

ARKANSAS 2011-12 CAR NARRATIVE

STUDENT DEFINITIONS

Secondary Level

Participants – Students who enroll in one unit of credit in CTE.

Concentrators – Students who enroll in a minimum of three units of credit, including the core required courses, in a CTE program of study.

Postsecondary/Adult Level

Participants – Students who have declared intent, enrolled in a CTE program area, and earned a minimum of 3 semester credit hours.

Concentrators – Students who have declared intent, enrolled in a CTE program of study, and have completed the following thresholds: 6 semester credit hours for a certificate of proficiency; 12 semester credit hours for a technical certificate; 24 semester credit hours for an associate level degree; and the equivalent of 24 semester credit hours for students enrolled in a technical institute. Hours must have been earned in the most recent four academic years.

Required Uses of Funds

1. Assessment of career and technical education programs funded under Perkins IV

At the secondary level, a team of Department staff makes an on-site visit to each local CTE program on a rotating cycle – approximately 20% of the districts are visited each year. The team reviews the instructional plan and curriculum, classroom and laboratory equipment, instructional materials, and documentation regarding advisory councils and CTE student organization activities. The team makes recommendations and provides technical assistance as needed. The on-site visits also include a discussion with the school administration regarding the use of Perkins funds and the involvement of the school leadership in the decision-making process – particularly within the Perkins consortia. The district's achievement on the Perkins performance indicators is also reviewed and discussed with the administrators.

In addition to the on-site monitoring, a desk audit is conducted on every CTE program each year to ensure that the schools are offering the courses that comprise state-approved programs of study. This annual review includes a check to ensure that the programs each have an active career and technical student organization and that the teachers in programs that have end-of-course technical assessments actually do assess their students. The end-of-course assessments are a reasonable indication of how closely the teacher followed the frameworks for the course (what students should know and be able to do).

The Department of Career Education (ACE) publishes a District Status Report - basically a school report card for CTE programs each year. The report has been very well received and caused a great number of administrators and teachers to view their programs more objectively. Among the indicators in the status report are several of the core performance

indicators for Perkins: academic attainment, CTE skill attainment, graduation, and placement.

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

Assessment of CTE programs at the postsecondary level is carried out in several ways. State level staff conducts a comprehensive annual compliance review on every campus where Perkins funds are expended. Additional site visits for technical assistance are scheduled based upon size of local grant or other factors warranting extra attention. The site visit includes a review of programmatic elements such as activity objectives and methods used to assess the impact of the activity, review of equipment purchases and discussion of program elements with staff involved with Perkins funded activities. The performance review includes analysis of previous year's results from which state level staff provides technical assistance and guidance for development of future programs as needed. State staff continues to monitor local recipients throughout the year in the areas of programs, data collection, and financial accountability and meets as requested with local Perkins implementation teams.

Supplemental monitoring over and above the annual compliance review was conducted with two recipients. Recipients were selected based on risk factors such as size of grant, tenure of coordinator, percent of grant allocated to salaries, number of amendments, timeliness of requests for reimbursement and final financial report, and coordinator participation in technical assistance activities.

While not funded directly by Perkins funds, it should be noted that the Arkansas Department of Higher Education (ADHE) is pursuing improvement in CTE programs. ADHE established the Existing Program Review Committee which has begun a regular review of existing programs offered by all public postsecondary institutions on a 7-10 year review cycle. The purpose of the review is to identify certificate and degree programs not meeting minimum standards of quality or viability and establish schedules for either resolving these concerns or removing the programs from the approved program inventory. The review process begins with a self-study conducted by the institution. CTE program reviews include both local and out of state industry experts that hold licensure or certification in the field.

ADHE also adopted new policy in 2008 regarding the viability of programs, many of them CTE. Those program viability standards are based on a 3-year average of number of graduates and programs will be reviewed according to these standards beginning in 2013. Programs with insufficient graduates must either meet the standards by the summer of 2014 or have funding eliminated.

2. Developing, improving, or expanding the use of technology in career and technical education

As reported last year, the state is very interested in the new technology model developed by Apple. The CTE state senior management as well as all members of the Governor's Workforce Development Cabinet visited the New Technology High School in Manor, Texas, to look at the 21st Century Technology programs. The cabinet developed a pilot project

which will be supported in part with Perkins funds. These classes integrate CTE and academics based on a platform of the latest technology tools and 21st century skills. The state has two sites in the beginning stages of implementation. This is an ongoing project and one of the sites has fully implemented the New Technology High School model.

