| Reserve (not more than 15%) | 15% | \$1,662,109.51 |
| Allocation to Eligible Recipients | | |
| Secondary Recipients | 75% | \$7,063,965.41 |
| Postsecondary Recipients | 25% | \$2,354,655.13 |
| State Match | | |
| (from non-federal funds) | Not Applicable | \$651,807.65 |

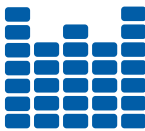
D. ACCOUNTABILITY FOR RESULTS

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

- a) *the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;*
- b) *the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or*
- c) *the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)*

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.



Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

DCTE will use a weighted achievement formula for Academic Performance in English/Language Arts that includes the

Grade 9 and Grade 10 weighted achievement used in the ESSA School Index, calculated for CTE Concentrators in Grades 9 and 10. Points are assigned to each readiness or performance level of students. The number of students at each performance level is multiplied by the points earned and then summed and divided by the number of students tested (full academic year students only).

- Use In Need of Support (0 points), Close (0.5 point), Ready (1.0 point), Exceeds (1.0 or 1.25 points*) for ACT Aspire
- Performance Levels 1 (0 points), 2 (0.5 point), 3 (1.0 point), 4 (1.0 or 1.25 points*) for DLM

*Points for Exceeding depend on the number of students in the lowest readiness level compared to the number in the Exceeding level. If a school has the same number or fewer concentrators in the highest readiness level than in the lowest, the multiplier for the highest level is 1.0. If a school has more concentrators in the highest readiness level than for each concentrator in the highest level, over and above the number in the lowest level, the multiplier is 1.25.

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a) *a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);*

POSTSECONDARY

The Arkansas Division of Higher Education's Student Information System is the repository for all postsecondary student data. The division switched from its legacy system beginning in July 2019 and completed the transition to the new platform in December 2019. As a result, baselines based on Perkins V definitions and core indicators were not available during the stakeholder consultation timeframe. As

an alternative, Perkins V results were projected based on manipulating Perkins IV data. Data for Perkins V baselines and core indicator targets became available in January 2020 and was used for final Perkins V targets. The proposed targets were posted on the agency website for public comment and submitted to college leadership for input prior to submission of the State Plan.

Perkins performance results were also posted online for public review and comment. Results were also provided to recipients with data disaggregated by race, gender, special populations, and program area, and technical assistance is provided to all colleges to review data and discuss projected performance levels for core indicators. These meetings gave participants an opportunity to provide input on what the performance levels should be.

Similar meetings were conducted with college academic officers and the Arkansas Higher Education Coordinating Board. Statewide performance levels were provided, and colleges were allowed to negotiate targets based on the local three-year average baseline.

- b) an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**



Arkansas reviewed the three most recent years of available data for each of the Perkins V core indicators to provide a three-year average baseline. Trends in the amount of growth or decline were then considered to determine the level of annual improvements required for four years beginning 2020-2021 through 2023-2024.

- c) a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Perkins V definitions were applied to the three most recent years of available data for each of the Perkins V core indicators to provide a three-year average. Trends in the amount of growth or decline were then considered to

determine the level of annual improvements for four years beginning 2020-2021 through 2023-2024.

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

As part of the written response, include a description of any of the changes made to the State determined performance levels as a result of stakeholder feedback.

- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁹ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

POSTSECONDARY

Gaps in postsecondary performance will be reviewed annually at both the state and local levels. Local recipients with significant gaps in race, gender or special populations will receive enhanced technical assistance and be closely monitored to assure that gaps are addressed prior to approval of annual funding requests and improvement plans. Absent meaningful progress by the third year, the local recipient will be required to adjust its Local Application and subsequent annual funding based on new student performance data. Appropriate use of state leadership funds will also be reviewed annually as core indicator results are received.

A. STATUTORY ASSURANCES

The eligible agency assures that:

1. It made the State plan publicly available for public comment⁴ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and Programs of Study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)



B. EDGAR CERTIFICATIONS

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. OTHER FORMS

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) -<https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013):https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form):<https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005):<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

A. BUDGET FORM

Claire: The intent is that postsecondary will use up to 15% for the reserve fund with the actual percent and amount reviewed annually. Does this narrative need to be written elsewhere or just reflect 15% on the budget form?

V. STATE-DETERMINED PERFORMANCE LEVELS

A. SDPLS FORM

Postsecondary info below.

| POSTSECONDARY INDICATOR | BASELINE | FY2020 | FY2021 | FY2022 | FY2023 |
|-------------------------|----------|--------|--------|--------|--------|
| 1P1 | 68.54 | 69.04 | 69.54 | 70.04 | 70.54 |
| 2P1 | 51.11 | 51.61 | 52.11 | 52.61 | 53.11 |
| 3P1 | 16.15 | 16.16 | 16.17 | 16.18 | 16.19 |

Provide any additional information regarding SDPLsd, as necessary:

Postsecondary baselines were established using the three most recent program years for which data was available (2016, 2017, 2018). The Arkansas Division of Higher Education is in the midst of converting its legacy student information system to a new platform which has delayed the availability of program year 2019 performance data.

Once baselines were established, an average was determined. Performance and enrollment trends were then reviewed with targets established that allow for variances resulting from differences between the legacy and new data systems.

