

Consolidated Annual Report, Program Year 2017 - 2018 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

The state has moved from the end of course exams in each program of study to the proficiency in industry recognized certifications. For Perkins V, there will be a discussion of having both industry recognized certifications along with some type of assessment of technical skills. In 2017-18, the number in the denominator and numerator for the 3S1 indicator will reflect a slightly higher number due to the second year transitioning to industry recognized credentials as an indicator of proficiency for 3S1. Assessments, aligned to curriculum frameworks and national standards, were reviewed and developed by curriculum experts and industry leaders.

In continued discussions with our regional business and industry, recognized industry certifications have continuously been discussed as a true reflection of the technical skills needed for the workforce. After the task force was formed from Senate Bill 423 in, in February of 2017, a list of industry recognized credentials for Arkansas Career Education's (ARCareerEd) programs of studies was presented to the state. This list of credentials will be a continuous open document changing with the need of high skill, high wage, and in demand jobs that are presented in the state. ARCareerEd is also researching valid third party assessments to strengthen the skills of our students that align to the program of studies for our state.

For Post-Secondary, the State of Arkansas does not have 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

In our Perkins online system (ACEbook) additional components were added for reporting and sharing data necessary for ARcareerEd and other vital partners (WIOA and ESSA) to share and collaborate.

These additional components such as placement reporting, completer reporting, and inventory will help ensure security, along with proper documentation being kept by sub-recipients and the state education agency. This portal also provides a secure method for data collection information reported or submitted by the sub-recipients and can be utilized to analyze and disaggregate the data by expenditure, indicator by program area, indicator by project type, reimbursement summary, and the Perkins payment summary.

From this information, automated warnings are sent if there are deficiencies with programs by the sub-recipients as a reminder to use their funds more efficiently. They are also reminded if a deficiency area has not fully been funded as per the guidelines of the state. As in last year's report the data is analyzed at the state level to guide the use of state leadership funds. They also provide information to local recipients to guide allocation of funds for the upcoming program year.

For the Post-Secondary, Perkins accountability reports are prepared with data submitted into the Arkansas Department of Higher Education Student Information System. This data is analyzed at the state level to guide use of state leadership funds and provided to local recipients to guide allocation of funds for upcoming program year. Visualization software was purchased to better present results from the state to local recipients and was also provided to a local recipient to pilot use at the local level.

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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 ARCareerEd staff make on-site visits 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, 2017-18, staff spent a vast amount of time reviewing all programs being offered in career education. Several discussions were held with business/industry and education members on the need/conversion/creation of new programs to meet the demands of industries constantly changing in the 21st century. Funds were used to finish the research/finalizing the frameworks/pilot the following programs to be rolled as new programs of study in the 2019-20 program year.:

Unmanned Aerial System (Drones)—production, repair, and piloting of drones in all settings of the workforce

Cyber Security—managing, creating, and blocking the hacking of computer systems that protect infrastructures

Social Media and Communications—managing and using proper etiquette in the vast market of cyber usage

Supply Chain and Logistics—the managing and various employment areas in the increasing field of transportation of goods in our economic system

Fire Academy/Community Preparedness—answering the community needs of its residents

The regional advisory meetings have partnered with several schools to include assistance in expanding the programs listed above to areas that had not been discussed once they were in the planning stages. One of the goals of the above initiatives will be to increase involvement with special populations in all programs.

The ARCareerEd 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 collaboration with the Arkansas Department of Education (ADE) to include the Perkins Report Card to the ADE Report Card which will add additional validation to the importance of career and technical education. The ADE website, "My School Info", will also be linked to the ARCareerEd information for all students. The goal is also to add all Programs of Study core/elective courses for students/parents/counselors to view on the student's transcripts (Triand) to encourage completion in all programs of study. The pilot on Triand for the student's transcript to track the CTE courses and concentrator status will be during the 2018-19 program year.

Disaggregated data use: The special population group of Economically Disadvantaged (ED) is the largest category each year. In the 2017-18 reporting year, the percentage of ED was 55.8% (up from 35.24% in 2016-2017) of concentrators/participants in CTE classes.

Literacy scores for CTE concentrators in 2017-18 were 46.79% as compared with 2016-17 of 34.8%. An increase of 11.99%. Finally having students being assessed on the same test (ACT Aspire) leveled off the data which helps in comparing years. The overall state average for Literacy in 2017-18 was 43.4%, while CTE students overall average was 46.79%, an increase over 3.39%.

For Post-Secondary, the Arkansas Department of Higher Education(ADHE) mandates that all public postsecondary institutions review their existing programs on a 7-10 year schedule 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.

