

Consolidated Annual Report, Program Year 2015 - 2016 Arkansas

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Arkansas' Career and Education End of Program of Study Assessment System is financed with Perkins funds. Twenty three courses were tested in the reporting year along with proficiency in recognized industry certifications. The testing outline of courses changed for the reporting year from an end of course assessment to an end of program testing. Assessments, aligned to our curriculum frameworks and national standards, were reviewed and developed by curriculum experts and industry leaders. PCG Education provides online hosting and reporting for schools across Arkansas. With this online system, teachers receive immediate feedback on class and individual student performance. The system also provides detailed state level reporting. In our ongoing effort to develop valid assessments, a comprehensive statistical analysis of assessment data is completed yearly. Assessment items not meeting performance, reliability, and quality standards are removed from item banks.

In discussions with our regional business and industry, recognized industry certification was discussed as a true reflection of the technical skills needed. The agency is in a transition of moving to an industry certification and/or concurrent credit as the measure of end of Program of Study completion. During the reporting year, the Assessment Department investigated various certifications and testing sites in order for Arkansas to continue to have reliable assessments of technical skills. The comments from our Regional Advisory Councils in the state are in line with the discussions topics for reauthorization of Perkins guidelines that is being presented by the representatives (House and Senate) in D.C.

The curriculum program area continues to work on updating/revising frameworks. Also, the curriculum areas continue to roll out the Program of Study templates to Arkansas counselors as well as Career and Technical Education programs. Presentations have been made at numerous conferences (for teachers, administrators, and counselors) on using these templates in the career planning process. The department has also stressed the importance of a true career planning process (from elementary/high school students/postsecondary or career) in all schools. The cycle of districts with Technical Assistance Visits were made aware of the Career Ready 101 curriculum and how it is available for all teachers in every AR high school to use.

Post Secondary

The State of Arkansas has not established common statewide technical skills assessments for any postsecondary career and technical programs. Local Perkins recipients use a variety of third-party assessments but use is not standardized across colleges or across program areas.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

With the contract for the PCG Assessment System ending in fiscal year 2017, the state will review various data systems to provide the tools and skills necessary to use the data from our CTE assessments to make effective instructional decisions for all student populations at the local and state levels.

Funds were used to investigate partnering with the Arkansas Research Center (ARC) in creating a portal to collect and analyze our Perkins data on all levels. The new portal would house the ARC was also used for the creation of the WIOA data system for the state of Arkansas.

Post Secondary

Perkins accountability reports are prepared using data submitted into the Arkansas Department of Higher Education Student Information System.

State and local postsecondary funds were used to analyze special populations data for program improvement and to train staff responsible for data collection and reporting.

Consolidated Annual Report, Program Year 2015 - 2016

Arkansas

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

A team of ACE 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 definition of approved programs of study, 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.

During the reporting year, a new Program Risk Assessment was used in determining which of the three categories of technical assistance the LEA's on the rotation would be in for the reporting year. The three categories are as follows: 1) Full Site Audit (visit); 2) Abbreviated Site Audit (visit); or 3) Desk Audit. Seven categories were used to evaluate the LEA's. They were then broken down in the three categories by a point system. The review information needed by the LEA's for evaluation of the programs of studies and Perkins information was sent in prior to the visit via DropBox. Due to a newly enacted law in Arkansas (Act 1181), there was information that was requested from the Arkansas Department of Education instead of the LEA due to the "duplication" of information that the Act restricted us from obtaining from the LEA. The Department of Career Education had previously had the information on programs and Perkins information reviewed on-site during the visit. This change enabled the visiting team to spend more time in assisting teachers/administration with any needed elements of career education that would benefit their programs of study. At the end of the reporting year, an evaluation was done by the state, LEA, and coordinators to review if the change was successful and what changes or suggestions were needed to improve the state's annual visits

In addition to the rotation of the new Program Risk Assessment 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 also includes a check to ensure that the each program has: A) an active career and technical student organization; B) end-of-course testing has been completed, and C) teacher qualifications are up-to-date. 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 CTE status report for each district - 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 report card are all of the core performance indicators for Perkins. The report cards are then reviewed by each sub-recipient during the planning session to make adjustments to the projects for the following reporting year. There has been some discussion and collaboration with the Arkansas Department of Education (ADE) to include the Perkins Report Card added to the ADE Report Card which will add additional validation to the importance of career and technical education. The goal is also to add all Programs of Study core/elective courses for students/parents/counselors to view on the student's transcripts to encourage completion in all programs of study.

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. Staff members review the accountability reports as part of the annual approval process for Perkins funding in the following year.

Disaggregated data use: The special population group of Economically Disadvantaged (ED) is the largest category each year. In the 2015-16 reporting year the percentage of ED was 54.9% (down from 58% in 2014-2015) of concentrators/participants in CTE classes. We were not able to compare our Literacy scores from the 2014-15 reporting year with the 2015-16 scores due to the fact that our End of Course Literacy grade 11 testing changed to ACT Aspire testing for grade 10, therefore the cohort of students who became concentrators for the 2015-16 reporting year had no Literacy scores for assessments in grades 9-12. In 2013-14, the state took the Questar assessments for Literacy and Mathematics. Then in 2014-15, the PARCC Assessment was given to align with the Common Core State Standards. And in 2015-16, the ACT Aspire was given. All three assessments have different cut scores in regard to proficiency therefore the percentage of students meeting the progress is different for each of the three years.

The state was in Year 2 of Non Traditional Completion Improvement Plan. The state focused on Non Traditional fields in STEM with a grant to the STEM Coalition for STEM camps for girls held on a two year college campus. The state and all subrecipients focused a project in their application submitted for the reporting year. The focus was successful in meeting our negotiated target of 22% of Non-Traditional Completion.

Post Secondary

State level postsecondary staff conduct annual compliance reviews with every Perkins recipient. Preparation for these reviews includes analysis of special population performance which is then discussed with local recipients. Fifteen compliance reviews were conducted by webinar and six were conducted on-site. The six chosen for on-site reviews were selected based upon risk factors and also included technical assistance. The site visit includes a review of programmatic elements, fiscal controls, 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. State staff monitors local recipients throughout the year in the areas of programs, data collection, and financial accountability and meets as requested with local Perkins implementation teams.