Arkansas is one of the pilot sites for the national SREB Program of Study initiative. Arkansas has selected *STEM: Innovations in Science and Technology* as its career pathway to develop through this initiative. Over 40 business and industry, higher education, and secondary leaders have met to develop the pilot curriculum that will begin in grades 9 and 10. The meetings were attended and supported by Arkansas' technology leaders and were supported with Perkins leadership funds. We are still involved in this project and have completed Course 1 and Course 2 which were piloted in several schools during the 2011-2012 school year. Perkins leadership funds continue to support this initiative.

At the postsecondary level, 29% of basic grant funds were used to purchase equipment for use by students in the classroom to prepare them for the level of industry technology they will encounter upon employment. Program areas with significant investments included allied health, renewable energy, information technology, telecommunications, and automotive. Additionally, investments were made in smart classrooms computer labs, video interactive learning systems, and web-based instruction to enhance the technical infrastructure of instructional delivery systems.

3. Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary level.

During the 2011-12 school year, a joint initiative with the Department of Career Education , the Arkansas Department of Education, and the Southern Region Educational Board was introduced – the Literacy Design Collaborative and the Math Design Collaborative. Since Literacy is a focus of our Perkins state improvement plan, we are focusing our description on the Literacy Design Collaborative in this report. The Literacy Design Collaborative offers a viable implementation strategy to schools and districts striving to implement the Common Core State Standards (CCSS) and increase the college and career readiness of students. This strategy addresses both the need for increased student achievement and the development of a more collaborative learning-centered culture. The Literacy Design Collaborative (LDC) has the potential to simultaneously build the capacity of both students and teachers.

The LDC framework helps improve student ability to read and write by scaffolding reading, writing, and content with tiered assignments. Individual tasks can be made simple or complex by varying the task demand, with up to three tiers of difficulty. The teaching task, which is both relevant and rigorous, engages students in subject specific reading, research, and writing and requires the application of content knowledge to a new scenario. The LDC framework is not a one-day event, but a multi-day extended system that helps students develop literacy skills to address rigorous content.

College and career readiness is critical for today's high school students. However, a gap exists between current levels of high school achievement and the demands of college and the work world. LDC focuses on a critical piece of the achievement puzzle with its focus on high quality collaboratively developed assignments aligned to the Common Core.

The goal for this initiative is that all teachers will be responsible for the instruction of literacy and not just the English Language Arts teacher. Through this process a team of teacher leaders will be trained to go back to their respective schools and train other teachers in their discipline to implement LDC as an instructional strategy to increase literacy scores and to close the achievement gap. ACE has supported LDC and MDC through state staff involvement and state leadership funds for professional development. In addition, several district/school level CTE leadership and teachers have begun participation in one or both of the Collaboratives.

A CTE Leadership Institute funded through Perkins Reserve Grant was offered to potential CTE leaders which included teachers, Education Cooperative CTE Coordinators, and Area Secondary Center personnel beginning June 2011 and continuing through June 2012. A total of 32 participants have attended the Leadership Institute and have completed two sessions through December 2011. The purpose of the Leadership Institute was to give future teacher leaders a holistic understanding of career and technical education, to identify his or her personal strengths and styles, and to be able to understand the diverse leadership styles of others with the ultimate goal to provide participants with the necessary leadership skills to ensure success in career and technical education programs.

ACE staff provides inservice training opportunities for CTE teachers during the summer months – much of which is specific to the technical area taught. However, for the past two years, the state's K-12 system has been focusing on implementation of the Common Core Curriculum. The agency co-sponsors the annual conference of the Arkansas Association of Career & Technical Education teachers that includes sessions on effective teaching techniques and promising practices. This year's conference included several sessions on the common core and its impact on CTE.

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

At the postsecondary level, webinar capabilities are increasing the number of professional development options offered to local recipients by ADHE. Focus areas included webinars on the state of CTE in the nation, online course administration, incorporating gaming technology to improve classroom instruction, Google technology tools for administration and teaching, and best practices and solutions for student retention. A Perkins Facebook page has been used to increase awareness of student success strategies among coordinators and campus staff. Use of social media for student engagement was presented to various groups of faculty, staff and local coordinators. Webinars are conducted by state staff and guest lecturers with appropriate follow up by state staff. The webinars are recorded and made available for personnel who were unable to attend the live meetings.