ADHE publishes various reports on the state of higher education including career and technical programs. Data is provided in areas of enrollment, remediation, graduation and credentials awarded. These same reports are also provided for STEM-only programs.

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

The ongoing expansion of:

Unmanned Aerial System (Drones)--production, repair, and piloting of drones in all settings of the workforce This program was look into last year and is going to be a moved from out of the pilot phase into the program of study phase this next year.

Cyber Security—managing, creating, and blocking the hacking of computer systems that protect infrastructures. Is being implemented

Social Media and Communications—managing and utilizing the tools to communicate better within cyber communications.

Supply Chain and Logistics—the managing and various employment areas in the increasing field of transportation of goods in our economic system

Implementation of Industrial Manufacturing in four areas of the state

The Arkansas partners in the Microsoft IT Academy/Certiport initiative in 2017-18 were the Arkansas Department of Career and Technical Education; Arkansas Department of Higher Education 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 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/MTA certifications. These certification opportunities are free to all students and staff. With the Microsoft IT Academy curriculum being offered to the state through Perkins funds, ARCareerEd has encouraged all schools to share the curriculum with all staff to encourage the use of technology state wide.

For the 2017-18 reporting year, the state had 200, 500-site licenses. The state had 150, 500-site licenses and 5,000 vouchers to issue out to schools. Students and teachers are also encouraged to utilize the Gmetrix MOS study program that is provided to the schools using Perkins funds. The following certifications are available for teachers and students:

Microsoft Office Excel®

Microsoft Office Word

Microsoft Office PowerPoint®

Microsoft Office Excel® Expert

Microsoft Office Word Expert

Microsoft Office Access

Microsoft Office Outlook®

Microsoft Office OneNote

MTA Networking Fundamentals

MTA Block-Based Language Programming

MTA Cloud Fundamentals

MTA Mobility and Device Fundamentals

MTA Security Fundamentals

MTA Windows® Operating System Fundamentals

MTA Windows® Server Administration Fundamentals

For Post-Secondary, at the postsecondary level, approximately 40% 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, nursing and other allied health areas, truck driving, culinary arts and hospitality, digital media, child development and aviation. Investments included computer labs and technology-based instructional delivery systems, welders, simulators, conveyor systems controls, IT labs, commercial driver trainer, and flight simulators.

Reserve funds were used to expand robotics and automation programs through purchases of simulation trainers. Programs supported included commercial truck driving, manufacturing systems, criminal justice, aviation, and allied health. Reserve funds were also used to provide Microsoft IT Academy curricula and Certiport industry testing to all two-year colleges statewide.

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?

Professional Development was offered in many different areas for teachers and professionals.

In Family and Consumer Sciences professional development was for specific core courses such as Chemistry of Foods, Orientation to Teaching, Advanced Dietetics, Food Safety and Nutrition Industry Standard Prep Skills, and Financial Literacy training.

Agriculture has an annual conference in Hot Springs Arkansas. This year they were visiting with teachers about the importance of industry certifications and having discussions about what areas are using for equipment; what works what is not working to help their students.

Business and Marketing had various trainings to help prepare students for the programs of study such as Banking, Accounting, Supply Chain and Logistics, Management, Social Media and Communications, and Marketing.

The Curriculum office worked with the mentor/mentee process for new teachers and seasoned teachers to help with the Internship, Career Development, and Keystone Classes.

STEM worked with Microsoft Imagine on the Overviews of Technopreneurship and Introduction to Python Coding, Mobile Application Development, Cyber Security, Unmanned Aerial Systems (which comes out of pilot this next year).

Trade and Industry had several workshops that included: Welding, Advanced Manufacturing, Criminal Justice, CNA, and Arts/AV.

To help our new teachers each area has a new teacher PD to help support and provide resources to the new teachers in the field. Each area discusses CTSOs, Course offerings, Clusters, and Programs of Study information for the state and their specific areas. Many times a speaker or mentor is brought in to motivate or encourage the individuals attending.

On a broad scope, several conferences are attended by teachers, administrators, and counselors to provide more information about CTE programs such as: Arkansas ACTE, Arkansas Association of Career and Technical Education for Administrators, and Association for Supervision and Curriculum Development.

The Modern Workplace training listed in last year's report has been offered to teachers for professional development. Teachers are given the chance to participate in a week of learning at local business. Teachers are able to witness and even experience the work environment that their students might actually be employed. Different equipment and processes they will see and learn may help them provide avenues for students to grow.