APPENDIX A

| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|---------------------|--|-----------------|--|---|
| 10.23.18 | OCTAE Perkins V presentation at AdvanceCTE Fall Conference | Baltimore, MD | Dr. Childers and Dr. Kremers | Dr. Stump unveils expectations of Perkins V. Be bold and innovative |
| 10.29.18 - 10.31.18 | Perkins V Implementation Meeting: Region B | Atlanta, GA | State Core Team | Guidance from OCTAE and Advance CTE on Planning Perkins V |
| 11.1-2.18 | ADHE training to Post secondary coordinators | Little Rock, AR | ADHE staff and coordinators | Overview of Perkins V |
| 11.16.18 | Perkins V State Team Planning Meeting | Little Rock, AR | State Core Team | Discuss everyone's part of the plan and next steps |
| 11.19.18 | Presentation to ARCareerEd staff | Little Rock, AR | ARCareedEd staff | Overview of Perkins V |
| 11.28.18 | ESSA and Perkins V | Little Rock, AR | ARCareerEd and ADE | Discuss components of ESSA and areas of alignment |
| 11.28 - 30.18 | Brustein Fall Conference | New Orleans, LA | Maria Swicegood and Christine Bennett | Overview and interpretation of Perkins V by Michael Brustein |
| 11.28 - 31.18 | ACTE Vision | Little Rock, AR | Various members of state team | Attend various sessions regarding Perkins V |
| 11.29.18 | Perkins V & WIOA Alignment | Little Rock, AR | ARCareerEd and WIOA Representatives | Discuss components of WIOA and areas of alignment |
| 11.30.18 | Memo to Governor | Little Rock, AR | Dr. Childers | Informative regarding Perkins V passage and implementation |
| 12.3.18 | Communication Perkins V | Little Rock, AR | Janeene Lynch and Communications Staff | Discuss Perkins V page and contents on website |
| 12.5.18 | Perkins V State Team Planning Meeting | Little Rock, AR | State Core Team | Discuss and revise plan and next steps |
| 12.12.18 - 12.13.18 | SREB State Leaders Forum | Atlanta, GA | State core Team | Discuss key concepts of Perkins V |
| 12.17.18 | Perkins V State Team Planning Meeting | Little Rock, AR | State Core Team | Discuss key concepts of Perkins V |
| 12.18.18 | CTE Coordinators Meeting | Arch Ford Coop | ARCareerEd and CTE Coordinators | Overview of Perkins V |
| 12.31.18 | Memo to Coop Directors, CTE Coordinators and single LEAs | Little Rock, AR | Dr. Kremers | Informative regarding Perkins V passage and implementation |

| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|-------------|--|-------------------|--|--|
| 01.09.19 | Perkins V presentation at Superintendent's Symposium to Coop Directors | Little Rock, AR | ARCareerEd and Coop Directors | Overview of Perkins V |
| 01.11.19 | ADHE training to UA Monticello senior staff | Little Rock, AR | ADHE staff and UAM senior staff | Overview of Perkins V |
| 01.16.19 | Memo to Superintendents and Principals through AAEA | Little Rock, AR | Dr. Kremers and AAEA | Informative regarding Perkins V passage and implementation |
| 01.18.19 | Perkins V Manual Planning Meeting | Little Rock, AR | ADHE staff and ARCareerED staff | Discuss guide for CTE Coordinators |
| 01.22.19 | Presentation to ADE | Little Rock, AR | Core team, ARCareerEd, ADE, ACTE | Overview of Perkins V and opportunities to align with ESSA |
| 01.30.19 | Presentation to ADE ESSA Accountability Steering Committee | Little Rock, AR | ADE Accountability Steering Committee and ARCareerEd staff | Overview of Perkins V |
| 02.04.19 | Agricultural Ed Spring Supervisory Meeting | Centerpoint HS | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |
| 02.06.09 | Perkins V Needs Assessment Planning | Little Rock, AR | Christine (ARCareerEd) and Monieca (ADHE) | Planning of CTE Coordinators guide |
| 02.06.19 | Agricultural Ed Spring Supervisory Meeting | Mountain Home, AR | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |
| 02.07.19 | Perkins V State Team Planning Meeting | Little Rock, AR | State Core Team | Discuss non-negotiables and quality indicators |
| 02.07.19 | Agricultural Ed Spring Supervisory Meeting | Paris, AR | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |
| 02.11.19 | Agricultural Ed Spring Supervisory Meeting | Mayflower, AR | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |
| 02.12.19 | Agricultural Ed Spring Supervisory Meeting | Walnut Ridge, AR | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |
| 02.12-13.19 | Data Quality Institute | Philadelphia, PA | Dr. Kremers and Christine Bennett | Application of best data practices with Perkins V |
| 02.13.19 | Agricultural Ed Spring Supervisory Meeting | Crossett, AR | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |
| 02.25.19 | ACTE Board Meeting | Little Rock, AR | ACTE officers/board and ARCareerED staff | Overview of Perkins V |
| 02.25.19 | Agricultural Ed Spring Supervisory Meeting | Monticello, AR | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |

| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|---------------|--|-----------------|--|---|
| 02.26.19 | Perkins V Core Team Meeting | Little Rock, AR | Core team, ARCareerEd, ADE, ACTE | Discuss Transition plan and stakeholder meetings |
| 02.26.19 | Agricultural Ed Spring Supervisory Meeting | Lincoln, AR | Agri instructors and supervisors and ARCareerEds Chris Bacchus | Overview of Perkins V |
| 02.26-27.19 | ARCareerEd Program of Study evaluation | Little Rock, AR | ARCareerEd Staff | Evaluate PoS with standards of Perkins V |
| 02.28.19 | Postsecondary Academic Affairs Officers and Chief Student Affairs Officers | Little Rock, AR | Monieca West and Postsecondary officers | Overview of Perkins V and input on eligibility of AS programs |
| 03.12.19 | Arkansas Workforce Development Board Meeting | Little Rock, AR | Dr. Kremers and members of Perkins V core team | Present overview of Perkins V and the transition plan |
| 03.15.19 | Webinar with Arkansas CTE Coordinators | Little Rock, AR | Maria Swicegood, Christine Bennett and Janeene Lynch | Discuss planning and requirements of stakeholder meetings and local needs assessment |
| 03.20.19 | Perkins V Core Team Meeting | Little Rock, AR | Perkins V Core State Team | Discuss key concepts of Perkins V |
| 03.22.19 | Arkansas CTE Staff Training | Little Rock, AR | All ArCareerEd CTE staff | Discuss Perkins V and upcoming Perkins Federal Grant Management Workshop |
| 03.27 - 28.19 | Perkins Federal Grant Management Workshop | Little Rock, AR | ARCareerEd staff, ADHE Perkins Managers, and CTE Coordinators | Overview and interpretation of Perkins V by Michael Brustein. Implementation collaboration/ planning. |
| 03.27 - 28.19 | Perkins Postsecondary Coordinators Workshop | Little Rock, AR | Perkins Postsecondary Coordinators | Overview and preliminary timeline for Perkins V implementation |
| 04.02.19 | State portal training for submitting transition plan | Little Rock, AR | DATE and members of ARCareerEd staff | Webinar to train how to submit transition plan to OCTAE through portal. |
| 04.03.19 | Review of transition plan | Little Rock, AR | ARCareerEd staff with Dr. Childers and Dr. Kremers | Discuss current edits to transition plan |
| 04.04.19 | Perkins V Presentation at DWS to Local WIOA Board members | Little Rock, AR | Local WIOA Board members and members of ARCareerEd | Overview of Perkins V and discussion of alignment with ESSA and WIOA. |

| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|----------|---|-----------------------|--|---|
| 04.04.19 | Perkins working group on Stakeholder meetings and needs assessments | Little Rock, AR | Members of ARCareerEd staff | Discuss non-negotiables and requirements for Stakeholder meetings and CLNA. |
| 04.05.19 | Portal discussion of Perkins V items | Little Rock, AR | ARCareerEd and ARC | Discuss possible Perkins V revisions to application portal |
| 04.10.19 | OUR Regional Partnership Council Summit V | Harrison, AR | OUR CTE and stakeholders | Combined regional advisory council meeting and Perkins V stakeholder meeting. |
| 04.11.19 | Perkins V Core Team Meeting | Little Rock, AR | Perkins V Core State Team | Discuss key concepts of Perkins V |
| 04.11.19 | Perkins V Webinar | Little Rock, AR | ARCareerEd and CTE Coordinators | Perkins V updates, materials and resources |
| 04.16.19 | WIOA CEO Webinar | Little Rock, AR | ARCareerEd and WIOA CEOs | Overview of Perkins V with Q & A |
| 04.16.19 | Council for the Education of Individuals with Disabilities | Little Rock, AR | ARCareerEd and CEID members | Overview of Perkins V with Q & A |
| 04.19.19 | Arkansas Higher Education Coordinating Board | Little Rock, AR | Members of Arkansas Higher Education Coordinating Board, presidents, chancellors and various college and university administrators | Explanation and requirements of Perkins V |
| 04.23.19 | ASU-Newport Chancellor's Cabinet | Newport, AR | ADHE Perkins Managers and ASU-Newport Chancellor's Cabinet | Discussion of Perkins V implementation |
| 04.30.19 | Bryant Schools Stakeholder Meeting | Bryant, AR | Bryant CTE and student stakeholders | Discussion of Perkins V and assessment of local need |
| 04.30.19 | NWA Stakeholder Meeting | Springdale, AR | NWA CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 05.02.19 | Arkansas Community Colleges | Little Rock, AR | Workforce Education directors from community colleges | Explanation and requirements of Perkins V |
| 05.03.19 | Perkins V Zoom with Arkansas ERZs | Little Rock, AR | ADE, ARCareerEd and ERZ Directors | Overview of Perkins V with Q & A |
| 05.06.19 | ASU-MidSouth Stakeholder Meeting | W. Memphis, AR | ASU-MidSouth Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 05.06.19 | North Central Stakeholder Meeting | Melbourne, AR | North Central CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 05.07.19 | Arch Ford/Dawson Stakeholder Meeting | North Little Rock, AR | Arch Ford and Dawson CTE and stakeholders | Discussion of Perkins V and assessment of local need |

| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|----------|---|------------------|---|---|
| 05.10.19 | ARESC and SEAESC Stakeholder Meeting | Pine Bluff, AR | ARESC and SEAESC CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 05.15.19 | DeQueen-Mena Stakeholder Meeting | Gillham, AR | DeQueen-Mena CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 05.15.19 | WIOA Partners Meeting | Hot Springs, AR | WIOA partners and ARCareerEd staff | Overview of Perkins V with Q & A |
| 05.20.19 | Submission of Perkins V Transition Plan to OCTAE | Little Rock, AR | ARCareerEd | Online submission of State transition plan |
| 05.22.19 | Crowley's Ridge Stakeholder Meeting | Harrisburg, AR | Crowley's Ridge CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 05.23.19 | Submission of Perkins V Transition Plan to OCTAE | Little Rock, AR | ARCareerEd staff | Submit Arkansas Transition plan electronically to OCTAE |
| 05.23.19 | Southwest Stakeholder Meeting | Hope, AR | SWESC CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 05.30.19 | South Central Perkins V Stakeholder Meeting | Camden, AR | SCESC CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 05.31.19 | Wilbur D Mills Stakeholder Meeting - Webinar | Beebe, AR | WDM CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 06.03.19 | North Arkansas College Stakeholder Meeting | Harrison, AR | North Arkansas College Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.05.19 | Great Rivers Stakeholder Meeting | Forrest City, AR | Great Rivers CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 06.07.19 | Northeast Stakeholder Meeting | Walnut Ridge, AR | NEA CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 06.10.19 | UA-Cossatot Stakeholder Meeting | DeQueen, AR | UA-Cossatot Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.10.19 | Pulaski Tri-County Stakeholder Meeting | Little Rock, AR | Pulaski Co. CTE and stakeholders | Discussion of Perkins V and assessment of local need |
| 06.11.19 | Black River Technical College Stakeholder Meeting | Pocahontas, AR | Black River Technical College Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.12.19 | UACC-Morrilton Stakeholder Meeting | Morrilton, AR | UACC-Morrilton Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.12.19 | Wynne Stakeholder Meeting | Wynne, AR | Wynne CTE and stakeholders | Discussion of Perkins V and assessment of local need |

| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|-------------|--|--------------------|--|---|
| 06.13.19 | UA-Monticello Stakeholder Meeting | McGehee, AR | UAM Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.14.19 | National Park College Stakeholder Meeting | Hot Springs, AR | National Park College Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.25.19 | Association of Institutional Research Officers | Russellville, AR | Institutional research staff from colleges and universities | Review data requirements of Perkins V and obtain stakeholder input |
| 06.17.19 | ASU-Beebe Stakeholder Meeting | Beebe, AR | ASU-Beebe Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.18.19 | UA-Rich Mountain Stakeholder Meeting | Mena, AR | UA-Rich Mountain Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.18-21.19 | ADE Summit | Hot Springs, AR | ADE and various educators | Present overview of Perkins V with Q and A |
| 06.19.19 | East Arkansas Community College Stakeholder Meeting | Forrest City, AR | East Arkansas Community College Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 06.20.19 | SAU Tech Stakeholder Meeting | Camden, AR | SAU Tech Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 07.08.19 | SWAEC Administrators Professional Development | Hope, AR | SWA Administrators | Present overview of Perkins V with Q and A |
| 07.09.19 | NorthWest Arkansas Community College Stakeholder Meeting | Bentonville, AR | NorthWest Arkansas Community College Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 07.12.19 | UACC-Batesville Stakeholder Meeting | Batesville, AR | UACC-Batesville Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 07.18.19 | UACC-Hope Stakeholder Meeting | Hope, AR | UACC-Hope Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 07.23.19 | Southeast Arkansas College Stakeholder Meeting | Pine Bluff, AR | Southeast Arkansas College Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 07.30.19 | AAEA Conference | Little Rock, AR | School leaders | Present overview of Perkins V with Q and A |
| 07.30.19 | ACTE | Hot Springs, AR | ACTE and CTE educators | Round table discussion of topics including Perkins V |
| 8.1.2019 | OCTAE Technical Visit | Little Rock, AR | DCTE, CTE Coordinators | Discussion of Perkins V State Plan |
| 8.2.2019 | OCTAE Technical Visit | Little Rock, AR | DCTE, CTE Coordinators | Discussion of Perkins V State Plan |
| 08.05.19 | UA-Pulaski Tech Stakeholder Meeting | N. Little Rock, AR | UA-Pulaski Tech Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |

| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|-------------|---|-----------------------------|---|---|
| 08.28.19 | Arkansas Northeastern College Stakeholder Meeting | Blytheville, AR | Arkansas Northeastern College Perkins Leadership Team | Explanation and requirements of Perkins V; assessment of local need |
| 8.22.2019 | OCTAE Perkins V Town Hall Meeting | WebEx | All Stakeholders | Discussion of Perkins V State Plan |
| 9.10.2019 | Perkins V State Plan Working Session | Little Rock, AR | CTE Coordinators | Perkins V Working Session |
| 9.12.2019 | CTE Coordinator Visit | Arch Ford Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 9.12.2019 | CTE Coordinator Visit | Guy Fenter Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 9.13.2019 | CTE Coordinator Visit | Northwest Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 9.19.2019 | CTE Coordinator Visit | O.U.R. Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 9.19.2019 | CTE Coordinator Visit | North Central Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 9.20.2019 | CTE Coordinator Visit | Crowley's Ridge Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 9.20.2019 | CTE Coordinator Visit | Northeast Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 09.26.19 | Chief Academic Officer Stakeholder Meeting | Little Rock, AR | Chief academic officers of colleges and universities | Explanation of Perkins V requirements for implementation |
| 10.3.2019 | CTE Coordinator Visit | Wilbur D. Mills Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 10.3.2019 | CTE Coordinator Visit | Great Rivers Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 10.4.2019 | CTE Coordinator Visit | South Central Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 10.07-08.19 | Postsecondary Coordinator Workshop | Morrilton, AR | Postsecondary Perkins coordinators | Updated information on Perkins V implementation and deadlines, final input on definitions, review of needs assessment and local application templates |
| 10.8.2019 | Perkins V Stakeholder/ Advisory Board Meeting | ASUMH | Dr. Angela Kremers, area stakeholders | Discussion of Perkins V and assessment of local need |
| 10.10.2019 | CTE Coordinator Visit | Arkansas River Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |

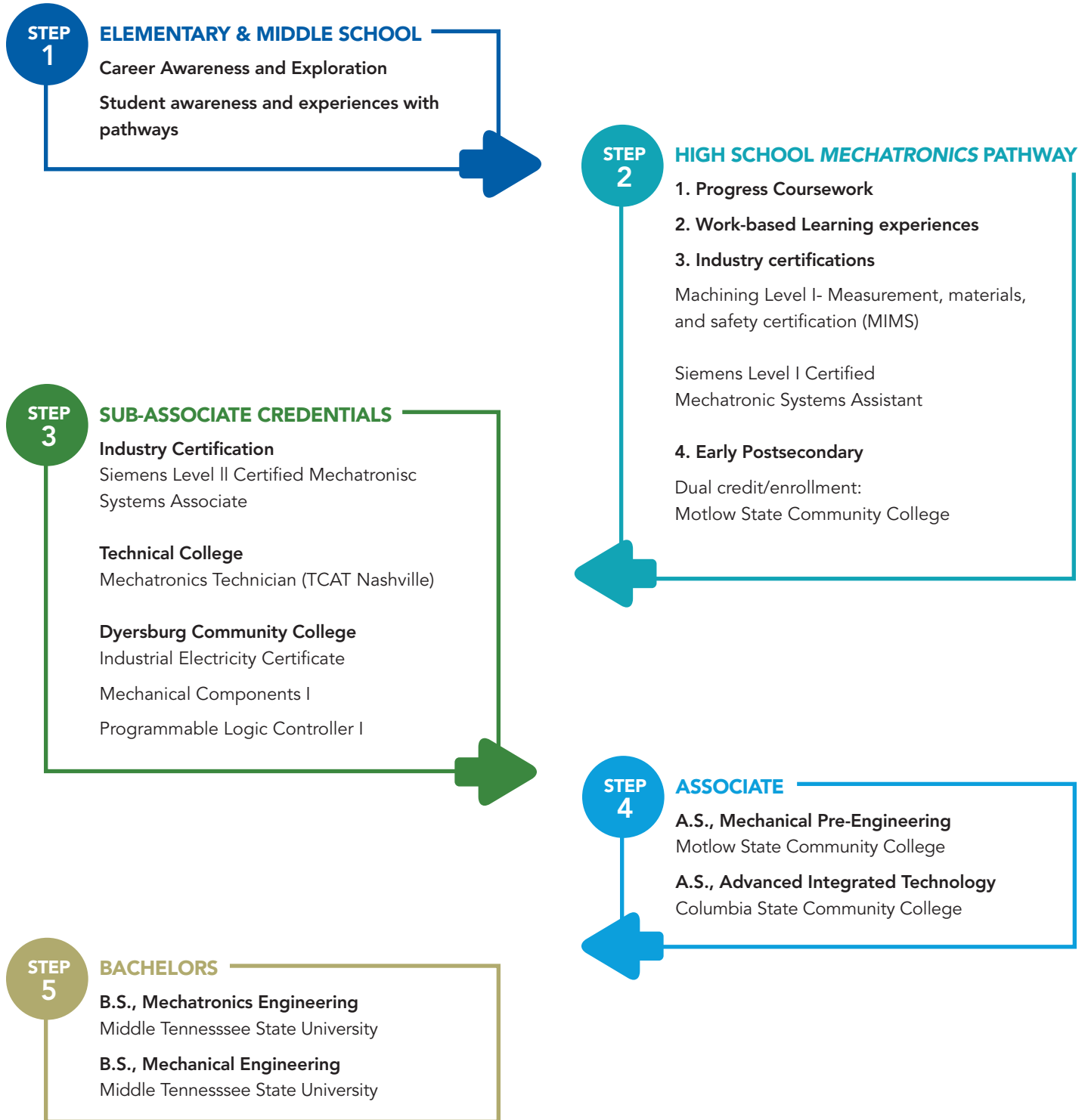
| DATE | EVENT | LOCATION | ATTENDEES | NOTES |
|------------|---|-----------------------------------|---|--|
| 10.10.2019 | CTE Coordinator Visit | Dawson Educational Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 10.11.2019 | CTE Coordinator Visit | Southwest Educational Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 10.11.2019 | CTE Coordinator Visit | DeQueen/Mena Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 10.14.19 | Arkansas Community Colleges | Little Rock | Community college faculty and staff | Review of Perkins V implementation requirements, input on definitions and reserve fund |
| 10.15.19 | Arkansas Tech-Ozark Stakeholder Meeting | Ozark, AR | Arkansas Tech-Ozark Perkins V Leadership Team | Review Perkins V needs assessment and local application progress and outstanding needs |
| 10.18.2019 | CTE Coordinator Visit | O.U.R. Harrison | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 10.18.2019 | CTE Coordinator Visit | Northcentral Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 11.5.2019 | CTE Coordinator Visit | Northeast Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 11.22.2019 | CTE Coordinator Visit | Crowley's Ridge Cooperative | Dr. Angela Kremers, Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 12.9.2019 | TCC | TCC | Dr. Angela Kremers, Sarah Shamburger | Discussion of state CTE programs and Perkins V State Plan |
| 12.12.2019 | State Chamber of Commerce Meeting | Little Rock, AR | Dr. Angela Kremers, Sarah Shamburger, members of Chamber, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |
| 12.17.2019 | Warren Rotary Club | Warren | Marion Coleman, area stakeholders | Discussion of state CTE programs and Perkins V State Plan |