To increase the success of institutions providing excellent academic service, an expert in the field was contracted to conduct anonymous evaluations of student satisfaction with quality of customer service and ease of access to services provided on five campus locations during 2011-12. Findings were then discussed with senior leadership and also summarized and shared with all Perkins recipients. In a statewide conference the expert who conducted the audits provided a workshop on academic customer service followed by representatives from

the audited institutions that shared their findings and discussed changes made in the area customer service. ADHE also provided copies of the book, *The Power of Retention*, to each institution in the state for use in developing retention strategies.

Twenty participants tasked with student success for the colleges attended a two-day, intense training on retention provided by the Educational Policy Institute. Those attending are serving as the Perkins core student success resource group and will be utilized as projects are identified. A statewide workshop in this area is planned for 2013 and state leadership funds will be used to provide customized retention plans for several colleges.

College faculty continues to use professional development funds to increase certifications in CTE fields and improve the quality of classroom instruction and to increase faculty effectiveness in delivery of online instruction.

4. Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education

The department continues to provide many resources and funds to assist Career Academy development in Arkansas. In conjunction with Arkansas Association for Supervision and Curriculum Development (AASCD), the department provided funds for those schools interested in beginning a career academy to attend the Career Academy Coalition Conference in Anaheim, California. As a follow-up to the conference, funds were made available for school teams to attend a drive-in conference sponsored by AASCD and Department of Career Education to further plan for implementation of career academies. For those school districts wishing to implement career academies, planning grants will be made available. The planning grants for Career Academies would include \$10,000 for planning phase, \$30,000 for implementation phase, and \$10,000 for demonstration phase.

Arkansas's High Schools That Work initiative is recognized as a school improvement model used by schools that have been identified as in academic distress by the Arkansas Department of Education as well as being used by high performing districts. ACE continues to provide funding for assessments and program improvement activities and data in-service for schools to better use results from the HSTW assessments (2,595 senior students were assessed from 47 participating school districts) for program planning and improvement with 21 sites – 61 participants attended the 2012 HSTW Assessment Data Workshop. Arkansas had 410 individuals attended the 2012 Annual HSTW Staff Development Conference from 63 participating schools. There are 48 HSTW sites and 6 Making Middle Grades Work sites in the Arkansas HSTW network.

Our Technology Centers That Work (TCTW) initiative, which is located in 12 secondary career centers, has continued to improve with 9 active centers attended the 2012 National TCTW Forum. We continue to make progress in our TCTW initiative through the implementation of literacy strategies to improve student achievement in literacy.

5. Providing preparation for non-traditional fields in current and emerging professional, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

The state was a member of NAPE (National Alliance for Partners in Equity, Inc.) and used their resources as needed. Postsecondary recipients targeted funds to increase nontraditional awareness, enrollment and completion. Funds were used for promotional materials and staff salaries to work directly with nontraditional students.

In order to increase the low ratio of women to men in engineering, ACE funded a weeklong day-camp at the University of Arkansas' College of Engineering to expose young women to engineering through hands-on learning. This program is designed to encourage the girls' interest in STEM fields through hands-on activities, tours, and interactions with mentors. The program targeted rising 8th and 9th grade students from Project Lead the Way Schools. Reaching out to girls at this level allows for a successful transition into Project Lead the Way programs at the high school level which will enforce their STEM field interest and lead them to further education and training in the field.

The 2012 Engineering Girl Camp had 40 students. They participated in activities in many different areas of engineering through engineering laboratory tours as well as student learning laboratories. A tour of a local industry gave the girls an idea of where a degree in STEM fields can lead.

For internal purposes the college did a pre/post survey to gather data. It shows that there was a 31% increase in the girls who expressed a strong to very strong interest in engineering.

6. Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

Business and Marketing staff partnered with Arkansas Economic Federation and Connect Arkansas both subsidiaries of Arkansas Capital Corporation a venture capital group who has been partnering with Governor to increase E-Commerce in Arkansas. We partnered with them to provide curriculum in schools to teach additional Entrepreneurship Education and E-Commerce training.

ACE, through Arkansas SkillsUSA, has partnered with the Arkansas State Chamber of Commerce in order to promote Technical Education and Leadership Training as they relate to Arkansas' future workforce and economy.