Several staff members went toured businesses and manufacturing facilities in Jonesboro, Paragould, Mountain Home, Blytheville, Osceola, Newark, Batesville, and Stuttgart. A group also visited the Kohler plant in Wisconsin to partner with the company to engage with the school district that contain Kohler plants in addressing the needs of the students to become valued employees at Kohler. The students will gain the skills in high school CTE classes targeted with Kohler skill sets.

At the postsecondary level, online, on-demand professional development, was provided to ten colleges 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 to provide initial and ongoing training and technical support for colleges utilizing the Microsoft IT Academy curriculum with faculty and staff provided with free industry certifications.

Perkins state leadership provided training to prepare high school career coaches and college career advisors to apply for certification as a career services provider. The training requires 120 hours of instruction and site-based activities prior to completion 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.

Perkins postsecondary recipients used 10% 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 preferred by industry. 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 and addressing student barriers, and addressing needs of online students.

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?

As last reported, Arkansas STEM Coalition held STEM Leadership Days that addressed the need to increase girls' interest and engagement in STEM through inventive, nationally recognized informal science education programs where risk is rewarded, curiosity is stimulated, and creativity is anticipated. The STEM Girls Leadership Conferences met the criteria of the Carl D. Perkins program to promote high skill, high wage, and in 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 9-12. The purpose of these conferences were to educate and promote opportunities and services to Arkansas female students interested 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. Health Sciences occupations that are non traditional for males was discussed and a trial HIS Day (Health In Science) was held at a hospital in a rural area of Arkansas that has a need for health sciences workers.

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, to provide recruitment and mentoring services, as well as case management services once students were enrolled. All colleges, with special emphasis on those in improvement plan status, participated in a best practices training provided with state leadership funds that were used to provide professional development and nontraditional materials to several participants.

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 a 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 career soft skills, employer engagement, project-based career learning, and work-based learning experiences that will lead them to further education or training and rewarding careers. Jobs for Arkansas Graduates had 115 programs in 2017-18 and 124 in 2018-19.

In the reporting year 2017-18, 3007 students were in High School JAG programs, with another 183 students in Middle School JAG programs, for a total of 3190. The top 10 barriers faced by the students (with an average number of 5 barriers per student) are listed below (in order):

Lacks marketable occupational skills that are in demand in the local labor market

Having inadequate or no work experience

Economically disadvantaged as defined by public assistance, TANF, or free lunch

A past record of excessive absences as verified by school officials

Lacks motivation or maturity to pursue education or career goals

Needs transportation to and from work or school

Mother does not work

Father did not graduate from high school

Did not pass the state proficiency exam

Basic skills deficient

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 ninth 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% | 97% |
| Job Placement | 60% | 68% |
| Positive Outcomes | 80% | 81% |
| Full Time Job Placement | 60% | 78% |
| 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.

JAG provides opportunity for a career association to be included in the curriculum. Arkansas also encourages 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 also encouraged to hold membership in other student organization that represents their chosen career focus/major area.

The JAG model requires 12 months of follow-up after graduation, which means monthly contact with participants beginning the month of June following graduation and then monthly contact with the participant's employer/school/military recruiter until May of the following year. The success of the program is clearly seen in the results of the 12-month follow-up of the students, as noted in the '5 of 5' results.

At the postsecondary level, economically disadvantaged is the largest special population category and, because this is present in other categories such as those with disabilities or limited English skills, funds are primarily directed to this area. Ten poverty simulations and workshops were held 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, educational cooperatives, college staff, college students, and adult education.

Approximately 40% of 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, and program development 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 39 single LEA CTE coordinators attend various meetings (email, webinar, and face-to-face) to discuss the different types of programs/activities that have been successful in their consortia 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 (RAC), 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 sub-recipients 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 ARCareerEd staff for various programs as liaison’s to be their advocate when needed. ARCareerEd staff members are on call to visit and present for support as needed. ARCareerEd has an open door policy for assistance to all of the state recipients.

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 monthly webinars are provided for new coordinators in areas of fiscal oversight, data and accountability, effective grant management including the Perkins portal infrastructure, and use of labor market information for annual plan development.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

69003.5

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

420

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

The Arkansas Department of Youth Services had over 100 students that received training in Construction. Arkansas Community Corrections had 60 male unit achieve welding certifications while the female unit earned 360 ServSafe Certifications for use in the food services industry.

Part II: State Institutions Serving Individuals with Disabilities

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

45033.5

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

235

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

The Arkansas School for the Blind was granted money for professional development for their CTE teachers along with Family and Consumer Sciences equipment. An upgrade in computers and current industry software was purchased for the Business and Marketing classes. The Arkansas School for the Deaf was granted money to purchase design studio equipment and software for Arts/AV and also money to have students take part in Driver's Education classes.