The Arkansas Department of Higher Education mandates that all public postsecondary institutions review their existing programs on a 7-10 year with results presented to members of the ADHE Coordinating Board. CTE program reviews include both local and out of state industry experts that hold licensure or certification in the field.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Schools that were in the 2015-16 cycle for Technical Assistance Visits have been made aware of the Career Ready 101 curriculum and how it is available for all teachers in every AR high school to use. Act 1280 of 2013 for the state of Arkansas stated that all students will be required to complete an online digital learning class prior to graduation. Career Ready 101 Online is the first course provided through CTE to meet Act 1280. Various other CTE courses have been approved by the Arkansas Department of Education to be taught online in accordance with Act 1280.

The Arkansas partners in the Microsoft IT Academy/Certiport initiative in 2015-16 were the Arkansas Department of Career and Technical Education; Arkansas Department of Workforce Services; and Arkansas Department of Education. The partnership with Microsoft and Certiport has enabled CTE students to certify in the Microsoft Office Specialist certification areas. CTE teachers have had opportunities to train (fact-to-face, webinar, etc.) on the Microsoft IT Academy/Certiport concept plus the chance to certify themselves, other school employees, and students with MOS certifications. With the Microsoft IT Academy curriculum being offered to the state through Perkins Reserve funds, ACE has encouraged all schools to share the curriculum with all staff to encourage the use of technology state wide.

For the 2015-2016 school year, the state had 200, 500-site licenses. The Business Education office converted 50 of the site licenses to vouchers. The state had 150, 500-site licenses and 5,000 vouchers to issue out to schools. We issued 129 site licenses and 3,722 vouchers. The state increased the number of certifications from 4,523 in (14/15) to 9,697 (15/16) for a 114% increase.

With the addition of ADE in the 2015-16 reporting year, the programming side of the IT Academy was developed. This incorporated Act 187, the Computer Science Initiative, for all students in AR to be introduced to the STEM cluster. These 3 entities are partnering to contract with Microsoft/Certiport to have the following 3 pieces included in all secondary schools in Arkansas for the 2015-16 school year (1) Productivity, 2) Computer Science, and 3) IT Infrastructure). Along with the curriculum, the certification testing was free for all students to take industry certifications. With these certifications, several students from the state have competed nationally and globally receiving various awards. Continuous teacher professional development has been offered throughout the reporting year as additional improvements/industry needs are added to the curriculum.

During the reporting year, over 3.6 million dollars of basic grant funds were spent on CTE Skill Attainment for the secondary schools in the state. In all program areas, new industrial standard equipment was purchased for students to be trained. The 15 state Regional Advisories were instrumental in recommending the current standard of machinery necessary in today's workforce. Teachers were trained on all equipment purchases that would in turn be used to instruct the students. Another action that our Regional Advisory members have suggested is having them come in as industry partners to present to classes their industry followed up by industry tours. In the summer of 2016, teachers from all over the state will be trained in the Modern Workplace which teaches the strategies of LEAN 101 used in manufacturing, then followed up with a tour of two local business or industries in their geographic location. They will then spend a week (internship) in the workforce using the strategies from the LEAN 101 training. Teachers were also able to observe the industry equipment/software that were vital to the businesses. Once they have completed that internship, they will report back to the educational cooperative how this opportunity will help them in their classroom to inspire/model the skills needed for the workforce in their community. The expansion of this project and student added Internships is the goal for the state.

The STEM program area has been instrumental in the discussions with the legislators passing Governor Hutchinson's Act 187 Computer Science Initiative. Now that keyboarding has been restructured, the Governor's Computer Science Task Force is looking at imbedding computer science frameworks along with the keyboarding frameworks for all students. The K-8 Computer Science Standards has representation from our STEM office in developing the standards which will be infused in grades K-8 in phases. AR has completed the work for CTE courses in computer science to be counted as elective math and/or science credit for the 2017-18 school year. SREB has been commissioned to help with the statewide Computer Science Initiative. This will have a very positive impact on the education of all Arkansas students. It would then add higher rigor and relevance to the secondary students. The initiatives that have been passed through our legislators in the 2015 Session will place Arkansas students in an arena for the STEM cluster to be an integral part of the Arkansas student's skills set.

The drone program was continued in the state during the 2015-16 year, and students learn to build and repair the unmanned aerial system. The program is teaching students a new way to film school activities through the use of a remote controlled or GPS controlled unmanned aircraft. The unmanned aircraft was initially something only used within the military, and has since moved to mainstream. This program of study also introduces the students to avionics and other aircraft maintenance techniques. Expanding these unmanned aerial vehicles in all programs of study in Arkansas will be the approach for the next reporting year. The success of the pilot program has brought new stakeholders to the committee with their need for this opportunity to help them in their area of industry. A local two-year college is working with ACE to provide the post-secondary component to the program of study. The addition of the FAA licensure will be another industry certification that we will be able to offer to our students.

Mobile Applications started with four schools offering the full program of study after the pilot year. The program added seven new Mobile Application Programs of Study in the 2015-16, reporting year. Students have shared presentations with the state career and technical education board, as well as, the governor. There was also an app created for Arkansas FBLA's state convention, which was a success in giving students maps of the convention center, program information, finalists, and other helpful information. Several start up grants have been submitted to start the Mobile Applications Program of Study and local schools are offering the development of apps for their local communities, and city and county governments. One CTE mobile app student won the Congressional App Challenge. He developed an app for the Arkansas Highway Department to assist in figuring asphalt for road repair.

Post secondary

At the postsecondary level, approximately 44% of basic grant funds were used to purchase equipment for use by students in the classroom to assure that acquired skills are consistent with current industry needs. Improvements were made in programs including HVAC, welding, automotive, computerized machining, information technology, graphic design, allied health, criminal justice, truck driving, culinary arts and mechatronics. Investments included computer labs and technology-based delivery systems for expansion of online and hybrid CTE courses. Colleges continue to provide increased hands-on experience through simulation equipment in areas such as pediatrics, EMT, and steam turbine power systems. Simulation equipment is particularly important for the allied health fields where clinical opportunities are often difficult to find in rural areas. Postsecondary leadership funds provided classroom sets of iPads to two colleges to assist with interactive web development courses across multiple operating systems and as general instructional resources.