ACE has aligned with the National Partnership for Careers in Law, Public Safety, Corrections and Security in order to support the efforts promoting quality career and technical education programs in the Law, Public Safety and Security career cluster.

ACE has partnered with the National Apprenticeship Training Foundation (NATF) in order to support secondary student apprentices as automobile technicians.

The FFA staff and organization worked with Arkansas Hunger Relief Alliance in Hunger Relief and Arkansas Green Industry Association in the Horticulture area.

At the postsecondary level, ADHE has implemented the Sustainable Communities through College Leadership initiative. The initiative includes a statewide steering committee comprised of partners from private industry, governmental agencies, and community based

organizations. The purpose of the partnerships is to increase awareness of and access to community based resources for students from poverty. More detail is provided in Item 8 below.

After attending a national conference session on the National Center for Supply Chain Technology Education (NCSCTE), ADHE actively sought information and partnerships to investigate opportunities for Arkansas. ADHE formed a partnership with the Arkansas Economic Development Commission (AEDC) and conducted a webinar for interested stakeholders to learn about the National Science Foundation grant that established the NCSCTE. Although Arkansas is not a recipient of this grant, four partner colleges who received the grant are serving as models and consultants for work in this arena.

Post-webinar, the partners, ADHE and AEDC, scheduled four regional forums to educate and discuss opportunities and needs in the state. These forums are scheduled for 2012-13 and will include a balanced mix of business/industry, educators in colleges as well as K-12 CTE, and community leaders.

7. Serving individuals in state institutions.

Two state institutions that serve persons with disabilities and one correctional agency received funds from the 1% set aside during 2011-12. The Arkansas High School for the Blind was able to purchase equipment for their Business Education and Family & Consumer Sciences programs. The Arkansas Career Training Institute (a postsecondary school for clients of Arkansas Rehabilitation Services) implemented improvement projects in their Automotive Service and Automotive Collision, Power Equipment Technology, and Business Education programs. In addition to these two institutions, the Department of Community Correction received a small grant to assist in funding a Welding program at two different facilities (one for women and one for men).

8. Providing support for programs for special populations that lead to high skill, high wage and high demand occupations.

Jobs for Arkansas' Graduates (JAG-AR) is a cost-effective dropout prevention and postsecondary transition program serving young people who are greatest at risk of not achieving two or three of the following: staying in school through graduation; pursuing a postsecondary education; and/or, securing a quality entry-level job that leads to career advancement opportunities. JAG-AR has many successes including 97.22% of Arkansas JAG seniors graduate; 82.15% of Arkansas JAG seniors either went to college full time or went to work; 76.52% of Arkansas JAG seniors were placed on the job or in the military; 90.64% of Arkansas JAG seniors are working or going to college or going to college and working part time. For the 2011-2012 school year, there were 75 JAG programs in the traditional high school or Alternative Learning Environment setting.

Arkansas communities and state agencies continue to recognize the importance of investing in the training high school students for potential job placements. Batesville High School JAG program in collaboration with their local Workforce Investment Board received a two-year grant in the amount of \$1.3 million to train JAG and other qualified students to work with Habitat for Humanity in four surrounding counties, three of which contain JAG programs.

STRIVE (Students and Teachers Responsibility Integrating Vocational Education) is a course to assist ninth and tenth grade career and technical students. The intent of the STRIVE course is to assist students with the academics that are needed to be successful in their selected career focus area. Approximately 180 students across the state participate in five STRIVE classes. CTE students with academic, personal and environmental barriers are eligible to participate in the STRIVE course.

The State of Arkansas continues to place a high priority on providing state start-up funds for new JAG-AR and STRIVE programs.

The categories of Displaced Homemaker and Single Parent do not apply at the secondary level.

At the postsecondary level, efforts continue to increase the quantity and quality of special populations activities. Technical assistance and training have made local coordinators more aware of how this information will be used for program improvement and coordinators continue to work with local college staff to improve collection and reporting methods.

Because the single largest special population category is economically disadvantaged, addressing issues of poverty has become a focus of postsecondary Perkins activities. ADHE has chosen the Bridges Out of Poverty model as a means to address issues that often challenge economically disadvantaged students in their efforts to attain a credential and prepare for targeted occupations. ADHE recognizes that special population students require resources beyond what can be provided by the college and that broader community involvement is required. In partnership with the Arkansas Career Pathways Initiative (CPI) in 2011, Perkins state staff expanded the Bridges Out of Poverty efforts into a new initiative, *Sustainable Communities through College Leadership*. Comprehensive programs were completed with three pilot communities and the program has now been opened to all colleges. The primary focus is to raise awareness of the barriers experienced by under-resourced students and to prepare campus staff to connect students in this category to community resources. A poverty simulation has been integrated into the program and, in addition to college settings, the simulation and training have been added to the curriculum of the Community Development Institute at the University of Central Arkansas which trains community leaders across the region.