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

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, 2017-18, the FACS program area finished a pilot for a new program of study called Dietetics around the state.

Family and Consumer Sciences focused heavily on "growing their own" in the Education and Training area. A grant focusing on recruiting students to teach in southern Arkansas was made available. The Foods and Nutrition program was very successful in granting funds for horticulture opportunities that worked closely with the Agriculture programs when available.

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?

Yes

A Career and Technical Education Social Media Marketing Campaign was presented to teachers around the state to generate engaging and memorable social media communications that maximize views, likes, shares, comments, and other measurable interactions. Students would plan, create, and manage a social media marketing campaign to promote CTE. The top four schools would receive funds to purchase classroom equipment/supplies. The top four teams would present their campaigns to the local television and ARCareerEd staff for the opportunity to have their campaign highlighted in a statewide digital and social media marketing campaign.

A CTE Business Education teacher was awarded the Arkansas Career and Technical Education Teacher of the Year Award. The teacher represented Arkansas at the regional ACTE Conference. The teacher was awarded funds for this accomplishment to purchase classroom equipment and supplies.

Reserve funds for secondary were used to expand the pilot on the Cyber Security program of study and the Drone (UAS) program of study. Several meetings were held with business and the military bases that are currently using and maintaining maintenance on drones. The Cyber Security realm has also expanded to include universities and military entities in the development of frameworks and partnerships.

Post-Secondary reserve funds were used to expand robotics and automation programs through purchases of simulation trainers. Equipment was provided for commercial truck driving, manufacturing systems, criminal justice, aviation, and allied health programs of study.

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

Secondary and Postsecondary funds were used to provide practice tests for industry certifications to improve hiring opportunities. Certiport practice testing for Microsoft and Adobe Certifications were made available to all secondary recipients. Six colleges used Perkins funds to pay for certification testing for students in skilled trades, information technology, and allied health. Transportation to the testing facilities were made available to secondary students for taking the CNA license and the FAA Part 107 license. Also the addition of the "soft skills" training implemented through the Peak Performance U.

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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?

ARCareerEd and ADE began meeting once a month to collaborate on CTE courses that could be substituted for science, math, and finance credits needed to graduate. Frameworks have been submitted to ADE and comparisons were made in the rigor of the content to support the approval of academic credit along with CTE credit. The partnership with ADE and our STEM office has led to specialized numbering of courses for programming credits being taught throughout the state. An emphasis has been placed on programming by our governor. Professional development for ALL teachers (both CTE and academic) has been conducted to collaborate on planning for these dual credit classes for all students. ARCareerEd and ADE also worked together to incorporate a career planning "system" that will enhance the CTE planning as well as all students through their ESSA plan which includes Success Plans for all students.

ARCareerEd continued partnering 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.

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 money for the planning phase, implementation phase, and demonstration phase. In the 2017-18 program year, funds were provided for four school districts.

In regards to the discussion with business and industry, all program areas were revising their curriculum to address those "soft" skills that business and industry had indicated were needed in the current work force. Peak Performance U was created and developed by students to address the skills through 80 lessons. These lessons will consist of online interviews with Arkansas leaders and interactive online scenarios. This course was developed by students and based on input from business and industry leaders across Arkansas. The students have presented to numerous groups to encourage the dialogue of what business and industry are looking for.

The Career Ready 101 course has been deleted so that the curriculum can be taught across all disciplines. A statewide agreement with the Arkansas Department of Workforce Services has partnered with ARCareerEd to allow all school districts access to the Work Keys Curriculum. This valuable curriculum enables the students to participate in industry-recognized credentials, National Career Readiness Certificate. The assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance. WorkKeys assessments are: 1) Applied Math, 2) Graphic Literacy, 3) Workplace Documents, 4) Applied Technology, 5) Business Writing, 6) Workplace Observation, and 7) Fit. These skills are encouraging the students to be able to earn a sustainable wage. In Arkansas, several cities in the state have become Work Ready Communities that focus on communities keeping a strong economy growing. ACT Work Ready Communities help states, regions, and counties drive economic growth through the attainment of the ACT WorkKeys® National Career Readiness Certificate® (NCRC®), a portable skills credential recognized by employers across the country.

The Arkansas Department of Higher Education and two-year colleges are continuing changes to mathematics coursework for CTE programs and redesigning technical math offerings.

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 jobs needed in each occupational area. The state of Arkansas has different needs in all areas of the state. ARCareerEd supports the local jobs/skills needed in each area of the state. With the partnership with the AEDC, ARCareerEd will be able to help build a better workforce and improve the economic conditions in the regions of Arkansas.