3. During the reporting year, what professional development programs did your state offer, 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 levels? On what topics?

Act 1181, of the 2015 Legislature, was written to have the academic areas and CTE areas work on collaborating both areas to become a cohesive entity when it comes to helping all stakeholders to understand the CTE opportunities available to the students of Arkansas. Both the academic and CTE areas are working together to have no “duplication” with information and data shared. The state counselors have had the Programs of Studies templates disseminated throughout the state that CTE in Arkansas offers. These templates were sent as word files so that each LEA could personalize their POS template to reflect what their school offered. Along with the colleges that aligned with the POS and the current employment opportunities. The Operational Guide prepared by our agency was reviewed and revamped to be “user” friendly. Our communications division is working on a new website that will also be more “user” friendly for all stakeholders in the area of Career and Technical Education. The Operational Guide should be ACE’s representation of what we offer and what is needed for Completers for all Programs of Studies offered in Arkansas.

The state staff and fifteen educational cooperative CTE Coordinators, attended a 2-day professional development opportunity offered by the Arkansas Economic Development Council in early 2016. The Modern Workplace and tours of local business/industries using the LEAN 101 concepts were discussed along with hands on activities. The reasoning for the state staff and coordinators to be trained would help in the recruitment of teachers from all over the state to be trained in the Modern Workplace which teaches the strategies of LEAN 101 used in manufacturing, then followed up with a tour of two local business/industry in their geographic location. Once the teachers were aware of the LEAN 101 concept, they then could sign up for a week (internship) in the workforce using the strategies from the LEAN 101 training. Teachers were also able to observe the industry equipment/software that were vital to the success of the businesses. Once they complete the internship, they would report back to the educational cooperative, fellow teachers, and students, how this opportunity would help them in their classroom/workforce to inspire/model the skills needed for the workforce in their community. The expansion of this project and student added Internships is the goal for the state. This professional development was two-fold: 1) to teach key strategies being used in current industry practices; and 2) familiarize the teachers/students of the workforce opportunities in their geographical locations.

During the 2015-16 school year, the Department of Career Education (ACE) and the Arkansas Department of Education (ADE) continued to work together in reviewing programs of study and those CTE classes that could be substituted for the fourth mathematics or third science credit towards the student’s required courses to graduate. ACE and ADE traveled the state meeting with school districts, educational cooperatives, area colleges, and area industries to discuss the collaboration of all stakeholders to better serve the students in being successful. All stakeholders agreed on individual plans for educational cooperative areas or school districts in individualizing student schedules for the completion of that student’s program of study and their advancement into post-secondary education or employment with a technical certificate.

The educational cooperatives literacy and career technical coordinators also continued the partnership with the Literacy Design Collaborative and the Math Design Collaborative. We have more CTE teachers using the LDC model but with the additional STEM areas, we will be stressing the importance of the MDC model as well. The Literacy Design Collaborative continues to offer a viable implementation strategy to schools and districts striving to implement the improving Literacy scores and increasing 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 CTE teachers have taken the lead in peer teaching of the LDC model to those fellow CTE teachers who may have not been able to attend the initial professional development.

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. Our main focus for CTE and the use of the LDC is the continuous use of manuals that CTE students need to read and refer to in their prospective areas concerning equipment or operations of programs. 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 world of work. LDC focuses on a critical piece of the achievement puzzle with its focus on high quality collaboratively developed assignments aligned to the state frameworks.

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. Our goal with Arkansas Department of Education had been to have all high schools implementing LDC as our literacy improvement strategy; however, at this time only one third of the schools are in full implementation. Our goal is to have all schools to implement this strategy, but there is not a state mandate that school districts must participate in a particular program, which has hampered the implementation statewide. All fifteen CTE Coordinators have been instrumental in presenting these professional development opportunities in their cooperative region. This helps our agency to be represented in all areas of the state for professional development opportunities.

During the 2015-16 reporting year, the STEM area offered various professional development programs. The first was the Engineering Technology Education (ETE) professional development. The professional development was used to discuss the existing frameworks and train new incoming ETE instructors in lesson planning and engineering recruitment. The mobile applications design and development class (MADD) class was another offering. This professional development was offered to teachers from all CTE backgrounds who were interested in adding Mobile Applications to their license and to help them in lesson planning and review of all MADD frameworks. Another professional development was MOODLE training for new computer engineering and technology instructors. This professional development trained teachers on a personalized learning management system to use within the classroom and the continuation of best practices by educators teaching in Career Academies.

The planning of the inaugural Noble Impact Educators Summit was being discussed by ACE and Noble Impact. The mission of Noble Impact is to provide every student with a relevant and purpose-driven education. The ideas were for a three-day professional development event for educators and school administrators to reimagine what education could be. The Summit would convene educators, whether they be teachers or administrators, to collaborate, tackle problems, and propose solutions for key education issues, while also taking a deep dive into interactive sessions focused on facilitation, classroom culture, entrepreneurship education, digital tools, and storytelling. The theme, "Together, we can rewire education".

New teachers in each program area have specific professional development training on using the CTE program frameworks (what students should know and be able to do) in the various programs of studies offered in our state. 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.

The Agriculture Education staff presented specific training on topics including plant science, animal science, safety and legal issues in agriculture education, along with leadership development. Agriculture science teachers in Arkansas are certified in Curriculum for Agriculture Science Education (CASE) after attending a two week intensive professional development in their content area. A plant systems CASE training was held in conjunction with Arkansas Tech University to train teachers including. Since initiating the CASE curriculum in Arkansas during the reporting year, there are 11 schools offering the curriculum with plans to expand next year.

ACE joined a partnership with our Arkansas Educational Television Network to film and post professional development on their Arkansas IDEAS. Arkansas IDEAS provides K-12 educators with quality, online, ADE-approved professional development and educational resources. They discussion is on devoting a tab on the IDEAS website to add CTE professional development.

Postsecondary

At the postsecondary level, a pilot project was completed with three colleges in 2014-15 to determine the effectiveness of online, on-demand professional development, particularly related to needs of adjunct faculty. Results were sufficient to expand to ten colleges in 2015-16 through use of state leadership funds. Training offerings include at-risk populations, student success, teaching and learning methods, using technology in the classroom, classroom management, and culture and diversity.