9. Offering technical assistance for eligible recipients.

The annual spring workshop for secondary Perkins coordinators and administrators focused on improving literacy and nontraditional participation/completion and new high skill, high wage, and high demand programs of study. The Perkins financial auditor also made a brief presentation on common findings in the reviews completed during the year.

The agency also offered a federal grants management workshop in the fall for all secondary and postsecondary local Perkins coordinators and finance personnel. Our presenter was Michael Brustein of Brustein & Manasevit. ACE purchased a copy of the EDGAR handbook for all workshop participants.

The technical assistance visits done on a rotational basis in every district by the CTE program staff includes a structured discussion by the team leader with the district administration and local Perkins coordinator to determine the progress being made in implementing the current year projects as well as to verify the outcomes reported in previous

years. The team leader also reviews the Perkins performance report for the district and/or consortium. This focus on Perkins by the CTE program staff supplements and supports the financial risk-based monitoring plan being conducted by the auditing staff.

Postsecondary state staff members provide a variety of technical assistance opportunities. Workshops are held in the fall to focus on accountability and in the spring to focus on program improvement. Annual workshops are held for new coordinators and new chief academic officers. Annual on-site compliance visits are used to provide technical assistance to coordinators and other campus administrators and staff involved in Perkins funded activities. State staff participates in local Perkins team planning meetings to provide guidance as annual plans are developed. Training sessions are held with campus data staff to review reporting requirements and with fiscal staff to ensure compliance. Webinars are used to address specific grant management areas on an as-needed basis. The Perkins website, the Perkins Accountability Portal, and the Perkins Handbook also provide technical assistance support. Enhancements to the Perkins Accountability Portal now include every component of grant management from annual plan to annual compliance review.

Technical assistance was provided onsite for all Perkins recipients in the area of reporting technical skills assessments. New procedures for collection and reporting of data were required for initial reporting in 2011-12.

Permissive Uses of Funds

- **Improving career guidance and academic counseling programs**

Recognizing that school counselors are over-burdened with academic counseling, student scheduling, testing, and other requirements on their time, the Department began supporting the need for career development facilitators (CDFs) to assist with helping students plan their career pathways. This support was given not only through policy statements and presentations but also through financial support with grants from the Perkins reserve funds to secondary recipients desiring to participate and seek training for a secondary teacher or counselor. Over the past four years, the state has grown from six CDFs to over 400 – with over 200 of those working in the secondary school system. CDFs are spread throughout state's Workforce Development Centers, the Arkansas Rehabilitation Services system, and postsecondary institutions.

Arkansas high schools are increasing participation in the Arkansas Career Readiness Certificate program with greater numbers. Since January 2008 12,125 students have accessed the KeyTrain curriculum provided by ACT. This semester 2,057 students have logged 10,646 hours completing 5420 pretests and passing 4608 lessons. Upon completion of the curriculum at a satisfactory level (level four or above) students may take the ACT WorkKeys assessments to earn the CRC at no cost to the school or student.

At the postsecondary level, a web-based class scheduling systems was purchased for four institutions using state leadership funds. The system allows students to schedule classes that take into account personal needs such as work, family obligations, etc.—particularly important for working, nontraditional students. In addition to ease of access, advisors are allowed to spend more time helping students determine appropriate courses instead of researching when classes are available. Based upon success at these four pilot sites,

expansion will be considered in 2012-13. The primary benefit is getting students through the system faster with more efficient class selection processes.