APPENDIX B

RESPONSES TO PUBLIC COMMENT

APPENDIX XX

PATHWAY EXAMPLE



AGRICULTURAL SCIENCE AND TECHNOLOGY

Career Cluster: **Agriculture, Food, and Natural Resources**

Programs of Study: **Agribusiness Systems; Agricultural Power, Structural & Technical Systems; Animal Systems; Food Products & Processing Systems; Natural Resources/Environmental Service Systems; Plant Systems**

BUSINESS AND MARKETING TECHNOLOGY

Career Cluster: **Business Management and Administration**

Programs of Study: **Business Management; Medical Office Administration; Office Administration;**

Career Cluster: **Finance**

Programs of Study: **Accounting; Banking; Business Finance**

Career Cluster: **Hospitality and Tourism**

Program of Study: **Hospitality and Tourism**

Career Cluster: **Marketing**

Programs of Study: **Digital Marketing; Marketing Business Enterprise**

Career Cluster: **Transportation, Distribution, and Logistics**

Program of Study: **Supply Chain and Logistics**

FAMILY AND CONSUMER SCIENCES EDUCATION

Career Cluster: **Education and Training**

Program of Study: **Education and Training**

Career Cluster: **Hospitality and Tourism**

Programs of Study: **Culinary Arts; Food Production, Management and Services**

Career Cluster: **Human Services**

Programs of Study: **Human & Social Services; Nutritional Science; Clothing and Housing Design; Advanced Nutrition and Dietetics; Child Care Management & Services; Cosmetology**

STEM

Career Cluster: **Architecture and Construction**

Programs of Study: **Architectural/CAD; Engineering/CAD**

Career Cluster: **Health Sciences**

Program of Study: **Biomedical Sciences – PLTW**

Career Cluster: **STEM**

Programs of Study: **Pre-Engineering; Pre-Engineering--PLTW; Unmanned Aerial Systems; Automation and Robotics Technology**

Career Cluster: **Information Technology**

Programs of Study: **Computer Science: Programming; Computer Science: Networking/Hardware; Mobile Applications Development; Computer Science: Cybersecurity; Computer Science: Robotics**

TRADE AND INDUSTRY

Career Cluster: **Architecture and Construction**

Programs of Study: **Construction Technology; Heating, Ventilation, Air Conditioning and Refrigeration**

Career Cluster: **Arts, A/V Technology, and Communications**

Programs of Study: **A/V Tech and Film; Radio Broadcasting; Television Production; Advertising and Graphic Design; Commercial Photography**

Career Cluster: **Government and Public Administration**

Program of Study: **JROTC (Air Force, Army, Marines, and Navy)**

Career Cluster: **Health Science**

Programs of Study: **Medical Professions; Sports Medicine; Emergency Preparedness**

Career Cluster: **Law, Public Safety, Corrections & Security**

Program of Study: **Criminal Justice**

Career Cluster: **Manufacturing**

Programs of Study: **Industrial Equipment Technologies; Major Appliance Technology; Advanced Manufacturing; Welding**

Career Cluster: **Transportation, Distribution, and Logistics**

Programs of Study: **Aviation Technology; Medium/Heavy Truck Technology; Power Equipment Technology; Automotive Collision Repair Technology; Automotive Service Technology**

APPENDIX XX

Examples: Needs Assessment Surveys
Student and Parent Needs Assessment Survey

1. Please provide your email address.
2. Please list your school district.
3. What is your position? Parent/Guardian/Student
4. Please select the program areas your district offers:
 - a. Agriculture
 - b. Family and Consumer Sciences
 - c. Business
 - d. Trade and Industry
 - e. STEM
 - f. Career Guidance
 - g. Special Populations (JAG)
5. How do CTE programs meet the needs of students in your school?
 - a. Job readiness
 - b. Favored interest
 - c. Links to college or career
 - d. OTHER (please explain)
6. What are the greatest needs of the CTE program?
 - a. Certifications
 - b. Equipment
 - c. Software and Support
 - d. OTHER (please explain)
7. How can we increase access of programs for students in special populations?
 - a. Flexible schedule
 - b. Modifications
 - c. Additional Resources
 - d. OTHER (please explain)
8. How do we prepare all students for high skill, high wage, in-demand industry sectors?
 - a. Certifications
 - b. Additional programs
 - c. Internships and job shadowing
 - d. OTHER (please explain)
9. Please list comments or additional concerns for the CTE programs in your school.

LOCAL ANALYSIS FOR BUSINESS AND INDUSTRY

1. Please provide your email address.
2. What is your stakeholder position?
 - a. State or local workforce board
 - b. Business and industry
 - c. OTHER (please explain)
3. What are the entry-level requirements for your business or industry?
 - a. Associate Degree
 - b. Bachelor Degree
 - c. OTHER (please explain)
4. What certifications are required or recommended for your business or industry?
 - a. OSHA
 - b. ServSafe
 - c. Microsoft Office Specialist
 - d. Career Ready Certificate
 - e. OTHER (please explain)
5. What occupational job-specific skills are required or special equipment training is needed for your business or industry?
6. What skills and professional practices could education programs provide to help in your business or industry?
7. What emerging technologies and future training do you envision for your business and industry?