Apprenticeship committees concerning application of high school work towards apprenticeship requirements have been formed. Committees to discuss industry recognized certifications. The Winthrop Rockefeller and WalMart Foundation has had numerous regional meetings to discuss skill sets needed for today's workforce. The Arkansas Chamber of Commerce has visited all of our CTE Regional Advisory Committee meetings to share with us as a liaison for all chamber of commerce entities in the state and the needs they have. 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.

ARCareerEd 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

Partnerships and community engagement are developed by colleges to meet local employment and training needs. One college has piloted a different approach to how program advisory councils are used. Based on these results, state leadership funds will be considered to assist with expansion to other colleges.

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

Yes

ARCareerEd and ADE partnered to discuss the collaboration of funds being available for a Career Planning System for all students 8th through 12th grade. This will ensure that both Perkins indicators and ESSA indicators can be achieved. The student's Success Plans will include assessments/personal inventories from this system.

Career Development Facilitators (CDFs) have continued to be 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.

Career Coaches are also becoming a vital entity in the high school setting. This enables the students to have the necessary guidance in career and/or post-secondary planning. Another benefit for utilizing a career coach would be filling out post-secondary applications and obtaining information concerning training and employment.

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. Training for Career Services Providers (see comments in Step 3: Use of Funds: Part B.3 Professional Development offerings) through use of Perkins state leadership funds enhances these efforts.) Perkins funds were used to obtain practice tests to prepare students for licensure and certification tests in allied health, FAA pilot licensure, welding, agriculture, truck driving, and funeral sciences.

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

A state working group was established to outline the process required to establish statewide programs of study and career pathways. Preliminary barriers to completion have been identified and an action plan to address has been created. Because Arkansas does not have a statewide longitudinal data system, data sharing agreements between appropriate state agencies have been established so that work can continue in the next program year.

ARCareerEd was chosen to participate in the Career Pathway Initiative in the 2016-17 reporting year. The team of six had four days of face to face training in Washington, D.C. with the Manhattan Strategy Group to brainstorm and plan how the state of Arkansas would create and implement a Career Pathway System. The core team invited 15 community leaders (legislators, business owners, education leaders, community leaders, and researchers) to attend 4 days of strategic planning. The planning phase resulted in the vision, mission, and plan of starting with our first pathway to create in health sciences. The next phase will be to hire two coordinators to plan and visit all areas of the state in the area of healthcare. A system will be built from this one area of healthcare and other pathways will be added (see below).

This project has continued with the aid of a secondary and post-secondary liaison to work together to create and implement pathways in Arkansas. Collaboration with business/industry, higher education, technical colleges, and secondary have increased and formed partnerships to devote to career pathways. Health Sciences and Advanced Manufacturing are the first two that are being focused on at the present time.

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 2017-18 membership of our organizations is as follows:

DECA – 2,098

FBLA – 11,353

FCCLA – 7,358

FFA – 14,120

HOSA – 2,499

Skills USA – 4,588

TSA – 386

Total membership for all CTSO's—42,402

Student Leadership Center has continued at an educational cooperative to coordinate the activities of all student organizations. Two persons were employed to focus all duties on the student organization conferences, professional development opportunities, and leadership experiences for all students/teachers involved. 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. CTSO manual is also being created to have a more cohesive set of policies and procedures for all CTSO entities to follow.

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.

The LEAN101 and Modern Workplace training listed in last year's report has now been offered to teachers for professional development. They also are offered the chance to participate in a week of internship at an area business in their geographical vicinity. Teachers were also able to observe the industry equipment/software that were vital to the success of the businesses. Once they completed 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.

Basic grant funds were used for industry tours and career fairs to improve understanding of industry needs.

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

ARCareerEd 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 ARCareerEd 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 such as job shadowing, resource speakers, and industry tours. The Career Pathway Initiative state team made up of community leaders also initiated numerous members in partnering with education and business endeavors.

Basic grant funds were used to develop coursework in response to local employer input as well as linking local employers with completing students.

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

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.

State funds of 2.3 million dollars are used yearly to award grants to districts for new program start-up

Basic postsecondary funds were used to create new courses in Precision Agriculture and for increasing the number of online course offerings.

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. Another entrepreneurial experience is called ESquared that is in conjunction with the FACS program area. The same entrepreneurship, management, and leadership skills are covered that are incorporated in the Small Business Operations program.

State leadership funds were used to provide hands-on experiences for local CTE staff to tour innovation centers to better understand entrepreneurship and the creative process that leads to creation of new products.

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