State leadership funds were used for a two-day workshop focused on the effective use of data for student success. In order for a college to participate in the workshop, a team of people representing various users and/or data providers on campus were required to attend. A subject matter expert in this area was contracted to work with colleges prior to the workshop, to facilitate development of a campus plan during the workshop, and to provide follow up assistance to the team as needed. Based on this experience, the team training approach will be used for three additional workshops with different colleges in 2016-17 and the subject will be expanded to include nontraditional recruitment and retention.

Perkins state leadership funds were used to certify high school career coaches and college career advisors as career development facilitators. The training requires 120 hours of instruction and site-based activities prior to certification with training modules on theory, ethics in practice, use of technology and assessments, employability skills and resources, creating relationships, diversity and multiculturalism, working with groups and a capstone project. Twenty-five advisors completed the certification.

Perkins postsecondary recipients used 8% of basic grants to supplement campus provided professional development. This training was often provided simultaneously with the acquisition of industrial equipment or simulators to maximize the benefit of the equipment purchase. Training was also provided for a variety of industry certifications as programs move from use of NOCTI assessments to industry specific certifications. Funds allowed instructors to attend national conferences to stay abreast of current trends and requirements and to improve instruction skills in areas of technology usage, addressing student barriers, pedagogy, nontraditional enrollment, student assessment, and embedding industry certifications in classroom instruction.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Several non-traditional camps were held during the 2015-16 reporting year. The Engineering Girls Camp was held for in the northwest part of Arkansas. The weeklong day camp was held with emphasis on exploratory, hands-on engineering activities in many different areas of engineering. Tours of STEM fields being used in the local industries were incorporated. Funds were used to improve the opportunities and services to Arkansas students, particularly in grades 8-9; to promote interest in STEM concepts in alternative energy, solar energy, mechanical engineering, electrical engineering, and an application of mathematics. The program proposed to service 40 participants. The actual participation was 38 females.

The Computing Summer Program was another way the state provided preparation for non-traditional fields. It was a weeklong residential program with exploratory, hands-on engineering activities focused in the area of computing. The students had an introduction to software and hardware concepts through completing college level labs. The program targeted 15 rising 10-12th grade at risk females students from across the state. Funds were provided to promote interest in engineering and reduce the stereotype that engineering is a field mainly for males. The program was held with only 3 females falling under the criteria for non-traditional.

The Arkansas STEM Girls Leadership Conferences addressed the need to increase girls' interest and engagement in STEM through innovative, nationally recognized informal science education programs where risk is rewarded, curiosity is encouraged, and creativity is expected. The STEM Girls Leadership Conferences met the criteria of the Carl D. Perkins program to promote high skill, high demand careers, especially in the STEM area, to promote activities that integrate academic and career focus that link secondary and post-secondary education, and to promote leadership skills with girls in grades 10 to 14. The purpose of these conferences was to improve opportunities and services to Arkansas female students to promote interest in science, technology, engineering and mathematics, to reduce the stereotype that STEM fields are mainly for males, and to encourage young females to pursue collegiate careers in STEM related occupations.

The vehicle to share this project statewide was the STEM Center Network comprised of 12 university STEM Centers. The delivery system provided STEM programming to promote STEM Leadership for Girls. The Centers worked to empower girls to make an incredible difference so that girls were connected to STEM opportunities as they grow bolder and more resilient in their pursuit of a quality STEM education.

The Goals of the STEM Girls Leadership Conferences are listed below:

- Increase the presence of women in STEM (science, technology, engineering and mathematics) fields. We do this by providing female students with examples of positive influence, increasing their confidence and improving their attitudes toward STEM.
- Participate and establish connections with women in STEM in fields, from the corporate world to academia, by having a variety of speakers and representatives from STEM related jobs.
- Provide and intensify thinking for fifty girls in tenth grade through grade fourteen the opportunity to expand their STEM skills.
- Increase awareness of STEM Education through communication and collaboration with the community.

The twelve STEM Girls Leadership Conferences hosted girls from 63 different school districts, 8 public charter schools, 3 private schools, and 1 home school student. Each camp was capped at 80 students. A total of 308 adults volunteered to support/chaperone the conferences. There was an average of 25 adults in attendance per conference. A total of 692 girls attended the 12 camps provided at the various STEM sites. The previous year's conferences totaled 434. An increase in 258 students attended which is an increase of over 50% from the previous year.

Demographic Totals

American Indian or AK Native

11

Asian

17

Black or African American

132

Hispanic/Latino

85

Native Hawaiian or Pacific Islander

4

White

402

Two or More

27

Other or Did not answer

14

Totals

692

The stakes in the state are very high. While the number of college degrees and certificates in the state rose almost 30 percent in the last decade, in STEM it fell by 20 percent. Among women, it fell a whopping 38 percent. In Arkansas, exciting all students about STEM is as important as raising their performance. Business leaders stand ready to work with educators and states to widen the pipeline.

Post-secondary

ADHE provided technical assistance to high school career coaches and postsecondary academic advisors to increase awareness of strategies for the recruitment and retention of females into STEM, manufacturing and the skilled trades. Colleges used basic grant funds to develop nontraditional promotional materials to accompany student-based activities. Funds were used to arrange classroom speakers and professional development to increase awareness among faculty and staff.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

The continuation of the Jobs for Arkansas' Graduates (JAG) is the secondary program that is designed especially for special population students enrolled in CTE programs. The program encourages at-risk youth to achieve high school graduation. Along with academic support, JAG also provides work-based learning experiences that will lead them to further education and training and rewarding careers. In the reporting year (2015-16), 1,456 students were in the senior and multi-year JAG programs. The top 10 barriers faced by the students (and each student has multiple barriers) are listed below (in order):

1. Lacks marketable occupational skills that are in demand in the local labor market
2. Having inadequate or no work experience
3. Lacks motivation or maturity to pursue education or career goals
4. A past record of excessive absences as verified by school officials
5. Needs transportation to and from work or school
6. Has been suspended, expelled, or put on probation during high school
7. Economically disadvantaged as defined by public assistance, TANF, or free lunch
8. Basic skills deficient (reading and math in particular)
9. Did not pass the state proficiency exam
10. Low academic performance

The JAG program in Arkansas continues to be one of the nation's top dropout prevention and postsecondary transition programs – serving young at-risk students. For the tenth consecutive year, the Arkansas JAG program received the highest 5 of 5 in national recognition for the following:

Standard

JAG Standard %

Arkansas %

Graduation Rate

90%

94%

Job Placement

60%

70%

Positive Outcomes

80%

82%

Full Time Job Placement

60%

77%

Full Time Placement (school & job)

80%

94%

A student's maximum length of enrollment in the program is two years (four years if in an alternative classroom environment), depending on the application of the model. JAG may be utilized as a related option (up to one unit of credit) in any program of study. It is not a stand-alone program of study or career focus/major.