- **Supporting career and technical student organizations**

Our CTSO membership in Arkansas continues to be strong under the leadership of our state advisors and staff. The 2011-12 membership of our organizations is as follows:

DECA – 1,747
FBLA/PBL – 14,513
FCCLA – 9,659
FFA – 12,206
HOSA – 1,893
SkillsUSA – 5,799

Several of our state CTE staff members hold national and state leadership positions in both student organizations as well as teacher associations: Sandra Porter, on the Board of Directors for the Career Academy Coalition; Marion Fletcher, National Treasurer of the FFA Organization and FFA Foundation; Suellen Ward, FCCLA National Board of Directors, FCCLA National Board of Directors Secretary, FCCLA National Board of Directors Program Committee Chair, National FCCLA Competitive Events Advisory Team (CEAT), National Coalition for Family and Consumer Sciences, Committee Member; Jim Brock, president-elect of the National DECA Board of Directors; Ray Henson, President of the Arkansas Career Development Association, State Division Leader of the National Career Development Association and Executive Director of the Arkansas Career Guidance Association; Ray Winiecki, National board member of the Association for Skilled and Technical Sciences; Barbara Dimon, National board member of the Partnership for Careers in Law, Public Safety, Corrections and Security; and Dave Fisher, Board member of the Arkansas Association for Skilled and Technical Sciences Board member of Arkansas ACTE.

- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education**

The Arkansas Department of Education (general education) sponsors the Distance Learning Center and the Arkansas Virtual High School both of which offer academic courses only. A few of the state's educational cooperatives also offer academic courses to their participating high schools, but one of the educational cooperatives has worked extensively with ACE to offer CTE courses in five of the career clusters. Many of the core and/or elective courses in the following clusters are offered: Arts, AV Technology, and Communications; Finance; Hospitality and Tourism; Health Science; and Law, Public Safety, Corrections, and Security. Leadership funds have been used to assist with the cost.

The state has several career academies in the public school districts and has used Perkins leadership funds in the past to assist the academies with professional development and other costs. In an effort to promote career academies in the state, the Department partnered with the Arkansas Association for Supervision of Curriculum Development (AASCD) on an initiative to bring nationally recognized leaders for career academies to Arkansas. The initiative will begin by offering Perkins reserve fund grants to the existing career academies to have them send teams to the National Career Academy Coalition conference. Then, in December 2011, the AASCD sponsored the Arkansas Career

Academy Conference and invited state's secondary administrators to attend and learn about the benefits that can be gained through career academies.

The state has also emphasized the career clusters through offering Perkins reserve grants for the development of programs of study in high skill, high wage, and high demand pathways. Over the past few years, several new programs of study have been developed including two that are currently underway: Food Products and Processing Systems and Programming for Mobile Applications. Local recipients have also been encouraged to attend the annual Career Clusters Institute, with grants being offered to cover the expenses.

Progress in Developing and Implementing Technical Skill Assessments

1. The program areas for which the state had technical skill assessments.

Secondary - Of the 41 pathways taught in the secondary system during 2011-12, all except 9 had at least one core course with a state assessment given. This is 78% of all pathways taught – an increase from last year. Although the state added industry credentials as an additional method of gaining proficiency, this is still only a small portion of the results. Only a few concentrators were reported as earning industry certifications; most of the students were in the lower grades and their data has been stored for reporting in subsequent years. However, using the industry certifications did mean that an additional 16 concentrators were proficient that otherwise would not have been reported.

Postsecondary— Public colleges and universities in the state do not use state-approved common end-of-program assessments for any of the 164 associate and below level programs. To meet the Technical Skill Attainment reporting requirement, colleges and universities began reporting results of students attempting third-party, industry-based assessments to the Arkansas Department of Higher Education beginning with the 2011-12 program year.

2. The estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments,

Secondary - The assessments that are already in place allow us to have a technical skill assessment score on 83% of our concentrators – a 1% increase from the previous year.

Postsecondary—11% (2,547) of the 21,499 postsecondary concentrators attempted industry-based assessments. This baseline will be used for future expansion and results improvements.

3. The state's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future

Secondary – Our plan is to have assessments for each of the core required courses for all of our programs of study. In our five-year state plan, we anticipated that by the end of the Perkins authorization, we would have assessments for 100% of the core courses in place. Since the 2008-09 school year, we have increased from 32% of the core courses being assessed to 40%. However, this 40% of the core courses allows assessment for 83% of the concentrators in at least one course of the pathway. As the state's academic assessments are moved online within the next couple of years, we anticipate coordinating our assessments to gain greater financial efficiency.

Postsecondary - State staff will review baseline information and develop database for use in determining and tracking most promising expansion opportunities.