ARKANSAS EDUCATION SERVICE COOPERATIVE

Career and Technical Education Perkins V Needs Assessment Survey

1. Please list your school district.
2. Please select your current position.
 - a. Teacher
 - b. Principal
 - c. Superintendent
 - d. Counselor/Career Guidance Facilitator
 - e. Paraprofessional
 - f. Special Populations Representative
 - g. OTHER (please explain)

3. Please select the program areas your district offers
 - a. Agriculture
 - b. Family and Consumer Science
 - c. Business and Marketing
 - d. Trade and Industry
 - e. STEM
 - f. Career Guidance
 - g. Special Populations (JAG)
4. List all programs of study offered in your district for all programs.
5. What is the process of CTE programs and program of study implementation in your district?
6. How do CTE programs meet the needs of students in your district?
7. What are the needs of the CTE programs?
8. Are the CTE programs in your district aligned with in-demand industry/sectors? If not, how do we bridge the gap?
9. How do we improve recruitment, retention and training of CTE teachers, Career Guidance and Academic Counselors?

CONSIDERING THE PROGRESS TOWARDS THE IMPLEMENTATION OF EQUAL ACCESS TO HIGH QUALITY CTE PROGRAMS OF STUDY:

10. How can we reduce performance gaps? (refer to CTE report cards, certifications, labor data).
11. How can we increase access of programs for students in special populations?
12. How do we meet levels of performance of other students with special population students?
13. How do we prepare students of special populations for high skill, high wage, in-demand industry sectors?
14. What other programs/classes should be offered based on labor data? (refer to labor data)
15. Do you have any additional comments or needs?

16. What stakeholder category do you represent?
- a. Teacher
 - b. Career Guidance Counselor
 - c. Academic Counselor
 - d. Principal
 - e. Other school leader
 - f. Administrator
 - g. Specialized instructional support personnel
 - h. Paraprofessionals
 - i. Postsecondary faculty
 - j. Postsecondary administrator
 - k. State board or local workforce development board
 - l. Local business or industry
 - m. Regional business or industry
 - n. Parent
 - o. Student
 - p. Representative of regional or local agency serving out of school youth
 - q. Representative of regional or local agency serving homeless children and youth
 - r. Representative of regional or local agency serving at-risk youth
 - s. Representative of Indian Tribes and Tribal Organizations
 - t. Representative of Special Populations: individuals with disabilities
 - u. Representative of Special Populations: individuals from economically disadvantaged families
 - v. Representative of Special Populations: individuals preparing for non-traditional fields
 - w. Representative of Special Populations: single parents, including single parent women
 - x. Representative of Special Populations: out of workforce individuals
 - y. Representative of Special Populations: English learners
 - z. Representative of Special Populations: homeless individuals
 - aa. Representative of Special Populations: youth who are in, or have aged out of, the foster care system.
 - bb. Representative of Special Populations: youth with a parent who is a member of the armed forces and on active duty.
 - cc. Representative of 2-year minority-serving institutions
 - dd. Representative of historically black colleges or universities
 - ee. Representative of tribally controlled colleges or universities
 - ff. Adult career education provider
 - gg. Charter school teacher
 - hh. Charter school staff
 - ii. Charter school leader
 - jj. Charter school specialized instructional support personnel
 - kk. Charter school career guidance counselor
 - ll. Charter school academic guidance counselor
 - mm. Charter school paraprofessional
 - nn. Community organization: please state organization in the "OTHER" section at end of list.
 - oo. Representatives of small business
 - pp. Industry sector partnership
 - qq. Labor Organization: please state organization in "OTHER" section at end of list.
 - rr. OTHER (please explain)

APPENDIX XX

POSTSECONDARY LOCAL APPLICATION

(from Monieca by email)

APPENDIX XX

POSTSECONDARY LOCAL NEEDS ASSESSMENT

(from Monieca by email)

APPENDIX XX

WAIVER OF \$15,000 MINIMUM GRANT ALLOCATION

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) has the following provision regarding waivers of the \$15,000 minimum secondary allocation:

Section 131(c) MINIMUM ALLOCATION. –

(1) IN GENERAL. – Except as provided in paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement of this paragraph.

(2) WAIVER. – The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency –

(A) (i) is located in a rural, sparsely populated area, or

(ii) is a public charter school meeting the requirements of DCTE's Operational Guide operating secondary and technical education programs, and

(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

WAIVER PROCESS

Waiver Format: The LEA must submit a written waiver request to DCTE that fully addresses both (A) and (B) of subsection (2) above. Documentation must be presented. In particular, the LEA must document why it is unable to join a consortium to meet the \$15,000 minimum.

LEA Submission Timeline: DCTE will accept a waiver request at any time prior to May 15 for the upcoming fiscal year. Waiver requests will not be considered after May 15 for the upcoming fiscal year. (Example, a waiver request received on May 20, 2019, will not be considered for the 2019- 2020 fiscal year. However, it could be considered for the 2020-2021 fiscal year.)

Response Timeline: DCTE will respond to a waiver request within 10 working days of receipt of the request. If a waiver is approved, the LEA may then submit a plan and application for Perkins funds. However, until the plan and application is submitted, no Perkins funds may be obligated by the LEA for any purpose. If disapproved, the LEA must enter into a consortium with other local education agencies in order to participate in Perkins-funded activities. Or the LEA may decline to accept Perkins funds.