While National JAG asks that elements of their career association (National Career Association) be included in the curriculum, Arkansas requires the program specialists to provide support to the students and advisors in the student's career focus career and technical student organization. JAG students are strongly encouraged to hold membership in the student organization that represents their chosen career focus/major area. The program specialists assist the JAG students in the activities of their chosen CTSO.

The JAG model requires 12 months of follow-up after graduation, which means monthly contact with participant beginning the month of June following graduation and at least six contacts with the participant's employer/school/military recruiter. The success of the program is clearly seen in the results of the 12-month follow-up of the students.

Another program that supports economically disadvantaged students in CTE, and that is funded in part with local Perkins funds, is the Career Coach Program (formerly known as Arkansas Works). The Career Coach Program provided college/career planning services to 49 school districts in 31. The purpose of the coaches program is to assist students who come from low-income/first generation families, rural communities, minority populations, and low-education attainment backgrounds, to develop college and career plans, prepare for postsecondary education, apply for financial aid, make connections between education and careers, and transition to postsecondary education. Students served through the Career Coach Program for the reporting year were 27,139 7-12 grade CTE students. There are also extra enrichment services available to those special population learners throughout the state. Other enrichment programs are the Career Cluster Camps and AR College Application Campaign which targets low-income, first generation, student from rural communities and minorities. The on-line college and career planning system component, Kuder, is being revamped to better assist students, teachers, and parents' access.

Postsecondary

At the postsecondary level, economically disadvantaged is the largest special population category and, because this ripples through other categories such as those with disabilities or limited English skills, funds are primarily directed to this area. ADHE's Arkansas Career Pathways Initiative (CPI) provides case management services to current and former Transitional Employment Assistance (TEA) recipients and to TANF eligible students enrolled in Arkansas community colleges.

CPI and Perkins frequently partner to provide poverty simulations and workshops to increase awareness of barriers encountered by under-resourced students and to assist college staff with resource identification and appropriate strategies. Poverty simulations and workshops were provided for community based organizations, colleges, and vocational rehabilitation faculty, WIOA staff and the American Indian Center of Arkansas.

Basic grant funds were used in a variety of ways for at-risk special population students. Case management services for early intervention, tutoring and mentorship programs, assistance for online students, career and employability services, resource development, supplemental classroom instruction and textbook lending services are examples of efforts for special population academic success.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The fifteen CTE Consortia program coordinators and single LEA CTE coordinators attend various meetings (email and face-to-face) to discuss the different types of programs/activities that have been successful in their consortia area for all areas including non-traditional and sub populations. The consortia, as well as the state, compile a list of professional development needs for the state. The group of CTE Coordinators communicates through a common group email that keeps the stakeholders informed of any “best practices” happening around the state. Teachers from around the state are invited to provide professional development that they feel has been beneficial for their students.

Professional development implemented by our own teachers include: classroom management; software applications; leadership activities; CTSO organization/implementation to name a few of the various PD. Out of state professional development is also included for our teachers with the opportunity to spread their knowledge of the PD to the area educational cooperatives, once they return. We encourage our staff and teachers in Arkansas to visit other states to shadow the CTE programs for ideas and advocates to better serve our state. We also emphasize the need to include CTE teachers, faculty, administrators, and counselors to attend our professional development and presentations on what CTE in Arkansas is all about. With the new definition for a “well rounded student”, it will take all areas of the schools makeup to help our students succeed and become a citizen that enters the workforce earning a livable wage. Impromptu meetings with coordinators are held in different areas around the state as the need arises. With the creation of various Regional Advisory Councils, all stakeholders are able to attend RAC around the state to prepare the state’s plan to improve the College and Career Readiness of Arkansas students.

One to two times a year the state provides a Perkins administrator and federal grants management meeting. This meeting is for all school administration and fiscal agents that deal with Perkins funds in both secondary and higher education. The state Perkins indicators are discussed and information is given on trends in the CTE area. Michael Brustein with Brustein & Manasevit Attorneys at Law presents on federal funding and the progress of Perkins reauthorization. There has been extensive discussion by all of our stakeholders on the reauthorization of Perkins. Presentations are done around the state to discuss the importance of Perkins funds and the technical skills of our students.

A Perkins Reference Manual for local coordinators is published yearly, to give each recipient a quick reference guide to the frequently asked questions for CTE & Perkins. Technical assistance is given to consortia members and individual LEA’s as requested. The local recipients and consortia members have designated ACE staff for various programs as liaison’s to be their advocate when needed. ACE staff members are on call to visit and present for support as needed. ACE has an open door policy for assistance to all of the state recipients.

In January of 2015, a new governor, Career Education Director, and Deputy Director were welcomed to the capitol. With new management comes changes and the Department of Career Education was fortunate to have a director and deputy director that were former CTE teachers/administrators/coordinators to become our advocate for career and technical education in Arkansas.

Postsecondary

Postsecondary state staff members provide a variety of technical assistance opportunities throughout the year. Spring and fall workshops are held for Perkins coordinators and campus staff that contribute to CTE success. Annual compliance reviews are conducted with every postsecondary recipient and technical assistance is a key element of these reviews. Training is provided for new coordinators and a monthly webinar series was implemented for new coordinators in areas of Uniform Grant Guidance and general fiscal oversight, data and accountability, effective grant management including the Perkins portal infrastructure, use of labor market information for annual plan development, and WIOA updates.

Perkins staff serves on the advisory committee of the Arkansas Higher Education Student Information System which provides a forum for discussion of Perkins data needs and requirements. This has been particularly helpful in increasing the collection and reporting of technical skills assessments data.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

38100

Number of students participating in Perkins CTE programs in state correctional institutions:

60

Describe the CTE services and activities carried out in state correctional institutions.