- State staff will review results of 2011-12 data with appropriate academic staff during 2012-13 compliance reviews to determine accuracy of reporting and commitments for expansion.
- State staff will determine possible methods of collecting results from third-party vendors to supplement information reported by local institutions.
- State staff will identify specific program areas with high potential for embedding industry-based assessments as requirement for program completion. Use of reserve funds for this purpose will be considered for funds available in 2013-14.
- Assessments taken will increase to 15% of concentrators in 2012-13 and to 18% of concentrators in 2013-14.

Implementation of State Program Improvement Plans

Secondary – The state’s CTE secondary system did not meet the threshold for one indicator: 1S1 Literacy (for the third consecutive year). However, our rate of improvement has continued to be 5% or more for the past three years. Arkansas is one of the states to receive a flexibility waiver from the USDOE and we anticipate reaching the threshold level for the 2012-13 target. The outcomes from the Year 2 improvement plan and our continuation plan for Year 3 are detailed on the following two pages.

2011-12 STATE IMPROVEMENT PLAN FOR LITERACY – Year 2

Core Indicator	Disaggregated categories of students	The action steps which will be implemented	Staff responsible	Timeline	Outcomes
1S1 Literacy	<p>The performance gap of almost 36% between the two largest ethnicity groups in 2009-10 shrunk to 28% for 2010-11. White students improved from 60.63% to 64.35% while Black/African American improved from 25.05% to 36.20%.</p> <p>Economically Disadvantaged, the largest special population subgroup, was almost 11% below all students combined. This is a 1% improvement from the previous year.</p> <p>A comparison of the 2009-10 data to 2010-11 data shows that the males and the females both increased their proficiency rate by about 5%.</p> <p>As with previous years, females outscored males. This 12% gap existed in the two previous years as well. A similar gap exists for all students in the state, not just CTE concentrators.</p>	<p>Arkansas Department of Career Education in partnership with Arkansas Department of Education will implement the Literacy Design Collaborative (LDC), which is a task-based system that aligns Common Core State Standards for Literacy, Content Area Academic Standards and formative assessment with instruction around a common assignment. The system is comprised of tasks, nodules and courses.</p> <p>The LDC offers a viable implementation strategy to schools and districts striving to implement the Common Core State Standards and increase the college and career readiness of their students. This strategy addresses both the need for increased student achievement and the development of a more collaborative learning-centered culture.</p> <p>The state-core team and the first pilot schools have been identified for the 2011-12 school year with an additional 120 schools added in the 2012-13 school year with full implementation of LDC in all Arkansas schools in 13-14.</p> <p>Informational meetings will be scheduled to inform all Cooperative and District Perkins Coordinators of this literacy strategy and how to address this strategy in their Perkins Literacy projects.</p>	Sandra Porter, Associate Director, Workforce Training	<p>October 2011</p> <p>November 2011</p> <p>March 2012</p>	<p>Southern Region Education Board (SREB), Arkansas Department of Education (ADE) and AR Department of Career Education (ACE) rolled out the LDC implementation plan in March of 2012. SREB will work with ADE and ACE to roll out LDC to approximately 40 schools, plus support the 8 initial schools. SREB provided initial training and professional development to Cohort 1 trainers in May 2012. SREB will provide initial training and professional development teacher facilitators beginning in July 2012. SREB will work with ADE and ACE to provide job embedded training and professional development. Training and follow-up will be provided to all participating schools as they implement LDC into their curriculum.</p>