APPENDIX XX

**TEMPLATE: SIZE, SCOPE AND QUALITY
(SECONDARY)**

| SIZE | SCOPE | QUALITY |
|---|--|--|
| Minimum number of programs/credits/course | Curriculum shows a progression of instruction to occupation specificity | Students must achieve or make progress toward Perkins V core indicators |
| Minimum number of students | Curriculum offers academic, technical and employability skills (work-based, distance learning) | Should include certified teachers providing instruction on industry standards |
| Minimum amount of equipment and materials needed to operate the program | Curriculum aligns with the needs of industry and include high skill, high wage and in-demand programs | Should include articulate agreements and dual credit |
| Minimum number of staff | Curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees | Should culminate in the attainment of a recognized postsecondary credential or degree |
| Minimum number of internships, practicums, or work-based experiences. | Curriculum reflects a progression from secondary to postsecondary | Is there an evaluation and approval process to determine whether the programs meet the criteria for size, scope and quality? |

GLOSSARY OF TERMS

(*Indicates term is based on the same term used in federal law)

1. **Administration** – when used with respect to an eligible agency or eligible recipient means activities necessary for the proper and efficient performance of the eligible agency or eligible recipients duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.
2. **All Aspects of the Industry** – strong experience in, and comprehensive understand of, the industry that the individual is preparing to enter.
3. **Career and Technical Education** – organized educational activities that:
 - A. offer a sequence of courses that
 - I. provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
 - II. Provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree;
 - III. May include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;
 - B. include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
 - C. to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing;
 - D. may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).
4. **Career and Technical Student Organization (CTSO)** – an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.
5. **Career guidance and academic counseling** –
 - A. provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;
 - B. provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate;
 - C. may provide assistance for special population with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.
6. **Cooperative education** – a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation
 - A. shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individuals; and

- B. may include an arrangement in which work periods and school attendance may be on alternating half days, full days, weeks, or other periods of time in fulfilling the cooperative program.
7. **Credit transfer agreement** – a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.
 8. **ADE** – Arkansas Department of Education
 9. **ADHE** – Arkansas Department of Higher Education
 10. **CLNA** – Comprehensive Local Needs Assessment
 11. **CTE Completer** – A student who fully meets the standards outlined in an approved CTE program
 12. **CTE Concentrator*** – A student who, within the reporting year, has completed a
 - A. At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study (With 'course' being defined as equivalent to one full school year of credit in the specific program pathway).
 - B. At the postsecondary level, a student enrolled in an eligible recipient who has--
 - I. Earned at least 12 credits within a career and technical education program or programs of study; or
 - II. Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
 13. **CTE** – Career and Technical Education
 14. **CTE Participant** – An individual at either the secondary or the postsecondary level who completes at least one CTE course in an approved CTE program or program of study.
 15. **DESE** – Arkansas Division of Elementary and Secondary Education
 16. **DCTE** – Arkansas Division of Career and Technical Education
 17. **Eligible agency** – a State Board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.
 18. **Eligible entity** - Referenced only in regard to the competitive grant program in the National Activities section; does not apply to which entities are eligible for funding under the Basic State Grant.
 19. **ESSA** – Every Student Succeeds Act
 20. **SSP** – Student Success Plan
 21. **LEA** – Local Education Agency
 22. **Low-income student** – A student receiving free or reduced cost lunch at the secondary level or a Pell-eligible student at the postsecondary level.
 23. **Minority student** – 'Minority' comprises all nonwhite subgroups of students in Arkansas.
 24. **Non-traditional** – the term 'non-traditional' refers to a student participating in an occupation or a CTE program in which individuals or one gender comprise less than 25% of the individuals employed in each such occupation or CTE program or field of work. This term closely mirrors the federal definition of 'non-traditional fields', but refers to the students participating in or learning about those fields.
 25. **Program approval** – requires completion of an approved program of study that leads to a recognized postsecondary credential, offering a sequence of CTE courses sufficient in size, scope, and quality to comprise a CTE program, offering work-based learning opportunities to students, leadership development such as through a CTE student organization, and the integration applied academics.
 26. **Program of Study*** - a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State academic standards, addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area; progresses in specificity; has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential.

27. **PWR** – Postsecondary and Workforce Readiness skills which work collaboratively with the ADE Essential Skills (skills essential for success in professional life).
28. **Recognized Postsecondary Credential*** - a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or Federal Government, or an associate or baccalaureate degree. In Arkansas, certificates awarded by two-year institutions are also recognized as a recognized postsecondary credential.
29. **Special Populations**—individuals with disabilities; individuals from economically disadvantaged families, including low income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners. Perkins V adds two new categories of special population students to reflect changes made under ESSA: **homeless individuals and youth with parents on active duty in the armed forces**.
30. **Specialized Instructional Support Services**—the services provided by specialized instructional support personnel.
31. **Support Services**—services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices. Clarifies that supportive personnel includes paraprofessional and specialized instructional support personnel.
32. **Universal Design For Learning**—a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
33. **Work-Based Learning (WBL)**—Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.
34. **Workforce Development Board** – Arkansas’ Workforce Development Board aligns workforce development programs in Arkansas in a manner that supports a streamlined workforce development system in the state, removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system, develop strategies for providing effective and improved outreach to individuals and employers to the workforce development system, and developing strategies for implementing high-quality workforce programs throughout the state.



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