Services/activities: The Arkansas Department of Community Correction in Texarkana and Pine Bluff provided welding instruction for 30 male and 30 female students.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

78450

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

64

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Amount: \$17,500 (ASB) and \$60,950 (ACTI)

Services/activities: Two state institutions received grants to improve their CTE programs:

(1) The Arkansas School for the Blind and Visually Impaired, a state-supported school for public school age children with visual impairments, purchased FACS and Business equipment and provided professional development to the CTE teachers. Students served totaled 40.

(2) The Arkansas Career Training Institute, a postsecondary institution operated by the Arkansas Department of Rehabilitation Services, made technology improvements to the welding program. Students served totaled 24.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Arkansas' Family and Consumer Science (FACS) programs are supported by 1) expanding and improving public knowledge and understanding of the advantages of a FACS education, 2) promoting partnerships with post-secondary education and community stakeholders, 3) by advocating and encouraging meaningful leadership for both teachers and students, 4) promoting higher standards of educating students and training teachers, and 5) recognizing and honoring individual contributions to the field of Family and Consumer Science education. The use of Perkins funding to support the addition of current, relevant technologies and curriculum to promote CTE skill is strongly encouraged. It is the goal of the state staff to provide relevant and rigorous standards with meaningful links to college and career readiness that result in a pathway to a family-sustaining wage. In the reporting year, 2015-16, the FACS program area piloted a new program of study called Dietetics around the state. The addition of writing frameworks (2015-16) was completed to have the full program of study available for the 2016-17 school year. Plans for 2017-2018 are the complete Program of Study to be implemented in additional FACS programs throughout the state.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

N/A for Secondary

Postsecondary

All Perkins recipient colleges offer career placement services and basic grant funds were used to supplement existing efforts. Services provided during the reporting year included virtual career centers offering career readiness services, career workshops, and software and job fairs to link students with potential employers. Staff assistance was provided with funding for internship program coordinator, career coaches, and career development facilitators. Certification of Career Development Facilitators (see comments in Step 3: Use of Funds: Part B.3 Professional Development offerings) through use of Perkins state leadership funds enhances these efforts.

Consolidated Annual Report, Program Year 2015 - 2016

Arkansas

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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. The department provided funds for those schools interested in beginning a career academy to attend the Arkansas Career Academy Conference which was available for school teams to further plan for implementation of career academies. For those school districts wishing to implement career academies, planning grants were made available. The planning grants for Career Academies would include \$15,000 for planning phase, \$25,000-\$50,000 for the implementation phase, and \$10,000 for demonstration phase. In the 2015-16 year, around \$3,000 was provided for planning Career Academies and SREB was in discussions with the stat office and one subrecipient that currently use the Career Academy model to host a regional Career Academies Conference to invite other states and schools in Arkansas the successes using this model.

In regards to the discussion with business and industry, the Career Development area revised its curriculum to include those “soft” skills that business and industry had indicated were needed in the current work force. The Career Ready 101 curriculum is a result from those discussions with business and industry. Most areas of ACE focused on revising curriculum and teaching strategies to encourage the use of employability “soft” skills. This impacted the secondary students by reinforcing “soft” skills touched upon in Career Development classes taught at the junior high level and showing the relevance in the skills needed to be college and career ready. These skills are encouraging the students to be able to earn a sustainable wage.

A grant for \$60,000 was given to an educational cooperative to work with a school district and a professional speaker and writer to develop a set of frameworks that would infuse those employability “soft” skills that our business and industry partners have mentioned repeatedly that students entering the workforce are lacking. This course is being developed by students and the writer based on input from business and industry leaders across Arkansas. This online course will be made available to all school districts in Arkansas.

The K-12 computer science frameworks were written along with state grants to implement and promote the coding initiative that was charged to ACE from the Governor’s Platform. This class can also be used as a fourth mathematics credit. The development of Key Code being infused in the CTE Keyboarding classes was a collaboration of CTE and ADE working together to ensure that our students are gaining the rigor they need in developing the computer related courses in CTE. This will also prepare them to enter the higher level programming or technical computing classes that are offered at the high school level.

Another initiative using state funds, ACE partnered with the Associated Industries of Arkansas Foundation in bringing awareness to the skills industry was through the Be Pro, Be Proud Initiative, which is leading the movement to bring a new generation of pride, progress, and professionals to Arkansas’s skilled workforce. This traveling skills and trade lab visits schools and businesses all over the state to promote CTE and the need for skilled workers.

National certifications have been stressed by business and industry to the state level as a “step-up” for the applicant with the added skills that the certifications will definitely add to the job seeker’s portfolio. ACE has strongly encouraged the subrecipients to stress the need for industry recognized certifications. We want our students to have those stackable certifications to enhance the employability of our applicants moving into the workforce to earn that livable wage that will in turn, help our economy.

Certifications for Arkansas CTE students are listed below (but not limited to):

- *Adobe Certified Associate (several areas)
- *ASE Automobile (several areas)
- *Career Readiness Certificate
- *CAN Certified Nursing Assistant
- *First Aid/CPR/AED
- *Microsoft Office Specialist/Expert (several areas)
- *OSHA 10 hour
- *ServSafe
- *WISE Financial Literacy

Over 22,850 certifications were reported as achieved in 2015-2016.

2. During the reporting year, how did your state support 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.

The Arkansas Economic Development Commission (AEDC) has been an asset in creating area/regional lists of types of jobs needed in each area. The state of Arkansas has different needs in all areas of the state. ACE supports the local jobs/skills needed in each area of the state. With the partnership with the AEDC, ACE will be able to help build a better workforce and improve the economic conditions in the regions of Arkansas.