2012-13 STATE IMPROVEMENT PLAN FOR LITERACY – Year 3

Core Indicator	Disaggregated categories of students	The action steps which will be implemented	Staff responsible	Timeline
1S1 Literacy	<p>The performance gap of almost 36% between the two largest ethnicity groups in 2009-10 shrunk to 28% for 2010-11 but rose a little to 30% in 2011-12. White students improved from 60.63% to 64.35% to 71.4% while Black/African American improved from 25.05% to 36.20% to 40.45%.</p> <p>Economically Disadvantaged, the largest special population subgroup, was almost 9% below all students combined. This is a 2% improvement from the previous year.</p> <p>A comparison of the 2010-11 data to 2011-12 data shows that the males increased their proficiency rate by over 7% while the females continued an increase of about 5%.</p> <p>As with previous years, females outscored males. This 10% gap is a bit less than in previous years.</p>	<p>Arkansas Department of Career Education in partnership with Arkansas Department of Education will continue the implementation of the Literacy Design Collaborative (LDC), which is a task-based system that aligns Common Core State Standards for Literacy, Content Area Academic Standards and formative assessment with instruction around a common assignment. The system is comprised of tasks, nodules and courses.</p> <p>The LDC was presented to all school districts through face-to-face meetings as well as CIV as a viable implementation strategy to schools and districts striving to implement the Common Core State Standards and increase the college and career readiness of their students. This strategy addresses both the need for increased student achievement and the development of a more collaborative learning-centered culture.</p> <p>The state-core team and the first pilot schools were identified for the 2011-12 school year with an additional 40 schools to be added in the 2012-13 school year with full implementation of LDC in all Arkansas schools in 2013-14.</p> <p>Informational meetings will continue to inform all Cooperative and District Perkins Coordinators of this literacy strategy and how to address this strategy in their Perkins Literacy projects.</p> <p>LDC uses a common literacy framework that helps teachers embed quality literacy tasks and instruction into their course work. The framework combines reading and writing with content in any course or curriculum. This model can be used with all disaggregated categories of students including Special Education students.</p>	Sandra Porter, Associate Director for CTE	SREB will provide initial training and professional development teacher facilitators beginning in July 2012. SREB will work with ADE and ACE to provide job embedded training and professional development. Training and follow-up will be provided to all participating schools as they implement LDC into their curriculum August 2012 through May 2013.

Postsecondary – The state’s CTE postsecondary system did not meet the indicator for 2P1 (Credential, Certificate, or Degree) for the 1st year although our actual performance did increase almost 2% from the previous year. The state’s improvement plan is outlined on the following page.

Implementation of Local Program Improvement Plans

Secondary

Data on the performance indicators for the 2011-12 year has been disaggregated to the local recipient level. The performance was compared to the targets negotiated for each local recipient.

Below are the local improvement plans that are required based on the 2011-12 data. There are no local improvement plans required for Graduation or High School Completion.

- 24 in Literacy (down from 37 last year)
- 8 in Math (down from 12 last year)
- 3 in CTE Skill Attainment (up from 0 last year)
- 7 in Placement (up from 1 last year)
- 12 in Nontraditional Participation (down from 16 last year)
- 22 in Nontraditional Completion (up from 17 last year)

As indicated above, Literacy is the major area of improvement efforts for the state and for most recipients – consortia and single LEAs alike – with 35% of the recipients failing to meet their threshold. In general, the females had a higher proficiency rate than the males, although neither group met the target. Of the 69 recipients, 40 (or 58%) have an improvement plan in at least one area.

A general trend among the recipients filing an improvement plan for literacy last year was to continue the use the webinar series provided through the Southern Region Education Board and/or to provide a literacy coach to assist the CTE teachers with implantation of effective strategies. In addition, many of the recipients are becoming involved in the Literacy Design Collaborative described earlier in this report.

The nontraditional indicators were generally addressed through improvement plans that will encourage student exploration of business and industry in those fields, highlight the advantages of nontraditional careers at parent meetings, and utilize speakers and mentors in the nontraditional areas.

Postsecondary

There are 32 postsecondary institutions with Perkins eligible CTE programs in Arkansas. Of these, 23 receive individual funding, 3 are in a consortium and the remaining institutions have elected to not receive Perkins funding. 20 recipients will be required to submit and have local improvement plans approved by March 31, 2013. These plans will describe amendments that will be made to the 2012-13 annual plan or describe activities that will be included in the 2013-14 annual plan. There are eleven recipients with one deficient core indicator; four with two; and four with three. There is one recipient deficient in Technical Skills Attainment; thirteen in Credential Attainment; one in Retention/Transfer; two in Placement in Employment; nine in Nontraditional Participation; and seven in Nontraditional Credential Attainment. Three recipients will be in an improvement plan for Credential Attainment and three will be in the first for the second year and one will be in its third year.

With regard to sub-group populations, males and females performed at similar results except in the nontraditional indicators where females performed 5-10% points better than males. Special

population groups performed slightly above in some areas and slightly below in some areas. The exception was in Placement in Employment where the disabled and those with limited English skills were 20 and 10 points lower respectively. With the exception of Technical Skill attainment, special populations generally performed at or exceeded the state's performance in core indicators. Within the state's three largest race/ethnicity categories, performance was similar with the exception of Technical Skill Attainment and Credential Attainment where white students performed generally better. White students tend to take third-party, industry-based assessments at greater rates than black or Hispanic students.