Further discussions and partnerships formed with local employers, economic developers, postsecondary institutions, chambers of commerce, and education cooperatives, the following items are happening around the state of Arkansas. From these partnerships, ideas that were discussed and listed became reality. With such things as the following:

Apprenticeship committees concerning application of high school work towards apprenticeship requirements

Little Rock Chamber of Commerce and the Pulaski County manufacturers have been meeting to develop an education and training program to meet employers needs for advance manufacturing

Siloam Spring High School with employers to train students in industrial equipment maintenance

Arkansas State University Career Center and Remington Arms to train and produce machine operators

ACE along with ADHE is continuing to with the additional phases of the Regional Business and Industry Advisory Councils among secondary and postsecondary education institutions and cooperatives, state agencies, economic developers, and employers to improve alignment between training and jobs thereby closing the skills gaps and improving the economy as well as the transition in education to employment for CTE students. With the addition of the WIOA board and area WIB boards guidance, the future looks brighter in all areas of our state to be able to fill those skilled jobs that had sometimes remained unfilled

With leadership from state legislators and input from business and industry, efforts are being pursued that will better align education and job training programs. During the 2015 legislative session, Senator Jane English proposed a bill to create a comprehensive statewide workforce development system; to rename the state board of Career Education; to coordinate various workforce development programs; to create a board to oversee career education and workforce development in Arkansas; and to create an office of skills development. This bill became Act 892, and set in motion some reorganization of the Career and Technical Education agency. Senator Jane English is an advocate for CTE and stays involved with the needs of CTE.

Listed below are the results/comments from the Regional Advisory Council meetings (6) held in 2015-16:

Outcomes:

Postsecondary schools are collaborating with area high schools for concurrent credit opportunities

The biggest surprises to educators were career/salary opportunities for trained professional that do not have a four-year college degree.

Several employers have now contacted the high schools to provide mock interviewing, employment, tours, information, and speakers

Schools want to provide more opportunities for job shadowing, resource speakers, industry tours, internships and apprenticeships

Schools are wanting to offer more work-based learning classes like JAG, Internship and College and Career Readiness

Students need:

Soft skills, communication skills and employability skills

Project-based learning models in CTE programs

Job-shadowing experiences to see firsthand why this information is important in places of business

Professional network like Smart Sheet and LinkedIn

Professionalism including "Dress for Success" workshops

Understanding of rights of privacy

Appropriate placement to match interest, aptitude and opportunity with education/training programs

Need customer service training that goes across all programs of study

Need industry/job fairs to learn about career options

Need to conduct mock interviews with employers

Business and Marketing staff partnered with the 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. In addition, the Business and Marketing section continues to provide Microsoft IT Academy training through their statewide partnership in order to make industry certifications available to Arkansas students. The staff is also partnering with WISE (Working in Support of Educations) and DECA to provide WISE Financial Literacy certifications to students at the state leadership conference.

A partnership with Noble Impact to create an inaugural Educators Summit that would be cross-curricular with Agriculture, Family and Consumer Science, and Skilled/Technical areas. Hosting a professional development conference on entrepreneurship and public service in the commonplace setting of a convention center is neither relevant nor purpose-driven. To close the skills gap, we have to close the communications gap between schools and industry by building bridges of engagement between the classroom and community. That's why we are deploying a multi-location strategy that exposes teachers to the community.

This is not just a professional development conference. The Summit is a platform for teacher voice. Our goal is to maximize the creativity of 100 Arkansas teachers, working collaboratively to improve education. In addition, every teacher will have the Civic Innovation Challenge (CIC) framework to take back to their classrooms, which will empower their students to become problem-solvers in their school and community, all while learning critical skills.

Problem Solving, Team Working, and Communication are the top three skills in demand, according to a global survey by The Economist. These three skills are the educational foundation of the CIC.

FACS state staff has partnered with the National Restaurant Association to provide ServSafe training and certification for FACS teachers and students. Partnering with the Arkansas Dietetics Association and post-secondary institutions, a new Dietetics Program of Study will be offered in the 2016-2017 school year. Arkansas' FCCLA organization supports Lead2Feed, as part of the National FCCLA Outreach project to end childhood hunger in America. Through an ongoing partnership with the Arkansas Children's Hospital, FACS teachers are offered chef training and curriculum for classroom enrichment, while FCCLA's ongoing partnership with the Arkansas Food Bank continues to provide much-needed financial and material support

Postsecondary

State leadership funds were used to develop curricula based on industry standards in advanced manufacturing throughout a specific WIOA workforce development area of the state. Local employers completed a facilitated process to define needed skills and participating colleges redesigned existing coursework to meet these needs. In a separate initiative, basic grant funds were used to update job profiles of a major employer, define equipment needed and the recipient college redesigned curricula accordingly. Basic grant funds were used to link local employers with completing students and to redesign courses in a diesel technology program as requested by local employers.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Since 2008, over 600 Career Development Facilitators (CDFs) have been trained in the state. CDFs are spread throughout state's secondary schools and postsecondary institutions, Workforce Development Centers, and the Arkansas Rehabilitation Services system. Some of the secondary and postsecondary schools use a portion of their local funds for the CDFs and others are being funded through the Walton Foundation in Northwest Arkansas. The Curriculum office, along with the Special Projects office, is collaborating in promoting the CDF's and encouraging the schools to take advantage of their knowledge on career plans.

An Arkansas Career Readiness Certificate is a portable credential based upon the WorkKeys® assessments that demonstrates to employers that an individual possesses the basic workplace skills required for 21st century jobs. Getting a CRC will allow an individual to show prospective employers that he or she possesses the basic skills they are looking for.

Even if a job seeker has a high school diploma, GED or post-secondary degree, the Arkansas CRC further verifies that he can handle tasks such as reading instructions and directions, working with figures, and finding information - tasks common in today's workplace. Arkansas high schools are increasing their participation in the Arkansas Career Readiness Certificate program. Upon completion of the curriculum at a satisfactory level (level four or above) students may take the ACT WorkKeys assessments to earn the Arkansas Career Readiness Certificate.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

State leadership funds were used to connect the secondary and post-secondary areas to align programs of study in accordance with Perkins requirements. To more effectively organize and manage the programs of study, an electronic repository was created and hosted by ADHE. As programs of study were negotiated, the template of required coursework and associated agreements were stored for reference. Technical assistance was provided to a joint session of secondary and postsecondary staff to discuss program of study requirements and how to submit them into the online database.

The State of Arkansas does not have any statewide articulation agreements nor does it have a transfer system for CTE courses. Postsecondary state leadership funds were being used in 2016 to determine the feasibility of the next step in this process: addition of CTE courses to the existing academic course transfer system.

Postsecondary

Postsecondary basic grant funds were used to negotiate additional programs of study beyond the legal requirement of the law.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Our CTSO membership in Arkansas continues to be strong under the leadership of our state advisors and staff – with a portion of the salary and support coming from Perkins funds. The 2015-16 membership of our organizations is as follows:

DECA – 2,296 (+)

FBLA – 13,324

PBL - 501

FCCLA – 8,281

FFA – 14,450 (+)

HOSA – 2,200 (+)

Skills USA – 4,866

Technical Student Association – 900

Total membership for all CTSO's = 46,798

Several of our state CTE staff members hold national and state leadership positions in both student organizations as well as teacher associations: Dr. Charisse Childers was named Rising Star by Advance CTE (awarded to state directors who display unequivocal dedication with the goals and overall mission of Advance CTE), Tim Johnston—SREB Board of Directors, STEM Coalition Board of Directors, and Computer Science Initiative Committee; Barbara Dimon--National board member of the Partnership for Careers in Law, Public Safety, Corrections and Security; and Dr. Cheryl Wiedmaier--chair of Policy Statement #94 for the Policies Commission for Business and Economic Education, member of the Communications Committee for Delta Pi Epsilon, and secretary for the Business Education Digest Foundation

A committee was developed to investigate creating a CTE Student Organization Center. This center would house all the funds for all CTSO's and handle the planning/implementation of all conferences being held locally, regionally, and nationally. A CTSO manual is also being created to have a more cohesive set of policies and procedures for all CTSO entities to follow.

None at postsecondary

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

The JAG program and work-based learning programs in various areas involve the student's interaction between business/industry. The students demonstrate on-site the competencies needed for the business/industry to which they are preparing to enter.

Several program areas have internship opportunities for the students to gain the hands on skills needed to experience the aspects of industry for which the students are preparing for. The following areas have internships: Business & Marketing, Agriculture, Skills (medical); and JAG.

Career Academy grants were given to recipients in the planning stage. The Career Academy grants are given within two areas: 1) planning stages; and 2) implementation stages of career academies in their schools. In the belief that the success of academy students is due to the network of support that they receive from teachers, mentors, and business people that help them set long term goals and stay on a clear path. Career Academies are comprised of a group of students that takes classes together for at least two years and is taught by a team of teachers from different disciplines. They also provide college preparatory curriculum based on a career theme that helps students see relationships and connections between academic subjects and their application in the real world of work and a specific career pathway. And they develop partnerships with employers, the community, and colleges which draw upon their resources and increases opportunities for students to engage in internships and work-based learning and provide adult mentors to motivate students and spur achievement.

The initial professional development and industry tours were held in which the Modern Workplace was presented along with the LEAN 101 strategies for manufacturing. The professional development was presented by the Arkansas Economic Development Commission.

None at postsecondary

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

ACE along with ADHE is continuing to encourage Regional Business and Industry Advisory Councils among secondary and postsecondary education institutions and cooperatives, state agencies, economic developers, and employers to improve alignment between training and jobs thereby closing the skills gap and improving the economy as well as the transition in education to employment for CTE students. These councils will help regionalize the business/industry needs for that area of the state using the local economic data. The consortia members are assisting ACE in the planning and implementing of these council meetings. Not only are business/industry invited to attend the meetings but any postsecondary institutions in the regional area. Employers are becoming active partners with local educators for career and technical training opportunities for students by reviewing curriculum standards, donating classroom/lab equipment, and awareness activities like job shadowing, resource speakers, and industry tours.

Postsecondary

State leadership funds were used to develop curricula based on industry standards in advanced manufacturing throughout a specific WIOA workforce development area of the state. Local employers completed a facilitated process to define needed skills and participating colleges redesigned existing coursework to meet these needs. In a separate initiative, basic grant funds were used to update job profiles of a major employer, define equipment needed and the recipient college redesigned curricula accordingly. Basic grant funds were used to link local employers with completing students and to redesign courses in a diesel technology program as requested by local employers.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Perkins Reserve funds were distributed to recipients for various areas for 2015-16. The list included the planning and/or implementation of the following:

Career Academies

Advanced Career Innovations

Program of study planning/piloting/implementing

Microsoft Academy/Certiport implementation

Modern Workplace/LEAN 101

Unmanned Aerial Vehicles (DRONES)

Essential Skills for the Workplace

State funds of 2 million dollars are used yearly to award grants to districts for new program start-up. A committee of business teachers and transportation businesses met to discuss the creation of a Supply Chain and Logistics Program of Study. The Digital Communications program of study is being revised to meet the needs of business and industry. The revised program of study will be called the Social Media and Communication.

Postsecondary

Basic postsecondary funds were used to create new courses in children's literacy and fermenting and gardening for culinary arts. Courses were expanded in petroleum technology, HVAC, auto collision, and welding to allow for increased student enrollment and in additional time periods. Instructors and equipment were provided for new courses in pipe welding, cosmetology, criminal justice, and allied health.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Working In Support of Education (w!se), an educational not-for-profit, improves the lives of young people through programs that develop financial literacy and readiness for college and careers. Our Initiatives are built on five pillars – relevancy, real world experiences, strong partnerships, volunteerism, and evaluation. Perkins funds were used to take teachers to the Money Power Conference in New York City. The teachers who participated on the trip agreed to support the w!se Financial Literacy as a national certification for students. The continuation of w!se industry certification testing.

The Small Business Operations program has continued to evolve with new specifications in start-up equipment. This program area was added to provide students with training and education in Entrepreneurship, Management, and Leadership skills. Schools operate and manage school businesses of their choice. These experiences give them the opportunities for scholarships and provide much needed "soft" skills training.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

The Career Development Facilitator training was offered to teachers, counselors, and administrators. This training provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work. Funds were provided to those individuals to complete the training and return to their school to share their knowledge to better prepare our students in identifying their career choice.

CTE teachers, administrators, counselors, and staff at ADE have started the dialogue of needed retention of skilled teachers in all CTE areas. We hope to present to those interested in becoming CTE educators to inform the participants of the need for career and technical education and those skills that a leader should strive to have and to in turn, teach others. The more the participants understand the CTE concept and mission, the better the CTE message to the students and stakeholders will be received and embraced.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No